



**Mid-Term Evaluation of the Increasing  
Access to Basic Education and Gender  
Equality Programme (Afghanistan)  
(2015-2019)**

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## LIST OF ACRONYMS

AFS	Afghan Afghani
ACR	Afghan Children Read
ADB	Asian Development Bank
AAE	Aid Afghanistan for Education
AFDHS	Afghanistan Demographic and Health Survey
ALC	Accelerated Learning Centre
ALCS	Afghanistan Living Conditions Survey
ALP	Alternative Learning Pathways
AMICS	Afghanistan Multiple Indicator Cluster Survey
ANAR	Adjusted Net Attendance Rate
ANPDF	Afghanistan National Peace and Development Framework
AOG	Armed Opposition Group
CARE	Cooperative for Assistance and Relief Everywhere
CBE	Community-Based Education
CBETU	Community-Based Education Transition Unit
CCT	Conditional Cash Transfer
CBS	Community Based Schools
CFS	Child Friendly Schools
CLTS	Community-led Total Sanitation
CPAP	Country Programme Action Plan
CRS	Catholic Relief Services
CSO	Central Statistics Organization
DED	District Education Directorate
DHS	Demographic and Health Survey
ECD	Early Childhood Development
EiE	Education in Emergencies
ELDS	Early Learning Development Standards
EM	Evaluation Manager
EMIS	Education Management Information System
EQRA	Education Quality Reform in Afghanistan
EQUIP	Education Quality Improvement Programme
ERG	Evaluation Reference Group
ET	Evaluation Team
FGD	Focus Group Discussion
FM	Field Monitor
GATE	Girls' Access to Teacher Education
GDP	Gross Domestic Product
GED	General Education Department
GPE	Global Partnership for Education
GPI	Gender Parity Index
IDP	Internally Displaced Person
ILO	International Labour Organization
IR	Inception Report
ISCED	International Standard Classification of Education
ISD	Infrastructure and Services Department
KII	Key Informant Interview
MEC	Joint Anti-Corruption Monitoring and Evaluation Committee
M&E	Monitoring and Evaluation
MENA	Middle East and North Africa
MoE	Ministry of Education
MoF	Ministry of Finance
MoHE	Ministry of Higher Education

MoLSAMD	Ministry of Labor, Social Affairs, Martyrs and Disabled
MoPH	Ministry of Public Health
MoWA	Ministry of Women's Affairs
MRRD	Ministry of Rehabilitation and Rural Development
NESP	National Education Strategic Plan
NGO	Non-Governmental Organization
NRVA	National Risk and Vulnerability Assessment
NTA	National Technical Assistant
ODK	Open Data Kit
OOSC	Out-of-School Children
OOSCI	Out-of-School Children Initiative
PCA	Programme Cooperation Agreement
PCO	Provincial Coordination Officer
PED	Provincial Education Directorate
SADA	Social Association for Development of Afghanistan
SDES	Socio-Demographic and Economic Survey
SDG	Sustainable Development Goal
SIGAR	Special Inspector General for Afghanistan Reconstruction
SIP	School Improvement Plan
SMS	School Management Shura
SPEAR	Social Policy, Evaluation and Research Unit
T4D	Technology for Development
TE	Technical Extender
TED	Teacher Education Department
TLM	Teaching and Learning Materials
TLS	Temporary Learning Spaces
TTC	Teacher Training Centre
TOR	Terms of Reference
TVET	Technical Vocational Education and Training
UNAMA	United Nations Assistance Mission in Afghanistan
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
UNOCHA	United Nations Office for the Coordination of Humanitarian Affairs
UNDP	United Nations Population Division
USAID	U.S. Agency for International Development
WASH	Water, Sanitation, and Hygiene
WIFS	Weekly Iron and Folic Acid Supplementation

## EXECUTIVE SUMMARY

1. This report provides the mid-term evaluation of the Increasing Access to Basic Education and Gender Equality Programme funded by the United States Agency for International Development (USAID) and implemented by the United Nation's Children Fund (UNICEF) in Afghanistan. This evaluation is commissioned by the UNICEF Afghanistan Country Office (ACO) and covered the period from January 2015 to December 2018. The programme is slated to continue until December 2019. The timing of this mid-term evaluation serves to inform the Ministry of Education (MoE), USAID, UNICEF, and other stakeholders on the progress of the programme, lessons learned, and to present recommendations for ongoing programme adjustment based on essential findings. The summative evaluation is projected to take place in the first quarter of 2020. The evaluation will also serve to inform the Ministry of Education, USAID, and UNICEF on the lessons learned and to present recommendations based on the essential findings.

### Context

2. Afghanistan has seen significant increases in primary and secondary school enrolments – from less than one million students in 2001 to over 9 million in 2016. However, progress on education indicators has stagnated in recent years; and, there are estimates that there are approximately 3.7 million Out of School Children (OOSC) with an estimated 60 percent of OOSC girls. Globally, one response to limited access to education in the context of emergencies and post-conflict situation has been the development of Community Based Education (CBE) mechanisms.
3. For nearly two decades, the Afghanistan Government has supported the establishment of CBE mechanisms to reach isolated populations and those affected by conflict and war. Both Community Based Schools (CBS) and Accelerated Learning Centers (ALCs) are present in the Afghan CBE framework. Community Based Schools are classes established in community buildings or houses in remote, sparsely populated villages where no gender appropriate schools exist within a radius of three kilometers and with an expected average of 25-30 students per class. CBS offer an opportunity for children to begin (and in some cases, complete) primary grades in their own communities. ALCs are available to girls and boys between 10-15 years to be able to complete their primary school cycle in three instead of six years.
4. Since 2003, the United States Agency for International Development (USAID) has been a significant contributor supporting CBEs in Afghanistan, with a particular emphasis on enhancing the learning opportunities for OOSC, especially girls. The USAID programme, subject of this evaluation, has sought to strengthen areas for the reduction of child marriage, bolster education information management systems, and support access to education in emergency contexts of returnees and internally displaced populations (IDPs). The most recent phase of USAID support began in 2015 and was intended to assist the MoE in addressing supply and demand side barriers associated with the CBE mechanism and OOSC.



## Subject of the Evaluation

5. The subject of the mid-term evaluation is the ‘Increasing Access to Basic Education and Gender Equality’ programme. The current cycle extends from January 2015 through December 2019. Programme activities are organized under four pillars to increase access to education for OOSC in remote communities: a) Increased **access** to primary education for OOSC in remote communities; b) Increased **capacity** of community-based **teachers** in CBS; c) Increased **awareness** of communities and community leaders on the importance of education and their responsibilities in regard to CBE; and d) Increased **Government capacity** to deliver education services to OOSC. UNICEF’s primary partner on the programme is the MoE, together with its sub-national representation within Provincial Education Directorates (PEDs) and District Education Directorates (DEDs). CBE initiatives are implemented through the MoE in order to ensure national ownership and sustainability.

**Table E2: Programme Summary<sup>1</sup>**

<b>Country</b>	Afghanistan
<b>Programme Title</b>	Increasing Access to Basic Education and Gender Equality
<b>Donor</b>	USAID
<b>Programme Duration</b>	January 2015-December 2019
<b>Budget</b>	US\$ 77,402,457
<b>Expected Results</b>	<p>Provide primary education opportunities to 100,000 Out of School Children (OOSC) annually from 2015-2019 in CBS and 20,000 OOSC in ALCs annually from 2015-2019 in 10 provinces and deprived districts.</p> <p>Extend existing CBS from grades 1-3 up to 6<sup>th</sup> grade and ALCs from 1-6 up to 8<sup>th</sup> grades to allow children and youth, especially girls, to continue their school uninterrupted.</p> <p>Provide training to 1,200 CBE teachers annually from 2015-2019. Mobilize 1,000 communities in targeted provinces and districts on CBE and community participation.</p>
<b>Geographic Focus</b>	<p>Priority Provinces: Bamyan, Daikundi, Paktia, Pakitka, Badghis, Ghor, Uruzgan, Zabul, Helmand, Kandahar</p> <p>Deprived Districts in: Badakhshan, Balkh, Faryab, Jawzjan, Samangan, Saripul, Laghman, Nangarhar, Herat, Farah</p>
<b>Focus Population</b>	OOSC, particularly girls, aged 7-9 years old and OOSC children and youth, especially girls, aged 10-15 years old.
<b>Key Implementing Partners</b>	<p>Government: Ministry of Education, Provincial Education Department, District Education Offices, Education and Community Shuras</p> <p>Implementing Partners: Aid for Afghanistan for Education (AAE), CARE Afghanistan, Social Association of Afghanistan (SADA)</p>

## Methodology

6. The TOR questions and sub-questions pertaining to each of the evaluation dimensions are intended to contribute to responding to these overall objectives of the evaluation. The key evaluation criteria to be explored pertained to Relevance, Efficiency,

<sup>1</sup> From UNICEF Annual Report: Annex II Revised AMELP Final

Effectiveness, and Sustainability. Impact assessment was not part of this evaluation but rather included in the 2020 summative evaluation process.

7. Given the parameters of the evaluation and the particularities of the context, for data organization the evaluation team utilized a mixed methods approach based on a case study framework with selected CBEs serving as cases. Additional qualitative interviews at the District, Provincial, and Kabul levels served to provide complementary insights into programme performance. Case study sites were divided between “deep” case studies which relied on primary data collection of both quantitative and qualitative methods while “light” case study sites only applied quantitative surveys.
8. The five-person evaluation team consisted of two international consultants and three national consultants. The team also contracted the services of a local survey company to help administer the CBE level surveys and interviews. Data collection was organized in a tiered approach to mitigate security and logistical challenges. The international consultants interviewed Kabul level stakeholders, reviewed the pre-existing documentation, and analyzed the UNICEF CBE Database. The National Consultants carried out the Provincial level interviews in the six Provincial capitals included in the case studies. The local survey company employed District based enumerators who were able to travel to the targeted CBE sites without excessive security concerns.
9. In total, 894 persons (37 per cent female) were interviewed either individually or in groups during the inception and data collection stages. This included 675 surveys and 132 interviews of CBE stakeholders, 62 Provincial level interviews, and 45 Kabul based stakeholders. The UNICEF CBE Database – updated through April 2019 – and the survey results from questionnaires administered to a wide range of CBE stakeholders comprised the two main sources of quantitative information for the analysis.
10. In general, the evaluation process was able to keep to the intended plan and methodology and the evaluation team is confident in the robustness of the identified results. The Programme benefitted from the existence of significant programme documentation including the UNICEF CBE Database. Although care was taken in the selection of the CBE sites to ensure maximum diversity and representativeness, a Case Study approach is perforce not a statistical survey and data extracted from the case studies should not be considered generalizable but rather indicative. Security and logistical challenges did complicate the field phase with flight cancellations and some armed conflict in CBE communities necessitating shifts in plans. However, overall, the process went relatively smoothly given Afghanistan conditions in isolated regions.

## Findings

11. The USAID supported CBE Programme has been generally **relevant** to the context. The modality of partnering with the MOE contributes to assuring alignment with State priorities. The Programme is aligned with the National Policies and UNICEF Strategic Plans regarding Education programming. CBE Programming is highly relevant to the context and there is both a great demand and even greater need for community-based responses to education. The four pillars of access, teacher capacity, community mobilization and Government capacity are very relevant for development of the programme. UNICEF provides a relevant comparative advantage to supporting CBE in the context through its coordination role of working to support MOE, PED and DED

implementation of CBE programming rather than as a direct implementer has led to better alignment and partnership with the Government. UNICEF is also recognized and respected for its upstream policy work, coordination roles, and is generally rated as effective in implementation by other actors in the context.

12. One relevance challenge has been the implicit treatment of CBE programming as a temporary measure parallel to MOE formal education programming. The policy environment does recognize the CBE as part of the formal education system, but this is not yet operationalized or internalized. The lack of dedicated positions in the MOE related to CBE management funded by on-budget financing processes, and the use of 9-month service contracts for CBE teachers, and the lack of tracking data to verify transitions of students to continuing education are some examples of temporary measure implications.
13. The Programme has been **effective** in producing tangible results for CBE establishment and access to education and exceeding the original targets for the Programme. The number of CBEs established through the USAID funding with 26% more CBEs established than targeted and attending to 55% more CBE students than anticipated. CBE student gender ratio is roughly even overall, but a higher percentage of girls attend the ALCs when compared to boys.

**Table E3: Basic CBE Facts (USAID Supported CBEs Only)<sup>2</sup>**

	<b>ALC</b>	<b>CBS</b>	<b>Total</b>
<b>Number</b>	1,931	5,671	7,602
<b>Percentage of CBEs</b>	25.4%	74.6%	100%
<b>Total Students Enrolled</b>	42,820 (23%)	144,468 (77%)	187,288
<b>Mean Class Size</b>	22	25	24.6
<b>Percent Girls</b>	52.5%	48.6%	49.5%
<b>Percent CBE as Extensions</b>	14%	22%	20%
<b>Percent of CBE as Transitioned</b>	31.6%	16.3%	20.2%
<b>Number of Students Transitioned</b>	12,475	22,845	35,320
<b>Average Percentage of Dropouts or non-completion of Course</b>	42%	26%	29%

14. Dropouts or non-completion of a CBE course averages about 29 per cent of all enrolled students. However, these rates are skewed from disproportionately high rates in five of the 20 provinces. The rate of dropouts in the remaining 15 Provinces is less than 4 per cent of enrolled students. Early marriage appears to be a significant factor affecting dropout rates in ALCs and in some Provinces. Transition remains a challenge for the CBE students. Insufficient absorption capacity at the Hub Schools, the lack of sufficient female teachers at the Hub Schools, distance, insecurity, and early marriage were common factors cited. There is currently no mechanism to track CBE students after they've transitioned to verify if they are continuing to attend Hub Schools and education.
15. The benefits and potential contribution of the Programme to reaching OOSC has not yet begun to fill the degree of **demand** for community education. According to the CBE site visits, about 40 percent more children were attending the CBEs on average

<sup>2</sup> UNICEF CBE Database – current to April 2019

than had been officially registered. These unregistered children were often the younger siblings of those who were registered in the CBE cohort. In addition, Provincial and UNICEF stakeholders interviewed stated that they have received far more requests for CBEs to be established than they have capacity and budget to respond to. Some estimated as many as three times the number of requests in the system compared to established CBEs.

16. The number of **CBE teachers** recruited and trained have substantively exceeded the original Programme targets. According to the UNICEF CBE database, 8766 CBE teachers have been involved in the USAID CBEs (27% female). Teachers are contracted on 9-month service contracts and are not on the MOE teacher roster. This creates difficulties for ongoing training of teachers and most of the teachers only receive the induction training through INSET 1 and INSET 2 modules. Due to the isolation, insecurity, and cultural factors, available CBE teachers often do not meet MOE standards for teacher education. Slightly less than half of the CBE teachers supported by the USAID programme have completed Grade 12 or higher and 11 per cent of the CBE teachers having only a primary education. The revised CBE policy does provide a pathway for CBE teachers to become credentialed and to be integrated into the MOE roster upon transition to Hub Schools, but this has not yet been consistently operationalized.
17. The recruitment and retention of **female teachers** has long been recognized in Programme documentation and globally as a crucial component for successful CBE education – especially girls’ education. Overall, about 27 per cent of CBE teachers are female, but this varies significantly among Provinces. Several mechanisms have been proposed or used in the past to enhance female teacher recruitment, but these incentives were eliminated from the current CBE Programme due to budget constraints.
18. According to the UNICEF database, 71 per cent of the CBEs are recorded as having an active **School Shura** even though female representation appears to be quite low. CBE stakeholders tended to rate their Shura positively and reflected a general satisfaction with the role of Shura in the community. The highest rated elements related to communication and collaboration with education stakeholders. The lowest rated elements pertained to trainings for improving Shura capacity.
19. In terms of **Government capacity**, there appears to be a strong array of policies and strategies now developed that potentially provide cross-sectoral support for further CBE programming. These include the recently revised CBE Policy, the newly developed Girls Education Policy, and the Social Mobilization Strategy within the MOE. In addition, the Girls Education Flagship in UNICEF provides a good framework for inter-sectoral cooperation on CBE and education programming. The policy framework complements the Coordination structures that exist within the MOE to provide access to education.
20. The integration of processes for managing CBE Programming inside the MOE still appears to be under development. On the one hand, the technical capacity of individuals – especially the advisors and extenders funded by UNICEF - is perceived as good. However, these individual technical skills may not necessarily translate to providing *institutional* capacity reflected in the limitations of permanent on-budget positions for

CBE, the limited integration of CBE data into the national education database, and the heavy reliance on off-budgeting funding to support the CBE programming. At the Provincial and District levels, it was observed that the enthusiasm for, and ownership of, CBE programming and implementation appeared to increase across the levels as they moved towards the field, culminating at the CBE level with the highest degree of enthusiasm and demand for CBE establishment. CBE stakeholders also reported perceiving DED monitoring to be stronger and more consistent to provide support to the CBEs. The DED Academic supervision represents potential untapped resources for CBE support. There is relatively little guidance to the Academic support units or orientation on how to provide supervision and in-service training to CBE Shura and Teachers. Academic supervisors often end up providing a de facto verification function rather than capacity building function. The lack of structured systems for CBE management makes the programming highly dependent on individual initiative and was cited as leading to numerous delays across a variety of facets.

21. **Efficiency.** Numerous facets of the UNICEF management of CBE programming has improved compared to previous cycles. These included a range of elements such as: a) improved monitoring capacity for CBEs and the development of UNICEF databases for tracking CBEs; b) improved quality and delivery of TLMs; c) improved tracking and disbursement of CBE teacher salaries; d) improved input on policy framework development; e) improvements in sponsoring evidence base studies (such as the OOSC study); and f) improved coordination and upstream policy influence. However, these improvements often still lie with UNICEF support or implementation and there is some concern that the Government capacity to sustain these same systems – while improved – may not be sufficient to maintain CBE Programming
22. The Education Management Information System (EMIS) data and the UNICEF database are aligned in terms of required information and the collected data is relevant to both. However, the monitoring data is often inconsistently entered into the EMIS data system. Monitoring data appears to be used more often at District and Provincial levels for operational decisions but does not appear to be consistently used for Strategic decisions or operations at higher levels. The current monitoring information collected is primarily focused on access related dimensions and quality aspects such as tracking student learning outcomes, or specific teacher training needs, or Shura training needs have not yet been integrated into the data collection.
23. The two Programme activities that have timeliness implications for UNICEF are the delivery of the Teaching Learning Materials (TLMs) and the teacher salaries. End use monitoring of UNICEF related supplies such as the TLMs is not systematically implemented. The UNICEF database does track annually whether students did *eventually* receive textbooks, class learning materials, or stationery, but it does not track whether these were received in a *timely* manner. Qualitative interviews with stakeholders indicate that there is often a delay in the distribution of TLMs, but there is a perception that the amount of delay has improved over the course of the cycle. For teacher salaries, teachers are currently reporting receiving their salaries on time, although this was not always the case during the cycle.
24. **Sustainability.** The overall assessment for **sustainability** is that while there are factors and conditions in place that can serve as a foundation in future programming,

sustainability is not yet achievable within CBE Programming. Scale-up of the Programme is essential, but given the diversity of context, a multi-pronged, multi-sectoral application of CBE modalities and programming may be necessary. This will have significant Coordination and management implications. UNICEF is well positioned due to its experience and reputation to support this type of engagement, but it would require shifting from a project implementation focus to a more strategic technical advisory role. The policy foundation is in place for implementing scale up and there is significant individual technical capacity within the MOE. However, system capacity – especially for monitoring and data management – still need to be developed. There are also significant funding and ownership concerns for sustainability that present barriers to handover of CBE programming.

25. Interviewed stakeholders consistently noted that individual technical capacity is believed to be largely available throughout the system - although this varies among the stakeholder groups. Most targeted by stakeholders for strengthening are: Community Shura capacity to manage CBEs, Hub School capacity to support CBEs and to absorb transitioned students, and CBE data management. However, there were more concerns expressed regarding the capacity of *systems* to integrate CBE programming, of budget to support CBE programming, and of the degree of ownership of MOE towards CBE programming. System limitations noted throughout the previous findings included the lack of operationalized pathways for CBE teacher credentialization, professional development, or absorption into the MOE roster after a CBE cohort finishes, the lack of application of alternative CBE modalities even when short term modalities are not conducive to continuing education, the lack of guidance for Academic Supervision units for CBE teacher assessment or CBE student learning outcomes, and the lack of integration and coordination between Academic supervision and Shura Mobilization for supporting CBE schools. CBE data integration was consistently cited as a major challenge for sustainability.
26. Respondents do perceive that Government has taken a more proactive approach to data management and interest in exerting more control and leadership over CBE programming – from both UNICEF and NGOs. However, further integration of systems and management would be important in future programming. There are currently no exit strategies for UNICEF or NGOs in terms of complete handover to the Government for CBE funding and management. Among CBEs Kabul based respondents the most significant concern expressed related to identifying potential future funding to CBE programming. For any programming support, it would be necessary to secure long-term commitments (or shifts to on-budget programming) to allow for the more permanent modalities to be implemented

## Conclusions and Recommendations

27. **Quality and Access.** In response to this high demand, the current CBE programme – whether explicitly or implicitly – has taken actions to prioritize **increasing access** to CBEs. This has been successful in terms of exceeding the original programme targets but has come at a cost of minimizing quality considerations, including ensuring continuing education of CBE students, teacher capacity, learning outcomes, and sustainability dimensions. These aspects have not been ignored, but in the balance of allocation of resources, personnel, and policy, establishing CBEs has taken primary

considerations (justifiably so given the degree of demand). In considering the next phase of CBE programming, it certainly seems that the focus needs to be less on seeking to *create* demand, and more on seeking to *meet* demand. In order to meet demand and build quality considerations, future programming approaches will likely need to depend on the application of multiple modalities and rely on multi-sectoral collaboration to leverage more resources for CBE programming. This type of programming will require more flexible, strategic coordination and greater levels of cross-sectoral communication to be implemented. Initiatives such as the Girls Education Flagship in UNICEF are intended precisely to ensure more cross-sectoral engagement and can serve as template for future CBE cycles.

28. In terms of the **global lessons for CBE success**, while there is a good foundation for CBE programming, additional developments are merited. Elements that merit further consideration include strengthening Government managerial and administration systems for CBE, and the allocation of on-budget resources. For teachers, the recruitment and retention of female teachers needs to be further developed as well as the operationalization of the career development pathways and training opportunities. Integrating alternative training methods such as teacher learning circles into future CBE teacher support may be one way to mitigate distance and isolation challenges. The curriculum and system component are relatively well developed and probably only requires minor additions. The community sector is relatively progressed as well, but the diversity of community management groups and more intentional training for management may be useful to consider in future programming. Finally, UNICEF's operating approach through Government scores well, but the elaboration of a handover and transition strategy in the next programme cycle merits consideration.
29. **Over-arching Recommendation.** The CBE Programme has generated significant positive outcomes. The CBE Programme substantively exceeded the original Programme targets in terms of access to education of marginalized communities and children. The programme's existence has appeared to have influenced community stakeholder attitudes towards education and girls' education in particular. Demand for community based education by community based stakeholders far exceeds the current capacity to supply community based education and there is significant need for community based education in the context. The over-arching recommendation of the evaluation team is that UNICEF and donors should commit to continued funding and support of another CBE Programme cycle in Afghanistan. The demand is too great, and the systems are yet too fragile to realistically contemplate the re-allocation of resources away from Community Based Education. Within the frame of a new CBE Programme cycle, significant attention should be placed on developing exit and transition strategies with Government and the promotion of a shift to on-budget support for CBE programming
30. Given that the current cycle of five years is nearly completed with less than six months remaining, recommendations regarding existing implementation practices would not be feasible to implement within the time left. However, there are two types of actions that could be carried out in the remaining six months to pre-position for future programming based on the results of the current programme: 1) Recommendations to continue to address evidence base gaps in CBE Programming (#1-3); and 2) Recommendations for developing the foundations for the next CBE Programme cycle

(#4-5). The evaluation did identify a number of technical adjustments to implementation that would be useful to integrate into future CBE programme cycles. However, the evaluation team recognizes that recommendations (#7-12) will require increased cost to any future CBE Programme. Maximizing access (#6), even at the expense of integrating quality considerations, may need to be further prioritized given the degree of unmet demand for CBE Programming in the country.

31. **Recommendation 1: Learning Outcomes: In order to understand CBE programming impact on education and to inform future strategic planning regarding CBE Programming and education, UNICEF, in collaboration with MOE, should seek to strengthen the evidence base regarding measuring the learning outcomes of the CBE students within the frame of a CBE Summative Evaluation process. Time frame: Within the next 9 months. Responsible: UNICEF Access Unit, CBE Education Specialist, MOE CBE Technical Advisor**
32. **Recommendation 2: Post-Transition: UNICEF, in collaboration with MOE, should seek to fill in the evidence gap related to post-transition education of CBE students both in the immediate-term and long-term through the application of a post-transition monitoring process and the sponsorship of a long-term longitudinal ethnographic study covering at least five years (preferably longer). Timeframe: Next 6 months. Responsible: UNICEF Access unit, MOE CBE National Technical Advisor.**
33. **Recommendation 3: Volunteer Students: UNICEF, in collaboration with the MOE, should consider integrating into the CBE data tracking a broader assessment of the volunteer student phenomenon in current CBEs to contribute to the summative evaluation process. Timeframe: Next 6 months. Responsible: UNICEF Access Unit, Technical Extenders, and DED.**
34. **Recommendation 4: Policy Foundation: UNICEF, in collaboration with the MOE, should continue to operationalize the currently strong Policy foundation for CBE Programming. Timeframe: Next 6 months. Responsible: UNICEF Access Unit, National Technical Advisor MOE**
35. **Recommendation 5: CBE Programme Strategy 2020: UNICEF, in collaboration with the MOE and donors, should promote a shift away from a CBE project delivery mentality by continuing the development and finalization of the next CBE Programme Strategy for 2020 and beyond. Timeframe: Next 6 months. Responsible: UNICEF Education Sector, USAID, DFID, and other donors, MOE**
36. **Recommendation 6: New CBE Modality Assessments: In the next CBE implementation cycle, UNICEF and the MOE should consider scaling up CBE Programming to meet need and demand through the employment of a multi-pronged and multi-sectoral approach diversifying the use of alternative modalities to better respond to context variety. As part of this scale-up process, there should be a viability assessment and guidance developed for additional CBE modalities including three possible new**



**modalities: a) Mosque-based education through Mullahs for early grades; b) Community Contribution and Management; c) virtual or distance classrooms.** Timeframe: within the next 12 months. Responsible: UNICEF Education Sector and MOE.

37. **Recommendation 7: CBE Unit: The MOE, in collaboration with UNICEF, should strengthen the capacity of the Education system to support MOE programming through the establishment of on-budget permanent positions within the MOE at all levels (Tashkeel or Ajeer) coordinated by a CBE unit at the Ministry of Education in Kabul.** Timeframe: Within the next 12 months. Responsible: MOE, Ministry of Finance, and UNICEF Education Sector.
38. **Recommendation 8: CBE Teacher Capacity: As part of the ongoing CBE Teacher professional development and integration process, in future CBE programming, the MOE should elaborate 12-month contracts for CBE teachers and integrate continuous learning and training opportunities during the months when schools are not in session. Ongoing professional development should include alternative approaches to traditional training models including teacher learning circles, mentoring and coaching, and peer-to-peer support.** Timeframe: Within the next 12 months. Responsible: MOE with support from UNICEF.
39. **Recommendation 9: Female CBE Teachers: The recruitment and retention of female teachers needs to continue to be a point of priority in CBE programming. To strengthen the recruitment and retention of female teachers, the MOE should integrate special packages and allowances targeting female teachers as incentives to help mitigate barriers to recruitment and retention.** Timeframe: Within the next 12 months. Responsible: MOE with support from UNICEF
40. **Recommendation 10: Academic Supervision: The Academic Supervision Unit, with support from UNICEF, should develop more detailed guidance and training to CBE Academic supervisors on teacher assessment to better track quality outcomes.** Timeframe: Within the next 12 months. Responsible: MOE with support from UNICEF.
41. **Recommendation 11: Transition Package: The MOE, in collaboration with UNICEF, should develop a package of incentives and resources within the CBE programming to overcome barriers to transition when short cycle CBE modalities are used.** Timeframe: Within the next 12 months. Responsible: MOE with support from UNICEF.
42. **Recommendation 12: CBE Shura Capacity Building: The MOE, in collaboration with UNICEF, should strengthen the CBE Shura capacity building component in the next programming cycle. In addition to existing trainings, the Shura capacity building framework should consider integrating mentoring and coaching practices, peer-to-peer exchanges, and distance training.** Timeframe: Within the next 12 months. Responsible: MOE with support from UNICEF.



## 1.0 INTRODUCTION

1. This report provides the mid-term evaluation of the Increasing Access to Basic Education and Gender Equality Programme funded by the United States Agency for International Development (USAID) and implemented by the United Nation’s Children Fund (UNICEF) in Afghanistan. This evaluation is commissioned by the UNICEF Afghanistan Country Office (ACO) and covered the period from January 2015 to December 2018. The programme is slated to continue until December 2019. The timing of this mid-term evaluation serves to inform the Ministry of Education (MoE), USAID, UNICEF, and other stakeholders on the progress of the programme, lessons learned, and to present recommendations for ongoing programme adjustment based on essential findings.
2. The purpose of this Evaluation Report (ER) is to present the methodology of the evaluation, describe the programme achievements and results to date, and to present conclusions and recommendations as described above. The document outlines the evaluation approach and methodology and describes how the evaluation was organized. The basis of the structure of the ER is built on the Evaluation Terms of Reference (TOR) presented by the UNICEF Afghanistan Country Office.

### 1.1 National Context and Education

3. **General Education Rates:** Afghanistan remains one of the poorest countries in the world – ranked 168<sup>th</sup> on the United Nation’s 2018 Human Development Index (HDI), with an increase in reported poverty rates from 34 per cent in 2007-08 to 55 per cent in 2016-17.<sup>3</sup> Economic hardships, such as those experienced by the Afghan population, can negatively affect family decisions regarding sending their children to school.
4. Afghanistan has seen significant increases in primary and secondary school enrolments – from less than one million students in 2001 to over 9 million in 2016.<sup>4</sup> However, progress on education indicators has stagnated in recent years; and, while estimates of Out of School children (OOSC) vary considerably among sources, the recently concluded Global Initiative of OOSC: Afghanistan Case study<sup>5</sup> estimates that there are approximately 3.7 million OOSC, with an estimated 3.5 million never having attended school. An estimated 60 per cent of OOSC girls. The following table profiles key official statistics from the ALCS in 2017, illustrating a cumulative pattern of a youth population with extremely low primary completion and high levels of illiteracy. This is particularly marked for girls, especially in rural areas of the country.

**Table 1: Afghanistan Education Statistics<sup>6</sup>**

Indicator	National	Male	Female	Rural	Urban
Gender Parity Index (GPI): Secondary	0.51			0.38	0.74
Gross Intake Primary Education (%)	48.5	53.6	42.9	41.1	77.4
Net Intake rate in Primary Education (%)	20.8	22.9	18.7	18.4	35.5
Net Attendance rate primary education (%)	56.1	65.5	45.5	54.0	74.3
Primary completion rate (%)	56.6	51.9	33.2	33.7	74.6
Youth literacy rate (%)	53.6	68.2	38.7	47.9	75.1

<sup>3</sup> Afghanistan Living Conditions Survey (ALCS), 2017

<sup>4</sup> Global Initiative for OOSC: Afghanistan Case Study, 2018 (also cited in the UNICEF RFP for this evaluation).

<sup>5</sup> Global Initiative for OOSC: Afghanistan Case Study, 2018

<sup>6</sup> Afghanistan Living Conditions Survey, 2017

5. **Barriers to Education Access:** The OOSC study from 2018 notes that education in Afghanistan has been frequently interrupted by war, disasters caused by natural hazards, displacement and migration.<sup>7</sup> An estimated 8.5 million people in Afghanistan – one in four Afghans – have been displaced during the last four decades.<sup>8</sup> In 2017, there were an estimated 1.3 million internally displaced persons (IDPs) in Afghanistan, including nearly half a million new displacements that year due to conflict.<sup>9</sup> Over 0.6 million Afghans are estimated to have returned from the Islamic Republic of Iran and Pakistan in 2017; and more than 1 million returnees were registered in the previous year,<sup>10</sup> putting a severe strain on the absorption capacity of Afghan systems and institutions, including within the education sector.
6. Additional structural barriers and challenges to OOSC include the geographic isolation of many populations in mountainous terrain, and a high degree of ethnic and linguistic diversity limiting educational access. Economic difficulties and cultural practices – such as early marriage – can also affect educational attainment. Access to education is further limited by insufficient educational infrastructure to deal with the potential number of students in the country, with many existing schools operating without proper buildings.
7. The OOSC study notes that 45 districts are under the control of non-state armed groups and 118 are contested – about 40 per cent of the country’s districts.<sup>11</sup> This limits the degree of investment and access that Government can provide for education, especially in the more isolated contexts of the country. As a result, the culmination of more than thirty years of conflict and large population movements have resulted in an educational system that lacks human and financial resources, qualified teachers (especially female teachers), infrastructure, and adequate teaching and learning materials.
8. **Additional Barriers for Girls:** The OOSC study concludes that these factors from a historical context of long-lasting war, infrastructure degradation, poverty, and geographic isolation have affected both boys and girls equally. However, the study goes on to note that in addition to these common factors, girls face further barriers that can impede their access to education.
9. The study notes that school attendance concerns are particularly acute for girls, with less than 45 per cent of primary-aged girls reported attending.<sup>12</sup> Geographical remoteness, poverty, insecurity and overall limited access to services in rural areas are, in the case of girls, further reinforced by cultural and religious barriers, including early marriage; a shortage of female teachers; parental concern about the safety of girls walking long distances to school; a lack of appropriate infrastructure at schools such as adequate hygiene facilities and boundary walls, and other factors.

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<sup>7</sup> Global initiative on Out of School Children – Afghanistan Case Study. 2018. – cited in Global initiative on Out of School Children – Afghanistan Case Study. 2018

<sup>8</sup> Returns to Afghanistan in 2017, Joint IOM-UNHCR Summary Report, 2018

<sup>9</sup> Internal Displacement Monitoring Centre: <http://www.internal-displacement.org/countries/afghanistan> (page accessed on 19 February 2019).

<sup>10</sup> Returns to Afghanistan in 2017, Joint IOM-UNHCR Summary Report, 2018

<sup>11</sup> SIGAR, ‘Quarterly Report to the United State Congress’ January 30, 2018

<sup>12</sup> *ibid*

10. The security situation is also gender biased. Schools, teachers and students have been deliberately targeted and attacked, heightening the sense of insecurity and leading families to withdraw their children from school.<sup>13</sup> At least 500 attacks on schools took place between 2013 and 2017, as well as 90 UN-verified incidents in the first half of 2018; and there have been widespread reports of the military use of educational facilities and schools affected by election-related violence.<sup>14</sup> While this violence towards education affects all children in the targeted areas, the OOSC study noted that girls' education is targeted more than boys, with attacks on girls' schools accounting for around 40 per cent of all instances, and mixed schools accounting for 32 per cent.<sup>15</sup>
11. **Education Infrastructure and Investment:** Afghanistan's education system is formally managed by three separate entities: The Ministry of Education (MoE), the Ministry of Higher Education (MoHE), and religious institutions.<sup>16</sup> The Ministry of Education in Afghanistan's formal education system manages primary schooling (Grade 1-6), lower secondary schooling (Grade 7-9), upper secondary schooling (Grade 10-12), and various vocational schools. Children aged 7-12 are considered primary school aged.<sup>17</sup>
12. In 2017, government spending on education in Afghanistan was approximately 15.7 per cent of total government expenditure (3.9 per cent of total GDP) – up from 10.4 per cent in 2012, but consistent with relative levels of investment between 2013 and 2016.<sup>18</sup> This is roughly in line with globally recommended levels of support for education in national budgets of at least 4 per cent of total GDP, and 15 per cent of total government expenditure.<sup>19</sup> Given the number of OOSC and the scale of the challenge ahead to insure inclusive and equitable quality education for all, this amount may still not be sufficient to meet the needs.
13. Aside from budgetary allocations, the absence of reliable data and monitoring systems and corruption remain issues that influence governance functions, including within the education sector.<sup>20</sup> The Government of Afghanistan has taken active steps to address these and other structural barriers through the 2017 Education Reform Agenda and related Action Plan.
14. Bilateral official development assistance (ODA) for Afghanistan was approximately US\$4.2 billion in 2016 and US\$3.9 billion in 2017. The United States (US) is by far the largest donor, providing US\$1.3 billion of ODA to Afghanistan in 2016 and 2017. Approximately 8 per cent of the total ODA to Afghanistan in 2016 and 2017 was spent within the education sector.<sup>21</sup> The UN's support for education in Afghanistan is aligned with the Government's Afghanistan National Peace and Development Framework

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<sup>13</sup> UNICEF School Closure Report, 2017

<sup>14</sup> Attacks on Education in Afghanistan, Briefing Paper, Global Coalition to Protect Education from Attack, 2018. Available at: [http://www.protectingeducation.org/sites/default/files/documents/attacks\\_on\\_education\\_in\\_afghanistan\\_2018.pdf](http://www.protectingeducation.org/sites/default/files/documents/attacks_on_education_in_afghanistan_2018.pdf)

<sup>15</sup> *ibid*

<sup>16</sup> Global Initiative for OOSC: Afghanistan Case Study. 2018.

<sup>17</sup> Global Initiative for OOSC: Afghanistan Case Study. 2018.

<sup>18</sup> Data from the UNESCO Institute for Statistics: <http://data.uis.unesco.org/> (accessed at 19 February 2019)

<sup>19</sup> Domestic Financing in Education: A Smart Investment, SDG Education 2030 Steering Committee, page 2. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000261963>

<sup>20</sup> Joint Anti-corruption, Monitoring, and Evaluation Committee (MEC) Report, October 2017

<sup>21</sup> Source: OECD DAC. See: <http://www.oecd.org/dac/financing-sustainable-development/development-finance-data/aid-at-a-glance.htm>

(ANPDF) and designed to contribute to the goals of the National Education Strategic Plan (NESP) III. UN agency resources allocated for programming in the education sector amounted to approximately US\$43.8 million in 2018.<sup>22</sup> UNICEF and UNESCO jointly lead the efforts of the One UN for Afghanistan group and act as the main counterparts for the government-led education development council.<sup>23</sup> A number of other multilateral and non-governmental actors are active and influential within the education sector in Afghanistan, including the World Bank, other UN agencies, and local, national and international non-governmental organizations (NGOs).

## 1.2 Community-Based Education Models

15. **CBE Modalities:** Globally, one response to limited access to education in the context of emergencies and post-conflict situation has been the development of CBE mechanisms. There is not one globally agreed definition for CBE. However, it is generally understood to be an approach with active outreach to under-served geographic areas, often through community-based schools (CBSs) and/or Accelerated Learning Programmes (ALPs). Some literature includes CBE under the heading of ‘alternative education’<sup>24</sup>; and, where links with formal government-run education systems are limited, the terms ‘non-formal’ and ‘informal education’ are also used.<sup>25</sup>
16. For nearly two decades, the Afghanistan Government has supported the establishment of CBE mechanisms to reach isolated populations and those affected by conflict and war. CBE is seen as an outreach programme to complement the existing formal schooling system. In 2018, the Government revised its Policy and Guidelines on CBE (first drafted in 2008 and updated in 2012), positioning CBE as a part of the formal education system and setting out the MoE’s lead role in coordinating CBE service delivery.<sup>26</sup>
17. Both Community-Based Schools (CBS) and Accelerated Learning Centers (ALCs) are present in the Afghan CBE framework. Community-Based Schools are classes established in community buildings or houses in remote, sparsely populated villages where no gender appropriate schools exist within a radius of three kilometers and with an expected average of 25-30 students per class. CBS offer an opportunity for children to begin (and in some cases, complete) primary grades in their own communities.<sup>27</sup> ALCs are available to girls and boys between 10-15 years to be able to complete their primary school cycle in three instead of six years.<sup>28</sup> The CBE mechanisms have been part of NESP since 2003, including the current NESP III (2017-2021). CBE mechanisms are expected to contribute towards Sustainable Development Goals #4 (ensuring inclusive and equitable quality education and promote lifelong learning for all) and #5 (Achieving gender equality and empower all women and girls); as well as the second Education for All (EFA) target on access to education.

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<sup>22</sup> One UN for Afghanistan, 1 January 2018 – 31 December 2021, Agreement between the Government of Afghanistan and the UN in Afghanistan, 27 March 2018. Available at: <https://www.af.one.un.org/wp-content/uploads/2018/05/4.-One-UN-for-Afghanistan-03042018.pdf>

<sup>23</sup> *ibid*

<sup>24</sup> Baxter, P. and Bethke, L. *Alternative Education: Filling the gap in emergency and post-conflict situations*. UNESCO. 2009.

<sup>25</sup> Yasunaga, M. *Non-formal education as a means to meet learning needs of out of school children and adolescents*. UNESCO and UNICEF. 2014.

<sup>26</sup> *Community Based Education: Policy and Guidelines*, Ministry of Education Afghanistan, 2018

<sup>27</sup> According to the UNICEF databases, Grades 1-3 are supported by CBE

<sup>28</sup> According to the UNICEF databases, this is considered up to Grade 6

18. **CBE and Gender in Afghanistan:** The initial CBE model was applied in the Afghanistan context beginning in 2003. Initially, the model sought to respond to the needs of a significant cohort of children who had not been able to access education due to a protracted conflict in Afghanistan beginning in the 1980s and extending through the early 2000s. The war damaged existing educational infrastructure, which was exacerbated by the geographic isolation in many regions of the country. Therefore, after 2003, the CBE model primarily targeted geographically isolated communities (beyond 3 kilometers from a Hub School) where educational infrastructure was not available, and which had a significant number of OOSC. The CBE was to collect all the children in the community who had not had access to school due to the war and educating them as a single cohort, preparing them for transition to hub schools once the situation normalized.
19. Evaluation reports and project documents from CBE projects in the early years do note gender issues, however, gender – or enrollment parity per se – was not an initial priority of the CBE model in 2003 and the focus was more on applying gender neutral language to all children. As the CBE model evolved across the phases of support since 2003, the issue of girls’ access to education began to assume increasing prominence in the programming documentation and in donor support. This was aided by studies such as the OOSC Case study cited earlier which noted the ongoing significant gender disparities regarding additional gender-based barriers to girls’ access to education. The evolution of this gender focus has since culminated in the development and ratification in 2019 of a Girls Education Policy inside the MOE.
20. Since 2003, the United States Agency for International Development (USAID) has been a significant contributor supporting CBEs in Afghanistan, with a particular emphasis on enhancing the learning opportunities for OOSC, especially girls. The USAID programme, subject of this evaluation, has sought to strengthen areas for the reduction of child marriage, bolster education information management systems, and support access to education in emergency contexts of returnees and internally displaced populations (IDPs). The most recent phase of USAID support began in 2015 and was intended to assist the MoE in addressing supply and demand side barriers associated with the CBE mechanism and OOSC. The USAID-funded programme is intended to contribute to the national priorities of the Government of Afghanistan with a contribution to Quality and Relevance, Equitable Access, and Transparent and Efficient Management.
21. UNICEF works at various levels to advance girls’ education within the existing models and modalities. Examples include, UNICEF’s support to the MoE to develop and disseminate the Girls’ Education Policy; training for MoE, PEDs and DEDs on gender sensitive planning and budgeting; training on the importance of girls’ education within training for SMS members; efforts to recruit, train and retain increasing numbers of female teachers; and complementary programming, for example in the areas of nutrition and child protection (including on issues such as early marriage).
22. **CBE Global Lessons Learned:** A review of the existing literature on community-based education highlights elements that can contribute to its success in providing access to quality education for OOSC. The following table lists some of the key

components for each of the major stakeholders.<sup>29</sup> A common thread throughout the literature is the emphasis on CBE assuming equal prominence in terms of resourcing, and a recognition that CBE should not be viewed as inferior to the public-school system. This framework will be used in building the conclusions section of this report – assessing the current CBE programming against global lessons learned.

**Table 2: Contributions to Success of CBE Mechanism**

Stakeholder	Components for Success
Government	<ul style="list-style-type: none"> <li>• Strong ownership and leadership</li> <li>• Supportive legislative framework</li> <li>• Robust managerial and administration systems for CBE</li> <li>• Transparent allocation of resources</li> <li>• Provincial and District structures capable of providing support to CBE</li> <li>• Criteria for CBE establishment should be clear and transparent (may include factors such as distance to nearest school, ethnic tensions, etc.)</li> <li>• Certification and credentials of CBE students should be recognized and in line with public school system certification</li> <li>• CBE information integrated into Education Management Information Systems</li> <li>• Comprehensive coordination system for managing relevant institutions supporting CBE</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Contracting and retaining female teachers to promote increased girls' participation in CBE</li> <li>• CBE teachers should have a clear career path and receive adequate pay aligned with public school salaries</li> <li>• Training and supervision of CBE teachers should be integrated into MoE support and include components such as multi-grade classroom management and interactive teaching techniques</li> <li>• Development of alternative training methods (such as teacher learning circles)</li> </ul>
Curriculum and System	<ul style="list-style-type: none"> <li>• CBE mechanisms should be made available to OOSC in a non-discriminatory manner and include outreach and advocacy for inclusion of groups (such as girls or children with disabilities)</li> <li>• Adapted curriculum for ALPs including condensed material and alternative teaching methods</li> <li>• Accelerated learning should be restricted to the target age group and not include younger children of primary school age</li> <li>• Child-friendly teaching methods with gender appropriate WASH facilities</li> <li>• Flexible hours of instruction and start dates to allow for seasonal support to families</li> </ul>
Communities	<ul style="list-style-type: none"> <li>• Community stakeholders must have clearly defined responsibilities with CBE mechanisms including in planning, implementation, and monitoring of CBE</li> <li>• CBE scope should be a realistic geographic range within an identifiable community</li> <li>• Community management groups should be inclusive</li> <li>• Training provided to community management groups on elements of management and on topics such as child rights and how to support vulnerable children</li> </ul>
External Partners	<ul style="list-style-type: none"> <li>• External partners should work within Government led systems and structures</li> <li>• Implementing partners and strategic allies should have a clear exit strategy for involvement and support of CBE</li> </ul>

<sup>29</sup> Full Bibliography can be seen in Annex 11.



## 2.0 SUBJECT OF THE EVALUATION: INCREASING ACCESS TO BASIC EDUCATION

### 2.1 Overview

23. The subject of the mid-term evaluation is the ‘Increasing Access to Basic Education and Gender Equality’ programme. The evaluation assessed the results of USAID assistance to the CBE mechanism in fulfilling the educational rights of every child in Afghanistan, especially the most disadvantaged. UNICEF receives support from a number of different bilateral donors for its CBE-related portfolio. USAID, however, is by far the largest donor, and this evaluation only considers CBE-related activities implemented with funding from USAID.
24. The current cycle extends from January 2015 through December 2019. The programme is planned to be completed in 2019. A key point of focus in UNICEF’s support to the CBE programme with USAID funding has been to expand learning opportunities for children, especially girls, in Afghanistan and to contribute to the development of a strategic approach to increase girls’ access to education in locations that are most vulnerable to conflict.
25. The UNICEF programme language describe attending to the most vulnerable. In the context of this programme, the term most vulnerable prioritizes girls (at all levels), geographic isolation, and regions with significant ongoing conflict or security challenges. Other elements are also considered within the programme support matrix, but secondary to these three key factors. Further elaboration of programming criteria for beneficiary support is described in the sampling section (Section 6).

**Table 3: Programme Summary**<sup>30</sup>

<b>Country</b>	Afghanistan
<b>Programme Title</b>	Increasing Access to Basic Education and Gender Equality
<b>Donor</b>	USAID
<b>Programme Duration</b>	January 2015-December 2019
<b>Budget</b>	US\$ 77,402,457
<b>Expected Results</b>	<p>Provide primary education opportunities to 100,000 Out of School Children (OOSC) annually from 2015-2019 in CBS and 20,000 OOSC in ALCs annually from 2015-2019 in 10 provinces and deprived districts.</p> <p>Extend existing CBS from grades 1-3 up to 6<sup>th</sup> grade and ALCs from 1-6 up to 8<sup>th</sup> grades to allow children and youth, especially girls, to continue their school uninterrupted.</p> <p>Provide training to 1,200 CBE teachers annually from 2015-2019. Mobilize 1,000 communities in targeted provinces and districts on CBE and community participation.</p>
<b>Geographic Focus</b>	<p>Priority Provinces: Bamyan, Daikundi, Paktia, Pakitka, Badghis, Ghor, Uruzgan, Zabul, Helmand, Kandahar</p> <p>Deprived Districts in Badakhshan, Balkh, Faryab, Jawzjan, Samangan, Saripul, Laghman, Nangarhar, Herat, Farah</p>

<sup>30</sup> From UNICEF Annual Report: Annex II Revised AMELP Final

<b>Focus Population</b>	OOSC, particularly girls, aged 7-9 years old and OOSC children and youth, especially girls, aged 10-15 years old.
<b>Key Implementing Partners</b>	Government: Ministry of Education, Provincial Education Department, District Education Offices, Education and Community Shuras Implementing Partners: Aid for Afghanistan for Education (AAE), CARE Afghanistan, Social Association of Afghanistan (SADA)

## 2.2 Programme Pillars, Theory of Change, and Alignment

26. **Programme Pillars.** The current CBE programme supported by USAID aims “to fulfil the educational rights of every child, especially the most disadvantaged”. The overall outcome is to “provide equitable access to free and quality education to all Afghan children”.<sup>31</sup> Programme activities are organized under four pillars to increase access to education for OOSC in remote communities:
- a. Increased **access** to primary education for OOSC in remote communities;
  - b. Increased **capacity** of community-based **teachers** in CBS;
  - c. Increased **awareness** of communities and community leaders on the importance of education and their responsibilities in regard to CBE; and
  - d. Increased **Government capacity** to deliver education services to OOSC.
27. **Theory of Change:** A Theory of Change (ToC) had not been fully established at the development of the current phase of CBE programming support in 2014. However, in 2018, a draft ToC for the programme was advanced and has been included in several programme documents, including the Revised Activity Monitoring, Evaluation and Learning Plan.<sup>32</sup> One of the mandates in the evaluation TOR was a request for the evaluation team (ET) to review this relatively newly crafted TOC and offer suggestions for adjustments in linkages and assumptions in preparation for the development of the formative evaluation. The TOC is intended to serve as the foundation of subsequent contribution analysis in the evaluation and identification of the embedded assumptions of the CBE programme.
28. Using the existing draft ToC and the current logical framework for the programme, as well as interviews conducted during the inception phase, the evaluation team has proposed a modified ToC to guide the evaluation process (see Annex 4). Within the proposed ToC, no changes are made at the levels of impact, outcome or outputs. However, several changes are made to the description of programme interventions in order to more accurately reflect the aspirations and diversity of the programming modalities. Other changes highlight the full range of activities and the intention of the programme to support the Government to deliver the Government’s education services. Coordination with other education-related actors has also been given more prominence. The assumptions and linkages of the TOC are assessed through the evaluation exercise.
29. **Programme Alignment:** The programme is intended to align with UNICEF’s Country Programme Action Plan (CPAP) from 2015-2019 and its objective of “girls and boys of school age, especially vulnerable children in deprived provinces and areas, access primary education that is progressively child-friendly and demonstrates improved

<sup>31</sup> Logical Framework, USAID (2015-2019)

<sup>32</sup> Revised Activity Monitoring, Evaluation and Learning Plan, USAID

learning outcomes”.<sup>33</sup> Relevant CPAP results are: a) increased planning, coordination and management capacity of education authorities for CBE; b) increased capacity of education stakeholders to implement equitable access programmes at scale; c) education duty bearers and rights holders at national and sub-national levels have increased capacity for planning, implementing, and monitoring child-friendly education environment and student learning outcomes; d) education authorities, communities, and families are better able to support primary and lower-secondary access to education for girls; and e) national and sub-national education authorities have increased capacity to respond to emergencies in humanitarian situations. The following table profiles the key programme summary information for the evaluation subject.

### 2.3 Programme Modality Mapping

30. UNICEF support for CBE is implemented through two different modalities – community-based schools (CBS) and Accelerated Learning Centers (ALCs). CBS are primarily targeting primary school aged children and cover grades 1-3. However, in some situations, the CBS has extended classes up to 6<sup>th</sup> grade. ALCs cover an accelerated learning process for primary education (grades 1-6) delivered in three years. The targeted age groups for ALCs are children between 10-15 years of age who were never in school or who had dropped out. In some circumstances, the ALCs have provided extensions up to 8<sup>th</sup> grade and the new CBE policy provides for the option of ALCs covering up to 12<sup>th</sup> grade in special circumstances. Students are targeted in cohorts i.e. a group of students is supported from start to finish up to the completion of the education cycle – usually grade 3 for CBS and grade 6 for ALCs. Interviews with UNICEF stakeholders during the inception phase indicated that most of the USAID-supported CBE initiatives are focused on a single cohort of students, though there are examples of multi-cohort CBS in the province of Nangarhar.

**Table 4: Basic CBE Modalities<sup>34</sup>**

Community Based Schools	Accelerated Learning Centers
<ul style="list-style-type: none"> <li>• Single Cohort in a community</li> <li>• Ages are school age children up to 10 years.</li> <li>• Successive year passing from Grades 1-3</li> <li>• CBS connected to a Hub School</li> <li>• Once cohort finishes the three years, expectation is that the children will transition to the Hub school and continue starting from Grade 4</li> </ul>	<ul style="list-style-type: none"> <li>• Single Cohort in a community</li> <li>• Ages are school age children above 10 years.</li> <li>• Accelerated curriculum covering two grades per year until grade 6</li> <li>• CBS connected to a Hub School</li> <li>• Once cohort finishes the three years, expectation is that the children will transition to the Hub school and continue starting from Grade 7</li> </ul>

31. The priority provinces and districts for the programme were determined according to need, with those provinces and districts with the highest numbers and proportions of OOSC receiving priority. Additional considerations included geographic alignment with USAID’s priority areas and additional resourcing options. The northern region of Afghanistan was not initially included in the USAID-funded programme, but priority districts in the north were added at a later date in order to sustain support for CBE

<sup>33</sup> Country Programme Action Plan 2015-2019, UNICEF Afghanistan

<sup>34</sup> Revised CBE Policy

activities in areas previously covered by funding from SIDA until 2017.<sup>35</sup> The following table provides provincial summaries for CBE data.

**Table 5: CBEs Supported by USAID Programme by Province**<sup>36</sup>

Province	# of USAID CBEs	# of Active CBS Students (2018)	# of Active ALC Students (2018)	Total # of Active CBE Students in 2018	Girls (%)
<b>Central Region</b>					
<b>Daikundi</b>	321	4,504	874	5,378	52%
<b>Bamyan</b>	210	2,982	871	3,853	60%
<b>Paktia</b>	203	4,543	1,334	5,877	73%
<b>Paktika</b>	69	5,964	1,424	7,388	55%
<b>Northern Region</b>					
<b>Badakhshan</b>	194	4,110	0	4,110	47%
<b>Balkh</b>	177	8,057	0	8,057	50%
<b>Faryab</b>	233	7,601	0	7,601	35%
<b>Jawzjan</b>	24	298	0	298	49%
<b>Samangan</b>	122	2,423	1,528	3,951	70%
<b>Sar-e-Pul</b>	22	519	0	519	61%
<b>Eastern Region</b>					
<b>Laghman</b>	132	4,575	0	4,575	50%
<b>Nangarhar</b>	230	8,125	3,762	11,887	58%
<b>Southern Region</b>					
<b>Uruzgan</b>	351	6,055	3,955	10,010	68%
<b>Zabul</b>	348	7,364	5,916	13,280	47%
<b>Helmand</b>	488	10,782	2,440	13,222	54%
<b>Kandahar</b>	334	3,553	2,130	5,683	50%
<b>Western Region</b>					
<b>Badghis</b>	308	3,944	1,369	5,313	51%
<b>Ghor</b>	305	3,590	2,451	6,041	55%
<b>Herat</b>	411	5,007	2,719	7,726	59%
<b>Farah</b>	759	6,026	6,675	12,701	40%
<b>TOTAL (All Regions)</b>		<b>100,022</b>	<b>37,448</b>	<b>137,470</b>	<b>53%</b>

## 2.4 Programme Evolution and Results

32. **Programme evolution.** Since funding was agreed with USAID in 2014 (implementation began in January 2015), the programme has undergone a series of amendments (nine in total). Of the programme addendums shared with the evaluation

<sup>35</sup> Funding from the Government of Sweden for UNICEF's CBE-related work ended at the end of 2016, at which point USAID agreed to absorb CBE-related initiatives previously funded by Sweden into its programme of support.

<sup>36</sup> From UNICEF CBE Database as of 17/11/2018 and reported in the UNICEF Annual Report: Annex II Revised AMELP Final

team, one (dated March 2015) extends the end date of the programme to the end of December 2019; another (dated June 2015) incorporates support for Aid Afghanistan for Education (AAE) to provide ALCs for girls in nine designated provinces, and includes procurement of textbooks at the request of the MoE; an additional addendum (dated September 2015) increases the overall budget of the programme from over US\$54.0 million to the current budget ceiling of US\$77.4 million; and a programme realignment request by UNICEF to USAID (approved in November 2016), includes the distribution of teaching and learning materials to formal schools in 35 provinces of the country.<sup>37</sup>

33. **Past evaluations and reviews.** In 2016, SIDA conducted an evaluation of its support to UNICEF’s CBE programming between 2013 and 2015. The final report from the evaluation,<sup>38</sup> as well as the UNICEF Management Response to the evaluation findings and recommendations, will be important background resources for this evaluation. UNICEF reviews considered by the evaluation team include the mid-term review of the UNICEF Afghanistan Country Strategy conducted in 2017; and an internal UNICEF review of procurement of school supplies and payment of teachers’ salaries.<sup>39</sup>
34. **Programme results.** Based on UNICEF’s database, the programme has exceeded its expected results in a number of areas. The following table summarizes an array of results achieved by end December 2018.<sup>40</sup>

**Table 6: Programme results<sup>41</sup>**

Description	Target by 2019	Results <sup>42</sup>
<b>New CBS and ALC classes established</b>	6,000	7,965 <sup>43</sup>
<b>CBE students enrolled</b>	148,000 <sup>44</sup>	171,215
<b>Textbooks distributed</b>	100,000 CBS students and 20,000 ALC students to receive full set of textbooks	455,691 textbooks distributed
<b>TLM kits distributed</b>	240,000 CBS students and 48,000 ALC students to receive learning materials; 5,000 CBS teachers and 1,000 ALC teachers to receive teacher kits	CBE student kits reached 241,050 students in 2017 and 245,475 students in 2018
<b>Teacher salaries</b>	5,000 CBS teachers and 1,000 ALC teachers	6,664 CBE teachers recruited and paid
<b>Teachers trained</b>	5,000 CBS and 2,400 ALC teachers 6,000 teachers trained on formative learning assessment	7,886 teachers trained on INSET 4,105 CBE teachers & 955 Academic Supervisors trained on formative learning assessment

<sup>37</sup> Reference in the USAID AMELP Annex.

<sup>38</sup> Review of the UNICEF programme Basic Education and Gender Equality in Afghanistan 2013-2015, Sida, 2016.

<sup>39</sup> Copies of these documents have been requested by the evaluation team.

<sup>40</sup> UNICEF Presentation, Feb. 2019.

<sup>41</sup> Targets are taken from the programme’s logical framework, USAID (2015-2019). Results are extracted from a presentation given by UNICEF staff during the evaluation team’s inception mission from 8-15 February 2019.

<sup>42</sup> Per the UNICEF Presentation, February 2019.

<sup>43</sup> Includes CBEs also supported by thematic funds or other donors.

<sup>44</sup> Target numbers are taken from the UNICEF presentation, Feb. 2019. Data in the USAID Logical framework is different.

<b>Training of SMS members</b>	2,400 communities trained	1,724 SMS members trained; training of 5,000 SMS members ongoing (with complementary funding)
<b>Capacity building of government staff at decentralized levels</b>	10 PEDs trained on planning and monitoring	247 stakeholders from various categories reported trained in 2018. <sup>45</sup>
<b>Strategy/Policy Development</b>	Support MoE to develop CBE Policy & Girls' Education Policy	Revised CBE Policy completed Girls' Education Policy completed
<b>Research/Evidence</b>	Study on OOSC	Study on OOSC completed

## 2.5 CBE Programme Implementation Considerations

35. **Partners and ways of working.** UNICEF's primary partner on the programme is the MoE, together with its sub-national representation within Provincial Education Directorates (PEDs) and District Education Directorates (DEDs). CBE initiatives are implemented through the MoE in order to ensure national ownership and sustainability.
36. In practice, this means that community-based teachers are contracted by the MoE, trained according to the nationally agreed syllabus, their salary levels are agreed by government and are commensurate with teachers in formal schools, and their work is supervised by local education authorities. Children in CBE institutions covered by the programme are taught according to the national syllabus, the textbooks and materials provided are the same as those used in formal schools, and students follow the required annual hours per grade level according to MoE policy. All CBE institutions are linked to a formal school (often referred to as a hub school) and receive support/supervision through that connection with the public-school system. Once children have completed their target grades at the CBS or ALC, they are entitled to continue their education at the designated hub/formal school (though in practice this can often be complicated by challenges such as distance, insecurity, family unwillingness, etc.).
37. In addition, UNICEF works through community structures – namely School Management Shuras (SMS) – to strengthen community awareness of the importance of education and build community buy-in for CBE longer-term. These SMS are similarly supported by local education authorities through the network of social mobilisers with responsibilities for CBE within district level offices. Where access is limited due to security considerations, UNICEF has engaged with non-governmental partners for implementation of CBE activities (with MoE agreement). NGO partners within the programme have included AAE, Catholic Relief Services (CRS), CARE Afghanistan, and the Social Association of Afghanistan (SADA).
38. **Gender dimensions.** The CBE model was not originally intended to be a gender inclusion model, but rather a reconstruction for post-war stabilization model at its inception in 2003. However, it has quickly become recognized that the establishment of

<sup>45</sup> Annual report, Dec. 2018. Data from other years not disaggregated.



CBS and ALCs at village level are particularly helpful for overcoming some of the other restrictions limiting girls' access to education cited in the OOSC case study. For example, where girls are restricted from travelling outside of their community to public school, CBE can be an effective way of alleviating the gender disparity in school enrolment and attendance. As another example, the presence of a female teacher in a CBE can lead to rapid increase in girls' enrolment in CBEs because parents are often reluctant for their girls, especially girls entering puberty, to be taught by male teachers. This has led to the adaptation of the CBE model more recently to allow for a more gender-oriented sensitivity. This has culminated in the most recent revised CBE policy which – although still using geographic distance from hub schools as a main criterion for CBE establishment – now allows for additional gender-oriented criteria (such as lack of male teachers in the hub school or the absence of suitable gender appropriate WASH facilities).

39. These adjustments to the criteria and their application for gender appear to have had a significant contribution in girls' access to education. As of 2018, the UNICEF CBE Database, updated to December 2018, recorded 72 per cent of students enrolled in ALCs were girls and 61 per cent of students in CBS were girls. Anecdotal evidence during the inception phase also pointed to rapid enrolment of community girls in CBE as soon as female teachers were contracted for the CBE.

### 3.0 EVALUATION FEATURES

#### 3.1 Purpose, Scope and Objectives

40. **Evaluation Purpose:** This evaluation is a formative, mid-term review of the programme and is intended to complement a subsequent end-of-programme summative evaluation to measure the impact of the programme. The summative evaluation is projected to take place in the first quarter of 2020.
41. For this current mid-term, formative evaluation, the TOR describes the overall general purpose as: *“to gather evidence on the programme performance in fulfilling the educational rights for children, and especially the most disadvantaged, in targeted provinces. The evaluation will contribute to assessing results-based management of the programme through illuminating key issues, enhancing programme performance, and scaling it up to other locations of Afghanistan”*.<sup>46</sup> No emerging issues were described in the TOR, nor identified in the inception mission. The TOR requested that the evaluation team revise the Programme theory of change (TOC) that had been elaborated in 2018. The assessment of the feasibility of the TOC for articulating the contribution of programme effects is intended to be one of the dimensions covered by the mid-term review analysis.
42. **Evaluation Objectives:** The evaluation is expected to focus on the three main objectives subsequently outlined in the TOR by applying primarily qualitative methods and key OECD/DAC criteria, specifically relevance, efficiency, effectiveness, and sustainability.<sup>47</sup> The TOR developed a set of questions and sub-questions to be explored within each of these criteria. The three main objectives of the evaluation are to: a) Assess

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<sup>46</sup> UNICEF MTR Terms of Reference, Page. 3

<sup>47</sup> Impact to be measured in the summative evaluation

relevance, efficiency, effectiveness, and sustainability of the programme; b) gather evidence on the programme performance and lessons learned; and c) provide recommendations for improving, if necessary, and scaling up the programme.

43. The TOR notes that as the programme is ongoing, sustainability will be assessed based on understanding the capacity of the national counterparts to sustain the results. The mechanisms of collaboration with the Government and non-governmental stakeholders in delivering the programme activities for children, capacity development and system building activities are considered a particularly important point of emphasis for the ET. The evaluation should also assess the alignment of the programme activities with existing national educational policies, the feasibility of sustaining the programme results, and consider appropriate exit strategies for UNICEF at programme end (estimated December 2019).
44. **Time Period under Review:** The time period for review is from the beginning of implementation activities in January 2015 through December 2018.<sup>48</sup> The evaluation will focus on the programme deliverables to the primary stakeholders (Ministry of Education (MoE), Provincial Education Directorate (PED), District Education Directorate (DED) and others) who have been involved in the programme implementation as well as the community-based stakeholders associated with Community Based Education (CBE) modalities such as students, teachers, Shuras, and community members. UNICEF is a primary stakeholder providing technical support of implementation stakeholder delivery of CBE programming and USAID is a primary stakeholder as donor. The scope of the geographic implementation has been in 20 provinces in the five regions of Afghanistan.
45. **Evaluation Use:** The evaluation will serve the dual and mutually reinforcing objectives of accountability and learning. For accountability, the evaluation will assess, and report on, the performance and results achieved (intended or unintended, positive or negative) of UNICEF's assistance to the MoE in CBE. While the programme has had ongoing annual consultations with key stakeholders, this evaluation can also serve to provide stakeholders with an independent platform to contribute towards recommendations for programme design or implementation. For learning, the evaluation will determine the reasons for the results achieved, deriving lessons learned and good practices from these and providing evidence-based findings for current and future operational and strategic decision-making towards long-term educational quality.
46. **Expected Users of the Evaluation:** The expected users for this evaluation are the UNICEF Afghanistan Country Office and its partners in decision-making, (especially those involved in adjustments to programme implementation and/or design), and to support discussions with the donor (USAID) and the Government of Afghanistan, especially the Ministry of Education, to ensure that the programme implementation and process are going according to the intended results and objectives. The evaluation will also serve to inform the Ministry of Education, USAID, and UNICEF on the lessons learned and to present recommendations based on the essential findings.

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<sup>48</sup> The TOR originally stated through June 2018, but the evaluation process has only begun in quarter 1 of 2019 and consequently, the end of the year data for 2018 is now available and can be included in the evaluation.



### 3.2 TOR Questions and Emergent Themes

47. The TOR questions and sub-questions pertaining to each of the evaluation dimensions are intended to contribute to responding to these overall objectives of the evaluation. The following table provides an overview of the key questions as described in the TOR. The complete Evaluation TOR questions are found in Annex 5.

**Table 7: TOR Sub-Questions by Dimension<sup>49</sup>**

Dimension and General Question	TOR Sub-Questions
<b>Relevance:</b> To assess alignment of the programme interventions to existing strategies and policies of Afghanistan and UNICEF in education and the extent to which the needs of the OOSC and the most marginalized children – including communities and teachers, are addressed	<ol style="list-style-type: none"> <li>1. Design</li> <li>2. Interventions</li> <li>3. Stakeholder Capacity</li> <li>4. Policy</li> <li>5. Comparative Advantage</li> </ol>
<b>Efficiency:</b> to assess the programme timely and cost-efficient implementation and result based management	<ol style="list-style-type: none"> <li>1. Sufficiency:</li> <li>2. Monitoring and Decision Making</li> <li>3. Timeliness</li> </ol>
<b>Effectiveness:</b> evaluating the extent the programme outputs have contributed to immediate developmental changes and mid-term results at the outcome level	<ol style="list-style-type: none"> <li>1. Access</li> <li>2. Teacher Capacity</li> <li>3. Shuras</li> <li>4. Government Capacity</li> <li>5. Education Results</li> <li>6. Retention and Transition</li> </ol>
<b>Sustainability:</b> To evaluate the extent to which the programme interventions can be scaled up, and to what extent the capacity of our Government partners will ensure the sustainability of the programme initiatives, and how appropriate the exit strategy of UNICEF is	<ol style="list-style-type: none"> <li>1. Scale up Potential</li> <li>2. Data Integration</li> <li>3. Partnerships and Policies</li> <li>4. Systems and Capacities</li> <li>5. Stakeholder Capacities</li> <li>6. Exit and Transition</li> </ol>

### 3.3 Evaluation Methodology

48. The evaluation matrix in Annex 5 describes in detail the categories, key questions, judgement criteria, data collection and analysis methods. The evaluation matrix served as the foundation of the evaluation process and dictates the structure of this report. Cumulatively, the evidence available for each question and performance indicator should enable a response to the relevant evaluation questions.
49. Given the parameters of the evaluation and the particularities of the context, for data organization the evaluation team utilized a case study approach grounded at the level of specific CBEs serving as cases. Additional qualitative interviews at the District, Provincial, and Kabul levels served to provide complementary insights into programme performance. A more detailed description of the case study approach and forms of data organization is described in Annex 8. Case study sites were divided between “deep” case studies which relied on primary data collection of both quantitative and qualitative methods while “light” case study sites only applied quantitative surveys. CBE sites and accompanying stakeholder interviews are described in Annex 8. The map of the evaluation sites is presented in Annex 1. Due to the security conditions and the involvement of children in the data collection process, the proposed methodology was

<sup>49</sup> UNICEF CBE Mid Term Review Terms of Reference

developed to align with the UNICEF Procedures for Ethical Research during the inception phase (Annex 17). Institutional Review Board approval of the proposed methodology was sought and obtained. The certificate of approval is attached in Annex 17.

50. The five main types of information collected were: a) Document review (and pre-existing qualitative information); b) pre-existing quantitative information related to the log-frame activity and output indicators; c) Primary qualitative data from key informant interviews and focus group discussions and the CBE levels; d) Primary Quantitative perceptions survey data from village stakeholders including students, households, and teachers; and e) Primary qualitative data from key informant interviews<sup>50</sup> collected from non-CBE related levels including Kabul stakeholders. Each type of information contributed to either the construction of the case studies or the subsequent response to each of the evaluation questions.
51. Document Review: A review of available documentation beyond the quantitative data was used throughout the evaluation phase to address the relevant evaluation criteria and served as both a complementary source for triangulation with the field phase quantitative and qualitative data and as historic overview of changes in programming. The document review has particular pertinence for addressing questions related to relevance and efficiency. The Country Office provided extensive secondary documentation that is integrated into the evaluation analysis (Annex 11).<sup>51</sup> The pre-existing quantitative data available related to the log-frame indicators<sup>52</sup> highlights achievements in the activity and output levels of the log-frame. Annex 14 provides a summary analysis of key findings from the document review against the evaluation questions.
52. Pre-existing Quantitative data: Within the frame of the evaluation criteria, the pre-existing quantitative data is best suited to address elements pertaining to efficiency and effectiveness of the programme operations. Extensive data for activities and outputs were already collected and a portion of these patterns are summarized in the programme description section of the narrative and Annex 15. UNICEF maintains a database of all CBEs supported through UNICEF. Database information was updated to April 2019 and made available to the evaluation team. This database serves as one of the main sources for analysis of the Effectiveness dimension.
53. Primary qualitative data and quantitative data from CBE case studies. The case study data obtained from the mix of KIIs and FGDs and perceptions surveys are relevant for contributing to explorations of relevance, programme effectiveness, and potential sustainability issues at the local level. The mixture of stakeholders is intended to promote the involvement of different groups, including girls and boys as well as mixtures of men and women, teachers, Shuras, community leaders, and hub school representatives at village level. Case study information is summarized in Annex 13.
54. Primary qualitative data from non-CBE case study stakeholders. The key informant interviews and conversations with Kabul and Provincial stakeholders were used to

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<sup>50</sup> The non-CBE stakeholders will only be participating in interviews, not focus group discussions

<sup>51</sup> Including additional documentation identified during the inception mission and currently requested of UNICEF for the document review phase.

<sup>52</sup> Annex 6

contribute to the analysis of all five dimensions of the evaluation criteria, but with particular pertinence for relevance (national policy alignment), efficiency, and sustainability. The selection of stakeholders was intended to represent the array of potential stakeholder categories cited in the stakeholder analysis section with a prioritization of those specific individuals who are particularly information rich with regards to CBE programming.

55. The five-person evaluation team consisted of two international consultants and three national consultants. The team also contracted the services of a local survey company to help administer the CBE level surveys and interviews. Data collection was organized in a tiered approach to mitigate security and logistical challenges. The international consultants interviewed Kabul level stakeholders, reviewed the pre-existing documentation, and analyzed the UNICEF CBE Database. The National Consultants carried out the Provincial level interviews in the six Provincial capitals included in the case studies. The local survey company employed District based enumerators who were able to travel to the targeted CBE sites without excessive security concerns.
56. Interviews were carried out individually or in guided group discussions. Representatives of the evaluation team visited Kabul, five Provincial capitals, 10 District Centers, and 30 CBE sites in the course of the evaluation data collection. The sites visited and stakeholders interviewed were selected based on feedback received during the elaboration of the inception report and in consultation with the UNICEF and MoE stakeholders with knowledge of the context. The Evaluation sites visited, and the evaluation mission schedule is found in Annex 10.
57. The interviews were held with multiple stakeholders both inside and outside of UNICEF and the MoE who had interests in the provision of community-based education in the Afghan context. Annex 12 lists the persons interviewed.<sup>53</sup> Given the nature of the evaluation mandate, most of the interviewees were drawn from UNICEF, MoE, CBE personnel, and USAID as donor. Stakeholders outside of UNICEF with an interest in the evaluation including other UN Agencies, donors such as DFID and particular embassies such as the Canadian and Swedish embassies who have supported CBE programming and international NGOs who have either direct or indirect involvement in the provision of CBE in Afghanistan were also interviewed.
58. **Sampling Selection and Data Analysis:** Each of the four data sources - Document review, pre-existing quantitative data, Kabul and Provincial Stakeholders, and Case Study (both “deep” and “light”) – had their own sampling criteria. However, given the nature of all of these sources, the selection of all stakeholders, documentation, or sites to be visited were based on a ***purposive sampling strategy for all levels***. Three main criteria for selection were: Information richness (*are the respondents sufficiently familiar with the activities to provide insights?*), accessibility (*can the stakeholders be accessed by the evaluation team?*), and security considerations (*will the invited persons be subject to security risk or reprisals?*).
59. The qualitative data from interview notes were compiled from case study interviews using a standard matrix which was structured to respond to the evaluation matrix

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<sup>53</sup> Community Stakeholders including CBE students interviewed are not listed in the Annexes due to confidentiality and security concerns.

categories and questions. The quantitative data from the primary surveys were compiled into an excel spreadsheet for analysis of responses. SPSS was used to provide additional analysis of patterns and connections among responses linked to CBE sites.

60. **Data Analysis:** A data analysis workshop with the evaluation team was carried out in Kabul (April 28-May 1). The evaluation team reviewed the responses from stakeholders, the quantitative data, and the document review to generate findings and conclusions against the TOR evaluation questions. The evaluation team employed a standard qualitative approach of an iterative analysis of emergent themes to build field level case studies and identify provincial and Kabul based patterns.<sup>54</sup> Key thought units were identified in interviews, which were then clustered into categories. Emergent themes from each category were identified for further analysis and re-categorization to identify key patterns.
61. Evidence for conclusions was built via iterative triangulation from these case study and non-case study sources of information. Themes or patterns were examined to determine if they were coming from multiple stakeholder levels and categories. Observations or comments that were only coming from a single source, class of stakeholders, or case study were given less conceptual weight during the building of the analysis. The report highlighted the findings from multiple actors and across multiple levels with different types of stakeholders. In total, 894 persons (37 per cent female) were interviewed either individually or in groups during the inception and data collection stages. This included 675 surveys and 132 interviews of CBE stakeholders, 62 Provincial level interviews, and 45 Kabul based stakeholders. Annex 12 lists all persons interviewed in the process.<sup>55</sup> A more detailed description and analysis of the primary quantitative survey data and the construction of the cases is found in Annex 15.
62. **Limitations to the Study.** In general, the evaluation process was able to keep to the intended plan and methodology and the evaluation team is confident in the robustness of the identified results. The Programme benefitted from the existence of significant programme documentation including the UNICEF CBE Database. Although care was taken in the selection of the CBE sites to ensure maximum diversity and representativeness, a Case Study approach is perforce not a statistical survey and data extracted from the case studies should not be considered generalizable but rather indicative. Security and logistical challenges did complicate the field phase. Weather delays cancelled planned flights to Provincial capitals, necessitating shifts in interview responsibilities and the occasional application of virtual interviews as replacement options. In addition, armed conflict at two CBE sites prevented CBE enumerators from being able to interview selected CBE stakeholders. In collaboration with UNICEF Regional focal points, alternative sites with similar characteristics were selected for inclusion. However, overall, the process went relatively smoothly given Afghanistan conditions in isolated regions.

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<sup>54</sup> Patton, Michael Quinn. 2010. *Qualitative Research and Evaluation*. Sage Publication. San Francisco, California.

<sup>55</sup> except for CBE level stakeholders for reasons of confidentiality and security

## 4.0 EVALUATION FINDINGS

### 4.1 Overview

63. The structure of the presentation of the evaluation findings is organized according to the evaluation dimensions of relevance, efficiency, effectiveness, and sustainability as described in the TOR. The additional objectives described in the TOR related to lessons learned and programme results as well as reflections on scale-up are integrated into the over-arching evaluation criteria.

### 4.1 Relevance

64. This section is to assess the alignment of the programme interventions to existing strategies and policies of Afghanistan and UNICEF in education and the extent to which the needs of the OOSC and the most marginalized children – including communities and teachers – are addressed. The TOR had also requested an analysis of the Theory of Change behind the programme. This TOC assessment is found in Annex 4 and referred to throughout this section.

65. **CBE Mechanism Summary:** The design of the CBE programme is based on two basic modalities for CBE delivery: The Community-Based Schools, and the Accelerated Learning Centers. In both cases, when a CBE is established, it is supposed to be linked to the nearest Hub School and is technically managed by the Hub school. In the standard format, the CBE is a single cohort of children that meets together for three years and goes through either a standard early grade curriculum (1-3) or an accelerated curriculum (1-6). Each CBE has 1 teacher per 25 students officially enrolled. The CBE meeting site is usually a home, or a room donated by a village household or the Mosque. The CBE teacher is hired on a 9-month service contract (not considered part of the official MOE teacher roster). The CBE uses the standard MOE curriculum for the grades and is supposed to be linked to the National Learning Assessment Framework for assessing student outcomes. After completion of the three-year curriculum, the CBE students are expected to transition to the hub schools – to be put on the Hub school roster – and continue their education within the hub school. CBE teachers undergo an initial training using the first two MOE In-service training packages (INSET 1 and INSET 2).<sup>56</sup> In the policy, these CBE teachers may be able to transition to the Hub School roster after completion of the cohort. The CBEs are intended to be managed by a Shura under the auspices of the Hub School Shura. DED and PED CBE focal points are tasked with providing monitoring and ongoing academic supervision for the CBEs established within the geographic districts. The position of the CBE focal point at the PED and DED levels apparently varies from case to case but is often located in the Academic Supervision department. UNICEF also provides salaries to cover additional monitoring and technical support at Provincial and Kabul levels in the form of Technical Extenders, National Technical Advisors, and other Kabul based Technical Support (Gender, Learning Assessment, Monitoring, etc.).
66. The criteria for the establishment of a CBE include a variety of factors. Distance from the Hub School is articulated as the primary criterion: a CBE may be established when

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<sup>56</sup> The INSET modules go up to INSET 6.

the distance from the closest formal school is more than 3 kilometers. Other criteria include security considerations, absorption capacity of the hub schools, or ethnic conflicts, although these are interpreted by stakeholders as secondary considerations. The policy describes established minimum and maximum sizes for CBE classes, however, the UNICEF CBE database shows that this maximum size is routinely exceeded in practice due to demand. The CBE policy allows for variations in the application of the standard CBE modalities including extensions (adding additional grades beyond grade 3 for CBS or beyond grade 6 for ALCs), multi-cohort, or mosque-based education (integrating the CBE into the local Mosque religious education programme).

67. **Theory of Change Summary.** The Theory of Change for the CBE programme design is described visually in Annex 4.<sup>57</sup> Within the theory of change are described 16 different assumptions and risks, nine different interventions intended to contribute to four different pillars. These are summarized in the table below and a systematic assessment of each of the TOC and design components is found in the TOC Annex 4.

**Table 8: Theory of Change Assumptions, Interventions, and Pillars (Outputs)**

Assumptions	Interventions	Pillars (Outputs)
<ul style="list-style-type: none"> <li>• Humanitarian crises do not overwhelm capacity</li> <li>• Political support for addressing inequity remains strong</li> <li>• Evidence based approaches plus technical solutions make a difference in children’s lives</li> <li>• Consensus on the importance of partnership continues</li> <li>• Availability of resources for education continues to increase</li> <li>• Capacity of Government structures increases to sustain access gains</li> <li>• Emphasis is placed on quality and learning outcomes</li> <li>• Availability of quality data and evidence continues to increase</li> <li>• Funding gaps do not widen and donor support for the programme is sustained</li> <li>• Capacity for delivery and coordination of community-based activities from Government continues and increases</li> <li>• Effective monitoring and data gathering are in place to inform planning and implementation</li> <li>• Supply and cash inputs reach beneficiaries on time</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity Building for CBE</li> <li>• Teacher Training</li> <li>• Community Mobilization</li> <li>• Coordination of CBE policy and joint efforts</li> <li>• Evidence building for CBE advocacy</li> <li>• Establish CBEs</li> <li>• Salaries and Training to Teachers</li> <li>• Delivery of TLMs</li> <li>• Additional Children Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Teacher Capacity</li> <li>• Community Valuing of Education</li> <li>• Government Capacity</li> </ul>

<sup>57</sup> From UNICEF Annual Report: Annex II Revised AMELP Final

<ul style="list-style-type: none"> <li>• Sufficient numbers of qualified teachers are available (including female teachers)</li> <li>• Quality of teaching is progressively increased</li> <li>• Continuity demand for CBE continues including for girl's education</li> <li>• Community mobilization is effectively carried out and communities accept and collaborate in activities</li> </ul>		
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68. The consensus from interviewed stakeholders at all levels is that the CBE modalities are crucial for addressing the needs of children – especially OOSC and girls – in education. The overall pillars (Establishment, Teachers, Community, and Government) and interventions are considered appropriate for the context and necessary.
69. **Implicit Assumptions and Potential Risks:** Most of the assumptions and risks in the TOC appear to be relevant and accurate for consideration in a successful programme. However, there are three implicit assumptions embedded behind the design which seem to generate contradictions in meeting the needs of OOSC: a) the CBE programme is treated as a temporary measure that is not part of the official formal education system; b) Hub school absorption capacity is assumed to be capable of taking on transitioning OOSCs; and c) communities are resistant to education and need to be *persuaded* regarding the value of education.
70. CBEs as Temporary Measures: The revised CBE policy and the NESP for Afghanistan describe the CBEs as potentially a permanent tool in the education toolkit for Afghanistan. However, in the design of the programme and in the unconscious references of the interviewed stakeholders, there was often an implicit assumption that the CBEs were a temporary measure to be instituted in places for a short period of time until the “situation stabilizes” after which this temporary measure would disappear and education would shift to the “formal” school system within the MOE. This *temporary measure* assumption shapes a large number of elements within the CBE programme design. For example, funding for CBE programmes for the past 15 years has not been part of the formal MOE on-budget financing; CBE teachers are not placed on the MOE roster (*Tashkeel*) but rather are on 9-month temporary service contracts (limiting their access to training); and, CBE data is not consistently entered into the MOE Education Management Information System (EMIS). Two of the most important implications however are in the design and use of single cohort, short term CBE modalities.
71. *Short term CBE Modalities.* The current base design assumes that after three years, a cohort of students will then transition to the hub school. Stakeholders did cite a number of actions could possibly support CBE student transitions to Hub schools, such as organizing transportation. However, in the design of the programme, there are no activities for providing support to CBE communities for transitioning CBEs to allow them to overcome the barriers student originally faced in accessing Hub Schools in the first place.

72. *Single Cohort CBE modalities.* In the use of single cohort CBE modalities, it is not clear how new, younger children in a community who age into the school age range will be incorporated to access education once a cohort has already been established. In the CBE case study visits, it was found that on average 40 per cent more children attended the CBE than were officially registered. These “unofficial” students were referred to as “volunteer students” because they do not have an SAS number within the Ministry of Education and do not appear in the MOE system anywhere. Subsequent KIIs and FGDs in the CBE case studies showed that many of these “volunteer students” were the younger siblings of the students in the official cohort for the CBE. The parents sent them to the CBE even though they were not officially recognized simply because there were no other education options available in the village.
73. Hub School Absorption Capacity. CBE Case study stakeholders questioned whether the Hub Schools could absorb CBE students even if there were no transition difficulties. In interviews, Hub School principals often noted that even if all eligible CBE students were successfully transitioned to their school, they did not have enough teachers to meet the influx. In one case, the Hub School was supposed to have 13 teachers based on the number of enrolled students, but only three teachers had been allocated to the school from the MOE. There are provisions in the CBE policy for transferring CBE teachers to the hub school roster, but these do not seem to be consistently applied according to the case study visits. Although the selected CBE stakeholders tended to rate their connection to hub schools relatively positively, hub school principals and other DED and PED stakeholders expressed concern about the capacity of the hub schools to absorb all the potentially transitioning students. There is a point of emphasis within the programme to identify mechanisms that could improve transition rates. Commonly cited suggestions for helping support transition included: a) post-transition incentives such as providing transportation to girls; b) establishing multi-cohort CBEs in a village; c) creating a permanent CBE with multiple classes; or d) increasing the teacher rosters at the designated Hub Schools. However, the CBE design does not contain resources and interventions to help hub schools absorb additional numbers of transitioning students.
74. Community Resistance to Education. A common thread implicit throughout the CBE programme design documents has been the emphasis on *raising awareness* among communities regarding the value of children’s education – particularly girls’ education. This is embedded in the TOC, is one of the four central pillars of the project logframe, and is part of the key roles and responsibilities of the CBE Shura –to promote the importance of education and to encourage families to be willing to send their children to school. However, the CBE site visits and key stakeholder interviews all showed an extremely high degree of community willingness – even eagerness – for CBE programming. This may be a positive result of the USAID programme as much as a design consideration. Provincial level stakeholders interviewed in the evaluation process reported that demand for CBE establishment exceeds the capacity of the CBE programme to meet this demand by up to three times what they capacity of the Programme can provide. It may be that while community stakeholders do indeed value education, they have overriding concerns with protection and safety issues of their children (security for walking to school, the existence of boundary walls, gender-appropriate WASH facilities, and avoiding male teachers having authority over adolescent girls for example). When protection issues are met, enrolment in CBE increases substantively. This dynamic suggests that the role of the CBE Shura may be



most effective in management and problem-solving, rather than simply awareness-raising – which is supported by evidence from Shura interviews.

75. **Modality Assumptions:** The possible challenges to the relevance of the single-cohort, short-cycle CBE approach does present potential barriers to ongoing education. A large percentage of children in visited communities are excluded from participating in the CBE if they don't happen to be part of the initial single cohort, and the limited absorption capacity of the Hub Schools to accept transitioning students further complicates access to education. Under the right conditions, the traditional modality can function well and aid transition; this was seen in several case studies. One example cited was when a formal school that had been closed was slated for re-opening and several CBEs were established in a cluster around the projected site for the new school. These CBEs were then merged, and the teachers and students were transitioned into the formal Hub School. Another example from the interviews was in the case of an emergency response in Nangarhar, where students were integrated into the school system through a CBE before transitioning to a close Hub School in the same village.
76. However, these two types of conditions – displacement camps and re-opening of formal schools – are not necessarily the norm for the places where CBEs are located throughout the country. In other contexts, where distance, protection, or insecurity are the primary barriers, it appears that the traditional CBE modalities do not ensure the opportunity of children for continued education. Currently, alternative CBE modalities only comprise about 20 per cent of the total CBEs supported in the programme. It may be helpful to consider a more diverse implementation of alternative CBE modalities described in the CBE Policy such as permanent CBEs, multi-cohort, or extensions, among others. In addition to options already cited in the revised CBE policy, two other suggestions emerged from interviews: Community management and Mosque-based education.
77. Community Management. This would involve relying on community co-contributions for CBEs. Community members would organize to contribute to the payment of a teacher's salary and the Shura would be the primary committee to manage and administer the CBE. The average CBE teacher salary is about US\$90 a month; therefore, community households sending children to a CBE would need to contribute about US\$3.50/month (assuming 25 students enrolled). This could be reduced further if village elders chose to patronize a teacher salary without obligating individual households to contribute, but even a US\$3.50/month contribution was considered potentially feasible in at least some communities with interest in CBE establishment.
78. Mosque-Based Education. A number of stakeholders in Government mentioned the possibility of making more systematic use of the local mosques as Centers for education. This option was more frequently mentioned from Kabul based stakeholders in the MOE who pointed out that there were more than 165,000 mosques in the country. It was believed that the Mullahs connected to these mosques would be supportive of providing basic early grade education to village children within the context of the mosque structure.
79. There is some evidence from the CBE database that Mullahs are generally supportive of education. About 20 per cent of all CBEs in the Database reported using the Mosque for classes. In many of the Case Study CBEs, the Mosque also provided a room in a building

on the Mosque property for the classes even if the Mosque itself was not used. The village Mullahs were often members of the CBE Shura in the targeted CBEs as well. Other Kabul based stakeholders in education were not as confident that this was a feasible option as a modality, and even proponents of this idea did recognize that this approach would really only be viable for early grades (1-3) – both because of the age of the girls, but also because higher level grades required more teacher credentials and training which might not be feasible for Mullahs.

80. **Criteria for CBE Establishment.** The Revised CBE policy allows for the establishment of CBEs based on a large number of criteria in addition to distance from a Hub School. Insecurity, ethnic tensions, hub school absorption limitations, or protection issues are allowable options as well for the establishment of a CBE according to the policy. However, the use of these alternative criteria to establish CBEs does not appear to be widely practiced. The database does not specifically note which criteria were used to establish a CBE, but 82 per cent of the CBEs in the database are listed as being more than 3 kilometers from a Hub School – the prescribed distance in the CBE policy. By implication, only 18 per cent of the CBEs in the database appear to have used other criteria for CBE establishment. ALCs were more likely to be established for other reasons – about 26 per cent of ALCs were established closer than the three-kilometer radius in comparison to only 15 per cent of CBSs.
81. Each proposed alternative modality or alternative criteria for CBE establishment would have advantages and disadvantages in implementation. Across most stakeholders, a key theme that emerged was recognition that due to the granular diversity in the country, it was unlikely that any one modality or criteria such as distance would be applicable across the entire context. Therefore, providing access may require strategic employment of multiple modalities and greater flexibility in the criteria for CBE establishment to fit specific social and geographic contexts. The revised CBE policy does create the potential for multiple alternative modalities to be implemented based on multiple criteria, but heretofore, the guidance and processes for implementing these modalities has not been fully operationalized.
82. **Interventions.** The TOC articulates nine different interventions (Table 8). Overall, the interventions were considered necessary for an integrated support of CBE programming. Different stakeholders tended to prioritize the importance of different interventions. UNICEF personnel and PED personnel rated the establishment of CBEs as the most important intervention given the high degree of unmet demand for CBEs. At the community level, the mobilization of CBE Shura and the delivery of TLMs were seen as the most effective interventions for supporting CBEs. From the PED and Kabul perspectives, the recruitment and retention of female CBE teachers was seen as the most crucial element for increasing girls' access to education.
83. **Capacity.** Stakeholder Capacity Development has been a point of emphasis in the programme design. UNICEF supports 54 technical capacity personnel ranging from Kabul based National Technical Advisors to Provincial Technical Extenders who support monitoring and managing the CBE programme. The support is valued and is considered relevant. Areas for further development include further strengthening institutional system capacity and providing additional ongoing and continuous teacher capacity training.

84. **Policy.** The CBE Programme is well aligned conceptually within the UNICEF Global Strategic Plan, the Afghanistan NESP III and other national policies in Afghanistan. The revised MOE CBE Policy notes that the CBE is under the oversight of the MOE as part of the formal education system and should not be considered part of a parallel education system. The NESP framework demonstrates intent to give greater attention to the institutionalization of CBE, especially in the monitoring of girls' enrolment and recruitment of female teachers. Furthermore, the latest CBE programme cycle has contributed to the development of a sound policy foundation for supporting future CBE programming. However, other reports noted that the actual implementation of the CBE policy in practice is not yet operationalized and further training and awareness raising on the new policy as well as the development of guidance and processes for implementing the revised policies will be important.
85. **UNICEF Comparative Advantage.** UNICEF is recognized as providing certain comparative advantages in terms of alignment with Government, engaging multi-sectoral programming, and economy of scale. UNICEF's role of working to support MOE, PED and DED implementation of CBE programming rather than as a direct implementer has led to better alignment and partnership with the Government. A costing study of the various CBE models implemented by NGOs and the MOE found that the mechanism of working through the Government led to reduced costs, as NGO CBE implementation was often up to 3 times more expensive than the UNICEF USAID supported CBE models.<sup>58</sup> UNICEF was seen as having significant upstream policy and coordination influence at the MOE because of its working modality, and also as having the potential to engage in complementary multi-sectoral programming around CBEs. This was most often cited at the Provincial level as examples of WASH and Education specialists coordinating their support to targeted communities, but it was recognized that even more strategic coordination could occur –potentially possible via the Girls Education Flagship approach in UNICEF. UNICEF was seen by stakeholders as being able to provide significantly greater coverage support than NGOs or other agencies by working through the MOE and on large scale, allowing UNICEF to be able to support large numbers of CBEs in more remote or challenging areas of the country. UNICEF scale was also noted in the capacity to organize and distribute significant numbers of high quality TLMs to CBEs.
86. An additional interesting effect of UNICEF implementing CBE programming through the MOE observed in the field visits was that the establishment of MOE CBEs in these communities helped contribute to improved positive visibility for the national Government. Isolated communities or those in highly insecure contexts can often feel marginalized from larger national processes; establishing CBEs in these communities through Government mechanisms helped improve community perceptions and relationships with the broader national authorities.

#### 4.2 Effectiveness (Programme Results)

87. This section assesses the effectiveness of the programme: *evaluating the extent the programme outputs have contributed to immediate developmental changes and mid-*

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<sup>58</sup> Respondents did note that there is a perception that the NGO managed CBEs often did have higher learning outcomes among the students because of the additional NGO investment in teacher training and recruitment that UNICEF was not able to provide within the scope of this project.

*term results at the outcome level.* The description of programme results are organized according to the four major outputs as described in the Programme log-frame: 1) access, 2) teacher capacity, 3) community mobilization, and 4) Government capacity. The findings related to the additional TOR questions related to TLMs, CBE student experiences, context variations, standardization, and retention or transition are integrated in the four pillars.

## Access

88. The CBE Programme has substantively exceeded the original programme targets in terms of access to education according to the number of CBEs established, the number of students enrolled in CBEs, and the number of students transitioned to Hub Schools. Annex 15 and Table 9 describe the gains against targets as of November 2018 contained in the donor report to USAID. Three dynamics relate to continuing education access (dropouts and transitions) as well as lack of access within the CBE itself (volunteer students). The CBE model and establishment criteria also have implications for programme results.
89. **Enrolment:** According to the UNICEF Database for the CBE programming, as of April 2019, the USAID-funded CBE programme had supported 7602 CBEs of which 25.4 per cent were ALCs and 74.6 per cent were CBS. Extension CBEs – those who continued providing grades beyond the basic modality for ALCs and CBSs – comprised 20 per cent of the total CBEs. In addition, about 20 per cent of CBEs supported by USAID were recorded as transitioned.
90. Total students enrolled in CBEs across the cycle of the programme totaled 187,288 with 23 per cent in ALCs and 77 per cent in CBS. Median class size was 25 students. Gender distribution in CBEs was roughly equal with 50.5 per cent boy students and 49.5 per cent girl students. The ALCs had a slightly higher percentage of girls (52.5 per cent) than the CBSs (48.6 per cent), with gender distribution percentages varying for the most part between 45-55 per cent girls with the greatest percentage of girls found in Samangan (74 per cent), Paktya (73 per cent) and Herat (66 per cent). The lowest percentages of girls enrolled was found in Zabul (28 per cent), Urozgan (32 per cent) and Faryab (34 per cent).<sup>59</sup> The following table provides a basic summary of CBE data from USAID supported programming with more detailed disaggregation by gender, province, and region found in Annex 15.

**Table 9: Basic CBE Facts (USAID Supported CBEs Only)<sup>60</sup>**

	ALC	CBS	Total
<b>Number</b>	1,931	5,671	7,602
<b>Percentage of CBEs</b>	25.4%	74.6%	100%
<b>Total Students Enrolled</b>	42,820 (23%)	144,468 (77%)	187,288
<b>Mean Class Size</b>	22	25	24.6
<b>Per cent Girls</b>	52.5%	48.6%	49.5%
<b>Per cent CBE as Extensions</b>	14%	22%	20%
<b>Per cent of CBE as Transitioned</b>	31.6%	16.3%	20.2%
<b>Number of Students Transitioned</b>	12,475	22,845	35,320

<sup>59</sup> Annex 15

<sup>60</sup> UNICEF CBE Database – current to April 2019

<b>Average Percentage of Dropouts or non-completion of Course</b>	42%	26%	29%
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91. **Dropouts and Transitions.** The OOSC study highlighted challenges in the Afghanistan context not only with the initial access to education, but also with children being able to continue to access education over time. In the context of the CBE programme, continuing education would include both continuation in the CBE cohort and continuing their education in other venues after the CBE cohort concludes. The former would be assessed by dropouts or non-completion of the CBE cohort, the latter would be assessed by tracking transition student attendance. Dropouts or non-attendance can be tracked within the UNICEF database on the CBEs. Unfortunately, tracking of transition after completion of CBEs is not currently possible within the existing monitoring processes.
92. **Dropouts.** The UNICEF Database records a relatively high percentage of dropouts or non-completion of students with nearly one third of students enrolled at the beginning of the year recorded as not completing the cohort. However, this high rate is skewed by extreme non-completion rates from just five of the 20 Provinces: Nangarhar, Badakhshan, Faryab, Samangan, and Farah. Context experts suggested that the dropout rates in these five provinces are likely mostly due to insecurity, migration or early marriage. Nangarhar contains significant numbers of returnees and camps in an Emergency response context. Badakhshan has extremely remote and impoverished communities, while Farah and Faryab experience extremely high levels of insecurity and armed conflict. Samangan is an interesting case because this Province is known to have a considered to have a high degree of early marriage among girls which often leads to these girls not being able to continue their education.
93. The dropout rates in just these five Provinces account for about 70 per cent of the total dropout rates in the database. If these five provinces are removed from the calculations, the average dropout percentage for the remainder of the USAID supported provinces is less than 2 persons per class on average. There is also a significant difference between ALC and CBS dropout rates, with ALC rates substantively higher than CBS dropout rates (42% versus 26%). However, the Province of Samangan appears to be the primary factor influencing the differences in dropout rates between the two modalities. Dropout rates for ALCs in Samangan are about 2.5 times higher than the CBS dropout rates and the degree of difference is more than three times higher than the next highest Province (Farah) (column 2 in table below).<sup>61</sup>

**Table 10: Average Dropout Numbers per Provinces<sup>62</sup>**

Region	Province	Mean Dropouts per Class (ALC & CBS)	Average <b>Difference</b> Between ALC and CBS Dropout Rates (the higher the number the more students dropping out of ALCs versus CBSs)
Central	Bamyan	0	0

<sup>61</sup> The higher the number, the more students dropping out of ALCs versus CBSs in a Province. A value of 0 means dropout rates between ALCs and CBSs are the same in the Province. A negative number means that more students are dropping out of CBSs compared to ALCs.

<sup>62</sup> UNICEF CBE Database as of April 2019

	Paktika	0	0
	Paktya	0	0
East	Nangarhar	19	4.5
North	Badakhshan	14	0
	Balkh	0	0
	Faryab	33	0
	Jawzjan	4	0
	Samangan	11	14.7
	Sar-e-Pul	0	0
South	Helmand	4	0.5
	Kandahar	7	1.5
	Urozgan	0	0.6
	Zabul	5	0.2
West	Badghis	0	0
	Farah	20	5.5
	Ghor	0	0
	Herat	7	3

94. Given the extent of dropouts possibly due to early marriage, it may be worthwhile to consider additional early marriage mitigation measures in the programme and particularly in this Province. Two actions that were mentioned in the key informant interviews were to consider locating ECDs next to ALCs to allow for young mothers to be able to bring their children to the ECDs while they studied, and to locate ALCs within villages with high early marriage rates as the further young women had to travel, the less likely they were to be able to participate in ongoing education. Shura engagement for motivation of women to continue after marriage and provision of incentives was also mentioned in interviews as a possibility.
95. Transition. Continuing education rates **after** the completion of a CBE is not able to be reliably tracked within the CBE database. The database does show that about 20 per cent of the USAID CBEs have transitioned involving about 35,000 students. However, at the point of transition, the students are passed on to the Hub School roster and there is no subsequent post-transition monitoring within the frame of the CBE programme activities or from MOE/PED/DED to confirm whether the transitioned students have continued to attend the Hub School.
96. Survey data and children FGDs do suggest that students and families have a strong *desire* to transition. In the survey of students in the selected CBE Case Study sites, 87 per cent stated that they planned on continuing their education (93 per cent of CBS students and 79 per cent of ALC students) and 79 per cent of parents said that they expected their children to continue their education after transition.<sup>63</sup> One of the interviewed girls noted the following during the FGD discussions: *We desire to be able to continue our education and join the hub school after graduating from the CBE class, but there are some problems, which will prevent us from joining the hub school. First, the school is far from our village and we will not feel safe on the way to the hub school. Second, there are no female teachers in the hub school. Third, our family will not allow*

<sup>63</sup> Annex 13 summarizes the results of the CBE case study surveys in more detail

*us to join the hub school and continue our education due to farness of the hub school.  
(Girl, Haji Ghazni, Spin Boldak, Kandahar)*

97. However, key informants at different levels with DED, PED and UNICEF stakeholders expressed considerable skepticism regarding the feasibility of transition and continued education for CBE students. Most stakeholders did not believe that these former CBE students stayed in school post transition because the barriers to accessing education that had required the establishment of a CBE in the first place were unlikely to have changed significantly during the cohort period. From the qualitative interviews, the most commonly cited barriers to continuing education were: a) the lack of female teachers at the Hub School (especially for adolescent girls); b) Distance; c) Insecurity; d) the ability of the Hub School to absorb transitioned students; and e) inadequate Gender appropriate infrastructure (boundary walls, WASH facilities). It may be worthwhile to consider further monitoring of post-transition students to determine the degree of continuing education after the CBE cohort completion.
98. **Volunteer Students.** Throughout the qualitative interviews at all DED and PED levels, an important emergent theme was the observation that demand for CBEs far outstrips the ability of the programme to supply CBEs and communities take exceptional measures to access education. In the parents' survey at the CBE Case Study sites, 37 per cent of the school age children in the household were not attending the CBE or a Hub School. The most frequently cited reason for non-attendance of these children was that there was no room at the CBE to integrate these children. Interviews with District and Provincial Education Directorate stakeholders suggested that they had received up to three times the number of requests for CBEs as they were able to fill through the programme.
99. The pressure of demand – both inside communities and among communities – has given rise to the phenomenon of “*volunteer students*” at CBEs. According to the CBE site visits, about 40 per cent more children were attending the CBEs on average than had been officially registered (Annex 15). These children did not have an SAS number with the Ministry of Education and were not recorded in the roster of the Hub School. According to the key informant interviews in the case studies, these unregistered children were often the younger siblings of those who were registered in the CBE. These *volunteer students* were therefore invisible in the education system and would not be able to continue their education after the completion of the CBE cohort. If the percentages of volunteer students in the selected CBE case studies holds across all the programme CBEs, then there may be on the order of 75,000 unregistered students who have attended the USAID supported CBEs in addition to the 187,000 that were officially in the UNICEF database.
100. Although a positive indicator of the degree of community support for education, these volunteer students create negative impacts – teaching quality is reduced as class sizes are far larger than officially recorded, these students would be impeded from continuing education as they are not officially registered, and these students would not receive the TLMs – such as the textbooks – distributed to the registered students.

## Teacher Capacity

101. The number of CBE teachers recruited and trained have substantively exceeded the original Programme targets (Annex 3). According to the UNICEF CBE database, 8766 CBE teachers have been involved in the USAID CBEs (27% female). About 12 per cent of these teachers are the second teachers in larger CBEs or ALCs. Of these second teachers, nearly 50 per cent are female (Annex 15).
102. Teachers are contracted on 9-month service contracts and are not on the MOE teacher roster. This creates difficulties for ongoing training of teachers and most of the teachers only receive the induction training through INSET 1 and INSET 2 modules. One of the rationales for contracting CBE teachers in this manner is that the educational qualifications of the CBE teachers do not meet the standards for MOE Teachers or for inclusion in the Teacher Training Centers (TTCs) – which usually require a Grade 12 level. Due to isolation, insecurity, or cultural conditions, the CBE teachers available for recruitment often do not have this level of education.
103. According to the UNICEF Database, CBE teacher qualifications are less than the MOE standards. Slightly less than half of the CBE teachers supported by the USAID programme have completed Grade 12 or higher. 11 per cent of the CBE teachers have less than a primary education. There is considerable variation among the Provinces with respect to CBE teacher credentials. Provinces with the highest percentage of CBE teachers with only primary education were Badghis and Balkh where nearly half their teachers had only primary schooling. On the other end of the spectrum, Laghman (98% and Badakhshan (84%) had the highest percentage of CBE teachers who would have met MOE standards for education.<sup>64</sup>

**Table 11: Education levels by Province of CBE Teachers<sup>65</sup>**

		Primary (up to Grade 7)	Some High School (Grades 8-12)	More than Grade 12+
Province	Badakhshan	0%	15.7%	84.3%
	Badghis	51.7%	44.4%	4.0%
	Balkh	42.8%	0%	57.2%
	Bamyan	0%	51.4%	48.6%
	Daikundi	0%	69.3%	30.7%
	Farah	0%	69.7%	30.3%
	Faryab	0%	42.5%	57.5%
	Ghor	0%	89.2%	10.8%
	Helmand	2.3%	28.0%	69.7%
	Herat	0%	78.5%	13.9%
	Jawzjan	24.5%	5.1%	70.4%
	Kandahar	6.0%	39.2%	54.8%
	Laghman	1.6%	0%	98.4%
Nangarhar	0%	0%	66.2%	

<sup>64</sup> The Province of Urozgan also listed 93% of the CBE teachers as having post high school education, but all Education context experts interviewed expressed extreme scepticism whether this was actually the case given the context of Urozgan and considered this to be a likely recording error in the database.

<sup>65</sup> UNICEF CBE Database as of April 2019



Paktika	1.6%	73.5%	24.9%
Paktya	0%	70.4%	29.6%
Samangan	21.8%	21.6%	56.6%
Sar-e-Pul	32.5%	13.0%	54.5%
Urozgan	0%	7.0%	93.0%
Zabul	16.8%	46.7%	36.5%
<b>Total</b>	<b>10.9%</b>	<b>38.6%</b>	<b>49.6%</b>

104. The revised CBE policy does provide a pathway for CBE teachers to become credentialed and to be integrated into the MOE roster upon transition to Hub Schools, and some interviews did cite examples of this happening. However, the consensus from most of the interviews suggested that this credentialization and integration to MOE roster has not been widely practiced. Most interviews reported that once a cohort ends, the teachers are released and are not integrated into the MOE roster; there did not appear to be systematic planning for how to retain these CBE teachers once the CBE cohort ends. In terms of ongoing capacity building, the 9-month contracts were cited as significant barriers for upgraded training of CBE teachers since they cannot take advantage of the school breaks to take further trainings. The Academic Supervision units in the DED are supposed to provide in-service support to CBE teachers, but KIIs with teachers in the selected CBE case studies suggested that this in-service support is not applied systematically.

105. Even with these limitations, respondents agreed that the quality of teacher capacity has improved in comparison to previous cycles. The integration of the INSET 1 and INSET 2 packages into the initial induction of CBE teachers have helped provide a more structured orientation to CBE Teachers and the qualitative interviews at all levels say that they perceive the capacity of the teachers to be better. Interviewed teachers reported that they have felt increased confidence in teaching the CBEs over their time and at the CBE sites, 96 per cent of the Case Study Shura gave positive ratings to their CBE teacher in terms of capacity. However, CBE teachers did express a strong desire to receive more training including refresher trainings, additional INSET trainings (there are 6 modules in INSET), as well as additional trainings on psychosocial support, child psychology and education and for teaching subject matter at higher grades.

106. One important consideration is that even if respondents *perceive* the capacity to have improved, there is no consistent mechanism for measuring the *actual* capacity of CBE teachers. A teacher assessment framework exists that is part of the Academic Supervision package, but this framework does not appear to be systematically applied to CBE teachers. This could be a case of insufficient personnel. At the DED level, there is usually only one CBE focal point for covering the entire district and often these monitoring visits cannot do more than verify whether the course exists, and that the teachers are attending. A proxy measure of teacher capacity could in theory be the measurement of student learning outcomes. Unfortunately, while there does exist a student learning outcome framework for the formal education system, this too has not yet been systematically applied to the CBEs. There are plans to pilot the application of learning assessment tools by UNICEF in other education programmes and this tool has the potential to assess student learning outcomes in CBEs as well in future programming.

107. **Female Teachers.** The recruitment and retention of female teachers has long been recognized in Programme documentation and globally as a crucial component for successful CBE education – especially girls’ education. From interviews in the evaluation study, the presence of female teachers appears to have an enormous catalytic effect on attendance – both for CBE and Hub Schools. In many parts of Afghanistan, households are extremely reluctant to have a male in position of authority over adolescent girls in non-public spaces. While this constraint is less for young girls in grades 1-3, it is a significant barrier for girls’ participation in ALCs or Hub Schools.
108. However, significant testimony emerged that when there is a female teacher, households are willing to send their girls to school because they feel that the girls will be adequately protected. Examples cited in qualitative interviews noted that even in regions considered to have extremely low girls’ participation in education, when a female teacher is recruited for a CBE in these areas, suddenly 50 or 80 girls in a community will show up at a CBE. Qualitative interviews with CBE students also identified that the lack of female teachers in the Hub Schools for adolescent girls was a major barrier for successful continuation of education.
109. Because of the important role that female teachers can play in education, the recruitment and retention of female teachers in the CBE (and formal education system) is a point of emphasis in the CBE programme. While progress has been made in terms of female representation among CBE teachers, the success is highly variable across the country. Overall, about 27 per cent of CBE teachers are female, but this varies from a high of 48.3 per cent in the West Region, to a low of 7.4 per cent in the South Region (Annex 15). Just five Provinces from among the 20 involved in the USAID CBE programme hold most of the female teacher representation (Herat, Daikundi, Farah, Bamyan, and Samangan). On the other end of the spectrum, four Provinces have fewer than 10 per cent female teachers (Paktika, Urozgan, Helmand, and Badakhshan) and most of the remaining provinces have fewer than 20 per cent female representation.

**Table 12: Percentage of Female Teachers by Province<sup>66</sup>**

Region		Number Female Teachers	Number of Teachers Total	Percentage Female
Central	Bamyan	154	271	56.8%
	Daikundi	238	374	63.6%
	Paktika	5	345	1.4%
	Paktya	44	257	17.1%
East	Laghman	12	68	17.6%
	Nangarhar	27	148	18.2%
North	Badakhshan	43	593	7.3%
	Balkh	164	814	20.1%
	Faryab	86	466	18.5%
	Jawzjan	34	98	34.7%
	Samangan	258	486	53.1%
	Sar-e-Pul	53	154	34.4%

<sup>66</sup> UNICEF CBE Database as of April 2019

South	Helmand	38	622	6.1%
	Kandahar	60	532	11.3%
	Urozgan	18	723	2.5%
	Zabul	69	639	10.8%
West	Badghis	105	328	32.0%
	Farah	664	1159	57.3%
	Ghor	72	375	19.2%
	Herat	211	314	67.2%
	Total	2355	8766	26.9%

110. Positively, the education level of female teachers is similar to male CBE teachers. In fact, there are fewer CBE female teachers with only primary school education compared to male CBE teachers. While 12 per cent of male CBE teachers had only a primary school education, only 6 per cent of female CBE teachers had only a primary school education (Table 15). In addition, female teachers do comprise 40% of all ALC teachers which is the modality where girls being taught by male teachers is most problematic (Annex 15).
111. Several mechanisms for female teacher recruitment and retention have been used in the past or suggested during qualitative interviews including a) salary incentives, b) relocation allowances, c) additional living, d) transportation allowances, or e) allowing *Maharam* support for female teachers to new locations. However, these incentives were eliminated from the current CBE Programme due to budget considerations and have not yet been operationalized within the MOE CBE framework.

**Table 13: CBE Teacher Education Levels by Gender<sup>67</sup>**

Education Level	Male Teachers (Percentage of total)	Female Teachers (Percentage of total)
Primary School Only (up to Grade 7)	12.5	6.4
Some High School (Grades 8-12)	35.9	46.0
Post High School (Grade 12+)	50.8	47.6

## Community Mobilization

112. **Community Demand.** Community mobilization relates to School Shura mobilization and capacity development, but also includes the degree of overall community support to the CBE in terms of the infrastructure, environment, or enrolment as well as how community children experience the CBE education. Interestingly, in terms of the TOR questions on community mobilization, the questions seem to assume that there will be resistance to education in the community and therefore, community mobilization needs to convince, persuade, or advocate for education. Whereas the findings from the evaluation interviews suggest a reality where the level of demand far exceeds the capacities of the CBE Programme and MOE to meet. It may be that the high demand for Community education and the enthusiasm of parents to send children to school is a product of the current CBE cycle and the extensive promotion of CBEs carried out by UNICEF technical extenders and DED personnel. Technical extenders and other education context experts suggest that the degree of openness to CBEs was less in earlier

<sup>67</sup> UNICEF CBE Database as of April 2019. A few male teachers in the database did not have an educational level associated – hence the male percentages only add to 99.2% with 0.8% unrecorded education level.

cycles. Therefore, it is possible that one of the positive results of the current USAID cycle has been the increase in demand for CBEs and the shifts in community stakeholders towards CBEs.

113. **Shura.** According to the UNICEF database, 71 per cent of the CBEs are recorded as having an active School Shura. The most frequently cited leader of the Shura is the Hub School Principal (24.6%) followed by the village Malik (22.7%).<sup>68</sup> In the CBEs selected for the case study, 70 per cent of the CBEs reported an active Shura, aligning closely with the overall database.
114. The revised CBE Policy outlines three primary options for constructing a CBE Shura: a) A dedicated CBE Shura; b) As a sub-committee of the Hub School Shura; or c) a sub-committee of the CDC when present. Based on the CBE case studies, all CBEs did have a primary focal point in the village – usually the Malik or Mullah. But sometimes these focal points are supported by a Shura from the Hub School – which could be located far away – or it may be part of the CDC education sub-committee. The 30 per cent of communities not reporting an active Shura are most likely referencing situations where the Hub School Shura are supposedly in charge of the CBE, but not physically present in the community which aligns with the UNICEF database reporting some 33 per cent of Shura in their database being led by a Hub School Principal or Hub School teacher. This suggests that CBE Shura may be seen as more active when they are either a dedicated CBE Shura or part of a CDC sub-committee physically present in the CBE location, and it may be worthwhile prioritizing these types of modalities over Hub School Shura administering CBEs.
115. Shura membership was not recorded in the UNICEF Database, but in the CBE case studies the CBE Shuras ranged from a minimum of 3 persons to a maximum of 12 persons. The average Shura size was 5.5 persons in the case studies. Women representation on the case study Shuras was quite low. Only 9 of the 23 case studies with Shuras reported having any female member (39%), and only one site (Baldar Ghonak in Daikundi) reported having more than one woman on the Shura. In future programming, it may be worthwhile to consider as an increased point of emphasis in CBE programmes to encourage greater women participation on the CBE Shura.

**Table 14: Shura Membership and Female Participation Case Study Sites**<sup>69</sup>

Province & CBE		Shura Membership Total	Number of Men	Number of Women	Percentage Women
Badghis	Kham Abbasi	4	4	0	0%
Daikundi	Zarnay	7	6	1	17%
	Baldar Ghonak	12	8	4	33%
	Shishka	8	7	1	14%
	Pay Katasang	6	5	1	17%
	Nayak Shelan	6	6	1	17%
Kandahar	Kamsin Manda	9	9	0	0%

<sup>68</sup> Annex 13.

<sup>69</sup> Primary data collected by Evaluation Team Case Study Visits. Only those CBEs reporting having a Shura are reported here

	Haji Gul	12	12	0	0%
	Marofian Kalay	4	4	0	0%
	Kalah Kalacha	5	5	0	0%
	Kulcha Abad Sharo Kalay	6	6	0	0%
	Kulch Abad Masjid	8	8	0	0%
Nangarhar	Sheikh Mesri	4	3	1	25%
	Ghawchak - Wadatabad	7	7	0	0%
	Zangora	5	4	1	20%
	Ghazi Amanullah	3	3	0	0%
	Surkdewal	4	3	1	20%
	Shaidano Meena	6	5	1	17%
Paktika	Pacha Khan Kala	10	10	0	0%
	Sarhade Lewa	3	3	0	0%
	Laghro Jumat	5	5	0	0%
	Mashewall	4	4	0	0%
	Janbaz Jumat	4	4	0	0%
	<b>Average</b>	<b>5.6</b>	<b>5.0</b>	<b>0.5</b>	<b>9%</b>

116. **Shura Capacity.** In the quantitative survey with CBE case study stakeholders, a series of questions measured 16 different elements related to training Shura received, and the communication and relationships with other stakeholders, as well as asking about specific actions in the community. An overall composite measure was constructed for rating Shura capacity combining all of the 16 elements into a single measure. These results are found in Annex 13. CBE stakeholders tended to rate the Shura positively on many dimensions and reflected a general satisfaction with the role of Shura in the community. The highest rated elements related to communication and collaboration with education stakeholders.
117. The lowest rated elements pertained to trainings for improving Shura capacity – especially trainings on supporting transitions to hub schools and girls’ education. From the qualitative interviews, it appears that the primary form of training was an initial orientation or induction during the establishment of the CBE. However, subsequent trainings were not mentioned. Shura did appear to have a high degree of ownership over the CBE, even without training, and almost all reported being engaged in the management and problem solving on the CBE proper, even with minimal training. Given the high demand for CBEs, and the potential for establishing alternative modalities that do not assume a transition to a Hub School (such as permanent CBEs or Extensions), it may be worthwhile altering the focus on CBE Shura trainings and capacity building from roles related to encouraging communities to value education to roles more related to management and problem solving.
118. **Community Support.** In the CBE case studies, 99 per cent of the respondents reported that the community parents were supportive of children’s education and 85 per cent of the surveyed parents reported that they wished for their children to continue their education after the CBE cohort finished. The most frequently cited reason given for not continuing education was insufficient room at the Hub School. Interestingly, even though the average distance to a Hub School from the case study CBEs was 5.1 kilometers, very few households mentioned distance as a factor for preventing

continuing education (8.5%). CBE children also reported aspiring to further education, in the CBE case study sites, 93 per cent of CBS students and 78 per cent of ALC studies reported wanting to continue their education after the cohort finishes.

119. It should be recognized that even though there appears to be high demand nationally for CBEs now, there are still pockets in the country where there will be hostility or reservations to education – not only from adults but maybe even from children. The student FGDs did mention this possibility as well: *We are careless about people’s jeers and want to continue our education. The girls drop out the school because the people jeer at them. The majority of girls like the education and they do not care about jeers of people. The boys do not come to the CBE because they are not much interested in learning education (Paktika).*
120. It is unlikely that children – especially girls – will be able to continue much beyond the early grades of the traditional CBE modality in these types of contexts. But interviewed stakeholders believed that establishing a CBE in a community – even for a short period – could later influence the subsequent generation through the logic that children, especially girls, would be exposed to some education experiences and that as parents, they may later advocate for their own children to continue further in their education. This cascade effect may be why now after 15 years of CBE implementation in the national context, a much greater appreciation of, and demand for, CBE education by community stakeholders can be observed. Granted that there are still pockets of resistance to education, one possible criterion for establishing CBEs could also be to continue to plant these “seeds of education” in certain areas.
121. **CBE Student Experiences.** CBE student experiences were assessed on two dimensions: the changes in intrinsic self-perceptions and the effect of the educational infrastructure on the quality of their experience with CBEs.
122. **Intrinsic Perceptions:** To assess the effects of education for children – especially girls – a composite indicator on the CBE survey administered to the students asked them to rate intrinsic changes in themselves: a) self-perceptions, b) relationships to others and c) their aspirations for continuing education. Girls reported positive changes to their self-perceptions and relationships with 85 per cent of the girls reporting that all three elements had significantly changed. The qualitative interviews with the students also align with these patterns. The following are sample quotes from the FGDs with girls are profiled in the table below.

**Table 15: Quotes and Themes – CBE Girls FGDs<sup>70</sup>**

Theme	Illustrative Quote
Self-perceptions	<i>Joining the CBE class has changed our life positively because now we can read and write well while in the past, we could not read and write at all. Before I went to bazar, I could not read the sign board, but when I go to bazar, I can read the sign boards and can solve my problems easily.</i>
Relationships	<i>When unmoral people cause disturbing us on the way to our CBE class and want to prevent us from learning education, we share the issue with our teacher and the elders of the community. They find a solution for this problem</i>

<sup>70</sup> Primary data collected by evaluation team from Case Study Visits

	<p><i>and force the unmoral boys on the way to our CBE not to cause any disturbance for us.</i></p> <p><i>Yes, my cousin does not come to CBE although she is interested in learning education and wants to come to CBE. Her father and brothers do not allow her to come to the CBE because they say that she is too young, and she should not attend the CBE. My cousins do not attend the CBE because they are not allowed to come to CBE and learn knowledge. I help with them to learn what I have learned in the CBE.</i></p>
Aspirations	<p><i>We feel sad when the teacher does not come because our class is an ALC class and we should study our lessons as fast as possible. When anyone dies in the village, we are off for three days and we feel sad when anyone dies in the village. We even do not want to be off on Friday and we have asked our teachers many times that the Friday should not be off, but he does not accept.</i></p> <p><i>We desire to be able to continue our education and join the hub school after graduating from the CBE class, but there are some problems, which will prevent us from joining the hub school. First, the school is far from our village and we will not be safe on the way to the hub school. Second, there are no female teachers in the hub school. Third, our family will not allow us to join the hub school and continue our education due to farness of the hub school.</i></p> <p><i>We hope to be able to continue our education and become teacher and doctor in the future, but the hub school is far from our village. Furthermore, there are boys in the hub school and our parents will not allow us to study together in one school with the boys. In addition, the girls in the hub school study until second grade and we will not be able to study in the higher grades in the hub school.</i></p>

123. Education Infrastructure and (TLMs). The educational infrastructure will also have an extrinsic influence on the CBE education experience for CBE students. The primary contribution to extrinsic experiences of education within the frame of the CBE Programme are the delivery of teaching learning materials (TLMs) and community contributions for infrastructure. The TLMs are a major budgetary component for UNICEF of the programme and there was a considerable difference of opinion among the Kabul and Provincial stakeholders regarding the contributions of the TLMs to CBE success. Some felt that the engagement in TLMs made the programme too supply heavy and drew important resources away from other elements, while others viewed it as important for ensuring improved quality of education.

124. However, at the community level, there was a much greater consensus on the value and importance of TLMs. The TLMs were seen as an important motivational and confidence factor. The community adults and children both valued receiving the TLMs – not just the textbooks but also the backpacks, stationary supplies and the contributions to the classroom (teacher manual, rug, blackboard/whiteboard, markers).

125. In the CBE case study surveys, there were three composite measures that related to receiving TLMs: 1) An assessment of the general environment of the school, 2) an assessment of the quality of the textbooks and learning materials received, and 3) an assessment of the infrastructure of the school as gender appropriate an assessment of the quality of the textbooks and learning materials received. The first two elements are



related to the delivery of the UNICEF TLMs while the last element is a reflection on community contribution. The two measures related to UNICEF TLM distribution were rated very high with 96 per cent of CBE cases reporting very high positive assessment of the CBE environment and 91 per cent of CBE cases reporting very high assessments in terms of the learning materials available. In contrast, the component not directly connected to UNICEF TLMs – infrastructure – while still largely positively, had a significantly lower percentage of high ratings (78%) and appeared to be mostly connected to the provision of a meeting space. The most common spaces were either in someone's home (often the CBE teacher if they were from the village) or in the Mosque. 78 per cent of the CBEs in the UNICEF database were reported as being placed in homes while 18 per cent of the CBEs were reported as being placed in Mosques.

126. In the qualitative CBE Case Study interviews, respondents reported perceiving that TLMs did contribute to improved learning outcomes for the children. There were numerous observations from CBE stakeholders that perceived the CBEs supported by the Programme to have access to better quality materials than those in the formal schools and observing that transitioning children to Hub Schools from CBEs were seen as more talented. However, it needs to be recognized that even though respondents believed that TLMs contributed to improving learning experiences and learning outcomes, this is not actually able to be proven due to the lack of reliable measurement of student learning outcomes in the CBEs.

### Government Capacity

127. **Overview.** The final output identifies the results regarding to what extent and how the Government stakeholders have increased their capacity to delivery educational services to the OOSC, including whether the programme has introduced standardized levels of quality of education. Because UNICEF implementation of the CBE Programme is through the MOE and Government, the material in these questions on effectiveness – especially Government capacity – will overlap with efficiency related questions on implementation.
128. To differentiate between the effectiveness of results for Government capacity and the efficiency of implementation, this first section will explore the capacity of the Government to manage CBE process while the efficiency section will explore UNICEF efficiency in implementation of planned activities within the Program. The effect of the UNICEF supported field monitors and technical extenders in monitoring of CBEs is treated in the UNICEF section rather than the Government section. *Government capacity* as a concept comprises multiple levels: Kabul MOE, Provincial education directorates, District level directorates, and Hub Schools. UNICEF engagement and support has primarily been at the Kabul and Provincial levels.
129. **Kabul.** At the Kabul level, the primary modes of intervention have been through policy framework development, coordination roles, and provision of technical assistance through covering 54 salaries for Technical Advisors and Technical Extenders at the Kabul and Provincial levels.
130. **Policy and Coordination.** There appears to be a strong array of policies and strategies now developed that potentially provide cross-sectoral support for further CBE programming. These include the recently revised CBE Policy, the newly developed Girls



Education Policy, and the Social Mobilization Strategy within the MOE. In addition, the Girls Education Flagship in UNICEF provides a good framework for inter-sectoral cooperation on CBE and education programming. The policy framework complements the Coordination structures that exist within the MOE to provide access to education. UNICEF plays an influential role in the various coordination bodies at the Kabul level, and interviewed stakeholders cited appreciation for the effective coordination role played by UNICEF with MOE, peer agencies, and donors in education – especially CBE educational programming. The coordination and policy frameworks do provide a good foundation for standardizing and programme implementation. At the same time, as noted earlier in previous sections, the policy framework has not yet been operationalized with guidance and processes for implementation of the policies in practice.

131. In the Kabul interviews, many interviewed respondents often referenced the implicit assumption viewing the CBE programming as a “temporary measure” to be implemented “alongside” formal education programming. The CBE policy describes a more permanent integration into MOE programming, but there were often unconscious comments during interviews reflecting the assumption that CBEs were inherently temporary and the data from CBEs – and the management of personnel in CBEs – were often handled in processes parallel to, rather than integrated into, formal MOE processes. This assumption was evidenced in a subtle cascade of ways:
- a) Government stakeholders unconsciously refer to “UNICEF CBEs” rather than “MOE” CBEs.
  - b) References are also made to CBEs as “informal education”.
  - c) Coordination and oversight of NGO managed CBEs and harmonization strategies are weakly enforced.
  - d) CBE data management and monitoring are inconsistently aligned with standard EMIS MOE data.
  - e) A lack of clarity regarding CBE responsibilities at PED and DED levels.
  - f) Limited integration of CBE Programmes into on-budget funding
132. Because of these assumptions, the integration of processes for managing CBE Programming inside the MOE still appears to be under development. On the one hand, the technical capacity of individuals – especially the advisors and extenders funded by UNICEF - is perceived as good. However, these individual technical skills may not necessarily translate to providing *institutional* capacity. For example, the UNICEF supported advisors sit outside of the Ministry contracting structure (not on *Tashkeel* or *Ajeer* contracts) and there are not yet permanent *Tashkeel* positions within the Ministry for CBE Programming.
133. The TORs for the Technical Advisors appears to emphasize more technical skills for implementation rather than facilitation or training skills for disseminating capacity. According to qualitative interviews, previously, there had been a CBE unit within the MOE of between 6-12 persons including an additional two persons in each of 17 Provinces, but apparently this was stopped in 2016 when funding ended (not covered by the USAID CBE Programme). Currently, there is no CBE unit, but one Technical focal point which is viewed by stakeholders as insufficient to meet the demand. The revised CBE Policy does suggest that each PED should have a CBE Unit, but this has not been implemented in practice.

134. In addition, MOE Monitoring of CBEs has still to be integrated into the MOE systems. Some adjustments have been made to the Education Management Information System (EMIS) to potentially better capture the CBE implementation, but these do not yet appear to be consistently used. As a result, the CBE monitoring is still somewhat isolated from the rest of the formal monitoring system at the Kabul level. The monitoring data at the MOE level is primarily used for organizing supply side and TLMs for CBEs, but the relatively low reliability of the data creates complications for timely delivery. The Monitoring system as currently set up also is not able to track CBE students after transition to confirm whether attendance is continuing.
135. Finally, budgeting for CBE Programming is also not yet integrated into the MOE system as on-budget funding and the CBE Programme relies exclusively on off-budget commitments from UNICEF, Donors, and NGOs to maintain itself. The reliance on short term donor cycle creates some reluctance to promote alternative modalities that include longer grade commitments if donor funding cycles are only a few years. However, the overall numbers of CBEs and students represent only a small fraction of all MOE students.
136. UNICEF supports about 80 per cent of all CBS and ALCs implemented in Afghanistan.<sup>71</sup> USAID funding supports about 95 per cent of all UNICEF CBS and ALCs (excluding ECD units). There are estimated to be over 9.2 million children in school in Afghanistan and 3.7 million out of school children.<sup>72</sup> All CBE programming (including NGOs) reaches about 250.000-300.000 children.<sup>73</sup> This represents about 5 per cent of all OOSC in the country.
137. Therefore, CBE students comprise about 3 per cent of all children in education in Afghanistan, but CBE programming budget overall represents less than 2 per cent of total MOE annual budget. In other words, in comparison to formal education programming in the MOE, the CBE programme is underfunded by about 33 per cent based on a comparison of the number of children in the CBE and the amount of funding allocated compared to the number of children in MOE schools and the amount of funding allocated.<sup>74</sup>
138. **Provincial and District Levels.** At the Provincial and District levels, it was observed that the enthusiasm for, and ownership of, CBE programming and implementation appeared to increase across the levels as they moved towards the field, culminating at the CBE level with the highest degree of enthusiasm and demand for CBE establishment. The closer to the community, the more perceived ownership and commitment is seen for CBE support among Education authorities. Among the CBE case studies, 74 per cent of the CBEs reported a positive perspective of DED support to the CBE and 70 per cent of CBE cases also reported positive relationships with their Hub School. CBE stakeholders also reported perceiving DED monitoring to be stronger and more consistent to provide support to the CBEs. The DED academic supervision represents potential untapped resources for CBE support. There is relatively little

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<sup>71</sup> NGOs such as Aga Khan Foundation, Norwegian Refugee Council, BRAC, and others support the remainder.

<sup>72</sup> NESP 2017-2020 & OOSC Study, 2018.

<sup>73</sup> Including the NGO management CBEs

<sup>74</sup> These are general estimates extrapolated from Project budgets and general website public information and should not be taken to be the results of a budget analysis.

guidance to the academic support units or orientation on how to provide supervision and in-service training to CBE Shura and Teachers. Academic supervisors often end up providing a de facto verification function rather than capacity building function.

139. At the PED level, interviewed respondents believed that there were sufficient personnel at the PED and DED levels to provide support for the CBE Programme. However, many noted budget constraints in terms of being able to travel to CBEs for monitoring and ongoing supervision. Others believed that the financial resources are in place, but relatively weak systems related to planning, procurement and monitoring prevented maximizing these resources even though individual technical capacity was viewed as sufficient. Implementation was therefore highly dependent on individual initiatives and the lack of systems was cited as leading to delays in implementation on a wide variety of facets: a) delivery of TLMs from PED storage to the CBEs, b) contracting and training of teachers, c) organization of teacher rosters and salary distribution, d) ongoing training, credentialization and integration of CBE teachers to MOE rosters after the completion of a cohort, e) provision of SAS numbers to CBE students, or f) monitoring of CBE students during the CBE cohort and after transition.
140. There were examples from the interviews of individual measures taken to address some of these distribution challenges, even in the absence of refined systems and guidance. For example, in one province, CBE teachers who came to the capital to pick up their salary payments would also use the trip to collect TLMs from the PED warehouse to take back with them to the CBE – thereby reducing the time required to arrange for transportation of the materials to the remote CBEs. Other examples included the creation of “clusters” of CBEs and organizing joint monitoring visits among agencies and entities to aid in more efficient monitoring processes.

### 4.3 Efficiency

141. **Overview.** The Efficiency section of the TOR assesses the programme timely and cost-efficient implementation and result based management around three dimensions: a) **Sufficiency** of human, operational, and financial resources; b) **Monitoring** and Decision-Making; and c) **Timeliness** of Implementation Activities. UNICEF’s operational approach is through Government CBE programming, questions regarding UNICEF actions are intertwined with the effects of Government actions. This section is reviewing UNICEF efficiency rather than assessing Government efficiency.
142. **Monitoring.** In the current CBE cycle, UNICEF has developed a database to collect and organize monitoring information from CBEs. The collection of the monitoring information is dependent on the UNICEF supported regional and provincial personnel – the technical extenders and technical advisors. These staff organize periodic visits to CBEs for quality control and updating CBE data. From the provincial level interviews, these staff generally have good working relationships with PED and DED personnel and often collaborate on monitoring visits. One limitation is that the monitoring staff are based at the provincial level. There may only be 2-3 technical extenders expected to cover all the CBEs in a province. Each Province varies significantly in the number of CBEs established. According to the database, some provinces had established more than 800 CBEs presenting logistical challenges for provincial level personnel. Some NGOs were reported to have district level monitors, but this may be difficult from a staffing

perspective for UNICEF given that the UNICEF database lists 141 districts of operation in the current programme.

143. The EMIS data and the UNICEF database are aligned in terms of required information and the collected data is relevant to both. At the CBE level, the data is often collected on paper and summarized at the district level. The monitoring information is shared jointly between UNICEF and the MOE with the expectation that MOE is integrating this information into the EMIS, although it is not clear how consistently the CBE data is entered in to the EMIS. On the UNICEF side, the data is entered into regional databases managed by UNICEF regional office CBE focal points.
144. Based on the interview responses, the monitoring data is used differently at different levels. At the district level, the information is used for verification and quality control. At the provincial level, the monitoring information is used for operational assessment – to identify gaps or enhance coordination. At the Kabul level, the monitoring information is used for organizing supply side and TLM delivery. Both UNICEF and MOE also use the monitoring data in reporting to donors and for communications (Samples in Annex 3). The current monitoring information collected is primarily focused on access related dimensions and quality aspects such as tracking student learning outcomes, or specific teacher training needs, or Shura training needs have not yet been integrated into the data collection.
145. **Timeliness.** UNICEF’s primary approach is the provision of technical support and coordination support to MOE to assist the MOE in the implementation of the CBE Programme. Technical support and coordination are not necessarily time dependent. The budget expenditure rate reported in the 2018 donor report notes that 75 per cent of the budget had been spent during the first four years of programming, suggesting that expenditure rates are on track by programme end. The two programme activities that do have timeliness implications for UNICEF would be the delivery of the TLMs and the teacher salaries – both of which are managed by UNICEF.
146. **TLMs.** UNICEF Monitoring of TLMs is tracked to the point of handover to the PEDs, but at that point, the continuous tracking is discontinued. End-use monitoring of UNICEF related supplies such as the TLMs is not systematically implemented. The UNICEF database does track annually whether students did *eventually* receive textbooks, class learning materials,<sup>75</sup> or stationery, but it does not track whether these were received in a *timely* manner. Qualitative interviews with stakeholders indicate that there is often a delay in the distribution of TLMs, but there is a perception that the amount of delay has improved over the course of the cycle. Currently the primary factor in delays is the time required for the DED and PEDs to collect student enrolment information for the CBEs to deliver to UNICEF for TLM procurement. One suggestion from the field in the interviews was that this delay could be further shortened if UNICEF did advance procurement based on previous year enrolment estimates rather than waiting for the current year figures. However, this may not be possible within UNICEF procurement processes.

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<sup>75</sup> Rugs, blackboards, teacher manual, etc.

147. In terms of eventual delivery, according to the database, about 75 per cent of all CBEs reported receiving all three elements (texts, classroom, and stationary). Variations among the provinces were significant with 11 of the 20 provinces reporting 100 per cent of their CBEs had received all three elements while 4 out of 20 provinces reported that none of their CBEs receiving all three elements. In the CBE case studies, 68 per cent of the CBE cases reported receiving all materials. The most frequently mentioned element not delivered was the Teacher Manual (16%). However, responsibility for delivery to the CBEs sits with the PED, not UNICEF, therefore, endline delivery of TLMs may be more a reflection of Provincial PED processes rather than UNICEF timeliness. According to the qualitative interviews at the Provincial level, delivery of TLMs to the PED storage occurs fairly rapidly, but subsequent delivery to the CBEs is often delayed.

**Table 16: Per cent of CBEs Reporting receiving all TLMs by Province<sup>76</sup>**

		Received TLMs?		
		None	Some	All
Province	Badakhshan	0.0%	0.0%	100.0%
	Badghis	0.0%	100.0%	0.0%
	Balkh	0.0%	0.0%	100.0%
	Bamyan	0.0%	0.5%	99.5%
	Daikundi	0.0%	72.0%	28.0%
	Farah	0.0%		100.0%
	Faryab	0.0%	100.0%	0.0%
	Ghor	0.0%	0.0%	100.0%
	Helmand	0.0%	0.0%	100.0%
	Herat	46.4%	0.4%	53.3%
	Jawzjan	0.0%	58.8%	41.2%
	Kandahar	0.0%	0.0%	100.0%
	Laghman	100.0%	0.0%	0.0%
	Nangarhar	40.7%	0.0%	59.3%
	Paktika	0.0%	0.0%	100.0%
	Paktya	0.0%	0.0%	100.0%
	Samangan	0.0%	97.1%	2.9%
	Sar-e-Pul	0.0%	71.4%	28.6%
	Urozgan	0.0%	0.2%	99.8%
	Zabul	0.0%	0.0%	100.0%
<b>Total</b>		<b>3.5%</b>	<b>22.0%</b>	<b>74.6%</b>

148. Teacher Salaries. Teacher salary delivery is not tracked in the UNICEF CBE database. In this programme cycle, UNICEF has used different disbursement modalities including individual bank accounts, direct disbursement through banks, cash disbursements, and mobile banking. According to the qualitative interviews, teacher salary delays have been persistent throughout the course of the programme cycle, but the length of delay has been reduced. The most commonly mentioned challenges for on time disbursement

<sup>76</sup> UNICEF CBE Database as of April 2019

from the interviews included the delays in securing the roster lists from MOE for salary disbursement and the difficulty in delivery payments to remote or insecure areas.

149. According to the qualitative interviews, teachers will often have to travel to the provincial capital once a month – or sometimes once every three months – to collect their pay. This is the case even when using cell phone mobile banking because the cell companies are reluctant to bring large amounts of cash to isolated districts. In the CBE case study sites, 84 per cent of the teachers reported receiving their payment on time (within three months). Most teachers reported using the individual bank accounts as their payment modality (72%). The remainder reported using direct disbursement from a bank account. Both options required travel to the capital city.
150. A common consensus among stakeholder respondents was the perception that these delays did not have a substantively negative effect on the programme results. Although delays were not considered ideal, and teachers and students were not happy with the delays, nevertheless teaching continued to the degree possible with whatever materials were available – suggesting a high commitment to the programme.
151. **Sufficiency and Partnerships.** From the Government side, there does not appear to be a sufficient allocation of human, operational, and financial resources to meet the demand for CBEs or to integrate CBE programming into the larger Ministry framework. Regarding the UNICEF side, there are differing perspectives regarding whether UNICEF is allocating sufficient resources to deliver intended results. On the one hand, some reported that the CBE unit in UNICEF is understaffed considering the scale and complexity of the Programme although this had improved compared to previously with the inclusion of zonal focal points. Others believed that the resources are sufficient in terms of staff and money but could be put to use more strategically or through more streamlined processes.
152. Most agreed that more resources for monitoring would be important – especially if UNICEF prioritizes monitoring quality (student learning outcomes, hiring qualified teachers) in addition to elements related to access. There was more consensus on two items: stakeholders asserted clearly that there was not sufficient Government allocation of human, operational or financial resources to assume management of the CBE Programme at this point in time; in addition, stakeholders believed that there were not enough resources allocated to allow for scale up of the CBE Programme to truly respond to the degree of demand.
153. The principle external partnership for UNICEF is with the MOE to support the MOE implementation of the CBE Programme. UNICEF plays a leading role in the coordination clusters around education themes at the MOE and is recognized and respected by other stakeholders for this role. At the provincial and district levels, coordination and partnerships with the PED and DED and UNICEF personnel is also reported as strong and close.
154. The primary gap in coordination and partnerships in interviews relates to the partnerships between NGO managed CBE programmes and UNICEF CBE programmes. This was often cited as a point of tension in terms of establishing CBEs – there was relatively little coordination or consultation among entities before proceeding – and in

terms of the implementation activities. NGO managed CBEs tended to be much more closely managed by NGOs who would develop their own teacher training modules, take a more pro-active role in the contracting of teachers, and provide their own TLM resources. Many believed that these NGO managed approaches often led to improved learning outcomes, but at significantly higher costs.

155. PED officials tended to minimize the degree of coordination needed in terms of CBE establishment, pointing out that the demand and need were so high that no matter how many CBEs were established in an area, it was unlikely to lead to oversupply. However, there was often a lack of strategic partnering regarding where to establish CBEs and aligning implementation activities. Some provincial interviews did cite joint monitoring visits organized between UNICEF and NGO groups for CBEs in districts, but these examples were based on individual relationships in particular regions rather than a systematic process. MOE officials in Kabul did cite planned upcoming adjustments to MOE management of CBEs that would involve greater oversight and strategic coordination for CBE establishment and common alignment of CBE interventions. However, this was not slated for implementation until 2020 Academic Year.
156. There is also the potential for partnering and collaboration with other education sector programmes – both formal and informal. For example, internally to UNICEF, there was a programme oriented to recruiting and training female teachers for the formal education system (GATE). Given the importance of female teacher recruitment for CBEs, there were undeveloped opportunities to access these GATE teachers for CBE programming. Another example was with adult literacy programming implemented by UNESCO. The areas of implementation have similar criteria to CBE establishment and there would be potential to strategically collaborate in the establishment of spaces or recruitment of teachers. Another example internal to UNICEF is with respect to WASH programming in CBEs to help overcome some of the gender specific barriers to education. Examples of WASH and CBE collaboration were cited in some provincial level interviews, but these were based on ad hoc relationships among provincial level implementation rather than strategic collaboration.

#### 4.4 Sustainability

157. **Overview.** This section explores the extent to which the programme interventions can be scaled up, and to what extent the capacity of government partners will ensure the sustainability the programme initiatives, and the appropriateness of UNICEF's exit strategy. The TOR outlines five sub-dimensions for assessing sustainability: 1) Scale-up potential, 2) partnerships and policies, 3) system and stakeholder capacities, 4) data integration, and 5) exit strategies. Implications for sustainability have already been highlighted throughout the previous analysis. The overall assessment is that while there are factors and conditions in place that can serve as a foundation in future programming, sustainability is not yet achievable within CBE Programming.
158. **Scale-Up Potential.** There is significant community demand for CBEs throughout the country – far more than is possible to meet within the current framework. Furthermore, the need for establishing CBEs is substantively greater than even the demand. The UNICEF approach in the MOE partnership provides a good foundation for scale-up. Given the diversity of the context, there is a need to consider more alternative pathways

and modalities to education beyond the traditional CBE modalities and stakeholders pointed to the necessity of employing multi-pronged and multi-sectoral approaches for national scale up in order to respond to the diversity of context while considering cost limitations.<sup>77</sup>

159. An important implication of this is that this will require more strategic and harmonized coordination to ensure that all possible resources are leveraged to respond to the need. The Government has shown interest in taking on a more strategic coordination role with respect to NGO managed CBEs and UNICEF supported CBEs, but there are also other sectors and actors that could be integrated both external to UNICEF such as UNESCO, as well as sectors within UNICEF such as WASH. Linkages with Hub Schools and closer integration into the rest of MOE education systems would also be necessary.
160. In addition to increased and opportunistic coordination to adapt and integrate multiple modalities within the CBE frame, there would need to be strong technical oversight to ensure quality and harmonization. UNICEF is well positioned due to its global experience and reputation and could provide examples for costing and approach for CBE modalities. There is observed community level enthusiasm and commitment for CBEs and an apparent willingness to support CBEs at the community level. There is a strong policy framework on which to build CBE programming and UNICEF is seen as having a good reputation for effectiveness and transparency. However, this shift to a much more intensive, strategic, yet flexible coordination for scale up may require a shift in which components are maintained within the CBE modalities. In particular, the delivery of TLMs and teacher salary management may not be able to be scaled up due to their high costs. More articulate integration of CBEs into the rest of MOE systems – treating CBE students and CBE teachers as part of the formal education system and on-budget - may help defray some of these costs, but this would require increased MOE commitment from on-budget sources. One possible mitigating factor is that current CBE students are a relatively small percentage of all Education students (about 3%) and the current budget supporting the CBE Programme represents about 2 per cent of the National Education budget, so it would not be completely unfeasible to consider more MOE integration into on-budget funding.
161. **Partnerships and Policies.** There is a strong policy foundation currently developed in this cycle for supporting sustainability and scale up. Coordination structures also exist that can contribute to a more harmonized environment. The partnering approach taken by UNICEF through MOE is seen as optimal for sustainability. Improved coordination and partnering with NGOs, other UN agencies in CBE, and taking advantage of other internal UNICEF programmes would be the next point of focus. Another dimension to be explored is more intentional partnering at the community level with community participation and support as one of the mechanisms for defraying costs to meet demand.
162. **Systems and Capacities (and data integration).** Interviewed stakeholders consistently noted that individual technical capacity is believed to be largely available throughout the system - although this varies among the stakeholder groups. Most targeted by stakeholders for strengthening are: Community Shura capacity to manage

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<sup>77</sup> The different potential modalities and adaptations have already been described elsewhere



CBEs, Hub School capacity to support CBEs and to absorb transitioned students, and CBE data management. However, there were more concerns expressed regarding the capacity of *systems* to integrate CBE programming, of budget to support CBE programming, and of the degree of ownership of MOE towards CBE programming.

163. Regarding the latter, as noted earlier, ownership and enthusiasm for CBE programming tends to increase as one moves closer to community. At the Kabul level, there are dedicated individuals within the MOE who are supportive of CBE programming and the CBE related policies make explicit the formal role of CBEs within the MOE. However, respondents perceived that within the larger government landscape – even beyond the education sector – there is still a degree of skepticism concerning the potential of CBEs to meet education needs and a preference to focus on Hub Schools giving less priority to CBE programming. This skepticism has a subtle cascade effect throughout the system.
164. System limitations noted throughout the previous findings included the lack of operationalized pathways for CBE teacher credentialization, professional development, or absorption into the MOE roster after a CBE cohort finishes, the lack of application of alternative CBE modalities even when short term modalities are not conducive to continuing education, the lack of guidance for academic supervision units for CBE teacher assessment or CBE student learning outcomes, and the lack of integration and coordination between academic supervision and Shura mobilization for supporting CBE schools. CBE data integration was consistently cited as a major challenge for sustainability. Respondents noted that detailed and reliable data was required for operational response, strategic planning, and community engagement.
165. There were references to perceptions from respondents that Government has taken a more proactive approach to data management and interest in exerting more control and leadership over CBE programming – from both UNICEF and NGOs. A joint Monitoring Task Force was recently set up (March 2019) to review monitoring priorities and how to work better together. In addition, mapping exercises are being supported by donors for tracking where CBEs are located. However, further integration of systems and management would be important in future programming.
166. **Exit Strategies.** The CBE programme did not elaborate an exit strategy during the design phase of the current phase. Respondents noted that CBE programmes have been implemented for the past 15 years in Afghanistan, so exit strategies may have been considered unrealistic at the time of Programme design. Interviewed stakeholders did highlight certain conditions that ought to be considered in any exit strategy:
  - a) operationalizing policies and developing guidance for systems based on the policies,
  - b) integration of CBE programming into MOE on-budget funding, improved coordination,
  - c) identifying a multi-pronged, multi-sector approach including alternative pathways
  - d) creating MOE *Tashkeel* positions for CBE programmes,
  - e) developing TORs for CBE responsibilities
167. However, the consensus among UNICEF personnel was that it was unrealistic for UNICEF and donors to even consider exiting from supporting CBE programming in the

context at this time. The Government and MOE are not yet able to assume and sustain CBE programming without considerable external support for the reasons described earlier in the sustainability section. There were some respondents (although not a majority) who suggested that it might be possible to build into the next programme cycle a plan for gradual handover based on incremental stages. For example, perhaps shifting UNICEF's role more heavily towards strategic coordination rather than service delivery (of TLMs and teacher salaries). But even this type of shift – respondents felt – could not be undertaken from the start of a future programme cycle but rather as something to integrate gradually into a future phase. Kabul based stakeholders were far more concerned about identifying future funding for CBE programming rather than contemplating whether CBE programming could be handed over at the end of this cycle.

168. If one extrapolates from the funding in the current CBE Programme and the number of children reached, then to maintain the current funding levels and number of children, about US\$15-20 million/year would be required. To meet all the requests for CBE establishment that have been received at the PED level, about US\$50-60 million/year would be required. To respond to all the estimated need for OOSC in the country would require closer to US\$250 million/year.<sup>78</sup> For any programming support, it would be necessary to secure long term commitments (or shifts to on-budget programming) to allow for the more permanent modalities to be implemented.

169. Respondents did not believe that there was funding available to meet these needs. Even if all CBE programming was shifted to on-budget in the MOE, the MOE still depends heavily on donor financing even of on-budget programming. Respondents believed that there is likely to be a decrease in funding to Afghanistan in general even as the need for CBE programming increases. Some suggested that new funding sources such as EQRA and ECW may be viable future considerations and others suggested integrating CBE into broader development strategies that included comprehensive packages of development, roads, infrastructure, and livelihoods which may have more potential for funding. However, there was concern that none of these options would be sufficient to take advantage of the increased interest and demand for CBE programming at the community levels throughout the country.

## 5.0 CONCLUSIONS

170. Based on the findings presented in the previous section, the following conclusions are presented in three sections: 1) A summary response to the evaluation TOR questions, 2) reflections on the implications for demand, quality and access, and 3) an assessment against global criteria for CBE success originally presented in section 1.2.

### 5.1 TOR Evaluation Question Summaries

171. The USAID supported CBE Programme has been generally **relevant** to the context, drawing on the theory of change as the organizing framework for the Programme nationally. The modality of working in partnership with the MOE contributes to assuring alignment with State priorities. The Programme is aligned with the National Policies and UNICEF Strategic Plans regarding Education programming. CBE

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<sup>78</sup> These are only broad estimates based on general calculations of programme budgets and should not be considered as part of a cost efficiency study.

Programming is highly relevant to the context and there is both a great demand and even greater need for community-based responses to education. The four pillars of access, teacher capacity, community mobilization and Government capacity are very relevant for development of the programme.

172. A key element in the programme design and implementation leading to diminished relevance has been the implicit assumption that the CBE programming is a temporary measure parallel to MOE formal education programming. The policy environment does recognize the CBE as part of the formal education system, but this is not yet operationalized or internalized within how the CBE programme is treated. The lack of *Tashkeel* positions in the MOE dedicated to CBE management and the use of 9-month service contracts for CBE teachers are two barriers for CBE integration as well as limited support available to foster CBE student transitions or hub school absorption capacities.
173. UNICEF provides a relevant comparative advantage to supporting CBE in the context. UNICEF's role of working to support MOE, PED and DED implementation of CBE programming rather than as a direct implementer has led to better alignment and partnership with the Government. UNICEF is also recognized and respected for its upstream policy work, coordination roles, and is generally rated as effective in implementation by other actors in the context.
174. The Programme has been **effective** in producing tangible results for CBE establishment and access to education and exceeding the original targets for the Programme. The benefits and potential contribution of the Programme to reaching OOSC has not yet begun to fill the degree of **demand** for community education and the traditional CBE modality of a single cohort, temporary cycle of three years may be inhibiting many children from accessing education or continuing to access education after transition.
175. There have been increased results for **teacher capacity** through the establishment of induction processes and the formalization of the INSET curriculum for CBEs. However, there is still more that could be done both to objectively assess teacher capacity and to provide continuing professional credentials and development; the first through the application of the teacher assessment and student learning outcomes frameworks to CBE teachers, and the second possibly through new contracting structures and the operationalization of the revised CBE policy professional development and MOE roster integration pathways. The role of female teachers in CBE success is crucial and is an important point of priority in the Programme. Extensive barriers for female teacher recruitment have limited both recruitment and retention and will require more investment in incentives and allowances in order to meet the degree of demand for female teachers.
176. **Community mobilization** has produced significant results during the programme. There is high demand from communities for CBE programming and significant local ownership of CBE programming when established. While Shura are seen as important components for CBE success, the training and capacity building of CBE Shura and the elaboration of the TORs for Shura may benefit from shifting emphasis from an

awareness raising role to more management and problem-solving responsibilities and with greater support for transition when relevant.

177. In terms of **Government capacity**, the Policy framework, coordination structures, and individual technical capacity is in place at the Kabul and Provincial levels for CBE Programme implementation. However, the Human Resources Structures (*Tashkeel*), Monitoring systems, Teacher administration, and budget commitment capacity systems remain to be finalized. There is some concern from stakeholders that Government stakeholders may not yet perceive CBE programming to be an essential part of the Government mandate. However, it was observed that the degree of enthusiasm and support for CBE programming does tend to increase as one moves closer to the field and even in Kabul, there are prominent individuals within Government who are strong supporters of CBE programming and its inclusion in the Government mandate.
178. In terms of **efficiency**, an overall theme across all four pillars of the CBE programme was the recognition among interviewed stakeholders that numerous facets of the UNICEF management of CBE programming has improved compared to previous cycles. These included a range of elements such as: a) improved monitoring capacity for CBEs and the development of UNICEF databases for tracking CBEs; b) improved quality and delivery of TLMS; c) improved tracking and disbursement of CBE teacher salaries; d) improved input on policy framework development; e) improvements in sponsoring evidence base studies (such as the OOSC study); and f) improved coordination and upstream policy influence. However, as mentioned earlier, these improvements often still lie with UNICEF support or implementation and there is some concern that the Government capacity to sustain these same systems – while improved – may not be sufficient to maintain CBE Programming.
179. **Sustainability** of CBE programming remains a concern. The overall assessment is that while there are factors and conditions in place that can serve as a foundation in future programming, sustainability is not yet achievable within CBE Programming. Scale-up of the Programme is essential, but given the diversity of context, a multi-pronged, multi-sectoral application of CBE modalities and programming may be necessary. This will have significant Coordination and management implications. UNICEF is well positioned due to its experience and reputation to support this type of engagement, but it would require shifting from a project implementation focus to a more strategic technical advisory role. The policy foundation is in place for implementing scale up and there is significant individual technical capacity within the MOE. However, system capacity – especially for monitoring and data management – still need to be developed. There are also significant funding and ownership concerns for sustainability that present barriers to handover of CBE programming.

## 5.2 Quality versus Access Reflections

180. In terms of quality versus access, the CBE programme may face challenges from its own success. Based on evaluation findings from the previous CBE cycle in UNICEF, the current CBE Programme implemented a number of measures to increase monitoring, oversight, and awareness raising. Among these was the increase in field level personnel – technical extenders, field monitors, and technical advisors – with mandates to provide much closer engagement and support to communities and CBE monitoring.

The programme design also emphasized creating demand for CBEs in targeted regions, and community demand for CBE has increased substantively over the current cycle of the CBE Programme. Whether it is a result of the programme point of emphasis, increased field level personnel working with communities, or other external factors, the demand now outstrips the capacity of the Government or CBE stakeholders to meet it.

181. In response to this high demand, the current CBE programme – whether explicitly or implicitly – has taken actions to prioritize **increasing access** to CBEs. This has been successful in terms of exceeding the original programme targets but has come at a cost of minimizing quality considerations, including ensuring continuing education of CBE students, teacher capacity, learning outcomes, and sustainability dimensions. These aspects have not been ignored, but in the balance of allocation of resources, personnel, and policy, establishing CBEs has taken primary consideration.
182. Given the enormous need and demand, this approach is justifiable. The logic of providing at least something – even if it is through a temporary modality that will inhibit continuing education and is unable to generate ideal learning outcomes – when the alternative for these OOSC is nothing at all it makes sense within the demands of the context at least to plant the seeds of education.
183. In considering the next phase of CBE programming, it certainly seems that the focus needs to be less on seeking to *create* demand, and more on seeking to *meet* demand. The results of the current phase have established a good Policy and coordination framework to build on, and where potential adjustments could be made to increase quality considerations as well. Shifting CBE teachers to 12-month contracts to allow for more continuous training opportunities and operationalizing the process for CBE teacher professional development and credentialization are two relatively small adjustments that could have long term quality impacts. However, quality considerations, while desirable, will have additional cost implications, which could limit meeting demand in other communities. This cost consideration is quite important due to the possible decline in funding for Afghanistan from donors and shifting priorities.
184. In order to meet demand and build quality considerations, future programming approaches will likely need to depend on the application of multiple modalities and rely on multi-sectoral collaboration to leverage more resources for CBE programming. This type of programming will require more flexible, strategic coordination and greater levels of cross-sectoral communication to be implemented. Initiatives such as the Girls Education Flagship in UNICEF are intended precisely to ensure more cross-sectoral engagement and can serve as template for future CBE cycles.
185. Communication and Advocacy can also be important strategies for leveraging more ownership and commitment to CBE Programming. The CBE programming through the MOE does appear to have positive influences on perceptions of Government in these remote regions and appears to create more openness in certain sectors towards other initiatives as well. These potential cascade effects may be useful points of emphasis in considering future advocacy and communication strategies.

### 5.3 CBE Success and Global Lessons

186. In Section 1.2, a framework of key lessons learned for CBE success was outlined based on a global review of CBE literature. This framework can provide a helpful assessment checklist to identify strengths and weaknesses in the current CBE context based on the findings described in Section 4. The following table describes the key components for success and evaluation team observations regarding this component in the Afghanistan CBE context. The darker the shade of the cells, the more this condition is met in the CBE Programme. A point system can provide a rapid summary of progress against the global lessons. There are 25 elements in the list yielding a potential maximum of 75 points.
187. Overall, while gains have been made in access to education, the alignment with the global lessons learned components is still relatively low. If scored on a points system, the ratings for CBE systems in Afghanistan are still only about 44 per cent of potential maximum (33 points out of 75 points possible). Out of the 25 elements surveyed, nine were among the top two rankings (36%). The curriculum and systems sector showed the most progress in terms of alignment with global CBE lessons learned. The teacher capacity building sector showed the most need for further work.
188. Based on this framework, certain elements that merit further consideration for integrating into future programming may include strengthening Government managerial and administration systems for CBE (such as development of *Tashkeel* roles for CBE), and the transparent allocation of resources (development of on-budget financing for CBEs). For teachers, the recruitment and retention of female teachers needs to be further developed as well as the operationalization of the career development pathways and training opportunities. It may be worthwhile to consider integrating alternative training methods such as teacher learning circles into future CBE teacher support. The curriculum and system component is relatively well developed and probably only requires minor additions. The community sector is relatively progressed as well, but the diversity of community management groups and more intentional training for management may be useful to consider in future programming. Finally, UNICEF’s operating approach through Government scores well, but the elaboration of a handover and transition strategy in the next programme cycle merits consideration.

**Table 17: Global Lessons Learned Assessment<sup>79</sup>**

**KEY**

Strong Alignment	3 points
Somewhat aligned	2 points
Somewhat not aligned	1 point
Considerably more to do	0 points

Stakeholder	Components for Success	Observations
Government	Strong ownership and leadership	CBE Programming is appreciated by Government and there are CBE advocates within Government. However, CBE programming is still treated as a temporary measure external to “formal” MOE processes.
	Supportive legislative framework	Good Policy Framework in place. Only needs to be operationalized

<sup>79</sup> Multiple Sources from Bibliography review – Annex 11

	Robust managerial and administration systems for CBE	Managerial and administration systems inside Government still weak for CBE programming
	Transparent allocation of resources	Budgeting for CBE within Government is minimal
	Provincial and District structures capable of providing support to CBE	CBE Focal points have improved support for CBE, but is still heavily dependent on UNICEF supported salaries for technical extenders, national advisors and field monitors
	Criteria for CBE establishment should be clear and transparent (may include factors such as distance to nearest school, ethnic tensions, etc.)	Criteria are clear in the Revised CBE Policy, but not always understood by field level stakeholders.
	Certification and credentials of CBE students should be recognized and in line with public school system certification	According to Policy, this is the case, but the presence of volunteer students and challenges for transition limit acceptance in public school system
	CBE information integrated into Education Management Information Systems	CBE template has been created, but not yet operationalized for EMIS.
	Comprehensive coordination system for managing relevant institutions supporting CBE	Cluster Coordination well organized and aspiration in place for increased coordination of institutions supporting CBE implementation, but the latter not yet operationalized.
<b>Teachers</b>	Contracting and retaining female teachers to promote increased girls' participation in CBE	Female teachers only comprise about one fifth of all CBE teachers. No mechanisms in place for additional incentives, although ad hoc incentives occasionally organized.
	CBE teachers should have a clear career path and receive adequate pay aligned with public school salaries	Policy describes option, but not yet operationalized
	Training and supervision of CBE teachers should be integrated into MoE support	CBE teachers receive MOE training at induction and Academic Supervision visits. Contracting is not integrated into MOE support
	Training should include components such as multi-grade classroom management and interactive teaching techniques	INSET curriculum well developed, but needs further operationalization and mentoring and coaching components
	Development of alternative training methods (such as teacher learning circles)	Not implemented
<b>Curriculum and System</b>	CBE mechanisms should be made available to OOSC in a non-discriminatory manner and include outreach and advocacy for inclusion of groups (such as girls or children with disabilities)	CBE mechanisms are strongly focused on inclusion of girls
	Adapted curriculum for ALPs including condensed material and alternative teaching methods	Curriculum exists for ALPs
	Accelerated learning should be restricted to the target age group and not include younger children of primary school age	Policy describes this condition. Field visits suggest that there is still considerable pressure to enroll primary school age children when no other education option exists in the community
	Child friendly teaching methods with gender appropriate WASH facilities	Not intentionally applied in programme although opportunistic collaboration for WASH is carried out on occasion.
	Flexible hours of instruction and start dates to allow for seasonal support to families	Hours and dates are flexible to account for cold weather, but not for seasonal support to families
<b>Communities</b>	Community stakeholders must have clearly defined responsibilities with CBE mechanisms including in planning, implementation, and monitoring of CBE	Revised CBE Policy does outline these responsibilities. Community stakeholders often not trained in these and rely more on willingness than capacity
	CBE scope should be a realistic geographic range within an identifiable community	As far as evaluation team interviews suggest, there were not concerns about CBE geographic ranges.



	Community management groups should be inclusive	The Policy describes this, but women extremely under-represented in Shuras
	Training provided to community management groups on elements of management and on topics such as child rights and how to support vulnerable children	Some training at induction reported, but much more is needed
<b>External Partners</b>	External partners should work within Government led systems and structures	UNICEF work through Government led systems and structures a positive modality
	Implementing partners and strategic allies should have a clear exit strategy for involvement and support of CBE	No exit plans elaborated.

## 6.0 RECOMMENDATIONS

189. **Over-arching Recommendation.** The CBE Programme has generated significant positive outcomes. The CBE Programme substantively exceeded the original Programme targets in terms of access to education of marginalized communities and children. The programme’s existence has appeared to have influenced community stakeholder attitudes towards education and girls’ education in particular. The implementation of the programme through the Government has also led to increased visibility of Government in these remote regions and a potentially more positive perceptions of Government by community based stakeholders. Demand for community based education by community based stakeholders far exceeds the current capacity to supply community based education and there is significant need for community based education in the context. Unfortunately, the current Government structures and systems are not yet able to sustain the programme without significant external technical support. The over-arching recommendation of the evaluation team is that UNICEF and donors should commit to continued funding and support of another CBE Programme cycle in Afghanistan. The demand is too great, and the systems are yet too fragile to realistically contemplate the re-allocation of resources away from Community Based Education. To do so would negatively impact the situation of marginalized children – especially girls – in the country. It is the consideration of the evaluation team that alternatives to CBE education will not be sufficient to meet access to education demand at this time. Within the frame of a new CBE Programme cycle, significant attention should be placed on developing exit and transition strategies with Government and the promotion of a shift to on-budget support for CBE programming.

190. The CBE Programme and others are already implementing a wide range of actions intended to promote an enhanced community-based education environment even as this mid-term evaluation was being conducted. The following recommendations, some of which are already being considered within the frame of these ongoing activities, are intended to affirm existing processes and to complement or strengthen ongoing CBE actions.

191. The recommendations are clustered into two categories. The first cluster of recommendations are for consideration for inclusion into current CBE Programme cycle activities while the second cluster is for integration into the next CBE Programme cycle. Given that too many recommendations may be overwhelming for developing appropriate management response plans, the team is proposing the following 12 recommendations. However, UNICEF and MOE should consider and act on other



themes emerging from this report beyond those touched on in the following recommendations.

## 6.1 Current CBE Programme Cycle

192. Given that the current cycle is nearly completed, there are relatively few adjustments in implementation interventions that would be feasible to integrate within the next six months. However, there are two general categories of actions that would be feasible: 1) Actions to continue to address evidence base gaps in CBE Programming (#1-3); and 2) Developing the foundations for the next CBE Programme cycle (#4-5).
193. **Recommendation 1: Learning Outcomes: In order to understand CBE programming impact on education and to inform future strategic planning regarding CBE Programming and education, UNICEF, in collaboration with MOE, should seek to strengthen the evidence base regarding measuring the learning outcomes of the CBE students within the frame of a CBE Summative Evaluation process.** Time frame: Within the next 9 months. Responsible: UNICEF Access Unit, CBE Education Specialist, MOE CBE Technical Advisor
194. Description: Access to education has justifiably been the point of priority for this phase of CBE programming. However, as a base for developing future programming strategies, an elaboration of the assessment of learning outcomes for students in CBEs would be useful. There have been at least two previous studies tracking learning outcomes in Afghanistan during the previous years. However, these were only tangentially related to the CBE Programming population and relied on complex measurement tools difficult to apply in CBE settings. UNICEF is currently piloting a learning outcome tool for another project that could be applied to the CBE Programme within the summative evaluation process. This learning outcome assessment could provide both a summative assessment of learning quality in this phase and input into targeted adjustments in future programming to enhance specific aspects of learning outcomes, and it could serve as the de facto baseline for the next phase of CBE programming.
195. **Recommendation 2: Post-Transition: UNICEF, in collaboration with MOE, should seek to fill in the evidence gap related to post-transition education of CBE students both in the immediate term and long term through the application of a post-transition monitoring process and the sponsorship of a long-term longitudinal ethnographic study covering at least five years (preferably longer).** Timeframe: Next 6 months. Responsible: UNICEF Access unit, MOE CBE National Technical Advisor.
196. Description: Two actions are described here, but both are oriented towards understanding post-transition realities for CBE students. In the current CBE Programme monitoring, there is no mechanism for tracking students once a CBE cohort finishes. There have been studies from other UNICEF projects tracking post-transition attendance, but these are not generalizable to the range of diversity in the current CBE Programming contexts. In the short term, the UNICEF Access Unit could identify a plan for obtaining information on post-transition monitoring that could contribute to the summative evaluation findings. One possible option may be to select a random sample

of Transitioned CBEs and petition the ex-CBE Shura, CDC, or Hub School Shura to support a census review of all registered CBE students and track whether they have continued their education (attendance, not just enrolment) after transition. The random sample findings could be used to estimate total transition rates and could identify possible ongoing barriers for consideration in the elaboration of the next CBE Programme Design. In the long term, due to project funding cycles, there is little longitudinal data regarding the long-term effects of CBE education on children – especially girls. UNICEF, with the agreement of USAID and MOE, could take advantage of these next six months to sponsor the inception of a long term longitudinal ethnographic study of CBE students – perhaps prioritizing girls – in order to fill this evidence gap. A possible option could be to select a random sample of CBE students from around the country and do an annual survey of these specific students for at least five years (although 10 years would be preferable). The Survey could include quantitative items such as continuing attendance of education, marital and household status, or household income as well as qualitative items such as self-confidence, empowerment, or hope for the future. Findings from the study could help inform advocacy and communication strategies regarding CBE education.

197. **Recommendation 3: Volunteer Students: UNICEF, in collaboration with the MOE, should consider integrating into the CBE data tracking a broader assessment of the volunteer student phenomenon in current CBEs to contribute to the summative evaluation process.** Timeframe: Next 6 months. Responsible: UNICEF Access Unit, Technical Extenders, and DED.

198. Description: The volunteer student phenomenon is broadly recognized among the national education context stakeholders and experts. However, the extent of the dynamic has not been systematically captured. The current monitoring system of CBE courses represent the opportunity to develop a broader census of the current CBEs to identify the degree to which volunteer students are present. These findings can contribute to future adjustments in CBE Programming and policy and may complement advocacy and communication strategies surrounding community-based education.

199. **Recommendation 4: Policy Foundation: UNICEF, in collaboration with the MOE, should continue to operationalize the currently strong Policy foundation for CBE Programming.** Timeframe: Next 6 months. Responsible: UNICEF Access Unit, National Technical Advisor MOE

200. Description: There is a strong policy and strategic framework environment for developing enhanced CBE programming, but many of these components have not yet been operationalized. UNICEF has been carrying out orientation missions on the new Policy to Provincial level stakeholders and this should continue. The next stage after orientation is the development of the guidance, systems, and coordination agreements to be able to implement the Revised Policy. There are a whole range of components that require operationalization before they can be realistically implemented. Given the findings regarding CBE Teachers and Shura mobilization, perhaps the first two streams to be points of focus could be the elaboration of the roadmap for CBE teacher credentialization and transition to the MOE roster and the elaboration of coordination agreements between the Social Mobilization Unit and CBE Programming for CBE Shura capacity building.

201. **Recommendation 5: CBE Programme Strategy 2020: UNICEF, in collaboration with the MOE and donors, should promote a shift away from a CBE project delivery mentality by continuing the development and finalization of the next CBE Programme Strategy for 2020 and beyond.**  
Timeframe: Next 6 months. Responsible: UNICEF Education Sector, USAID, DFID, and other donors, MOE
202. Description: In spite of the presence of a strong Policy foundation, CBE Programming in the past 15 years has largely been based on a project delivery mindset with multiple actors – NGOs and UNICEF among others – operating relatively independently for CBE project implementation, although with MOE blessing. This approach has often led to the “temporary measures” implicit assumptions to the programme and uncertain funding. Relative to demand, available funding in UNICEF for 2020 and beyond is currently less than 2 per cent of what would be required, 100 per cent dependent on external donors, and almost exclusively short term in nature (cycles of three years and less). Given its prominence in Coordination roles, UNICEF should be continuing to support the development of a more harmonized CBE Programme Strategy integrating multiple Donor and implementation actors. The harmonized strategy will contain a broad array of elements, but should consider the following characteristics: a) a secured funding base with long term commitments from donors (ideally more than 15 years); b) the elaboration of a specific handover strategy to MOE including commitments to shifting CBE programming to on-budget, the development of CBE Tashkeel positions within MOE, and the integration of CBE monitoring data with MOE systems, among others; c) the restructuring of UNICEF advisor and technical support roles to emphasize teaching and capacity development rather than technical implementation; d) improved coordination and oversight mechanisms for multiple CBE implementation actors under MOE; e) Integration of CBE Programming within a multi-sectoral package of development.

## 6.2 Future CBE Programming Considerations

203. The evaluation process did identify a number of technical adjustments that would be useful to integrate into future CBE programme cycles, even if not feasible to consider within the short time remaining in the current Cycle. Most of these adjustments are for integrating quality considerations in addition to access. However, the evaluation team recognizes that almost all of these recommendations (#7-12) will require increased cost to the CBE Programme. Maximizing access (#6), even at the expense of integrating quality considerations, may need to be further prioritized given the degree of unmet demand for CBE Programming in the country.
204. **Recommendation 6: New CBE Modality Assessments: In the next CBE implementation cycle, UNICEF and the MOE should consider scaling up CBE Programming to meet need and demand through the employment of a multi-pronged and multi-sectoral approach diversifying the use of alternative modalities to better respond to context variety. As part of this scale up process, there should be a viability assessment and guidance developed for additional CBE modalities including three possible new modalities: a) Mosque based education through Mullahs for early grades; b) Community Contribution and Management; c) virtual or distance**

**classrooms.** Timeframe: within the next 12 months. Responsible: UNICEF Education Sector and MOE.

205. Description: Given the extent of need, no single CBE model will be sufficient to meet demand. In addition, there is significant concern that the traditional short cycle CBE models are not always sufficient to ensure ongoing access to education. Processes and guidance for alternative models will need to be operationalized including, among others, Multi-cohort CBEs, Permanent CBEs, Extensions (even up to Grade 12), and others. These alternative modalities should ideally represent a larger percentage of CBE models in future programming, but all have possible additional cost considerations. Within this milieu and given cost considerations, an analysis of the feasibility and potential cost mitigation of early grade education taking advantage of the extensive Mosque system in Afghanistan and community funded CBEs (where community members contribute for teacher salaries and the CBE Shura are much more heavily involved in management and administration actions) is worth consideration. The distance training or virtual training option is not a low-cost option but could improve quality and access to isolated or insecure areas where there is a lack of teachers. These assessments would need to include an estimation of potential scope – where these would be most relevant to apply, and how costing on these approaches. If approved, guidance and systems would need to be elaborated for how to establish, manage, and administer these models within the larger CBE Programme.

**206. Recommendation 7: CBE Unit: The MOE, in collaboration with UNICEF, should strengthen the capacity of the Education system to support MOE programming through the establishment of on-budget permanent positions within the MOE at all levels (Tashkeel or Ajeer) coordinated by a CBE unit at the Ministry of Education in Kabul.** Timeframe: Within the next 12 months. Responsible: MOE, Ministry of Finance, and UNICEF Education Sector.

207. Description: The integration of CBE programming within the overall Ministry framework requires dedicated on-budget personnel to provide closer interactions with the broader MOE. Given the breadth and scope of the demand, the dedicated positions within the MOE should be coordinated by a CBE unit – rather than a set of Advisors or focal points – housed in the Ministry of Education in Kabul. This unit should provide more strategic coordination support to integrated CBE programming.

**208. Recommendation 8: CBE Teacher Capacity: As part of the ongoing CBE Teacher professional development and integration process, in future CBE programming, the MOE should elaborate 12-month contracts for CBE teachers and integrate continuous learning and training opportunities during the months when schools are not in session. Ongoing professional development should include alternative approaches to traditional training models including teacher learning circles, mentoring and coaching, and peer-to-peer support.** Timeframe: Within the next 12 months. Responsible: MOE with support from UNICEF.

209. Description: Structures for capacity building of CBE teachers are among the weakest of elements in the assessment of the CBE programming compared to global lessons learned. Key barriers to teacher capacity building and credentialization are the short

term 9-month contracts, the lack of a clear roadmap for moving to MOE roster, and distance and isolation. In future programming, the CBE teacher capacity building could benefit from: a) a shift to 12 month contracts, b) the inclusion of all INSET modules (1-6) in trainings as well as additional topics such as child psychology, psychosocial issues and child protection, c) the consistent implementation of a roadmap for increased professional development, credentialization and integration to the MOE roster, and d) the development and integration of alternative supervision and support approaches to mitigate distance and isolation including peer-to-peer support, mentoring and coaching, teacher learning circles, among others.

**210. Recommendation 9: Female CBE Teachers: The recruitment and retention of female teachers needs to continue to be a point of priority in CBE programming. To strengthen the recruitment and retention of female teachers, the MOE should integrate special packages and allowances targeting female teachers as incentives to help mitigate barriers to recruitment and retention.** Timeframe: Within the next 12 months. Responsible: MOE with support from UNICEF

211. Description: Female teachers have an outsize catalytic effect on community-based education, but they face many barriers to recruitment and retention including difficulties in travel, family obligations, and the need for male (Maharam) accompaniment if moving. The MOE should develop a package of incentives to help female CBE teachers overcome some of these barriers and increase female representation in the CBE teacher corps. Possible options for consideration include additional salary increments, scholarships or support for continuing professional education, travel allowances, relocation allowances or Maharam allowances. But other incentives should also be considered.

**212. Recommendation 10: Academic Supervision: The Academic Supervision Unit, with support from UNICEF, should develop more detailed guidance and training to CBE Academic supervisors on teacher assessment to better track quality outcomes.** Timeframe: Within the next 12 months. Responsible: MOE with support from UNICEF.

213. Description: According to the evaluation findings, Academic supervisors at the District level were not always able to provide consistent and systematic teacher assessment for ongoing in-service training. Although usually willing, respondents often reported not feeling sufficiently knowledgeable about teacher assessment frameworks to apply them to classroom observation. The MOE in collaboration with UNICEF and others should consider developing a more standardized guidance for teacher assessment. The World Bank has currently produced a teacher assessment package including the framework and video trainings for applying the package. It may be worthwhile considering how to adapt and integrate these materials into the Academic supervision of CBE teachers.

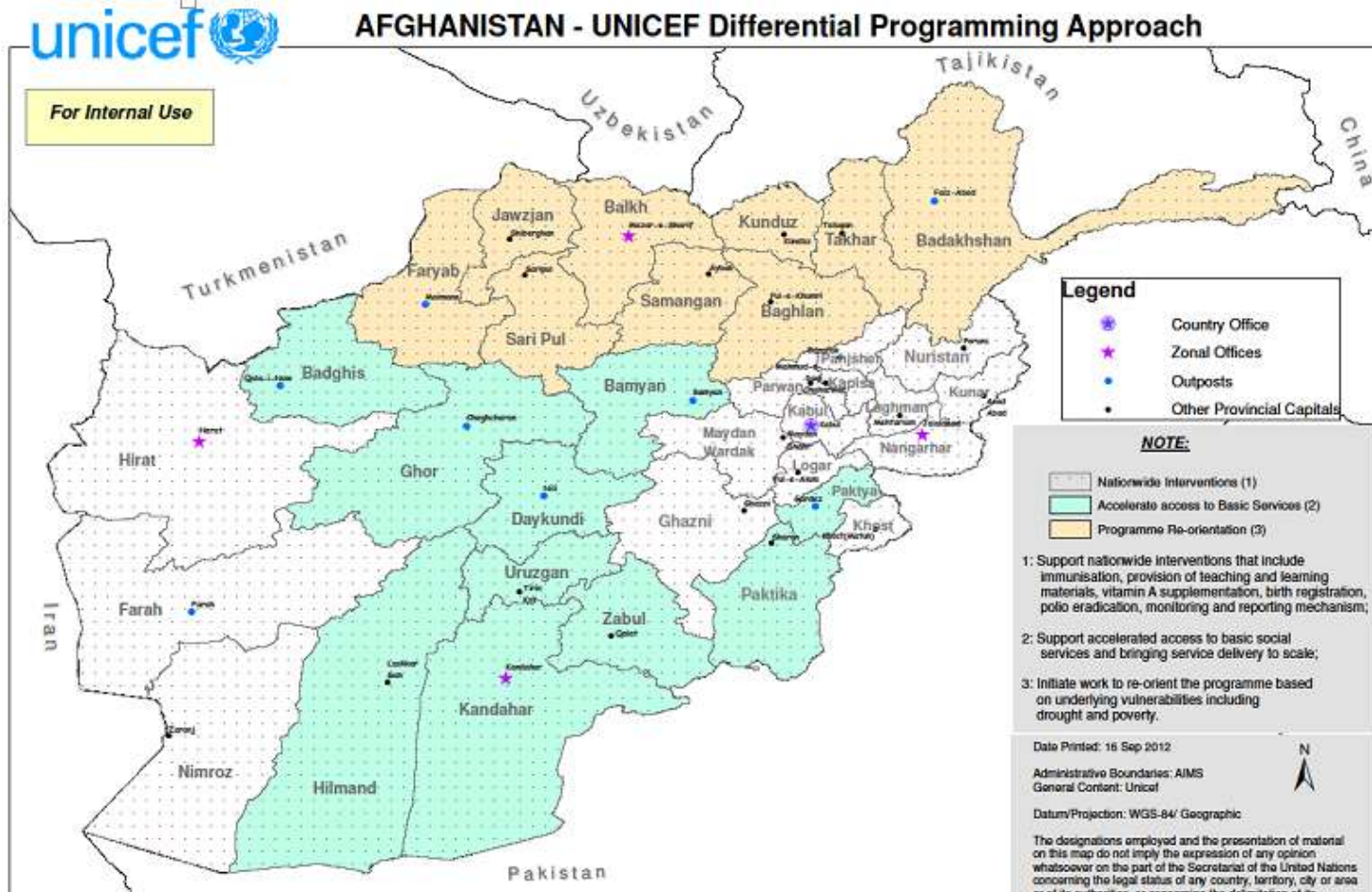
**214. Recommendation 11: Transition Package: The MOE, in collaboration with UNICEF, should develop a package of incentives and resources within the CBE programming to overcome barriers to transition when short cycle CBE modalities are used.** Timeframe: Within the next 12 months. Responsible: MOE with support from UNICEF.

215. Description: The CBE Programme has improved initial access to education, but continuing education is often stalled due to barriers to transition including the absorption capacity of Hub Schools, lack of sufficient and adequate infrastructure for gender appropriate education, the lack of female teachers, distance, and insecurity. In the next CBE Programming cycle, the MOE, with support from UNICEF, should consider the elaboration of a Transition Package, available to help communities and Hub Schools overcome identified barriers in specific contexts. These may include multi-sectoral support for WASH, increased recruitment packages for female teachers, guidance for increased Hub School teacher allocation upon transition, or community-based transportation schemes (such as SafeWalk mentioned in the OOSC study).
216. **Recommendation 12: CBE Shura Capacity Building: The MOE, in collaboration with UNICEF, should strengthen the CBE Shura capacity building component in the next programming cycle. In addition to existing trainings, the Shura capacity building framework should consider integrating mentoring and coaching practices, peer-to-peer exchanges, and distance training.** Timeframe: Within the next 12 months. Responsible: MOE with support from UNICEF.
217. Description: Shura mobilization and capacity building is an integral component of CBE programming within policy documentation and community ownership was seen to be high among evaluation field visits. However, the evaluation findings suggest that Shura training and ongoing support is not always consistently applied in the field and Shura often lack the frameworks for adequately managing and supervising their CBEs and Teachers. CBE Shura membership also appeared to lack sufficient female representation. In the next programming cycle, it may be worthwhile to further systematize ongoing Shura capacity building guidance, frameworks, and processes into the programme design.

## 7.0 ANNEXES

## Annex 1: Operational and Evaluation Maps

### Operational Map

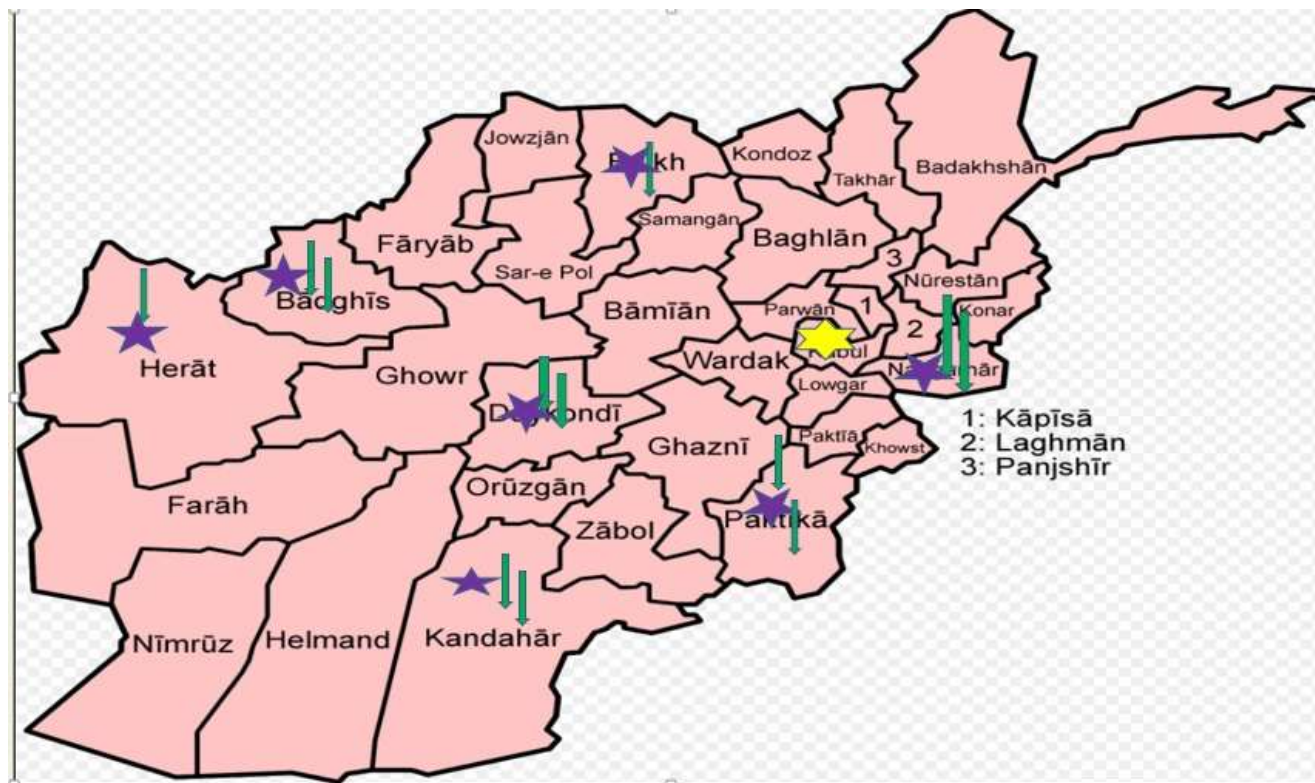




## Evaluation Map

### Key

Level	Key
Kabul	Yellow Star
Provinces	Purple Star
Districts	Green Arrows
CBEs	Not pictured on scale



## Annex 2: BEGE Logframe

LOGICAL FRAMEWORK, USAID (2015 - 2019)					
STRATEGIC RESULT (Impact): To fulfill the educational rights of every child, especially the most disadvantaged					
OUTCOME : Provide equitable access to free and quality Education to all Afghan children					
Intervention Zone: 10 focus provinces (Bamyan, Ghor, Daikundi, Paktika, Paktya, Helmand, Kandahar, Uruzgan, Zabul, Badghis) + other deprived districts in selected provinces; AAE: Kabul, Ghazni, Bamyan, Parwan, Samangan, Sarepul, Jawzjan, Balkh, Badakhshan provinces					
Strategy	Activities	Description of Activities	Indicators	Baseline	Target by 2019
<b>OUTPUT 1: Increased access to primary Education for OOSC in remote communities (Supply-Side Intervention)</b>					
Service Delivery	<b>Activity 1.1</b>	Provide <b>primary education opportunities</b> to a cohort of 100,000 children a 5 years' period (240,000 beneficiaries over 5 years, 7-9 years old, grade 1-3, 20,000 new enrollees/year) through the establishment of at least <b>1,000 new CBS classes each year (CBS)</b>	# of CBS classes established # of children enrolled in CBS	0	5,000 New CBS classes 100,000 children
	Sub-Activity 1.1.1	Expand existing CBS/CBE classes to <b>higher grades (up to grade 6)</b> , where no nearby hub-school	# of existing CBS upgraded to grade 4, 5, 6	0	Tbd based on needs assessment
	Sub-Activity 1.1.2	Provide <b>teacher salaries</b> (according to Civil Servant Law) for 1,000 new CBS teachers + old ones each year <b>(CBS)</b>	# of CBS teachers paid	0	5,000 CBS teachers
	Sub-Activity 1.1.3	Provide a full set of <b>textbooks</b> to 20,000 newly enrolled CBS children and 1,000 CBS teachers each year <b>(CBS)</b>	# of CBS students receiving complete set of textbooks	0	100,000 CBS students (cohort)
	Sub-Activity 1.1.4	Provide <b>TLM kits to 240,000 children</b> (cohort of 100,000 newly enrolled) for five years and <b>1,000 CBS teachers</b> every year <b>(CBS)</b>	# of CBS students receiving learning materials # of CBS teachers receiving teacher kits	0	240,000 CBS students 5,000 CBS teachers
	Sub-Activity 1.1.5	Provide <b>classroom materials</b> (Blackboards, Floormats) to 1,000 newly established CBS classes every year <b>(CBS)</b>	# of CBSs provided with classroom materials	0	5,000 CBSs
	Sub-Activity 1.1.6	Reinforce <b>early learning</b> activities linked to 300 CBSs per year (includes hiring of early learning teachers and provision of early learning materials - as of 2016/17) <b>(CBS)</b>	# of CBSs offering early learning activities	0	1,200 CBSs
	<b>Activity 1.2</b>	Provide access to <b>accelerated Education</b> to a cohort of 20,000 children and youth over a 5 years' period (48,000 beneficiaries over 5 years) (10-15 years old, grade 1-6, 4,000 new enrollees/year) through the establishment of at least <b>200 new ALC classes each year (ALC)</b>	# of ALC classes established # of children and youth enrolled in ALCs	0	1,000 ALC classes 20,000 children and youth
	Sub-Activity 1.2.1	Provide <b>teacher salaries</b> (according to Civil Servant Law) for 200 new ALC teachers + old ones each year <b>(ALC)</b>	# of ALC teachers paid	0	1,000 ALC teachers

Sub-Activity 1.2.2	Provide a full set of <b>textbooks</b> to all 4,000 new children every year and to 200 teachers every year (the budget includes re-printing of textbooks for grades 1-6) <u>(ALC)</u>	# of ALC students receiving complete set of textbooks	0	20,000 ALC students (cohort)
Sub-Activity 1.2.3	Provide <b>TLM</b> kits to 48,000,000 (cohort of 20,000 new enrolled) children for 5 years and to 200 teachers every year <u>(ALC) (distributed twice a year) (ALC)</u>	# of ALC students receiving learning materials # of ALC teachers receiving teacher kits	0	48,000 ALC students 1,000 ALC teachers
Sub-Activity 1.2.4	Provide <b>classroom materials</b> to 200 new and old classes every year <u>(ALC) (Blackboard, floor mats - distributed every calendar year) (ALC)</u>	# of ALCs provided with classroom materials	0	1,000 ALCs
<b>Activity 1.3</b>	Establish and maintain <b>accelerated learning centers for 3,000 adolescent girls and women</b> in 13 schools and 9 provinces (AAE) during a 2 years period <u>(ALC/AAE)</u>	# of ALCs for adolescent girls/women established # of girls/women enrolled in ALCs	0	13 ALCs 3,000 adolescent girls/women
<b>Activity 1.4</b>	"Emergency Textbook" Provision - procurement of textbook lots 1, 2 and 9 (once off 2015)	# of textbooks distributed # of students benefitting from textbooks	0	3.8 million textbooks
<b>Activity 1.5</b>	Support 1,000 ALCs to develop and implement <b>School Improvement Plans (SIPs)</b> to improve learning environment (ALC) (5-year period) <u>(ALC)</u>	# of ALCs with implemented SIP	0	1,000 ALCs
<b>Activity 1.6</b>	Provide <b>school-community grants</b> (selected) to encourage community-based solutions to address challenges linked to long distance to schools (i.e. organization of transport of children to improve access to schooling) <u>(CBS/ALC)</u>	# of school-communities benefitting from school grants	0	Tbd based on school-community needs assessment
<b>Activity 1.7</b>	Provide a tailored <b>WASH in Schools package</b> for selected number of CBSs/ALCs <u>(CBS/ALC)</u>	# of CBSs/ALCs equipped with a tailored WASH in schools package	0	Tbd based on school-community needs assessment
<b>Activity 1.8</b>	Support the implementation of activities aiming at empowering girls, such as <b>Life skills Education and Sports for Development</b> , linking community-based schools with public hub-schools) <u>(ALC)</u>	# of ALCs implementing LSE, S4D # of girls benefitting from LSE, S4D activities	0	500 ALCs 10,000 girls
<b>Activity 1.9</b>	Roll-out out of <b>Reading Program</b> (based on USAID supported methodology), including establishment of selected community libraries to engage children, and promote Education, including reading activities <u>(CBS)</u>	# of CBS classes with functioning reading programme # of CBS students benefitting from reading programme # of community libraries established	0	5,000 CBS classes 100,000 CBS students (cohort) 1,000 community libraries

	<b>Activity 1.10</b>	Develop " <b>Alternative Learning Pathways</b> " and the use of <b>technology</b> to expand the reach of learning opportunities beyond CBEs	Alternative Learning Pathways package developed and disseminated # of children/teachers benefitting from Alternative Learning Pathways programmes	0	Alternative Learning Pathways package exists and is in use Tbd based on needs assessment
<b>OUTPUT 2: Increased capacity of community-based teachers to teach in Community-Based Schools (CBS) (Supply- side Intervention)</b>					
<b>Capacity Development</b>	<b>Activity 2.1</b>	Provide <b>orientation and training sessions on teaching, INSET I and INSET II</b> for 1,000 new <b>CBS</b> teachers each year. (including Training of Trainers and school-based roll-out <u>(CBS)</u> )	# of CBS teachers trained on INSET I and INSET II	0	5,000 CBS teachers
	<b>Activity 2.2</b>	Build capacity of 2,400 (over 5 years) <b>ALC</b> teachers in <b>learner-centers methodologies</b> using INSET I, innovative technologies such as media player-based teaching and learning approaches (5-year period) <u>(ALC)</u>	# of teachers reached using the innovative technologies	0	2,400 ALC teachers
	<b>Activity 2.3</b>	Provide <b>training and teaching materials</b> to approximately 2,400 (over 5 years) ALC teachers (5-year period) <u>(ALC)</u>	# of teachers benefitted from teaching materials	0	2,400 ALC Teachers
	<b>Activity 2.4</b>	Train CBE teachers on <b>classroom-based assessment of learning</b> (formative learning assessment) <u>(CBS/ALC)</u>	# of teachers trained on formative learning assessment	0	6,000 CBE (CBS, ALC) teachers
	<b>Activity 2.5</b>	Develop and implement a long-term <b>training programme</b> for teachers who are identified to teach in CBEs <u>(CBS/ALC)</u>	# Training programme developed and used # of teachers trained	0	Training package exists and is in use (integrated in teacher training curriculum) Tbd based on needs assessment 3,000 CBE (CBS, ALC) teachers
	<b>Activity 2.6</b>	Train local Education authorities (Academic Supervision) and Hub-Schools teaching personnel to enhance their <b>supervisory skills</b> of teachers, aiming at enhanced teacher capacity and reduction of bad pedagogical practices of teachers that may prevent children to go and stay in school <u>(CBS/ALC)</u>	# of Education authorities and Hub-school teachers trained # CBE (CBS/ALC) teachers benefitting from supervision visits	0	Edu authorities + Representatives from 1,200 Hub-schools (1 Hub-school clustering 5 CBEs) 6,000 CBE (CBS, ALC) teachers
	<b>Activity 2.7</b>	Support the establishment of <b>gender-based violence prevention and referral mechanisms</b> at school-community levels, including training of teachers on the <b>code of conduct</b> to promote zero tolerance to violence at and on the way to school <u>(CBS/ALC)</u>	# CBEs (CBS, ALC) with functioning GBV prevention and referral mechanism	0	1,000 CBEs (CBS, ALC)
<b>OUTPUT 3: Increased awareness of communities and community leaders on importance of education and their responsibilities in regard to Community-Based Education (CBE) (Demand-side Intervention)</b>					

Capacity Development	<b>Activity 3.1</b>	Mobilize and build awareness and capacity of 2,400 communities in 10 provinces on <b>community-based education and community participation</b> to Education (working sessions to promote inclusion of strategies and actions to reduce the number of OOSC into local community development plans)	# of School Management Shuras trained (specify by shura and member of shura)	0	2,400 SMS members
	<b>Activity 3.2</b>	Organize capacity building activities for local education authorities and School Management Shuras on the <b>functioning of CBEs and the transitioning to hub-schools.</b>	# of school SMS benefitting from capacity development sessions	0	2,400 SMS members
	<b>Activity 3.3</b>	Conduct targeted <b>awareness raising, capacity building and behavior change initiatives</b> at community level to improve the perception of <b>Girls' Education</b> (including establishment of girls'/women's groups, development of school-community based Girls' Education action plans etc.)	# of awareness raising/capacity development initiatives conducted # of girls'/women's groups established # of action plans developed	0	At least 1 per region/year, incl. roll-out to local levels
	<b>Activity 3.4</b>	Support the roll-out of <b>innovative community-based data collection and monitoring systems</b> to collect <b>OOSC</b> data and monitor functioning of CBEs (EduTrac, U-Report, Rapid Pro, School Report Cards).	# of communities with a functioning data collection and monitoring system in place	0	All CBS/ALC school-communities
<b>OUTPUT 4: Increased Government capacity to deliver educational services to OOSC (Systems-Strengthening Intervention)</b>					
Partnerships	<b>Activity 4.1</b>	Support capacity building of staff at decentralized levels on <b>planning and monitoring</b> and develop gender sensitive district action plans for OOSC	# of PEDs benefitted received capacity development sessions on planning and monitoring	0	At least 10 PEDs
	<b>Activity 4.2</b>	Support the MoE in establishing a well-functioning <b>coordination mechanism</b> at national and decentralized levels to implement the OOSC, including national CBE strategy	Functioning coordination mechanism in place at national and decentralized levels	0	1 at coordination mechanism at national, 10 at provincial levels
	<b>Activity 4.3</b>	Support the MoE in the establishment of a widely accessible <b>platform for better communication</b> and information dissemination on OOSC, including the development of a website to source relevant documents, support new initiatives and share best practices and lessons learned	Communication platform established and functioning	0	1 communication platform
	<b>Activity 4.4</b>	Organize <b>high-level advocacy sessions</b> and national awareness raising campaigns linked to school exclusion.	# of advocacy sessions held/year	0	At least 2/year
	<b>Activity 4.5</b>	Support the MoE in the development and revision of <b>key strategies and policies</b> (CBE policy, Girls' Education Policy) related to OOSC in the context of girls (incl. defining and validating a minimum package of quality standards related to direct and targeted interventions to reduce the overall number of OOSC)	Key strategies and policies developed and revised	0	3 (OOSC strategy, CBE policy, Girls' Education strategy/policy)

<b>Activity 4.6</b>	Conduct a <b>study on OOSC</b> including the development of risk profiles to support decentralized planning for OOSC.	1 OOSC study conducted , incl. recommendations	0	OOSC study conducted, recommendations disseminated
<b>Activity 4.7</b>	Conduct <b>selected complementary studies</b> and surveys (example: the situation of teachers in Afghanistan, aiming at informing the OOSC and CBE programme, especially to increase the number of female teachers; perception of parents and communities on the importance and value of Education; OOSC cohort analysis)	Selected complementary studies/surveys conducted and results disseminated	0	At least 3 studies/surveys
<b>Activity 4.8</b>	Assist the MoE in reviewing its <b>School Mapping</b> , outlining location, type and number of schools available to absorb OOSC.	National School Mapping, outlining location, type and # of schools available	0	School Mapping conducted and updated
<b>Activity 4.9</b>	Conduct a mid- and end-term <b>evaluation</b> to measure the impact of direct interventions targeting OOSC.	1 mid-term and 1 end-term evaluation conducted	0	Existing mid-term and end- term evaluation, recommendations disseminated
<b>Activity 4.10</b>	Support the MoE in OOSC improved quality data collection and analysis through support to an improved Education Management Information System ( <b>EMIS</b> )	National EMIS system updated annually and includes OOSC	0	EMIS system includes OOSC data
<b>Activity 4.11</b>	Support the MoE in <b>collecting and analyzing disaggregated data on OOSC</b> at national and community levels, including the conduct of an OOSC census to identify the accurate number and profiles of OOSC. Support the MoE in a comprehensive mapping exercise of OOSC (school and community-based mapping, tracking of OOSC)	Functioning monitoring system in place	0	Functioning community- based monitoring system in place
<b>Activity 4.12</b>	Support the MoE in strengthening the Monitoring systems including use of <b>real time and third-party monitoring. introduce EduTrac (real-time monitoring system).</b>	# of provinces implementing real time monitoring	0	10 provinces
<b>Activity 4.13</b>	Assist the MoE in integrating alternative and accelerated learning modules for OOSC into continued <b>teacher training programs.</b>	Modules for alternative and accelerated learning integrated into Teacher Training Curriculum	0	Modules for alternative and accelerated learning integrated into Teacher Training Curriculum
<b>Activity 4.14</b>	Assist the MoE in coordinating <b>Girls' Education</b> initiatives and rolling out action plans at national, sub-national and local level. Build the capacity of key decision makers as well as key staff within the MoE on Girls' Education and Gender	National Girls' Education Action Plan + Roadmap developed and implemented	0	National Girls' Education Action Plan in place and rolled out at the provincial levels
<b>Activity 4.15</b>	Undertake a <b>TLM end-user and beneficiary satisfactory survey</b>	TLM end-user and beneficiary satisfactory survey conducted, recommendations disseminated	0	TLM end-user and beneficiary survey conducted, recommendations disseminated

### Annex 3: BEGE Output Indicator Results

PMP Indicator progress - USAID Standard Indicators and Programme Custom Indicators (Revised & Updated version, as of 17 Nov 2018)													
Indicators (PIRS)			Baseline	FY 2015 Targets	FY 2015 Result	FY 2016 Targets	FY 2016 Results	FY 2017 Targets	FY 2017 Results	FY 2018 Targets	FY 2018 Results	FY 2019 Targets	Comments
Standard Indicators													
1	ES. 1-3 Number of learners enrolled in primary schools or equivalent non-school based settings reached with USG education assistance	# Total Learners in CBE	0	24,000	40,828	48,000	81,764	72,000	140,694	96,000	137,470	120,000	Data collected by provincial coordinators, technical extenders, academic supervisors, collated by the PEDs and shared with UNICEF's regional education focal points. AAE was not calculated in the total learners' figures previously (2016) as not considered an ALC or a CBS. Current cumulative considers CBS and ALC actively enrolled and transitioned. Targets breakdown by male/female is indicative (40%/60% respectively for each year). Based on discussion with the MoE, 2019 targets may be adjusted.
		# Total Boys (CBE)	0	9,600	19,800	19,200	40,838	28,800	68,064	38,400	64,160	48,000	
		# Total Girls (CBE)	0	14,400	21,028	28,800	40,936	43,200	72,640	57,600	73,310	72,000	
		# Total Learners in CBS	0	20,000	37,650	40,000	57,154	60,000	102,102	80,000	100,022	100,000	
		# Total Boys (CBS)	0	8,000	18,315	16,000	28,560	24,000	50,736	32,000	47,323	40,000	
		# Total Girls (CBS)	0	12,000	19,335	24,000	28,594	36,000	51,366	48,000	52,699	60,000	
		# Total Learners in ALC	0	4,000	3,178	8,000	24,610	12,000	35,210	16,000	37,448	20,000	
		# Total Boys (ALC)	0	1,600	1,485	3,200	12,268	4,800	17,318	6,400	16,837	8,000	
		# Total Girls (ALC)	0	2,400	1,693	4,800	12,342	7,200	17,892	9,600	20,611	12,000	
		# Total Learners (AAE)	0	0	0	3,000	2,492	3,000	3,382	0	0	0	
# Total Girls (AAE)	0	0	0	3,000	2,492	3,000	3,382	0	0	0			
2	ES. 1-6 Number of primary or secondary educators who complete professional development activities with USG assistance	# Total CBE educators trained	0	1,200	983	1,200	2,802	1,200	2,069	1,200	2,032	1,200	Reported data across the years includes # of teachers who received INSET and refresher trainings (see also narrative of previous donor reports). 2018 figures include teachers who were trained in the Temporary Learning Centers for the Drought Response (167 in Herat and Badghis)
		# Total CBE female			235		976		491		489		
		# Total CBE male			748		1,826		1,578		1,543		

3	ES. 1-10 Number of primary or secondary <b>textbooks and other teaching and learning materials (TLM)</b> provided with USG assistance	<b># Total textbooks and TLM provided (CBS, ALC, Formal Schools)</b>	0	2,400 kits	0	4,800 kits	0	6,096 kits	91,066 kits	7,392 kits	33,273 kits	8,688 kits	As mentioned in the 2015 and 2016 donor reports, due to delay of supplies (border closing, changing of supplier), UNICEF provided through other resources kits for children in established ALC and CBS to ensure children and teachers had the essential teaching and learning materials. TLM has been reported in different formats across the years, i.e. # of kits procured/distributed (versus by # of students/teachers benefitted). Analysis of kits are provided in this report.
		<b># Total of CBS textbooks and TLM</b>							22,686 kits		14,577 kits	172,691 textbooks	
		<b># Total ALC textbooks and TLM</b>							4,879 kits		5,740 kits	106,347 textbooks	
		<b># Total Formal schools' textbooks and TLM</b>							63,501 kits		11,636 kits	49,049 textbooks	
4	ES. 1-12 Number of <b>education administrators and officials who complete professional development activities</b> with USG assistance	<b># Total Education administrators/officials capacitated</b>	0	240	842	240	702	240	686	240	947	240	Reported data refers to # of PED/DED, administrators and officials, TEs, PCOs, NTAs, Hub teachers, and Hub masters capacitated on planning, implementing and monitoring. In addition, CBE orientation, Teacher Orientation, Formative Assessment, Refresher Teacher Training, INSET I, supply management session etc.
		<b># Total female</b>			141		45		123		78		
		<b># Total male</b>			701		657		563		947		
5	ES. 1-13 Number of <b>Parent-Teacher-Associations (PTAs)</b> or community governance structures engaged in primary or secondary education	<b># Total of School Management Shura (SMS) members trained</b>	0	480	0	480	1,050	480	477	0	0	0	Training sessions to promote inclusion of strategies and actions to reduce the number of OOSC into local community development plans with an emphasis on girls' enrolments. Further training has been covered by another funding
		<b># Total female</b>					13		48				
		<b># Total male</b>					1037		429				



	supported with USG assistance												source as of Jan 2018 which will still benefit existing CBS and ALC.
<b>Custom Indicators</b>													
6	Number of new CBE (CBS, ALC) established	<b>Total CBE</b>	0	1,200	983	2,400	2,875	3,600	2,081	4,800	5,187	6,000	
		<b>Total CBS</b>	0	1,000	912	2,000	1,983	3,000	1,711	4,000	3,640	5,000	
		<b>Total ALC</b>	0	200	71	400	892	600	370	800	1,547	1000	
7	Number of teachers recruited (receiving a monthly salary)	<b># Total CBE teacher</b>	0	1,200	983	2,400	4,173	3,600	6,694	4,800	6,664	6,000	Number of newly recruited teachers mainly for the 4 <sup>th</sup> grade and higher are 656 (321 female) however there are currently a total of 6,664 onboard and paid. The figures have been adjusted across the years due to the new teacher tracking sheet that has been put in place and have captured the teacher salary data from 2016-2018, including early learning teachers.
		<b># Total CBS</b>	0		912		2,069		4,342		4,060		
		<b># Total ALC</b>	0		71		1,885		2,193		2,405		
		<b># Total Early Learning</b>	0				219		159		199		

## Annex 4: BEGE Theory of Change

### Theory of Change Description

#### **UNICEF Afghanistan: Mid-term Evaluation of Increasing Access to Basic Education and Gender Equality**

##### **Theory of Change: 21 February 2019**

The theory of change (TOC) included as annex 1 of USAID's Revised Activity Monitoring, Evaluation and Learning Plan (AMELP), FY 2018-2019 provides a strong basis for understanding the results chain within the programme. The 'Impact', 'Outcome' and 'Output' statements are taken directly from the program's logical framework. No changes are proposed to these aspects.

The 'Assumptions and risks' are reasonably thorough; only minor additions have been suggested to better reflect the various barriers and challenges with the potential to effect on programme results at various levels. This includes the need for sustained commitment and funding for the programme, as well as a continued demand and support for CBE at the community level, including for girls' education.

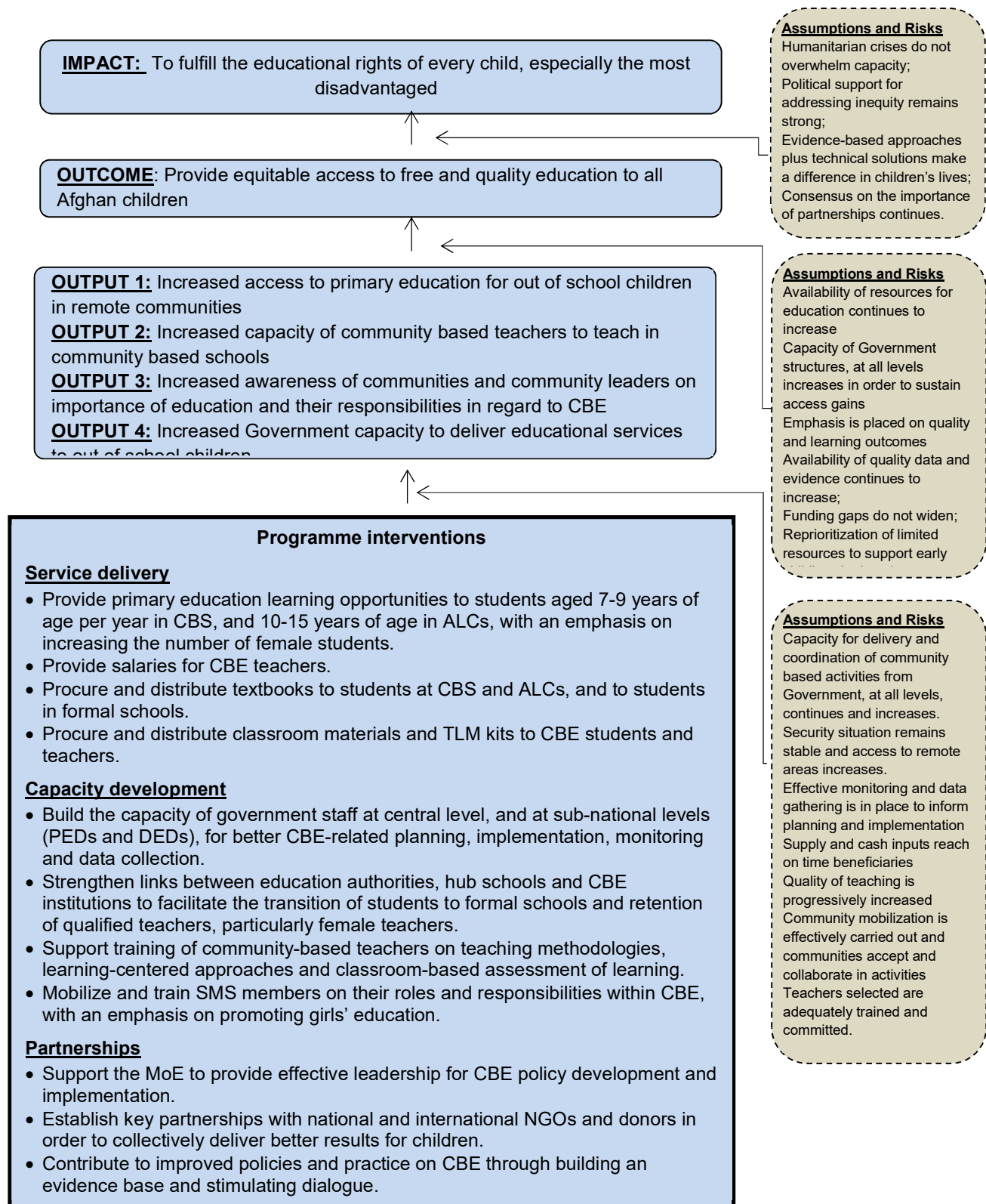
The 'Programme interventions' as originally conceptualized may not fully reflect the ambition or diversity of the programme based on inception interviews. Consequently, several changes are proposed to capture the full range of activities and adequately reflect the intention of the programme to support the Government to deliver education services and coordinate the work of other education-related actors. Revisions also aim to strengthen the focus on girls' education, in line with the programme strategy. The gender-neutral language of the existing TOC has been modified in places to reflect the particular barriers and challenges related to girls' education and the need for well-targeted programmatic strategies to address gender inequalities.

Under the heading of 'Capacity development', the three main groups of stakeholders are retained – Government actors, teachers and communities. Minor changes are suggested to reflect the range of initiatives related to teacher training, and capacity building of communities and community leaders on their responsibilities in relation to CBE.

Under the heading of 'Partnerships', the tone of the interventions has been modified to reflect UNICEF's role in supporting Government to drive the agenda and lead coordination efforts (rather than UNICEF leading). An additional intervention has been added to cover UNICEF's key function of building a strong evidence base for advocacy, awareness-raising and collective learning in relation to CBE in Afghanistan.

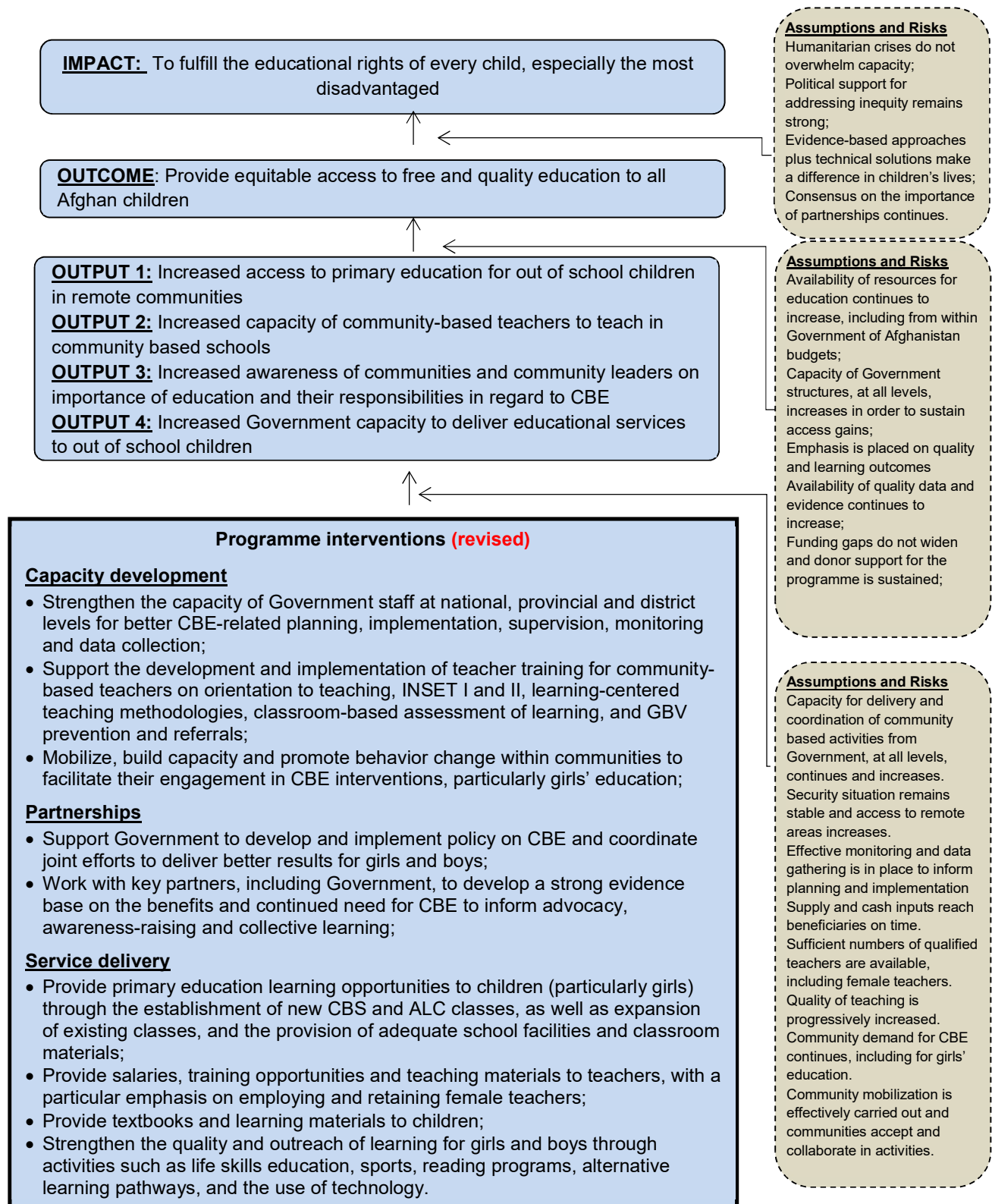
Under the heading of 'Service delivery', the interventions have been modified to more comprehensively cover the range of proposed actions within the logical framework. The targets of number of children reached, teachers trained, textbooks provided, etc. have been removed from the TOC, but will be considered by the evaluation team during the evaluation process. Some of the activities have been removed and merged into broader interventions, while an additional intervention has been added to incorporate initiatives such as life skills education, reading programmes and alternative learning pathways, with a particular emphasis on increasing the number of girls in school.

**NOTE: The Original Theory of Change is described first with the Revised Theory of Change described second.**



Original Theory of Change – Schematic Diagram of Results Chain

## Revised Theory of Change – Schematic Diagram of Results Chain



## Theory of Change Linkage Analysis

No.	Assumptions and Risk	Observations
1	Humanitarian Crises do not overwhelm capacity	It does not seem so far as having had an impact on the project, but it is possible that some of the gaps observed in Nangarhar are in part due to the scale of the migration within and to Nangarhar
2	Political support for addressing inequity remains strong	The political support for CBEs is present, but Government stakeholders continue to see CBE as a UNICEF / NGO program
3	Evidence based approaches plus technical solutions make a difference in children's lives	Studies – such as the OOSC Study – on education conditions have been sponsored through the Programme. In terms of actual CBE monitoring data, data collected are focused on access elements with relatively little quality elements integrated.
4	Consensus on the importance of partnership continues	Yes - high level of trust toward UNICEF.
5	Availability of resources for education continues to increase from On Budget & Off Budget	None so far - no promise even to maintain budget
6	Capacity of Government structures increases to sustain access gains	Investments in capacity of Government are not seen as sustainable. The perception from stakeholders interviewed is that when UNICEF stops supporting Government positions, they will cease to exist. Moreover, technical capacity of external positions does not always translate into system capacity to sustain gains. Other donors have invested in developing institutional capacity (World Bank investment on EMIS), but for the moment the gain in capacity does not seem to be transforming into greater government capacity to take over CBE
7	Emphasis is placed on quality and learning outcomes	The emphasis is predominantly on access with very little focus on quality aspects.
8	Availability of quality data and evidence continues to increase	UNICEF has increased its availability of data. Government CBE data remains underutilized. Data is used for operational planning purposes but not for strategic planning or advocacy.
9	Funding gaps do not widen and donor support for the programme is sustained	The funding plan for the future is very unclear with no firm commitment from any donors yet to take over (or continue) a substantial or entirety of the project.
10	Capacity for delivery and coordination of community-based activities from Government continues and increases	The Government remains reliant on UNICEF support for the delivery of CBE. There are aspirations for greater coordination of CBE implementation, but this has not been realized yet.
11	Effective monitoring and data gathering are in place to inform planning and implementation	UNICEF monitoring has improved over the course of the project and is used to inform planning and implementation.

12	Supply and cash inputs reach beneficiaries on time	Generally improved. There are still challenges with TLMs being delayed because of late ordering (due to delays from MoE on confirmed numbers) and some teachers report delays in receiving salary payments. However, overall consensus is that systems are timelier than previously.
13	Sufficient numbers of qualified teachers are available (including female teachers)	There is a shortage of qualified teachers and female in particular.
14	Quality of teaching is progressively increased	Perception of teachers and community stakeholders is that teaching quality is improved but cannot be confirmed because of lack of systematic application of teacher assessment frameworks to CBE teachers.
15	Community demand for CBE continues including for girls' education	Demand continues to grow, including for girls' education.
16	Community mobilization is effectively carried out and communities accept and collaborate in activities	Communities are collaborating in activities.
	<b>Programme Intervention</b>	
18	CD1: Capacity Building for CBE	Individuals within the Government at different levels have improved capacity for programme delivery but overall Government systems capacity has not been sustained.
19	CD2: Teacher Training	There is a perception that teacher capacity has been improved. However, trainings for CBE teachers are still generally limited to on-off induction trainings. Additional capacity building is required (on a rolling, continuous basis), and training should be more systematic and regular.
20	CD3: Community mobilization	Community demand now outstrips supply. Establishing and training Shuras seen as one of the most effective ways of ensuring the success of CBEs.
21	P1: Coordination of CBE policy and joint efforts	UNICEF viewed as important and respected actor for Coordination. Policy development and frameworks have been successfully implemented. Publication of the revised CBE Policy, the Girls Education Policy and the Costing Framework are major achievements. Coordination of CBE implementation by MoE requires greater investment yet.
22	P2: Evidence building for CBE advocacy	The OOSC Study provides an evidence base for expansion of CBE. Strengthened monitoring of CBE by UNICEF and Government is required to support additional advocacy efforts.
23	SD1: Establish CBEs	This has been achieved per Programme targets. However, the scale of the challenge requires a larger-scale effort to reach OOSC.
24	SD2: Salaries and Training to Teachers	Teachers' salaries have been provided and training has been provided. The delivery of salaries is still managed by UNICEF and dependent on UNICEF processes. Trainings are more integrated into MOE structures. More trainings for CBE teachers are necessary.

25	SD3: TLMs	TLMs are seen as one of the most important and effective programme inputs by a range of different stakeholders – especially at the Community and District levels. They are valued by children and their families and are seen to act as a strong motivating factor for attending and supporting CBEs. The delivery of the TLMs to PEDs and DEDs on the UNICEF side has been largely improved. Distribution to the actual CBEs remains a challenge yet.
26	SD4: Additional children activities – life skills, sports, reading, ALPs and technology	These elements of the programme were not observed in the evaluation. Although part of the original programme theory of change and design, budget considerations may have reduced their application in the Programme.
<b>Outputs: Did the interventions lead to the following outputs?</b>		
27	O1: Access	Access to education has improved as a result of the programme. CBEs are effective for providing decentralized access throughout widespread areas. However, the number of OOSC remains extremely high and a dramatic scale-up of CBE is required.  The traditional CBE modalities do not appear to be the most effective for continued access to education after the completion of the cohort.
28	O2: Teacher Capacity	Teacher capacity within CBEs has been built. Additional and more systematic training is required to continue to build and retain the pool of qualified CBE teachers.
29	O3: Community valuing	Communities highly value CBE, including for girls.
30	O4: Government Capacity	There is some increase in Govt. capacity to deliver education to OOSC, but the capacity built within the programme is not considered to be sustainable.
<b>Outcome: Did the outputs lead to the following outcomes?</b>		
31	Providing equitable access to quality education to all Afghan children	The programme has improved access to education, including for girls. Quality aspects are lacking, and the sustainability of increased access is uncertain.





## Annex 5: TOR Questions and Evaluation Matrixes

### TOR QUESTIONS

Dimension and General Question	TOR Sub-Questions
<p><b>Relevance:</b> To assess alignment of the programme interventions to existing strategies and policies of Afghanistan and UNICEF in education and the extent to which the needs of the OOSC and the most marginalized children – including communities and teachers, are addressed</p>	<ol style="list-style-type: none"> <li>1. <b>Design:</b> To what extent is the programme <b>design</b> appropriate to address the needs of children given the developmental challenges it is seeking to address and in the ongoing conflict? (needs of children)</li> <li>2. <b>Interventions:</b> What programme <b>interventions</b> and strategies are, or are not, meeting the needs of the OOSC – especially of girls (needs of children)</li> <li>3. <b>Stakeholder Capacity:</b> To what extent is the programme covering the needs of the communities, government partners and teachers/educators in terms of developing their capacity and increasing awareness? (needs of adults – communities, PED/DED, Teachers, MOE)</li> <li>4. <b>Policy:</b> Are the programme goals and objectives aligned with the UNICEF Global Strategic Plan 2014-2017, NESP III and other national strategies and policies of Afghanistan? (alignment to policies – UNICEF and Afghan)</li> <li>5. <b>Comparative Advantage:</b> To what extent does UNICEF have a comparative advantage in implementing this programme? (UNICEF relevance)</li> </ol>
<p><b>Efficiency:</b> to assess the programme timely and cost-efficient implementation and result based management</p>	<ol style="list-style-type: none"> <li>1. <b>Sufficiency:</b> <ol style="list-style-type: none"> <li>a. Are the CBE programming approaches allocation of <b>human</b> and <b>operational</b> and <b>financial</b> resources appropriate, adequate, to deliver intended results in the socio-economic and political context of Afghanistan? (Staff, administration and finance enough to deliver the programming?)</li> </ol> </li> <li>2. <b>Monitoring and Decision Making</b> <ol style="list-style-type: none"> <li>b. How are <b>monitoring</b> and <b>reporting</b> systems of the programme <b>set up</b>?</li> <li>c. How are the monitoring and reporting systems being used to gather <b>credible evidence</b> on the programme performance and results?</li> <li>d. To what extent has the gathered <b>evidence been used</b> to inform UNICEF on the programme performance, detect and resolve bottlenecks on time?</li> </ol> </li> <li>3. <b>Timeliness</b> <ol style="list-style-type: none"> <li>e. Are the programme activities being implemented according to its timeline?</li> <li>f. How have the programme implementation strategies been used to efficiently overcome delays and deliver results?</li> <li>g. To what extent to UNICEF <b>partnership</b> strategies and collaboration with stakeholders at different levels support the delivery of the programme results? (Partnerships improving efficiency)</li> </ol> </li> </ol>
<p><b>Effectiveness:</b> evaluating the extent the programme outputs have contributed to</p>	<ol style="list-style-type: none"> <li>1. <b>Access</b> <ol style="list-style-type: none"> <li>a. To what extent and how has the programme increased <b>access</b> to primary education for OOSC in remote communities? (Access)</li> </ol> </li> </ol>

<p>immediate developmental changes and mid-term results at the outcome level</p>	<p><b>2. Teacher Capacity</b></p> <ul style="list-style-type: none"> <li>a. Have the community-based teachers/educators, especially female teachers, increased their capacity to teach in CBS and ALCs? (Teacher capacity knowledge and skills)</li> <li>b. To what extent are teachers, especially female teachers, applying this capacity in their teaching? (Teacher capacity – application of skills)</li> </ul> <p><b>3. Shuras</b></p> <ul style="list-style-type: none"> <li>a. Have communities and community leaders increased their awareness of the importance of education and their responsibilities in regard to CBE? (Community awareness)</li> <li>b. How are the community leaders helping their communities promote awareness of the importance of education among families? (Community Shura mobilization)</li> <li>c. What positive difference have they made in people’s attitude to education since they began participating in the programme? (Community attitudes and values)</li> <li>d. How will the community assist graduating students to transition to hub schools? (Community Shura mobilization – support to children)</li> </ul> <p><b>4. Government Capacity</b></p> <ul style="list-style-type: none"> <li>a. To what extent and how have the Government stakeholders increased their capacity to deliver educational services to OOSC (Government Capacity – DED, PED, MOE, School level)</li> </ul> <p><b>5. Education Results</b></p> <ul style="list-style-type: none"> <li><b>a. Student Actualization</b> <ul style="list-style-type: none"> <li>i. How do OOSC (female in particular) feel about having access to education? (Child Perspective)</li> <li>ii. Will OOSC (female in particular) continue pursuing their educational goals after graduating from CBS and ALCs? (Child Perspective)</li> </ul> </li> <li><b>b. Context Disaggregation</b> <ul style="list-style-type: none"> <li>i. What evidence is there of the relative effectiveness of the programme in different social and community contexts? (Disaggregation by geographic and ethnic considerations)</li> <li>ii. What evidence is there of the relative effects of the programme on different age groups? (older children, age appropriate children, youth)</li> <li>iii. What evidence is there of the relative effects of the programme on children with different educational backgrounds? (previous schooling versus no schooling disaggregation)</li> </ul> </li> <li><b>c. Retention and Transition</b> <ul style="list-style-type: none"> <li>i. To what extent has the programme succeeded in ensuring children have been retained in school and have continued their studies through secondary school (Transition rates)</li> <li>ii. To what extent has the programme introduced <b>standardized</b> levels of the quality of education? (Systematization)</li> <li>iii. What positive difference have they made in improving the quality of educational services and in increasing access to <b>educational materials/TLM</b> for OOSC? (Material Goods)</li> </ul> </li> </ul>
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<p><b>Sustainability:</b> To evaluate the extent to which the programme interventions can be scaled up, and to what extent the capacity of our Government partners will ensure the sustainability of the programme initiatives, and how appropriate the exit strategy of UNICEF is</p>	<ol style="list-style-type: none"> <li>1. <b>Sustainability:</b> To evaluate the extent to which the programme interventions can be scaled up, and to what extent the capacity of our Government partners will ensure the sustainability of the programme initiatives, and how appropriate the exit strategy of UNICEF is, the following questions will be examined:</li> <li>2. <b>Scale up Potential:</b> What strategies and interventions of the programme are most likely to be <b>scaled up</b> after the implementation of the programme?</li> <li>3. <b>Data Integration:</b> To what extent is the program’s data integrated with administrative data – including the Education Management Information System (EMIS)? (OOSC data integration MOE)</li> <li>4. <b>Partnerships and Policies:</b> What partnerships, mechanisms, and policies exist that will <b>sustain</b> the programme initiatives and ensure that every OOSC will have a chance to gain access to education?</li> <li>5. <b>Systems and Capacities:</b> What education systems and capacities are in place to take forward programme initiatives and to <b>institutionalize</b> them across relevant entities at the national and subnational levels?</li> <li>6. <b>Stakeholder Capacities:</b> To what extent will the programme interventions contribute to increasing the capacity of the Government partners, communities and teachers/educators to ensure the <b>sustainability</b> of CBE and other programme initiatives dedicated for OOSC?</li> <li>7. <b>Exit and Transition:</b> What <b>exit strategy</b> does UNICEF have and how appropriate is it for ensuring the sustainability of this and similar programmes and adequate <b>transition</b> of the programme ownership to the Government partners?</li> </ol>
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**Emergent Themes:** During the inception mission, the evaluation team identified from stakeholder interviews a range of additional themes of particular interest in the programming. These do not significantly alter the overall TOR evaluation questions but do suggest the addition of some additional re-focusing or intentional consideration of certain topics throughout the mid-term review. These can be roughly divided between four different classes of themes: Programme effects, Contribution, Implementation, and Sustainability. The following table lists the most frequently emerging themes worthwhile for additional considerations.

### Inception Mission Emergent Themes

Category	Emergent Questions
Programme Effects	<ol style="list-style-type: none"> <li>1. How has the establishment of CBEs changed community opinions and norms regarding OOSC and girls’ education?</li> <li>2. What has been the effect of the distribution of TLMs on education success?</li> <li>3. How do the CBEs contribute to improved child protection?</li> <li>4. To what degree do the CBEs reach all children in a targeted area? Are there excluded children or dropouts from the CBEs?</li> </ol>
Contribution	<ol style="list-style-type: none"> <li>5. What factors contribute to the successful establishment of a CBE?</li> <li>6. What models are most successful for promoting student transition to hub schools and further education?</li> <li>7. What factors successfully allow for the recruitment and retaining of female CBE teachers?</li> <li>8. Which of the various adaptations and alternative modalities for CBEs (multi-cohort, multi-grade, extensions, shifts, etc.) are most effective?</li> </ol>

Implementation	<p>9. How do the coordination processes and structures facilitate or impede implementation of CBE programming?</p> <p>10. What is the quality of the relationship of the CBEs to the accompanying Hub School?</p> <p>11. To what degree is there a good awareness and understanding of the relevant CBE policies at the sub national levels?</p>
Sustainability	<p>12. What types of inputs are needed to facilitate the scaling up of the programming?</p> <p>13. What level of resourcing and budgeting modalities (on budget and off budget) can contribute to sustainability?</p> <p>14. Is CBE to be viewed as a temporary stopgap measure or is it a formal component in the Education system to reach isolated communities?</p>

Of these 14 different emergent themes, the four most frequently mentioned emergent themes (highlighted in blue) were: a) the recruitments and retention of female teachers, b) identifying the factors that contributed to successfully establishing a productive CBE, c) recognizing the potential and sustainability of the adaptations of the CBE model to specific contexts, and d) understanding which factors or models are most successful for promoting student transition to hub schools and further education. Although these elements were implicitly embedded in the TOR questions, they are given additional emphasis in the revised evaluation matrix guiding the evaluation process (Annex 5). Furthermore, the implementation questions (highlighted in green) related to coordination, hub school relationships and policy awareness were not as strongly emphasized in the TOR and have now been included in the revised evaluation matrix and integrated into the data collection instruments. The remainder of the emergent themes from the inception mission were either already present among the TOR questions and needed no further inclusion or were related to impact considerations beyond the scope of this evaluation mandate and instead to be covered in the summative evaluation in 2020.

## EVALUATION MATRIX

**Note:** All indicators are disaggregated by gender where possible. With differentiated analysis of female versus male stakeholders for each stakeholder category. The gender neutral “Stakeholder” is used to reduce length of questions, but differentiation will be done in the analysis.

**Note:** Most vulnerable is a generic term used within the CBE programme documentation. However, the vulnerable categories of greatest interest for prioritization are: Gender (girls), Distance, and Insecurity. Returnees as a category are important in Nangarhar district.

**Note:** The main source of information is one of five options:

1. Document review,
2. Pre-existing quantitative data,
3. Qualitative data (Provincial and Kabul)
4. Light CBE case study data (compiled from all stakeholder groups)

5. Deep CBE case study data (compiled from all stakeholder groups)

Somewhat more detail included in the main sources of information column regarding which types of CBE case study stakeholder information is to be used to assess each of the evaluation questions.

Note: Main forms of analysis include:

- a. Descriptive Quantitative Analysis
- b. Thematic Narrative Review
- c. Iterative Qualitative Analysis Emergent Themes
- d. Associational and Case to Case Reasoning
- e. Contribution Analysis

Main Evaluation Questions and Sub-Questions	Indicators	Main Sources of Information <sup>80</sup>	Analysis
<b>1.0 Relevance</b> – To assess alignment of the programme interventions to existing strategies and policies of Afghanistan and UNICEF in education and the extent to which the needs of the OOSC and the most marginalized children – including communities and teachers – are addressed			
<b>1.1 Design:</b> To what extent is the programme design appropriate to address the needs of children given the developmental challenges it is seeking to address in the ongoing conflict	1.1.1 Existing data on prevalence of OOSC in country context 1.1.2 Perceptions of Education stakeholders regarding relevance	Document review: Donor reports, OOSC study, previous evaluations  Qualitative data from community stakeholders and children, Education stakeholders	Triangulation of data deriving from document review, interviews, group discussions, and surveys
<b>1.2 Interventions:</b> What programme interventions and strategies are, or are not, meeting the needs of the OOSC – especially of girls?	1.2.1 Existing data on prevalence of OOSC in country context 1.2.2 Perceptions of community stakeholders regarding relevance 1.2.3 Perceptions of Education stakeholders regarding relevance	Document review: Donor reports, OOSC study, previous evaluations  Qualitative data from community stakeholders and children, Education stakeholders	Triangulation of data deriving from document review, interviews, group discussions and surveys
<b>1.3 Stakeholder Capacity:</b> To what extent is the programme covering the needs of the communities, government partners, and teachers/educators in terms of their capacity and increasing awareness	1.3.1 Survey data on assessments of Community Shura capacity 1.3.2 Survey data on assessments of Teacher capacity 1.3.3 Stakeholder perceptions on assessments of DED/PED capacity 1.3.4 Stakeholder perceptions on assessments of MOE capacity	Qualitative data from KIIs from educational stakeholders  Quantitative data from community surveys	Triangulation of quantitative analysis with interview and group discussions data

<sup>80</sup> Otherwise known as Data Collection Methods

<p>1.4 <b>Policy:</b> Are the programme goals and objectives aligned with the UNICEF Global Strategic Plan 2014-2017, NESP III and other national strategies and policies of Afghanistan?</p> <p>1.4b <b>Policy:</b> To what degree are the CBE and Gender policies understood at sub-national levels</p>	<p>1.4.1 Alignment with UNICEF Global Strategic Plan 1.4.2 Alignment with Government policies including NESP III 1.4.3 Sub-national stakeholder perceptions of CBE and Gender policies</p>	<p>Document review: Governmental policies, UNICEF policies</p> <p>Qualitative data from KIIs from educational stakeholders</p>	<p>Document review and pre-post analysis where policy data available</p>
<p>1.5 <b>Comparative Advantage:</b> To what extent does UNICEF have a comparative advantage in implementing this programme?</p>	<p>1.5.1 Perceptions of Government education stakeholders on comparative advantage 1.5.2 Perceptions of UNICEF stakeholders on comparative advantage 1.5.3 Perceptions of peer agencies on UNICEF comparative advantage</p>	<p>Document review: Donor reports, OOSC study, previous evaluations</p> <p>Qualitative data from education stakeholders</p>	<p>Triangulation of data deriving from document review, interviews, group discussions and surveys</p>
<p><b>2.0 Efficiency – To assess the programme timely and cost-efficient implementation and result based management (Sufficiency, Monitoring, and Timeliness)</b></p>			
<p>2.1 <b>Sufficiency:</b> Are the CBE programming approaches allocation of human, operational, and financial resources appropriate, adequate, to deliver intended results in the socio-economic and political context of Afghanistan?</p>	<p>2.1.1 Document Review organizational and programme structures for lessons learned and challenges and bottlenecks 2.1.2 Stakeholder perceptions of programme sufficiency for operations</p>	<p>Document review: Donor reports, OOSC study, previous evaluations</p> <p>Qualitative data from education stakeholders</p>	<p>Triangulation from document review and qualitative interviews and group discussions</p>
<p>2.2 <b>Monitoring:</b> How have the monitoring systems been used to gather credible evidence on programme progress and for taking decisions? How are the monitoring and reporting systems of the programme set up?</p>	<p>2.2.1 Assessment of Monitoring and Reporting System setup 2.2.2 Evidence of monitoring system evidence base 2.2.3 Evidence of monitoring system informing decision making and identifying bottlenecks</p>	<p>Document Review: programme documents and M&amp;E system, programme reports, meeting minutes</p> <p>Qualitative data from education stakeholders</p>	<p>Triangulation from document review and qualitative interviews and group discussions</p>
<p>2.3 <b>Timeliness:</b> Are the programme activities being implemented according to its timeline?</p>	<p>2.3.1 Comparison of target and achieved outputs 2.3.2 Identification of bottlenecks and adjustments</p>	<p>Document Review: Donor reports, PMP framework results</p> <p>Qualitative data from education stakeholders</p>	<p>Triangulation from document review and qualitative interviews and group discussions</p>
<p>2.4 <b>Partnerships:</b> To what extent do UNICEF partnership strategies and collaboration with stakeholders at different levels support the delivery of the programme results?</p>	<p>2.4.1 Stakeholder perceptions of partnership strategies and relative efficiency</p>	<p>Document Review: Donor reports, PMP framework results</p> <p>Qualitative data from education stakeholders</p>	<p>Triangulation from document review and qualitative interviews and group discussions</p>
<p><b>3.0 Effectiveness – in evaluating the extent the programme outputs have contributed to the immediate development changes and mid-term results at the outcome level (Access, Teacher capacity, Shura capacity, Government capacity, quality of education)</b></p>			

<p>3.0 Factors: What factors contribute to the successful establishment and management of a CBE?</p>	<p>3.0.1 Perceptions of education stakeholders regarding CBE establishment  3.0.2 Composite summaries of case study analysis of success demographics  3.0.3 Review of CBE database for demographic patterns  3.0.4 Review of CBE stakeholder quantitative survey</p>	<p>Document review: Donor reports, OOSC study, previous evaluations, PMP framework results</p> <p>Qualitative data from community stakeholders and children, Education stakeholders</p> <p>Quantitative surveys from community stakeholders</p>	<p>Triangulation of data deriving from document review, interviews, group discussions and surveys</p>
<p>3.1 <b>Access:</b> to what extent and how has the programme increased access to primary education for OOSC in remote communities?</p>	<p>3.1.1 Number of CBS and ALCs established or supported during programme period  3.1.2 Number of material goods delivered  3.1.3 Number of teachers hired, trained, and supported (disaggregated by gender) during programme period  3.1.4 Perceptions of education stakeholders regarding access to OOSC  3.1.5 Perceptions of community stakeholders regarding CBE modalities and access to education for OOSC – excluded and dropouts included</p>	<p>Document review: Donor reports, OOSC study, previous evaluations, PMP framework results</p> <p>Qualitative data from community stakeholders and children, Education stakeholders</p> <p>Quantitative surveys from community stakeholders</p>	<p>Triangulation of data deriving from document review, interviews, group discussions, and surveys</p>
<p>3.2 <b>Teacher capacity:</b> How has teacher capacity changed over time?</p> <ul style="list-style-type: none"> <li>• Have the community-based teachers/educators (especially female teachers) increased their capacity to teach in CBS and ALCs?</li> <li>• To what extent are teachers, especially female teachers, applying this capacity in their teaching?</li> <li>• To what extent has the programme success in recruiting and retaining adequate female teachers?</li> </ul>	<p>3.2.1 Change in teacher/educator capacity to teach in CBS and ALCs  3.2.2 Change in per cent of CBS and ALC educators with credentials for teaching  3.2.3 Community stakeholder assessment of CBS and ALC teacher application of capacity  3.2.4 Stakeholder perceptions of CBS and ALC teacher capacity application  3.2.5 Stakeholder perceptions of CBS and ALC teacher recruitment and retention processes and approaches – disaggregated by region and modality</p>	<p>Document Review: PED/DED Teacher observation records, donor reports, PMP framework</p> <p>Quantitative surveys from community stakeholders</p> <p>Qualitative interviews and group discussion data from education and community stakeholders</p>	<p>Triangulation of data deriving from document review, interviews, group discussions, and surveys</p>
<p>3.3 <b>Shuras Mobilization:</b> How has Shura capacity changes to support CBE education in their communities?</p> <ul style="list-style-type: none"> <li>• Have communities and community leaders increased their awareness of the</li> </ul>	<p>3.3.1 Change in community leader awareness of education importance and CBE responsibilities  3.3.2 Evidence of community leader engagement in educational awareness raising</p>	<p>Quantitative surveys from community stakeholders</p> <p>Qualitative interview and group discussion data from education and community stakeholders</p>	<p>Triangulation of data deriving from interviews, group discussions, surveys, and document data</p>

<p>importance of education and their responsibilities in regard to CBE?</p> <ul style="list-style-type: none"> <li>• How are the community leaders helping their communities promote awareness of the importance of education among families?</li> <li>• What positive difference have they made in people's attitudes to education since they began participating in the programme?</li> <li>• How will the community assist graduating students to transition to hub schools?</li> </ul>	<p>3.3.3 Increase in community stakeholder attitudes towards education  3.3.4 Evidence of community support for transition to hubs  3.3.5 Perceptions of community stakeholders in Shura mobilization  3.3.6 Perceptions of stakeholders on community changes in attitudes over time due to Shura engagement  3.3.7 Transition rates to hub schools in educational databases</p>	<p>Document reports from EMIS and donor reports</p>	
<p><b>3.4 Government Capacity</b> – To what extent and how have the Government stakeholders increased their capacity to deliver educational services to OOSC (Schools, DED, PED, MoE)</p>	<p>3.4.1 Stakeholder assessment of school capacity for delivery of educational services  3.4.2 Stakeholder perceptions regarding DED and PED supervision support to CBE  3.4.3 Stakeholder perceptions regarding MoE capacity to support CBE</p>	<p>Quantitative surveys from community stakeholders   Qualitative interview and group discussion data from education and community stakeholders   Document reports from National Technical Advisors and donor reports</p>	<p>Triangulation of data deriving from document review, interviews, group discussion and surveys</p>
<p><b>3.5 Student Empowerment:</b> How has access to education affected OOSC attitudes and aspirations?</p> <ul style="list-style-type: none"> <li>• How do OOSC (female in particular) feel about having access to education?</li> <li>• Will OOSC (female in particular) continue pursuing their educational goals after graduating from CBS and ALCs?</li> </ul>	<p>3.5.1 Descriptions of OOSC – female in particular – regarding their access to education  3.5.2 Survey scores from OOSC regarding access to education (disaggregated by gender and age as feasible)  3.5.3 Percentage of OOSC reporting pursuing educational goals from CBS/ALCs (disaggregated by gender and age as feasible)  3.5.4 Percentage of OOSC transitioning to secondary enrolment from CBEs (disaggregated by gender and age as feasible)</p>	<p>Quantitative survey from OOSC in communities   Qualitative interview data from OOSC   EMIS and other educational database reports</p>	<p>Triangulation of data deriving from document review, interviews, group discussions, and surveys</p>
<p><b>3.6 Context Disaggregation:</b> What evidence is there of the relative contribution of the programme in different contexts?</p>	<p>3.6.1 Stakeholder perceptions regarding relative contribution of programme to social and community contexts</p>	<p>Quantitative survey from OOSC in communities</p>	<p>Triangulation of data deriving from document review, interviews, group discussions and surveys</p>



<ul style="list-style-type: none"> <li>• Social and community contexts?</li> <li>• Age groups?</li> <li>• Educational Backgrounds?</li> </ul>	<p>3.6.2 Stakeholder perceptions regarding relative contribution of programme to different age groups</p> <p>3.6.3 Stakeholder perceptions regarding relative contribution of programme to educational backgrounds</p> <p>3.6.4 Disaggregated data from quantitative surveys on access and transition</p> <p>3.6.5 Disaggregated data from educational databases regarding transition and access dimensions</p>	<p>Qualitative interview and group discussion data from community stakeholders</p> <p>Qualitative interviews and group discussions from educational stakeholders</p> <p>EMIS and other educational database reports</p>	
<p><b>3.7 Transitions and Retention:</b> To what extent has the programme succeeded in ensuring children have been retained in school and have continued their studies through secondary school?</p>	<p>3.7.1 Government records transition and retention rates – CBS and ALCs</p> <p>3.7.2 Number of students entering secondary education hub schools</p> <p>3.7.3 Community stakeholder perceptions regarding transition and retention models</p> <p>3.7.4 Educational stakeholder perceptions regarding transition and retention models</p>	<p>Quantitative survey from CBE students and households in communities</p> <p>Qualitative interview and group discussion data from community stakeholders</p> <p>Qualitative interviews and group discussion from educational stakeholders</p> <p>EMIS and other educational database reports</p>	<p>Triangulation of data deriving from document review, interviews, group discussions and surveys</p>
<p><b>3.8: Standards:</b> To what extent has the programme introduced standardized levels of quality of education?</p>	<p>3.8.1 Educational stakeholder perceptions regarding standardization</p> <p>3.8.2 Change in per cent of CBS and ALC educators with credentials for teaching</p>	<p>Qualitative interviews from educational stakeholders</p> <p>Educational Database on teacher certification</p> <p>Donor reports</p>	<p>Triangulation of quantitative analysis with interview and group discussion data</p>
<p><b>3.9: Materials</b> – what positive difference has been made in improving the quality of educational services by increasing access to educational materials/TLM for OOSC?</p>	<p>3.9.1 Community stakeholder perceptions regarding reception of educational materials and TLM</p> <p>3.9.2 Educational stakeholder perceptions regarding reception of educational materials and TLM</p>	<p>Qualitative interviews from educational and community stakeholders</p>	<p>Triangulation of data deriving from different stakeholder groups responses</p> <p>Stakeholder analysis and mapping of responses</p>
<p><b>3.10: Coordination</b> – How do the coordination processes at national levels and at the CBE level with hub schools facilitate or impede CBE programming?</p>	<p>3.10.1 Education stakeholder perceptions of national coordination mechanisms and processes</p>	<p>Qualitative interviews and group discussions from educational and community stakeholders</p>	<p>Triangulation of data deriving from different stakeholder groups responses</p>

	3.10.2 CBE and District stakeholder perceptions of hub school to CBE coordination and support	Quantitative survey from CBE stakeholders in communities	Stakeholder analysis and mapping of responses
<b>4.0 Sustainability:</b> To evaluate the extent to which the programme interventions can be scaled up and to what extent the capacity of our Government partners will ensure the sustainability of the programme initiatives, and how appropriate the exit strategy of UNICEF is for sustainability?			
4.1 <b>Scale up:</b> What strategies and interventions of the programme are most likely to be scaled up after the implementation of the programme?	4.1.1 Educational stakeholder perceptions regarding inputs required for scaling up CBE programming	Qualitative interviews from educational stakeholders	Triangulation of data deriving from different stakeholder groups responses  Stakeholder analysis and mapping of responses
4.2 <b>Data Integration:</b> To what extent is the program's data integrated with administrative data – including the Education Management Information System (EMIS)	4.2.1 Educational stakeholder perceptions regarding data integration 4.2.2 Quantitative programme data integration analysis	Qualitative interviews from educational stakeholders  Document review – EMIS reports and other educational databases	Triangulation from interviews and database review
4.3 <b>Partnerships and Policies:</b> What partnerships, mechanisms, and policies exist that will sustain the programme initiatives and ensure that every OOSC will have a chance to gain access to education?	4.3.1 Educational stakeholder perceptions regarding partnerships 4.3.2 Educational stakeholder perceptions regarding mechanisms 4.3.3 Educational stakeholder perceptions regarding policies 4.3.4 Documentation of partnerships, mechanisms and policies	Qualitative interviews from educational stakeholders  Document review of donor reports, national policies (NESP III) and external reviews	Triangulation of qualitative data with document review
4.4 <b>Systems and Capacities:</b> What education systems and capacities are in place to take forward programme initiatives and to institutionalize them across the relevant entities at the national and subnational levels?	4.4.1 Educational stakeholder perceptions regarding systems 4.4.2 Educational stakeholder perceptions regarding capacities 4.4.3 Documentation of systems and capacities for sustainability 4.4.4 Education stakeholder perceptions on budgeting opportunities and resourcing constraints	Qualitative interviews from educational stakeholders  Document review of donor reports, national policies (NESP III) and external reviews	Triangulation of qualitative data with document review
4.5 <b>Stakeholder Capacities:</b> To what extent will the programme interventions contribute to increasing the capacity of the Government partners, communities and teachers to ensure the sustainability of CBE and other programme initiatives dedicated for OOSC?	4.5.1 Community stakeholder perceptions of programmatic interventions contribution to capacity development for sustainability – disaggregated by Government, partners, communities, and teachers 4.5.2 Educational stakeholder perceptions of programmatic interventions contribution to	Qualitative interviews from educational stakeholders  Qualitative interviews from community stakeholders	Triangulation of data deriving from different stakeholder groups responses  Stakeholder analysis and mapping of responses

<ul style="list-style-type: none"> <li>• Government Partners</li> <li>• Community capacity</li> <li>• Teacher/educator capacity</li> </ul>	capacity development for sustainability – disaggregated by Government, partners, communities, and teachers		
4.6 <b>CBE Modalities:</b> Which of the various adaptations and alternative modalities for CBEs – such as multi-cohort, multi-grade, extensions, and shifts) are most effective and sustainable for CBE programming?	4.6.1 Community stakeholder perceptions of CBE modalities programmatic interventions– disaggregated by Government, partners, communities, and teachers 4.6.2 Educational stakeholder perceptions of CBE modalities programmatic interventions – disaggregated by Government, partners, communities, and teachers	Qualitative interviews from educational stakeholders  Qualitative interviews from community stakeholders	Triangulation of data deriving from different stakeholder groups responses  Stakeholder analysis and mapping of responses
4.7 <b>Exit and Transition:</b> what exit strategy does UNICEF have and how appropriate is it for ensuring the sustainability of this and similar programmes and adequate transition of the programme ownership to Government partners?	4.7.1 Documentation related to exist strategy exists 4.7.2 Educational stakeholder perceptions regarding appropriateness of exit strategy for sustainability 4.7.3 Educational stakeholder perceptions regarding sufficiency of exit strategy for sustainability	Document review – UNICEF exit strategies  Qualitative data from educational stakeholder interviews	Triangulation of data deriving from interviews and document review

### Case Study Matrixes – Linkage of Deep and Light Case study questions to Evaluation TOR Questions

**Note:** The difference between the light and the deep case studies is of degree, not kind. ALL of the CBE sites will collect quantitative perception surveys. IN ADDITION to the quantitative data, the selected deep sites will also collect qualitative interview information from the selected stakeholders. Thus, the deep sites will be able to collect thicker descriptions of their cases and provide insights through stories into situations and dynamics not easily expressed just through a fixed-response survey.

**NOTE:** Only the evaluation questions and indicators that will have some contribution from the Case studies are profiled here. The other segments have been eliminated. The last two columns profile the module or section of each data source of relevance to address the questions.

Main Evaluation Questions and Sub-Questions	Indicators	Qualitative Information Section in Interview and Group Discussion Guides	Quantitative Perceptions Module in Survey
1.0 <b>Relevance</b> – To assess alignment of the programme interventions to existing strategies and policies of Afghanistan and UNICEF in education and the extent to which the needs of the OOSC and the most marginalized children – including communities and teachers –are addressed			
1.1 <b>Design:</b> To what extent is the programme design appropriate to address the needs of children given the	1.1.1 Existing data on prevalence of OOSC in country context	CBE Establishment and Relevance Effectiveness - Access	CBE Establishment and Relevance Effectiveness - Access

developmental challenges it is seeking to address in the ongoing conflict	1.1.2 Perceptions of Education stakeholders regarding relevance		
1.2 <b>Interventions:</b> What programme interventions and strategies are, or are not, meeting the needs of the OOSC – especially of girls?	1.2.2 Perceptions of community stakeholders regarding interventions 1.2.3 Perceptions of Education stakeholders regarding interventions	System (Alternative Modalities)	
1.3 <b>Stakeholder Capacity:</b> To what extent is the programme covering the needs of the communities, government partners, and teachers/educators in terms of their capacity and increasing awareness	1.3.1 Survey data on assessments of Community Shura capacity 1.3.2 Survey data on assessments of Teacher capacity 1.3.3 Stakeholder perceptions on assessments of DED/PED capacity	Shura and Community Teacher Capacity PED/DED Capacity	School Management Shura Engagement Teacher Capacity PED/DED Support
2.0 <b>Efficiency</b> – To assess the programme timely and cost-efficient implementation and result based management (Sufficiency, Monitoring, and Timeliness)			
2.3 <b>Timeliness:</b> Are the programme activities being implemented according to its timeline?	2.3.1 Comparison of target and achieved outputs 2.3.2 Identification of bottlenecks and adjustments		Arrival of teacher learning materials Arrival of teacher payments
3.0 <b>Factors:</b> What factors contribute to the successful establishment and management of a CBE?	3.0.1 Perceptions of education stakeholders regarding CBE establishment 3.0.2 Composite summaries of case study analysis of success demographics 3.0.3 Review of CBE database for demographic patterns 3.0.4 Review of CBE stakeholder quantitative survey	CBE Establishment and Relevance DED only – assessment of alternative modalities System questions (all adults)	Assessment of Teacher, SMS Hub school and PED capacity against modalities and region and controlled for CBE environment (All)
3.1 <b>Access:</b> to what extent and how has the programme increased access to primary education for OOSC in remote communities?	3.1.4 Perceptions of education stakeholders regarding access to OOSC 3.1.5 Perceptions of community stakeholders regarding CBE modalities and access to education for OOSC – excluded and dropouts included	CBE Establishment and Relevance DED only – assessment of alternative modalities System questions (all adults) Programme Effects Support Section	CBE Demographics Household Module
3.2 <b>Teacher capacity:</b> How has teacher capacity changed over time? <ul style="list-style-type: none"> <li>Have the community-based teachers/educators (especially female teachers) increased their capacity to teach in CBS and ALCs?</li> <li>To what extent are teachers, especially female teachers, applying this capacity in their teaching?</li> </ul>	3.2.1 Change in teacher/educator capacity to teach in CBS and ALCs 3.2.3 Community stakeholder assessment of CBS and ALC teacher application of capacity 3.2.5 Stakeholder perceptions of CBS and ALC teacher recruitment and retention processes and approaches – disaggregated by region and modality	Effectiveness – Teacher Capacity Effectiveness – Teacher Recruitment	Teacher professional development

<ul style="list-style-type: none"> <li>To what extent has the programme success in recruiting and retaining adequate female teachers?</li> </ul>			
<p><b>3.3 Shuras Mobilization:</b> How has Shura capacity changes to support CBE education in their communities?</p> <ul style="list-style-type: none"> <li>Have communities and community leaders increased their awareness of the importance of education and their responsibilities in regard to CBE?</li> <li>How are the community leaders helping their communities promote awareness of the importance of education among families?</li> <li>What positive difference have they made in people's attitudes to education since they began participating in the programme?</li> <li>How will the community assist graduating students to transition to hub schools?</li> </ul>	<p>3.3.1 Change in community leader awareness of education importance and CBE responsibilities</p> <p>3.3.2 Evidence of community leader engagement in educational awareness raising</p> <p>3.3.3 Increase in community stakeholder attitudes towards education</p> <p>3.3.4 Evidence of community support for transition to hubs</p> <p>3.3.5 Perceptions of community stakeholders in Shura mobilization</p> <p>3.3.6 Perceptions of stakeholders on community changes in attitudes over time due to Shura engagement</p>	Shura Capacity	Shura Capacity
<p><b>3.4 Government Capacity</b> – To what extent and how have the Government stakeholders increased their capacity to deliver educational services to OOSC (Schools, DED, PED, MoE)</p>	<p>3.4.1 Stakeholder assessment of school capacity for delivery of educational services</p> <p>3.4.2 Stakeholder perceptions regarding DED and PED supervision support to CBE</p>	Effectiveness – Access, Teachers, Shura, Support and System	Teacher Professional Development Shura Engagement PED Support Hub Support
<p><b>3.5 Student Empowerment:</b> How has access to education affected OOSC attitudes and aspirations?</p> <ul style="list-style-type: none"> <li>How do OOSC (female in particular) feel about having access to education?</li> <li>Will OOSC (female in particular) continue pursuing their educational goals after graduating from CBS and ALCs?</li> </ul>	<p>3.5.1 Descriptions of OOSC – female in particular – regarding their access to education</p> <p>3.5.2 Survey scores from OOSC regarding access to education (disaggregated by gender and age as feasible)</p> <p>3.5.3 Percentage of OOSC reporting pursuing educational goals from CBS/ALCs (disaggregated by gender and age as feasible)</p>	Children's FGD – Programme effects	Student Survey – Self-realization Student Learning Environment

<p><b>3.6 Context Disaggregation:</b> What evidence is there of the relative contribution of the programme in different contexts?</p> <ul style="list-style-type: none"> <li>• Social and community contexts?</li> <li>• Age groups?</li> <li>• Educational Backgrounds?</li> </ul>	3.6.4 Disaggregated data from quantitative surveys on access and transition		Triangulation of Transition and Success against modalities and regions disaggregated by Gender
<p><b>3.7 Transitions and Retention:</b> To what extent has the programme succeeded in ensuring children have been retained in school and have continued their studies through secondary school?</p>	3.7.3 Community stakeholder perceptions regarding transition and retention models	Programme Effects Access	CBE Demographics CBE Environment
<p><b>3.9: Materials</b> – what positive difference has been made in improving the quality of educational services by increasing access to educational materials/TLM for OOSC?</p>	3.9.1 Community stakeholder perceptions regarding reception of educational materials and TLM	Children FGD - Effectiveness	CBE Demographics
<p><b>3.10: Coordination</b> – How do the coordination processes at national levels and at the CBE level with hub schools facilitate or impede CBE programming?</p>	3.10.2 CBE and District stakeholder perceptions of hub school to CBE coordination and support	Support Module – Hub Schools	Hub School Support
<p><b>4.0 Sustainability:</b> To evaluate the extent to which the programme interventions can be scaled up and to what extent the capacity of our Government partners will ensure the sustainability of the programme initiatives, and how appropriate the exit strategy of UNICEF is for sustainability?</p>			
<p><b>4.5 Stakeholder Capacities:</b> To what extent will the programme interventions contribute to increasing the capacity of the Government partners, communities and teachers to ensure the sustainability of CBE and other programme initiatives dedicated for OOSC?</p> <ul style="list-style-type: none"> <li>• Government Partners</li> <li>• Community capacity</li> <li>• Teacher/educator capacity</li> </ul>	4.5.1 Community stakeholder perceptions of programmatic interventions contribution to capacity development for sustainability – disaggregated by Government, partners, communities, and teachers	Programme Effects - Sustainability	
<p><b>4.6 CBE Modalities:</b> Which of the various adaptations and alternative modalities for CBEs – such as multi-cohort, multi-grade, extensions, and shifts) are most effective and sustainable for CBE programming?</p>	4.6.1 Community stakeholder perceptions of CBE modalities programmatic interventions– disaggregated by Government, partners, communities, and teachers	Effectiveness triangulated by modality in case to case reasoning	Associational analysis of CBE Environment and CBE Demographics by modality and region

## Annex 6: Qualitative Data Collection Tools

### KII Provincial and Kabul Stakeholders

#### UNICEF MTR Interview Guides

##### KII Semi Structured Interview Guides

These guides are designed to be a “semi-structured” interview guide. A semi-structured interview guide is one that is intended to provide some guidance to a conversation, but it is not intended to be read word for word nor followed exactly such as a fixed-response questionnaire.

A single guide has been developed which is to be tailored to each stakeholder group. The numbers in parentheses are to show the linkage between each interview guide question and the corresponding themes in the evaluation matrix. All notes are recorded in a response matrix and all responses for a particular evaluation matrix theme will be analyzed in combination at the end of the field phase to determine emergent themes and patterns across the responses.

For the actual interview, the interviewer should re-phrase the questions as they see fit to make them appropriate for their audiences. Questions can also be omitted if they are not relevant to the group or if they do not seem to be generating good data and insights. Semi-structured interview guides should be seen as general skeletons, but it is up to the facilitator to provide the “meat” to the conversation. A normal semi-structured guide is organized as follows:

1. General, **open-ended**, questions that allow respondents to answer in whatever form comes to their mind first.
  - a. It is important to note what people say first and to allow them to express themselves in their own words.
2. Underneath each open-ended question is a series of short checklists called “**probes**”.
  - a. **These are not to be read as part of the question.** Probes are intended to serve to remind the facilitator about items they may wish to inquire about more deeply as follow up.
  - b. It is important to elicit concrete examples or instances from respondents as much as possible to be able to later illustrate themes identified in the evaluation report.

Each section covers a different segment of the Evaluation TOR and Matrix. The facilitator should only cover a segment if the respondent has sufficient experience or insights to address the segment.

Depending on the stakeholder and its knowledge/degree of engagement with the CBE programme, the interviewer should foresee about 1 hour on average for each KII interview.

The interviewer should introduce itself and clarify the purpose of the evaluation, as well as the confidentiality of the interview (i.e. when quoting KIs, attribution will be made to categories of stakeholders, not individuals or organizations)

#### KII Interview Data (Provincial and Kabul Level Stakeholders)

*We are an evaluation team of five persons commissioned by UNICEF to carry out a program review of Community-Based Education (CBE) in Afghanistan that are being supported by UNICEF's program for increased access to basic education and gender equality and funded by USAID.*

**The review:** *The purpose of this review is to assess the progress, lessons learned, and recommendations for future improvement of UNICEF's support through this program for CBE in Afghanistan. We are asking you to participate in the review because you are in a position to contribute a relevant and valuable perspective on the functioning of this program so far. If you decide to participate, you will be interviewed by the individuals named above for a duration of 1-2 hours.*

**Participation is voluntary:** *Your participation in the interview is voluntary. You can withdraw from the interview after it has begun, for any reason, with no penalty. Participating or not in the interview will not affect the benefits to the schools and communities from UNICEF.*

**Risks and benefits:** *This review is designed to help improve the program by learning from the perspectives of everyone involved. You may not benefit personally from being in this research review. There may be uncommon or previously unknown risks. You should report any problems to [\_\_\_\_\_].*

**Confidentiality:** *The reports from this and the other meetings will collect and summarize the views and opinions of participants without connecting them to specific individuals and without using names at any time. Any report of this research will be presented in a way that makes it as difficult as possible for anyone to determine the identity of individuals participating in the review. Also, to ensure all your feedback are properly transcript and so our evaluation team can make sure not to misinterpret what you are sharing, I would like to request your permission to audio-record this discussion. This audio record will not be shared with anybody else than the evaluation team members, who commit to keep any comments confidential.*



If you have any questions, now or at any time in the future, you may call \_\_\_\_\_

Are you willing to be part of this discussion? (verbal response only requested)

DEMOGRAPHICS			
<b>Date:</b>	<b>Enumerator:</b>		
<b>Province:</b>	<b>District (If applicable):</b>	<b>Village (if applicable):</b>	
<b>Name of participant(s)</b>	<b>Role or Title</b>	<b>Gender</b>	<b>Phone number</b>

PROGRAMME EFFECTS
1. <b>Results:</b> Thinking back to 2015 when this phase of USAID support to CBEs began, what, if anything, has changed with CBEs as a result of the programme activities? <ol style="list-style-type: none"> <li>School teaching quality</li> <li>School Infrastructure quality</li> <li>Availability of textbooks and learning materials</li> <li>Availability of classroom materials (floor mats, blackboards, etc.)</li> <li>Support to students</li> <li>School Management quality</li> <li>PED and DED Supervision skills</li> <li>PED and DED coaching and mentoring skills</li> <li>School Shura engagement and activeness</li> <li>Girls involvement</li> <li>Community attitudes and awareness</li> <li>Connections to hub schools</li> <li>Standardized education quality</li> </ol>
2. <b>Successes:</b> What, if anything, do you see as having been the most successful actions for effectiveness? Why?
3. <b>Challenges:</b> What, if anything, have been some of the biggest challenges facing the programme for effectiveness? Why?
4. <b>Continuing Education:</b> What are your perceptions of CBE students transitioning to hub schools and/or to further education? How <b>effective</b> , if at all, has the programme been in ensuring children stay in school and continue to secondary education or beyond? What are some barriers to their further education?
5. In your experience, what, if anything, is UNICEF's <b>comparative advantage</b> in implementing this programme?
RELEVANCE
6. To what extent, if at all, has the programme <b>design</b> been appropriate to the needs of children in the context? <ol style="list-style-type: none"> <li>Girls?</li> <li>OOSC in general?</li> <li>Ethnic minority groups?</li> <li>Children who don't speak the predominant language?</li> <li>IDP children?</li> </ol>
7. Thinking about the different <b>types of support</b> provided by the programme (access, teacher capacity, DED/PED capacity, MOE capacity, etc.). How significant and relevant were these various types of interventions, if at all, for meeting the needs of out of schoolgirls in particular? <ol style="list-style-type: none"> <li>Did the USAID supported programme focus on the right things?</li> <li>What were some significant needs that you see not being addressed yet?</li> </ol>
8. To what degree, if at all, do you see the programme goals and objectives aligned with the relevant UNICEF and National <b>policies and strategies</b> of Afghanistan? Are there aspects that are misaligned?
9. Girls Education Policy?
EFFICIENCY
10. To what degree, if at all, have the programme activities been implemented in a <b>timely</b> manner? <ol style="list-style-type: none"> <li>In what components have there been significant delays? (if any)</li> <li>What effect have any significant delays had on the programme results?</li> </ol>
11. Regarding the management of the programme, how would you assess <b>the operational, human and financial resources</b> in the programme? To what degree, if at all, are they sufficient to ensure adequate implementation of the activities in the context? If not, what is missing?
12. What is the quality of the <b>partnerships and the relationships</b> that UNICEF has, if at all, with different partners at the various levels? Are there different strengths and weaknesses? <ol style="list-style-type: none"> <li>National level – MOE, others</li> <li>Provincial and District levels</li> <li>Implementing Partners</li> </ol>



d. UN Agencies
e. NGOs
13. How well has the inter-institutional <b>coordination</b> functioned, if at all, for supporting CBE implementation? What are some coordination gaps or challenges?
14. How well does the <b>monitoring and reporting</b> system function, if at all, for the programme? What are some gaps or challenges?
15. To what degree is the monitoring and reporting for the programme <b>aligned</b> , if at all, with the national reporting systems and data management (EMIS)?
16. Are responsibilities for data collection analysis and reporting clear between the different units involved?
17. How has the monitoring and reporting <b>information been used</b> , if at all, to address programme implementation bottlenecks or improve performance of delivery of activities? What might be improved?
<b>EFFECTIVENESS</b>
<b>Access</b>
18. Based on your experiences, to what extent, if at all, has the programme increased <b>access</b> to primary education for OOSC in remote communities?
19. How do OOSC (especially <b>girls</b> ) see their lives differently, if at all, from having access to education? What, if anything, has changed for them?
20. To what extent, if at all, has the delivery of the educational <b>materials</b> /TLM affected the quality of education in the CBE?
<b>Teachers</b>
21. How have the CBE teachers – especially the female teachers – increased their <b>capacity</b> and credentials, if at all?
22. What <b>additional</b> capacity building needs, if any, do CBE teachers have?
23. To what degree, if at all, have you seen teachers <b>supported</b> by DED and PED Academic Supervision units?
24. How well, if at all, have the systems functioned for <b>recruiting and retaining</b> CBE teachers? Especially female teachers? <ul style="list-style-type: none"> <li>a. What have been some challenges to CBE teacher recruitment?</li> <li>b. How might these be overcome?</li> <li>c. What would work to recruit more female CBE teachers?</li> <li>d. What happens after the CBE cohort ends?</li> <li>e. What might work to retain more female teachers?</li> </ul>
25. How effective, if at all, have been the various teacher <b>payment</b> modalities? Do teachers experience any specific complications or difficulties with their support?
<b>Shuras</b>
26. To what degree, if at all, have you seen the School Shura <b>capacity</b> built to support the CBE? <ul style="list-style-type: none"> <li>a. Awareness of education importance?</li> <li>b. Responsibilities to the CBE</li> <li>c. Promoting awareness in the community</li> </ul>
27. How have community <b>attitudes</b> towards education – particularly for girls – changed, if at all, since the CBE establishment?
28. How do you see the community assisting, if at all, graduating students to <b>transition</b> to hub schools?
29. To what degree do you see PED and DED Shura mobilization units supporting CBE Shura, if at all?
<b>Government Capacity</b>
30. To what extent, if at all, do you see the different MOE Government stakeholders increased capacity to deliver educational services to OOSC? What, if anything, would you point to as an example?
31. What type of further support, if anything, would most strengthen <b>the monitoring and data management, Academic Supervision and Community mobilization</b> systems for the MOE, PED and DED? <ul style="list-style-type: none"> <li>a. Technical capacity</li> <li>b. Budget availability</li> <li>c. Political will</li> <li>d. Systems and procedures</li> <li>e. Other</li> </ul>
<b>System</b>
32. What do you see as some of the <b>factors</b> , if any, which contribute to the establishment of a successful and well-functioning CBE?
33. What are some factors that cause CBEs to fail?
34. <b>Student Transitions:</b> In terms of students being able to transition to further education – especially girls – what models or transition if any, have you seen that work? <ul style="list-style-type: none"> <li>a. What are factors that lead to successful student (especially girls) transition to more education?</li> </ul>
35. <b>Alternative Modalities:</b> Within the CBE programme, there have been many different types of CBE modalities adapted. In your experience, which types of CBE modalities, if any, do you see as being the most effective and sustainable? <ul style="list-style-type: none"> <li>a. “Traditional” CBS</li> <li>b. “Traditional” ALCs</li> <li>c. Multi-cohort</li> <li>d. Multi-grade classrooms</li> <li>e. Extensions of CBS</li> </ul>

<ul style="list-style-type: none"> <li>f. Extensions of ALCs</li> <li>g. Shift attendance</li> <li>h. Religious CBEs</li> <li>i. Etc.</li> </ul>
<b>Context Variation</b>
<p>36. Does the programme function better in <b>different contexts</b>? In which types of contexts does it function best in?</p> <ul style="list-style-type: none"> <li>a. Different social and community contexts?</li> <li>b. Different age groups (primary age versus OOSC aged)?</li> <li>c. Different educational backgrounds?</li> </ul>
<b>NGO and MOE Variation</b>
<p>37. How do the CBEs that are supported through this programme <b>differ</b>, if at all, from the CBEs you've seen that are supported by NGOs or other agencies?</p> <ul style="list-style-type: none"> <li>a. What are some similarities?</li> <li>b. What are some key differences?</li> <li>c. Are the CBEs under the UNICEF/MOE programme sufficiently supported for carrying out their mandate?</li> </ul>
<b>SUSTAINABILITY</b>
<p>38. <b>Capacity:</b> To what extent have the programme interventions contributed, if at all, to ensure the <b>sustainability</b> of CBE and other programme initiatives dedicated for OOSC? What is missing yet?</p> <ul style="list-style-type: none"> <li>a. Government partners capacity (MOE, PED, DED, School)</li> <li>b. Community capacity for sustainability</li> <li>c. Teacher capacity for sustainability</li> <li>d. Data management capacity for sustainability</li> <li>e. Resourcing capacity for sustainability</li> </ul>
<p>39. <b>Scale up:</b> In your perspective, what strategies and interventions of the programme, if any, are most likely to be <b>scaled up</b> after the implementation of the programme?</p> <ul style="list-style-type: none"> <li>a. Least likely to be scaled up? Why?</li> </ul>
<p>40. <b>Partnerships and Policies:</b> In terms of sustaining the programme long term, what <b>partnerships, mechanisms, and policies</b> exist, if any, that will ensure that every OOSC will have a chance to gain access to education?</p> <ul style="list-style-type: none"> <li>a. What is missing?</li> </ul>
<p>41. <b>Exit and Transition:</b> What <b>exit strategy</b>, if any, does UNICEF have and how appropriate and how sufficient is it for ensuring the sustainability of this and similar programmes and adequate <b>transition</b> of the programme ownership to the Government partners?</p> <ul style="list-style-type: none"> <li>a. Strategy clear to all relevant actors</li> <li>b. Developed collaboratively?</li> <li>c. With Government?</li> </ul>

## RESPONSE MATRIX

<b>PROGRAMME EFFECTS</b>	<b>OBSERVATIONS</b>
1. <b>Results:</b> Thinking back to 2015 when this phase of USAID support to CBEs began, what, if anything, has changed with CBEs as a result of the programme activities?	
2. <b>Successes:</b> What, if anything, do you see as having been the most successful actions for effectiveness? Why?	
3. <b>Challenges:</b> What, if anything, have been some of the biggest challenges facing the programme for effectiveness? Why?	
4. <b>Continuing Education:</b> What are your perceptions of CBE students transitioning to hub schools and/or to further education? How <b>effective</b> , if at all, has the programme been in ensuring children stay in school and continue to secondary education or beyond? What are some barriers to their further education?	
5. In your experience, what, if anything, is UNICEF's <b>comparative advantage</b> in implementing this programme?	
<b>RELEVANCE</b>	
6. To what extent, if at all, has the programme <b>design</b> been appropriate to the needs of children in the context?	

7.	Thinking about the different <b>types of support</b> provided by the programme (access, teacher capacity, DED/PED capacity, MOE capacity, etc.). How significant and relevant were these various types of interventions, if at all, for meeting the needs of out of schoolgirls in particular?	
8.	To what degree, if at all, do you see the programme goals and objectives aligned with the relevant UNICEF and National <b>policies and strategies</b> of Afghanistan? Are there aspects that are misaligned?	
<b>EFFICIENCY</b>		
9.	To what degree, if at all, have the programme activities been implemented in a <b>timely</b> manner?	
10.	Regarding the management of the programme, how would you assess <b>the operational, human and financial resources</b> in the programme? To what degree, if at all, are they sufficient to ensure adequate implementation of the activities in the context? If not, what is missing?	
11.	What is the quality of the <b>partnerships and the relationships</b> that UNICEF has, if at all, with different partners at the various levels? Are there different strengths and weaknesses?	
12.	How well has the inter-institutional <b>coordination</b> functioned, if at all, for supporting CBE implementation? What are some coordination gaps or challenges?	
13.	How well does the <b>monitoring and reporting</b> system function, if at all, for the programme? What are some gaps or challenges?	
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<b>EFFECTIVENESS</b>		
<b>Access</b>		
17.	Based on your experiences, to what extent, if at all, has the programme increased <b>access</b> to primary education for OOSC in remote communities?	
18.	How do OOSC (especially <b>girls</b> ) see their lives differently, if at all, from having access to education? What, if anything, has changed for them?	
19.	To what extent, if at all, has the delivery of the educational <b>materials</b> /TLM affected the quality of education in the CBE?	
<b>Teachers</b>		
20.	How have the CBE teachers – especially the female teachers – increased their <b>capacity</b> and credentials, if at all?	
21.	What <b>additional</b> capacity building needs, if any, do CBE teachers have?	
22.	To what degree, if at all, have you seen teachers <b>supported</b> by DED and PED Academic Supervision units?	
23.	How well, if at all, have the systems functioned for <b>recruiting and retaining</b> CBE teachers? Especially female teachers?	
24.	How effective, if at all, have been the various teacher <b>payment</b> modalities? Do teachers experience any	

specific complications or difficulties with their support?	
<b>Shuras</b>	
25. To what degree, if at all, have you seen the School Shura <b>capacity</b> built to support the CBE?	
26. How have community <b>attitudes</b> towards education – particularly for girls – changed, if at all, since the CBE establishment?	
27. How do you see the community assisting, if at all, <b>graduating students to transition</b> to hub schools?	
28. To what degree do you see PED and DED Shura mobilization units supporting CBE Shura, if at all?	
<b>Government Capacity</b>	
29. To what extent, if at all, do you see the different MOE Government stakeholders increased capacity to deliver educational services to OOSC? What, if anything, would you point to as an example?	
30. What type of further support, if anything, would most strengthen <b>the monitoring and data management, Academic Supervision and Community mobilization</b> systems for the MOE, PED and DED?	
<b>System</b>	
31. What do you see as some of the <b>factors</b> , if any, which contribute to the establishment of a successful and well-functioning CBE?	
32. What are some factors that cause CBEs to fail?	
33. <b>Student Transitions:</b> In terms of students being able to transition to further education – especially girls – what models or transition if any, have you seen that work?	
34. <b>Alternative Modalities:</b> Within the CBE programme, there have been many different types of CBE modalities adapted. In your experience, which types of CBE modalities, if any, do you see as being the most effective and sustainable?	
<b>Context Variation</b>	
35. Does the programme function better in <b>different contexts</b> ? In which types of contexts does it function best in?	
<b>NGO and MOE Variation</b>	
36. How do the CBEs that are supported through this programme <b>differ</b> , if at all, from the CBEs you've seen that are supported by NGOs or other agencies?	
<b>SUSTAINABILITY</b>	
37. <b>Capacity:</b> To what extent have the programme interventions contributed, if at all, to ensure the <b>sustainability</b> of CBE and other programme initiatives dedicated for OOSC? What is missing yet?	
38. <b>Scale up:</b> In your perspective, what strategies and interventions of the programme, if any, are most likely to be <b>scaled up</b> after the implementation of the programme?	
39. <b>Partnerships and Policies:</b> In terms of sustaining the programme long term, what <b>partnerships, mechanisms, and policies</b> exist, if any, that will ensure that every OOSC will have a chance to gain access to education?	
40. <b>Exit and Transition:</b> What <b>exit strategy</b> , if any, does UNICEF have and how appropriate and how sufficient is it for ensuring the sustainability of this and similar programmes and adequate <b>transition</b> of the programme ownership to the Government partners?	

## KII District and CBE Stakeholders (ATR)

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A single guide has been developed which is to be tailored to each stakeholder group. The numbers in parentheses are to show the linkage between each interview guide question and the corresponding themes in the evaluation matrix. All notes are recorded in a response matrix and all responses for a particular evaluation matrix theme will be analyzed in combination at the end of the field phase to determine emergent themes and patterns across the responses.

For the actual interview, the interviewer should re-phrase the questions as they see fit to make them appropriate for their audiences. Questions can also be omitted if they are not relevant to the group or if they do not seem to be generating good data and insights. Semi-structured interview guides should be seen as general skeletons, but it is up to the facilitator to provide the “meat” to the conversation. A normal semi-structured guide is organized as follows:

3. General, **open-ended**, questions that allow respondents to answer in whatever form comes to their mind first.
  - a. It is important to note what people say first and to allow them to express themselves in their own words.
4. Underneath each open-ended question is a series of short checklists called “**probes**”.
  - a. **These are not to be read as part of the question.** Probes are intended to serve to remind the facilitator about items they may wish to inquire about more deeply as follow up.
  - b. It is important to elicit concrete examples or instances from respondents as much as possible to be able to later illustrate themes identified in the evaluation report.

Each section covers a different segment of the Evaluation TOR and Matrix. The facilitator should only cover a segment if the respondent has sufficient experience or insights to address the segment.

Depending on the stakeholder and its knowledge/degree of engagement with the CBE programme, the interviewer should foresee about 1 hour on average for each KII interview.

The interviewer should introduce itself and clarify the purpose of the evaluation, as well as the confidentiality of the interview (i.e. when quoting KIs, attribution will be made to categories of stakeholders, not individuals or organizations).

### DED, HUB, and Teacher KII Interview Data (For ATR)

*My name is \_\_\_\_\_ . I am a researcher working for an Afghan research company called ATR consulting, based in Kabul. ATR is conducting a review of the Basic Education and Gender Equality Community Based Education Programme carried out by the Provincial and District Education Directorate and supported by UNICEF. We are interviewing a number of people from CBEs who benefitted from UNICEF and the MOE’s efforts to support CBEs in Daikundi, Balkh, Nangarhar, Kandahar, Paktika, and Badghis provinces. We will then analyze the information provided by over 900 respondents.*

*We would like to collect your thoughts on this work which has supported your CBE and your school Shura. Your experience is very valuable, and your feedback will help UNICEF and MOE improve their support to CBEs in the future. UNICEF very much welcomes negative feedback as it will help the organization improve. And none of your feedback will bear any negative consequences for future support from UNICEF, for your district, your community or yourself.*

*If you agree to participate, at any moment, you can stop participating without any penalty. The interview may last about an hour. Your participation is voluntary, you can refuse to join, or you can withdraw after it has begun with no penalty. Being in this discussion or not will not affect the benefits to the CBE or community from UNICEF.*

*We will keep your inputs anonymous and just refer to “District or Local KII” Your inputs will be kept absolutely confidential.*

*Also, to ensure all your feedback are properly transcript and so my head office can check the quality of my work, I would like to request your permission to audio-record this discussion. This audio record will not be shared with anybody else than the evaluation team members, who commit to keep any comments confidential.*

*This review is designed to help improve the CBE programming by gathering opinions from everyone involved. You or your community may not benefit personally from being in this discussion. If there are any problems with the way the interviewer has conducted the discussion, any problems should be reported to \_\_\_\_\_*

*If you have any questions, now or at any time in the future, you may call \_\_\_\_\_*

*Please be aware that a Quality Assurance assistant from ATR office in Kabul might call you to verify that you participate in this focus group discussion.*

*Are you willing to be part of this discussion? (verbal response only requested)*

DEMOGRAPHICS			
Date:	Enumerator:		
Province	District	Village (if applicable):	
Type of CBE:			
Name of participant(s)	Type of respondent (DED, HUB, CBE, etc.)	Gender	Phone number

**NOTE:** Questions for DED personnel should reference all CBEs throughout the District while the Questions for Teachers, Shura, Hub, and Community should reference their CBE specifically.

CBE ESTABLISHMENT AND RELEVANCE
1. First, we would like to talk about the nature of the CBE support. Think back to the beginning of the establishment of the CBE in (village or District). How was it decided what type of CBE was needed? Who was involved in the discussions?
2. How was the hub school involved, if at all, in the <b>establishment</b> of the CBE? (Village or District)
3. What were the biggest problems, if any, that you remember in establishing the CBEs? How were these overcome?
4. What was the reason for establishing a CBE in this community (or District)?
5. To what extent, if at all, has the CBE been appropriate to the needs of children in the village (or District)?
6. Which types of children do not benefit from the CBE?
7. Thinking about the different <b>types of support</b> provided to the CBEs – what were the best things, if any, for meeting the needs of out of schoolgirls in particular?
8. What were some significant <b>needs</b> that you see not being addressed yet?
EFFICIENCY AND EFFECTIVENESS
ACCESS
9. How do children in this CBE (or district) (especially <b>girls</b> ) see their lives differently, if at all, from having access to CBE education? What has changed for them?
10. To what extent, if any, has the delivery of the educational <b>materials</b> /TLM affected the <b>quality</b> of education in the CBE?
11. What about the <b>students</b> – are they coming consistently to school? What are some factors that keep them from coming to the CBE?
12. When students enroll in the CBE, do you see many of them <b>dropping</b> out? What are some factors that may lead to CBE dropouts?
TEACHERS
13. Have you noticed any changes in the way that the teachers are teaching? What types of changes have you seen in the teachers that are teaching in the CBE from when it first started?
14. How well have the systems functioned for <b>recruiting and retaining</b> CBE teachers? Especially female teachers?
15. What have been some challenges to CBE teacher recruitment and retaining CBE teachers (especially female teachers)? How might these be overcome?
16. How effective have been the various teacher <b>payment</b> ways? Do teachers experience any specific complications or difficulties with their support?
SHURA AND COMMUNITY
17. To what degree, if at all, have you seen the School Shura <b>capacity</b> changed to support the CBE?
18. How active, if at all, do you see the CBE Shura in <b>supporting</b> the CBE? What are some examples of how they are helping?
19. How have community <b>attitudes</b> towards education – particularly for girls – changed in some manner, if at all, since the CBE establishment?
20. Have you seen the community adults assisting CBE students to <b>transition</b> to hub schools or further education? If so, in what ways?
SUPPORT
21. How well, if at all, do you see the CBE being supported from the <b>hub school</b> ? What types of support, if any, does Hub school provide?
22. What do you think are the main challenges of the <b>hub school</b> in supporting the CBE?
23. How active, if at all, do you see the <b>DED</b> education people supporting the CBE? Have you seen them come visit the school? What types of support, if any, does the DED provide?
24. What do you think are the main challenges, if any, of the <b>DED</b> in supporting the CBE?
25. To what degree have the CBE support received in a <b>timely</b> manner, if at all? In what types of activities have there been significant delays? (if any)
26. ( <b>DED ONLY</b> ) Does the DED and the CBE have enough people and <b>resources</b> to keep the CBEs supported? If not, what is missing?
27. ( <b>DED and Teachers Only</b> ) How does the monitoring of classroom data <b>happen</b> , if at all, at the CBE level?



28. <b>(DED and Teachers Only)</b> What do you do with the <b>monitoring</b> information, if anything? How useful is it for you?
<b>GOVERNMENT</b>
29. <b>(DED Only)</b> What type of further support, if any, would most strengthen <b>the monitoring and data management</b> for the PED and DED?
30. <b>(DED Only)</b> What type of further support, if any, would most strengthen <b>the academic supervision</b> for the PED and DED?
31. <b>(DED Only)</b> What type of further support, if any, would most strengthen <b>the Shura mobilization</b> for the PED and DED?
<b>SYSTEM</b>
32. What do you see as some of the <b>factors</b> that help make a CBE function <b>successfully</b> and well?
33. What do you see as some of the <b>factors</b> that lead to a <b>CBE failing</b> ?
34. <b>(DED Only) Student Transitions:</b> In terms of students being able to transition to further education – especially girls – what have you seen, if anything, that works? What are factors, if any, that lead to successful student (especially girls) transition to more education?
35. <b>(DED Only) Alternative Modalities:</b> Within the CBE programme, there have been many different types of CBE modalities adapted. In your experience, what types of CBE adaptations, if any, do you see as being the most effective and sustainable? (like multi-cohort, or single cohort, or multi-grades, or extending the CBE grades, etc.)
a. “Traditional” CBS
b. “Traditional” ALCs
c. Multi-cohort
d. Multi-grade classrooms
e. Extensions of CBS
f. Extensions of ALCs
g. Shift attendance
h. Religious CBEs
i. Etc.
<b>Context Variation</b>
36. <b>(DED Only) - Where,</b> if anywhere, do you see the programme functioning best? Why is it successful in those areas?
<b>NGO and MOE Variation</b>
37. <b>(DED Only)</b> How does the CBE supported through the MOE <b>differ</b> , if at all, from the CBEs you’ve seen that are supported by NGOs?
38. <b>(DED Only)</b> Are the CBEs supported by the MOE operating <b>well enough</b> to meet the education needs of the children? If not, what is missing?
<b>PROGRAMME EFFECTS</b>
39. Thinking back to 2016, what, if anything, has changed in CBEs?
40. What has changed in the lives of your community, if anything, as a result of the CBE? Especially girls?
41. Thinking back to 2016, do you see more girls going to school today? Why or why not?
42. What, if anything, do you see happening with boys and girls after the CBE? Are they moving on to hub schools or further education? Why or why not?
43. <b>Successes:</b> In terms of the CBE, what, if anything, do you see as having been the most successful things to support it? Why?
44. <b>Challenges:</b> What, if anything, have been some of the biggest challenges facing the CBEs? Why?
45. <b>Sustainability:</b> To what degree do you see the CBE being able to continue? Why or why not?

## RESPONSE MATRIX

<b>CBE ESTABLISHMENT AND RELEVANCE</b>	
1. First, we would like to talk about the nature of the CBE support. Think back to the beginning of the establishment of the CBE in (village or District). How was it decided what type of CBE was needed? Who was involved in the discussions?	
2. How was the hub school involved, if at all, in the establishment of the CBE? (Village or District)	
3. What were the biggest problems, if any, that you remember in establishing the CBEs? How were these overcome?	
4. What was the reason for establishing a CBE in this community (or District)?	
5. To what extent, if at all, has the CBE been appropriate to the needs of children in the village (or District)?	
6. Which types of children do not benefit from the CBE?	

7.	Thinking about the different <b>types of support</b> provided to the CBEs – what were the best things, if any, for meeting the needs of out of schoolgirls in particular?	
8.	What were some significant <b>needs</b> that you see not being addressed yet?	
<b>EFFICIENCY AND EFFECTIVENESS</b>		
<b>ACCESS</b>		
9.	How do children in this CBE (or district) (especially <b>girls</b> ) see their lives differently, if at all, from having access to CBE education? What has changed for them?	
10.	To what extent, if any, has the delivery of the educational <b>materials</b> /TLM affected the quality of education in the CBE?	
11.	What about the <b>students</b> – are they coming consistently to school? What are some factors that keep them from coming to the CBE?	
12.	When students enroll in the CBE, do you see many of them <b>dropping</b> out? What are some factors that may lead to CBE dropouts?	
<b>TEACHERS</b>		
13.	Have you noticed any changes in the way that the teachers are teaching? What types of changes have you seen in the teachers that are teaching in the CBE from when it first started?	
14.	How well have the systems functioned for <b>recruiting and retaining</b> CBE teachers? Especially female teachers?	
15.	What have been some challenges to CBE teacher recruitment and retaining CBE teachers (especially female teachers)? How might these be overcome?	
16.	How effective have been the various teacher <b>payment</b> ways? Do teachers experience any specific complications or difficulties with their support?	
<b>SHURA AND COMMUNITY</b>		
17.	To what degree, if at all, have you seen the School Shura <b>capacity</b> changed to support the CBE?	
18.	How active, if at all, do you see the CBE Shura in <b>supporting</b> the CBE? What are some examples of how they are helping?	
19.	How have community <b>attitudes</b> towards education – particularly for girls – changed in some manner, if at all, since the CBE establishment?	
20.	Have you seen the community adults assisting CBE students to <b>transition</b> to hub schools or further education? If so, in what ways?	
<b>SUPPORT</b>		
21.	How well, if at all, do you see the CBE being supported from the <b>hub school</b> ? What types of support, if any, does Hub school provide?	
22.	What do you think are the main challenges of the <b>hub school</b> in supporting the CBE?	
23.	How active, if at all, do you see the <b>DED</b> education people supporting the CBE? Have you seen them come visit the school? What types of support, if any, does the DED provide?	
24.	What do you think are the main challenges, if any, of the <b>DED</b> in supporting the CBE?	
25.	To what degree have the CBE support received in a <b>timely</b> manner, if at all? In what types of activities have there been significant delays? (if any)	
26.	<b>(DED ONLY)</b> Does the DED and the CBE have enough people and <b>resources</b> to keep the CBEs supported? If not, what is missing?	



27. <b>(DED and Teachers Only)</b> How does the monitoring of classroom data <b>happen</b> , if at all, at the CBE level?	
28. <b>(DED and Teachers Only)</b> What do you do with the <b>monitoring</b> information, if anything? How useful is it for you?	
<b>GOVERNMENT</b>	
29. <b>(DED Only)</b> What type of further support, if any, would most strengthen <b>the monitoring and data management</b> for the PED and DED?	
30. <b>(DED Only)</b> What type of further support, if any, would most strengthen <b>the academic supervision</b> for the PED and DED?	
31. <b>(DED Only)</b> What type of further support, if any, would most strengthen <b>the Shura mobilization</b> for the PED and DED?	
<b>SYSTEM</b>	
32. What do you see as some of the <b>factors</b> that help make a CBE function <b>successfully</b> and well?	
33. What do you see as some of the <b>factors</b> that lead to a CBE <b>failing</b> ?	
34. <b>(DED Only) Student Transitions:</b> In terms of students being able to transition to further education – especially girls – what have you seen, if anything, that works? What are factors, if any, that lead to successful student (especially girls) transition to more education?	
35. <b>(DED Only) Alternative Modalities:</b> Within the CBE programme, there have been many different types of CBE modalities adapted. In your experience, what types of CBE adaptations, if any, do you see as being the most effective and sustainable? (like multi-cohort, or single cohort, or multi-grades, or extending the CBE grades, etc.)	
<b>Context Variation</b>	
36. <b>(DED Only) - Where</b> , if anywhere, do you see the programme functioning best? Why is it successful in those areas?	
<b>NGO and MOE Variation</b>	
37. <b>(DED Only)</b> How does the CBE supported through the MOE <b>differ</b> , if at all, from the CBEs you've seen that are supported by NGOs?	
38. <b>(DED Only)</b> Are the CBEs supported by the MOE operating <b>well enough</b> to meet the education needs of the children? If not, what is missing?	
<b>PROGRAMME EFFECTS</b>	
39. Thinking back to 2016, what, if anything, has changed in CBEs?	
40. What has changed in the lives of your community, if anything, as a result of the CBE? Especially girls?	
41. Thinking back to 2016, do you see more girls going to school today? Why or why not?	
42. What, if anything, do you see happening with boys and girls after the CBE? Are they moving on to hub schools or further education? Why or why not?	
43. <b>Successes:</b> In terms of the CBE, what, if anything, do you see as having been the most successful things to support it? Why?	
44. <b>Challenges:</b> What, if anything, have been some of the biggest challenges facing the CBEs? Why?	
45. <b>Sustainability:</b> To what degree do you see the CBE being able to continue? Why or why not?	

## FGD with CBE Adults (Shura and Community)

### FGD Semi Structured Discussion Guides

These guides are designed to be a “semi-structured” Discussion guide. A semi-structured discussion guide is one that is intended to provide some guidance to a conversation, but it is not intended to be read word for word nor followed exactly such as a fixed-response questionnaire.

A single discussion guide has been developed which is to be tailored to each stakeholder group. All notes are recorded in a response matrix and all responses for a particular evaluation matrix theme will be analyzed in combination at the end of the field phase to determine emergent themes and patterns across the responses.

For the actual group discussion, the facilitator should re-phrase the questions as they see fit to make them appropriate for their audiences. Questions can also be omitted if they are not relevant to the group or if they do not seem to be generating good data and insights. Semi-structured group discussion guides should be seen as general skeletons, but it is up to the facilitator to provide the “meat” to the conversation. A normal semi-structured discussion guide is organized as follows:

5. General, **open-ended**, questions that allow respondents to answer in whatever form comes to their mind first.
  - a. It is important to note what people say first and to allow them to express themselves in their own words.
6. Underneath each open-ended question is a series of short checklists called “**probes**”.
  - a. **These are not to be read as part of the question.** Probes are intended to serve to remind the facilitator about items they may wish to inquire about more deeply as follow up.
  - b. It is important to elicit concrete examples or instances from respondents as much as possible to be able to later illustrate themes identified in the evaluation report.

Each section covers a different segment of the Evaluation TOR and Matrix. The facilitator should only cover a segment if the respondent has sufficient experience or insights to address the segment. Depending on the stakeholder and its knowledge/degree of engagement with the CBE programme, the facilitator should foresee about 1.5-2 hours on average for each FGD.

The facilitator should introduce itself and clarify the purpose of the evaluation, as well as the confidentiality of the group discussion (i.e. when quoting statements, attribution will be made to categories of stakeholders, not individuals or organizations)

### Community FGD Discussion Guides

FGDs generally take about 1.5-2 hours each. They should have about 8-10 people in the group. It may take respondents a bit of time to “warm up” and start to feel comfortable with the conversation. For this process, we are focusing on **creating conversations**. We are interested in having people talk about their impressions of the program: Achievements, challenges, and aspirations. Anything they talk about is valuable information so feel free to create an informal conversational environment.

The purpose of both FGDs is to get respondents to **tell stories** or to describe incidents that illustrate their perceptions. As such, a semi-structured discussion guide is being used. The facilitator should try and get people to describe a story that illustrates their points or to mention a specific incident that they remember. Remember to take note of what the stories or and the types of things they mention.

In terms of taking notes and organizing the meeting, it generally works best if people work in pairs where one person is the lead facilitator and has the conversation. The other person is the note-taker. Both should have copies of the discussion guide. The note-taker can also interject comments to touch on items that might have been missed but it generally works better if only one person is running most of the conversation. As much as possible, FGDs should be facilitated in the local language rather than through an interpreter.

### Adult Shura or Community Members FGD outline Discussion Guide

*Introduce the reason for the meeting. When possible, FGDs with women and men should be done separately, ideally in a circle or small informal group setting with 8-12 people.*

*My name is \_\_\_\_\_. I am a researcher working for an Afghan research company called ATR consulting, based in Kabul. ATR is conducting a review of the Basic Education and Gender Equality Community Based Education Programme carried out by the Provincial and District Education Directorate and supported by UNICEF. We are talking with a number of people from CBEs who benefitted from UNICEF and the MOE's efforts to support CBEs in Daikundi, Balkh, Nangarhar, Kandahar, Paktika, and Badghis provinces. We will then analyze the information provided by over 900 respondents.*

*We would like to collect your thoughts on this work which has supported your CBE and your school Shura. Your experience is very valuable, and your feedback will help UNICEF and MOE improve their support to CBEs in the future. UNICEF very much welcomes negative feedback as it will help the organization improve. And none of your feedback will bear any negative consequences for future support from UNICEF, for your district, your community or yourself.*



9.	You might be aware that the CBE teacher(s) have received training from PED/DED. Have you noticed any changes in the way that they are working? What types of changes, if any, have you seen in the teachers that are teaching in the CBE from when it first started?
10.	How consistent do you see the CBE teachers in their work? Do they teach classes all the days they are supposed to? What factors may be keeping them from teaching consistently?
11.	What about the students – are they coming consistently to school? What are some factors, if any, that keep them from coming to the CBE?
12.	How well do you see the CBE being supported, if at all, from the hub school? What types of support, if at all, does Hub school provide?
13.	What do you think are the main challenges, if any, of the hub school in supporting the CBE?
14.	How active, if at all, do you see the DED education people supporting the CBE? Have you seen them come visit the school? What types of support, if any, does the DED provide?
15.	What do you think are the main challenges, if any, of the DED in supporting the CBE?
<b>PROGRAMME EFFECTS</b>	
16.	Thinking back to when the CBE was first established, what, if anything, has changed in the CBE?
17.	What has changed, if anything, in the lives of your community as a result of the CBE?
18.	Have there been children in the community who were not able to be part of the CBE cohort? What do you think are the main barriers, if any, for boys to come to the CBE? What about the barriers, if any, for the girls?
19.	When students enroll in the CBE, do you see many of them dropping out? What are some reasons, if any, students stop coming to classes?
20.	What do you see happening, if anything, with boys and girls after the CBE? Are they moving on to hub schools or further education? Why or why not?
21.	How have you seen the community adults assisting, if at all, CBE students to transition to hub schools or further education?
<b>SUSTAINABILITY</b>	
22.	Thinking about implementing CBEs in other villages, in your experiences, what are the things, if any, that helped make for a successful CBE? What are some things, if any, that would cause a CBE to fail?
23.	To what degree do you see the CBE being able to continue? Why or why not?

### Response Matrix

<b>CBE ESTABLISHMENT AND RELEVANCE</b>	
1.	First, we would like to talk about the nature of the CBE support. Think back to the beginning of the establishment of the CBE in this place. How was it decided what type of CBE was needed? Who was involved in the discussions?
2.	How, if at all, was the hub school involved in the establishment of the CBE?
3.	What, if any, were the biggest problems you remember in establishing the CBEs? How were these overcome?
4.	What, if any, was the reason for establishing a CBE in this community?
5.	Can you tell me what motivated you, if anything, to be part of the CBE Shura? What, if anything, do you want to achieve as Shura members?
6.	Let's discuss the support, if any, that you have received. Can you tell me the history of the School Shura?
7.	Can you describe your responsibilities as a CBE Shura? What, if any, are the most challenging part of your responsibilities?
8.	What types of training, if any, have you received from DED/PED as Shura? What has been the most useful for you? Why?
<b>EFFICIENCY AND EFFECTIVENESS</b>	
9.	You might be aware that the CBE teacher(s) have received training from PED/DED. Have you noticed any changes in the way that they are working? What types of changes, if any, have you seen in the teachers that are teaching in the CBE from when it first started?
10.	How consistent do you see the CBE teachers in their work? Do they teach classes all the days they are supposed to? What factors may be keeping them from teaching consistently?

11. What about the students – are they coming consistently to school? What are some factors, if any, that keep them from coming to the CBE?	
12. How well do you see the CBE being supported, if at all, from the hub school? What types of support, if at all, does Hub school provide?	
13. What do you think are the main challenges, if any, of the hub school in supporting the CBE?	
14. How active, if at all, do you see the DED education people supporting the CBE? Have you seen them come visit the school? What types of support, if any, does the DED provide?	
15. What do you think are the main challenges, if any, of the DED in supporting the CBE?	
<b>PROGRAMME EFFECTS</b>	
16. Thinking back to when the CBE was first established, what, if anything, has changed in the CBE?	
17. What has changed, if anything, in the lives of your community as a result of the CBE?	
18. Have there been children in the community who were not able to be part of the CBE cohort? What do you think are the main barriers, if any, for boys to come to the CBE? What about the barriers, if any, for the girls?	
19. When students enroll in the CBE, do you see many of them dropping out? What are some reasons, if any, students stop coming to classes?	
20. What do you see happening, if anything, with boys and girls after the CBE? Are they moving on to hub schools or further education? Why or why not?	
21. How have you seen the community adults assisting, if at all, CBE students to transition to hub schools or further education?	
<b>SUSTAINABILITY</b>	
22. Thinking about implementing CBEs in other villages, in your experiences, what are the things, if any, that helped make for a successful CBE? What are some things, if any, that would cause a CBE to fail?	
23. To what degree do you see the CBE being able to continue? Why or why not?	

## FGD with Students CBEs

### Semi Structured Discussion Guides

These guides are designed to be a “semi-structured” discussion guide. A semi-structured discussion guide is one that is intended to provide some guidance to a conversation, but it is not intended to be read word for word nor followed exactly such as a fixed-response questionnaire.

A single guide has been developed which is to be tailored to each stakeholder group. All notes are recorded in a response matrix and all responses for a particular evaluation matrix theme will be analyzed in combination at the end of the field phase to determine emergent themes and patterns across the responses.

For the actual discussion, the facilitator should re-phrase the questions as they see fit to make them appropriate for their audiences. Questions can also be omitted if they are not relevant to the group or if they do not seem to be generating good data and insights. Semi-structured discussion guides should be seen as general skeletons, but it is up to the facilitator to provide the “meat” to the conversation. A normal semi-structured guide is organized as follows:

7. General, **open-ended**, questions that allow respondents to answer in whatever form comes to their mind first.
  - a. It is important to note what people say first and to allow them to express themselves in their own words.
8. Underneath each open-ended question is a series of short checklists called “**probes**”.
  - a. **These are not to be read as part of the question.** Probes are intended to serve to remind the facilitator about items they may wish to inquire about more deeply as follow up.
  - b. It is important to elicit concrete examples or instances from respondents as much as possible to be able to later illustrate themes identified in the evaluation report.

Each section covers a different segment of the Evaluation TOR and Matrix. The facilitator should only cover a segment if the respondent has sufficient experience or insights to address the segment. The facilitator should introduce itself and clarify the purpose of the evaluation, as well as the confidentiality of the discussion (i.e. when quoting, attribution will be made to categories of stakeholders, not individuals or organizations)

### FGD Discussion Guides

FGDs generally take about 1.5-2 hours each. They should have about 8-10 people in the group. It may take respondents a bit of time to “warm up” and start to feel comfortable with the conversation. For this process, we are focusing on **creating conversations**. We are interested in having people talk about their impressions of the program: Achievements, challenges, and aspirations. Anything they talk about is valuable information so feel free to create an informal conversational environment.

The purpose of both FGDs is to get respondents to **tell stories** or to describe incidents that illustrate their perceptions. As such, a semi-structured discussion guide is being used. The facilitator should try and get people to describe a story that illustrates their points or to mention a specific incident that they remember. Remember to take note of what the stories or and the types of things they mention.

In terms of taking notes and organizing the meeting, it generally works best if people work in pairs where one person is the lead facilitator and has the conversation. The other person is the note-taker. Both should have copies of the discussion guide. The note-taker can also interject comments to touch on items that might have been missed but it generally works better if only one person is running most of the conversation. As much as possible, FGDs should be facilitated in the local language rather than through an interpreter.

### Student FGD Discussion Guide

*Introduce the reason for the meeting. When possible, FGDs with girls and boys should be done separately, ideally in a circle or small informal group setting with 6-8 people.*

*My name is \_\_\_\_\_ . I am a researcher working for an Afghan research company called ATR consulting, based in Kabul. ATR is trying to see how your CBE has been supported so far. The CBE has been supported by UNICEF as part of the Basic Education and Gender Equality Community Based Education Programme carried out by the Provincial and District Education Directorate.*

*UNICEF wants to learn how to better support students and teachers in CBEs in Afghanistan and we want to learn from you. We are talking with a number of other children as well as parents and teachers in various parts of the country. We will then analyze the information provided by over 900 respondents.*

*We would like to collect your thoughts on this work which has supported your CBE. We are here to learn, so just be open with us. We will listen to any ideas you want to share with us.*

*Your experience is very valuable, and your feedback will help UNICEF and MOE improve their support to CBEs in the future. UNICEF very much welcomes negative feedback as it will help the organization improve. And none of your feedback will bear any negative consequences for future support from NAC, for your district, your community or yourself.*

We will keep your inputs anonymous – this means no one will know which student said what. We will not share your inputs with your teachers or parents or anyone else. So, feel free to be completely relaxed and share your thoughts.

If you agree to participate, you will join a focus group discussion with other students. At any moment, you can stop participating without any penalty. The meeting will last less than two hours. Your participation is voluntary, you can refuse to join, or you can withdraw after it has begun with no penalty.

Also, to ensure all your feedback are properly transcript and so my boss can check the quality of my work, I would like to request your permission to audio-record this discussion. This audio record will not be shared with anybody else than the evaluation team members, who commits to keep any comments confidential.

This review is designed to help improve the CBE programming by gathering opinions from everyone involved. You or your community may not benefit personally from being in this discussion. If there are any problems with the way the facilitator has conducted the discussion, any problems should be reported to \_\_\_\_\_

If you have any questions, now or at any time in the future, you may call \_\_\_\_\_

Please be aware that a Quality Assurance assistant from ATR office in Kabul might call you to verify that you participate in this focus group discussion.

Are you willing to be part of this discussion? (verbal response only requested)

<b>DEMOGRAPHICS</b>			
<b>Date:</b> _____	<b>Enumerator:</b> _____		
<b>Province</b>	<b>District</b>	<b>Village</b>	
<b>Type of CBE:</b>	<b>No. Boys</b>	<b>No. Girls</b>	
<b>Name of participants</b>	<b>Grade</b>	<b>Gender</b>	<b>Phone number of Parents</b>

<b>RELEVANCE</b>
1. Let's play a game! Please tell me the words that come to your mind when you think about your CBE – these words can be good or bad words (Facilitator should put positive words on one piece of paper and negative words on another piece of paper)
2. Let's go through what you do not like in your CBE (goes through negative list). Can you explain in more details what the problem you listed here are?
3. Let's go through what you do like in your CBE (goes through positive list). Can you explain in more details what you like in your CBE?
<b>EFFICIENCY AND EFFECTIVENESS</b>
4. Do you buy your textbooks, or did you receive them from the school? Are some students in the CBE missing textbooks?
5. Do your teachers use various teaching materials other than the textbooks? If yes, what materials have you found useful and fun to learn from?
6. What types of changes have you seen in the teachers that are teaching in the CBE from when it first started?
7. Have you heard of the CBE Shura? Do you know what their role is? How active, if at all, do you see the Shura in supporting the CBE? What are some examples, if any, of how they are helping?
8. Do you know who the DED personnel are? Do you know what their role is for supporting the CBE? How active, if at all, do you see the DED people supporting the CBE? Have you seen them come visit the school? What, if anything, do they do?
9. Do you know who the Hub school is for this school? Do you know what their role is, if anything, for supporting the CBE? How active, if at all, do you see the hub school in supporting the CBE?

<b>PROGRAMME EFFECTS</b>
10. Thinking back to when you first came to this CBE, how have things changed, if at all, in the CBE?
11. What difference, if anything, has attending this CBE made for you in your lives?
12. Do you plan on continuing to go to school after graduating from the CBE? Why or why not?
13. What do you see happening, if anything, with other boys and girls education after the CBE? Are they moving on to the hub school or to further education? Why or why not?
14. Is it different for girls versus boys? If so, in what ways?
15. Do most of the children in the community attend the CBE? Why or why not?
16. When students enroll in the CBE, do you see many of them dropping out? What are some reasons, if any, students stop coming to classes?
17. How have you seen the community adults assisting, if at all, CBE students to transition to hub schools or further education? Are they supportive?
<b>SUSTAINABILITY</b>
18. Have all the children in the community attended school now? Are there still others who have not gone to either the hub school or the CBE? What, if anything, is happening with them?

## RESPONSE MATRIX

<b>RELEVANCE</b>	
1. Let's play a game! Please tell me the words that come to your mind when you think about your CBE – these words can be good or bad words (Facilitator should put positive words on one piece of paper and negative words on another piece of paper)	
2. Let's go through what you do not like in your CBE (goes through negative list). Can you explain in more details what the problem you listed here are?	
3. Let's go through what you do like in your CBE (goes through positive list). Can you explain in more details what you like in your CBE?	
<b>EFFICIENCY AND EFFECTIVENESS</b>	
4. Do you buy your textbooks, or did you receive them from the school? Are some students in the CBE missing textbooks?	
5. Do your teachers use various teaching materials other than the textbooks? If yes, what materials have you found useful and fun to learn from?	
6. What types of changes have you seen in the teachers that are teaching in the CBE from when it first started?	
7. Have you heard of the CBE Shura? Do you know what their role is? How active, if at all, do you see the Shura in supporting the CBE? What are some examples, if any, of how they are helping?	
8. Do you know who the DED personnel are? Do you know what their role is for supporting the CBE? How active, if at all, do you see the DED people supporting the CBE? Have you seen them come visit the school? What, if anything, do they do?	
9. Do you know who the Hub school is for this school? Do you know what their role is, if anything, for supporting the CBE? How active, if at all, do you see the hub school in supporting the CBE?	
<b>PROGRAMME EFFECTS</b>	
10. Thinking back to when you first came to this CBE, how have things changed, if at all, in the CBE?	
11. What difference, if anything, has attending this CBE made for you in your lives?	
12. Do you plan on continuing to go to school after graduating from the CBE? Why or why not?	
13. What do you see happening, if anything, with other boys and girls education after the CBE? Are they moving on to the hub school or to further education? Why or why not?	



14. Is it different for girls versus boys? If so, in what ways?	
15. Do most of the children in the community attend the CBE? Why or why not?	
16. When students enroll in the CBE, do you see many of them dropping out? What are some reasons, if any, students stop coming to classes?	
17. How have you seen the community adults assisting, if at all, CBE students to transition to hub schools or further education? Are they supportive?	
<b>SUSTAINABILITY</b>	
18. Have all the children in the community attended school now? Are there still others who have not gone to either the hub school or the CBE? What, if anything, is happening with them?	

## Annex 7: Fixed Response Survey

### CBE Survey

This survey is to be applied via MDC technology using ODK in targeted CBEs. The following number of persons should be surveyed in each CBE:

- Students (20)
- Parents (5)
- Teacher (1)
- Shura Head (1)
- Hub School Principal (1)

A single survey is entered into the ODK module, but with questions linked to the specific stakeholder type involved. Not all questions will show for each Survey.

The surveyor should start by explaining who they are, their independence from UNICEF, and the objective of the evaluation, i.e., a learning exercise to improve future support to CBS.

*My name is \_\_\_\_\_ . I am a researcher working for an Afghan research company called ATR consulting, based in Kabul. ATR is conducting a review of the Basic Education and Gender Equality Community Based Education Programme carried out by the Provincial and District Education Directorate and supported by UNICEF. We are surveying a number of people from CBEs who benefitted from UNICEF and the MOE's efforts to support CBEs in Daikundi, Balkh, Nangarhar, Kandahar, Paktika, and Badghis provinces. We will then analyze the information provided by over 900 respondents.*

*We would like to collect your thoughts on this work which has supported your CBE. Your experience is very valuable, and your feedback will help UNICEF and MOE improve their support to CBEs in the future. UNICEF very much welcomes negative feedback as it will help the organization improve. And none of your feedback will bear any negative consequences for future support from UNICEF, for your district, your community or yourself.*

*If you agree to participate, at any moment, you can stop participating without any penalty. The survey should last about 30 minutes. Your participation is voluntary, you can refuse to join, or you can withdraw after it has begun with no penalty. Being in this survey or not will not affect the benefits to the CBE or community from UNICEF.*

*We will keep your inputs anonymous. Your inputs will be kept absolutely confidential.*

*This review is designed to help improve the CBE programming by gathering opinions from everyone involved. You or your community may not benefit personally from being in this survey. If there are any problems with the way the enumerator has conducted the survey, any problems should be reported to \_\_\_\_\_*

*If you have any questions, now or at any time in the future, you may call \_\_\_\_\_*

*Please be aware that a Quality Assurance assistant from ATR office in Kabul might call you to verify that you participated in this survey.*

*Are you willing to be part of this survey? (verbal response only requested)*

*If you have any questions or concerns, please raise them with the enumerator.*

<b>Demographics Module (to be filled by enumerator)</b>			
1. Village		2. Type of CBE 1 = CBS 2 = ALC	
3 District		4 Has this CBE Transitioned? 1 = Transitioned 2 = Continuing	
5 Province		6 Distance from nearest Hub School (in Km.)	
7 Type of stakeholder surveyed 1 = Student 2 = Community member/parent 3 = School Shura 4 = Teacher/Educator 5 = Hub School Principal		8 Respondent Gender 1 = Male 2 = Female	

<b>Household Module (Community member or Shura)</b>			
1 How many school age or older children are in this household?		2 How many of your school age or older children have attended, or are attending, the CBE?	
<i>Boys</i>		<i>Boys</i>	
<i>Girls</i>		<i>Girls</i>	
3 What are the main reasons school age children in this <b>household</b> do not attend the CBE?  <i>(check all that apply)</i>		4 In this <b>community</b> , about what proportion of school age children are attending school (either hub school or CBE)?  <i>5 = almost all of them</i> <i>4 = most of them</i> <i>3 = around half of them</i> <i>2 = less than half</i> <i>1 = very few, most don't attend</i>	
		5 What are the main reasons school age children in this village might not attend the CBE in this community?  <i>1 = Yes</i> <i>0 = No</i> <i>(check all that apply)</i>	
<i>Too costly</i>		<i>Too costly</i>	
<i>Family responsibilities for care</i>		<i>Family responsibilities for care</i>	
<i>Gender of teacher is not appropriate</i>		<i>Gender of teacher is not appropriate</i>	
<i>Journey is unsafe</i>		<i>Journey is unsafe</i>	
<i>Getting married</i>		<i>Getting married</i>	
<i>Too far to attend</i>		<i>Too far to attend</i>	
<i>Family does not approve</i>		<i>Family does not approve</i>	
<i>Need to work to earn money</i>		<i>Need to work to earn money</i>	
<i>No room at the CBE or Hub for the children</i>		<i>No room at the CBE or Hub for the children</i>	
<i>Other (Specify)</i>		<i>Other (Specify)</i>	
6 The children in this <b>household</b> have gone to, or expected to go on to, more education (secondary school or hub school)  <i>1=fully disagree</i> <i>2 = somewhat disagree</i> <i>3 = somewhat agree</i> <i>4 = fully agree</i>			
7 What are the main reasons that children in this household might not go on to more education?  <i>(check all that apply)</i>			
<i>Too costly</i>			
<i>Family responsibilities for care</i>			
<i>Gender of teacher is not appropriate</i>			
<i>Journey is unsafe</i>			
<i>Getting married</i>			
<i>Too far to attend</i>			
<i>Family does not approve</i>			
<i>Need to work to earn money</i>			
<i>No room at the Hub school for the children</i>			
<i>Other (Specify)</i>			

<b>CBE Demographics (Teacher and Shura)</b>			
1 How many children are officially registered to attend this CBE?		2 How many teachers are at this CBE?	
<i>Girls</i>		<i>Male</i>	

<i>Boys</i>		<i>Female</i>			
3 How many children are volunteer students attending this CBE?		4 What is the teacher's qualification? (3-12) <i>13 indicates any level more than 12</i>			
<i>Girls</i>					
<i>Boys</i>					
5 Type of School Structure?		6 Does this CBE have any alternative modalities? (Check all that apply, 1=yes)			
1 = Home 2 = Tent 3 = Masjid 4 = Other		Multi-cohort CBE Multi-grade classroom Shifts Attendance Extension of Grades (4-8) Managed by Religious Shura None			
		<b>Fully disagree</b>	<b>Partly Disagree</b>	<b>Partly Agree</b>	<b>Fully Agree</b>
7 Most of the boys in the village have received education through the CBE or Hub school		1	2	3	4
8 Most of the girls in the village have received education through the CBE or Hub school		1	2	3	4
9 Most of the boys in the village transition to the hub school or secondary education		1	2	3	4
10 Most of the girls in the village transition to the hub school or secondary education		1	2	3	4
11 Girls who are enrolled in the CBE attend regularly (at least 75% of the time)		1	2	3	4
12 Boys who are enrolled in the CBE attend regularly (at least 75% of the time)		1	2	3	4
13 Girls who are enrolled in the CBE do not drop out or stop attending		1	2	3	4
14 Boys who are enrolled in the CBE do not drop out or stop attending		1	2	3	4

<b>CBE Environment (All)</b>	<b>Fully disagree</b>	<b>Partly Disagree</b>	<b>Partly Agree</b>	<b>Fully Agree</b>
1. The CBE class is a safe place for students	1	2	3	4
2. The teacher(s) in this CBE classroom holds classes consistently (is not frequently absent more than once a week)	1	2	3	4
3. The students(s) in this CBE class generally attend classes consistently (are not frequently absent more than once a week)	1	2	3	4
4. Teachers and students respect each other	1	2	3	4
5. The CBE class has enough books and learning materials	1	2	3	4
6. The CBE class treats girls and boys equally	1	2	3	4
7. The physical structure of the CBE class is adequate for the students attending in terms of size and seats available	1	2	3	4
8. The physical structure of the CBE class is adequate for the students attending in terms of the learning materials	1	2	3	4
9. The WASH facilities are gender appropriate for girls	1	2	3	4
10. The CBE class has received textbooks for the students in the past two years	1	2	3	4
11. The CBE class has received classroom materials in the past two years	1	2	3	4
12. The CBE class has received teaching learning manuals in the past two years	1	2	3	4
13. The CBE class has received TLM supplies that are sufficient for the number of children in that classroom.	1	2	3	4

<b>Teacher Capacity (All)</b>	<b>Fully disagree</b>	<b>Partly Disagree</b>	<b>Partly Agree</b>	<b>Fully Agree</b>
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1. The teacher at this CBE class is a credentialed teacher (grade 14 and above)	1	2	3	4
2. The teacher at this CBE class has a good understanding of the subjects they teach	1	2	3	4
3. The teacher at this CBE has a good understanding of teaching methods	1	2	3	4
4. The teacher at this CBE makes good use of teaching methods other than lecture	1	2	3	4
5. The teacher has training in teaching multiple grades and multi-cohort	1	2	3	4
6. The teacher has training in age appropriate teaching	1	2	3	4
7. The teacher has the resources they need to teach effectively	1	2	3	4

<b>Student Learning Environment (Students Only)</b>	<b>Fully disagree</b>	<b>Partly Disagree</b>	<b>Partly Agree</b>	<b>Fully Agree</b>	
1. The teacher speaks calmly and does not yell at students	1	2	3	4	
2. The teacher does not hit or strike the students for punishment	1	2	3	4	
3. The lessons are just right for the students to learn – neither too easy or too difficult	1	2	3	4	
4. The teacher asks the students questions for learning	1	2	3	4	
5. The teacher encourages class discussion	1	2	3	4	
6. The teacher uses group activities	1	2	3	4	
7. The teacher uses a variety of teaching methods	1	2	3	4	
8. Being able to attend the CBE has increased my sense of empowerment	1	2	3	4	
9. Being able to attend the CBE has made me want to do more studying and gain a career.	1	2	3	4	
10. Being able to attend the CBE has improved how males relate to me	1	2	3	4	
11. Being able to attend the CBE has improved my opportunities in life	1	2	3	4	
12. I believe I will be able to attend further schooling (Hub school or secondary school)	Yes (1)	No (0)			
13 If No, why not? (Select all that the student says)					
<i>Too costly</i>					
<i>Family responsibilities for care</i>					
<i>Gender of teacher is not appropriate</i>					
<i>Journey is unsafe</i>					
<i>Getting married</i>					
<i>Too far to attend</i>					
<i>Family does not approve</i>					
<i>Need to work to earn money</i>					
<i>No room at the Hub school for the children</i>					
<i>Other (Specify)</i>					

<b>Teacher Professional Development (Teacher)</b>	<b>Fully disagree</b>	<b>Partly Disagree</b>	<b>Partly Agree</b>	<b>Fully Agree</b>
1. In the last two years, the teacher at this CBE has had an opportunity to learn new teaching skills including interactive teaching techniques or inclusive education	1	2	3	4
2. In the last two years, the teacher at this CBE has had opportunities to learn new classroom management skills	1	2	3	4
3. In the last two years, the teacher at this CBE has had opportunities to learn more about the subjects they teach	1	2	3	4

4. In the last two years, the teacher at this CBE has had a chance to network and connect with other CBE teachers in the District or Province	1	2	3	4
5. In the last two years, the teacher at this CBE has had sufficient support and guidance from the School Shura to perform well	1	2	3	4
6. In the last two years, the teacher at this CBE has had sufficient support and guidance from the <b>PED/DED staff</b> to perform well	1	2	3	4
7. In the last two years, the teacher at this CBE has had sufficient support and guidance from the <b>Hub school</b> to perform well	1	2	3	4
8. In the last two years, the payments for the teacher have been on time	1	2	3	4
9 What has been the modality of payment for the teacher? 1 = Cash disbursement 2 = Transfer to a bank account 3 = Mobile banking 4 = Other				

<b>School Management Shura Engagement (Shura, Parents, Hub)</b>	<b>Fully disagree</b>	<b>Partly Disagree</b>	<b>Partly Agree</b>	<b>Fully Agree</b>
1. A School Management Shura actively supports this CBE (enter fully disagree if no Shura exists)	1	2	3	4
2. How many members are in the School Management Shura?				
<i>Men</i>				
<i>Women</i>				
3. The Shura members have received trainings on the functioning of the CBE	1	2	3	4
4. The Shura members have received trainings on transitioning to hub schools	1	2	3	4
5. The Shura members have received trainings on girls' education	1	2	3	4
6. The CBE Shura is active in supporting the school	1	2	3	4
7. This CBE Shura is able to solve problems facing the school	1	2	3	4
8. The communication between the CBE teacher or principal and the School Management Shura is good	1	2	3	4
9. The community works in cooperation with the CBE Shura	1	2	3	4
10. Parents in this community support their children's schooling at the CBE	1	2	3	4
11. The communication between the CBE and the parents is good	1	2	3	4
12. The School Management Shura in this community have worked with the CBE and the community to increase girls' enrolment and attendance	1	2	3	4
13. The School Management School Management Shura in this community have worked with the CBE and the community to help maintain the CBE structure (cleaning, building, repairs, etc.)	1	2	3	4
14. The School Management Shura in this community have worked with the CBE and the community to address cases of dropouts from the CBE	1	2	3	4
15. The School Management Shura in this community have a strong sense of ownership in supporting the CBE	1	2	3	4
16. The School Management Shura in this community observes the teacher's classes and provides feedback	1	2	3	4
17. The School Management Shura in this community has a yearly plan it follows	1	2	3	4
18. The School Management Shura in this community arranges for regular training to the teachers (at least once a quarter)	1	2	3	4

<b>PED/DED Engagement (Teacher, Shura, Hub)</b>	<b>Fully disagree</b>	<b>Partly Disagree</b>	<b>Partly Agree</b>	<b>Fully Agree</b>
1. The PED/DED regularly visits this CBE (at least once a quarter)	1	2	3	4
2. PED/DED staff provides supervision of this CBE	1	2	3	4
3. PED/DED staff provides regular training to teachers	1	2	3	4

4. PED/DED staff observes classes at this CBE and provides feedback to teachers	1	2	3	4
5. The communication between the CBE and the PED/DED is good	1	2	3	4

<b>Hub School Engagement (Teacher, Shura, Hub)</b>	<b>Fully disagree</b>	<b>Partly Disagree</b>	<b>Partly Agree</b>	<b>Fully Agree</b>
1. The CBE is linked to a Hub School (1=yes, 0 = no). Skip all if 0 is entered.				
2. The Hub School regularly visits this CBE	1	2	3	4
3. Hub School staff provides supervision of this CBE	1	2	3	4
4. Hub School staff provides regular training to the CBE teacher at least once a quarter	1	2	3	4
5. Hub School staff observes classes at this CBE and provides feedback to teachers	1	2	3	4
6. The communication between the CBE and the Hub school is good	1	2	3	4

## Annex 8: Case Study Background and Data Analysis

### The Case Study Approach Primer

A case study approach emphasizes a deeper exploration of relatively fewer cases to identify and articulate implementation dynamics. The deep exploration provides a richer insight into specific context and can help identify the interplay of different forces at the local level. The case study approach is best suited for deeply understanding processes and perceptions from the perspective of those in the situation; generalizability is amplified by intentionally sampling from theoretically relevant diversity and replicating cases through multi-site designs<sup>81</sup>

For the CBE cases, there are three tiers associated with a CBE in the case study are the local, district and provincial levels. The Kabul levels are also connected to each case but may not have the specific insights into particular cases. At the local level, each case study would consist of a specific CBE – either CBS or ALC – as the focal point. Key stakeholders associated with the particular CBE will be interviewed or surveyed including: Students, Teachers, Community Households, and Shura members. In the second tier, the relevant District level stakeholders associated with the selected CBE will also be interviewed – especially the District education officials from the Academic Supervision and the Shura Mobilization units overseeing the targeted CBE.

The provincial level stakeholders associated with the selected CBE will also be interviewed including relevant Provincial Education Department (PED) officials in academic supervision and Shura mobilization as well as UNICEF Provincial staff and implementation or monitoring partners. At the Kabul level, all of the CBEs would come under the relevant Ministry of Education sectors, as well as donors, peer agencies and UNICEF staff.

These case studies can be constructed from the qualitative interviews, group discussions, and quantitative perception surveys to construct an overview of the chain of stakeholders linking a particular CBE through community, District, Provincial, and supplemented by interviews from Kabul stakeholders to identify how the different levels interact with each other. The data collected from these CBE cases can be used to respond to some of the evaluation questions. To strengthen the generalizability of the analysis, 30 CBE sites will be sampled in five Provinces, and 10 districts – two districts per Province with three CBE sites per district. The selection of the sites will use a set of intentional criteria to capture the diversity of context and modalities found within the programme. This is a much larger number of cases than normally employed in case study analysis and can present a prohibitive barrier to analysis.

It is proposed to generate case studies from both quantitative perception surveys and qualitative interviews and discussions. Although case studies have often been associated with qualitative data collection, the tradition of case studies build from quantitative data collection goes back more than 25 years.<sup>82</sup> Quantitative surveys have the benefit of being able to be administered rapidly, allowing for broader coverage. Qualitative information has the benefit of being able to generate much thicker context descriptions and provide opportunities to identifying unintended consequences. For the purposes of the case study construction, it is proposed that a primary quantitative perception survey of relevant CBE stakeholders will be applied in all CBE sites. The survey is disaggregated by different modules targeting different dimensions of interest in the TOR evaluation questions. Different stakeholders will be asked to respond to different modules as not all respondents will be knowledgeable about all of the topics (Annex 7).

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<sup>81</sup> Firestone, William A. (1993). Alternative Arguments for Generalizing from Data as Applied to Qualitative Research. *Educational Researcher*: 22(4): 16-23.

<sup>82</sup> Firestone, William A. (1993). Alternative Arguments for Generalizing from Data as Applied to Qualitative Research. *Educational Researcher*: 22(4): 16-23.



In addition, one CBE site per district (10 in total) will also apply in-depth qualitative interviews and group discussions with relevant CBE stakeholders. Thus, there will be 20 CBE sites which are built only from quantitative perception surveys of theoretically relevant stakeholders. This can be classified as “light” reviews relying on fixed response perception data. In addition, there will be 10 CBE sites whose case descriptions are built from additional in-depth qualitative interview and discussion guides with theoretically relevant stakeholders. These can be classified as “deep” reviews that rely on a mixture of both quantitative perception surveys combined with qualitative descriptions and stories.

To clarify, **all** CBE cases will be collecting quantitative information from the targeted stakeholders (parents, children, Shura, Teachers). In addition, in each district, one CBE will be selected for additional “deep” review and involve the administration of additional qualitative interview guides to the four stakeholders cited above as well as to the village Malik, Mullah and the Hub School Principal. Thus, all of the case studies will share a common set of data – the quantitative data – while the qualitative information collected in the deep case studies can be used to provide thicker description, track changes over time, and identify unexpected outcomes not considered in the quantitative data collection.

Having a deep case study in each District can help identify richer patterns of implementation and success while the increased geographic diversity of the light cases can affirm identified patterns in the deep cases and can help support the potential generalizability of patterns from the findings. The mixed methods design can help provide triangulation of the qualitative data with the quantitative surveys in specific cases. The data collection tools and approaches are further described in the next section and Annexes 6 & 7.

**Additional Information Sources:** In addition to the CBE cases, further information will be collected from qualitative interviews with Provincial and Kabul based stakeholders regarding the performance and implementation of the CBE programme overall. The pre-existing quantitative data available from UNICEF will also be integrated into the analysis as well as review of the pre-existing qualitative information available from UNICEF from programme documentation and external studies. These five different sources of information (“light” and “deep” CBE cases, supplementary qualitative interviews, pre-existing documentation collected by UNICEF, and pre-existing quantitative information collected by UNICEF) will be used to address different elements of the evaluation TOR questions. An evaluation matrix identifying the linkages between the sources of information and the evaluation questions is found in Annex 5 and is described in more detail in the data collection methods and tools section.

**Disaggregation and Bias:** A series of measures are integrated into the methodological approach to respond to issues of disaggregation and potential bias. First, the selection of stakeholders to be interviewed will always include a range of women, men, girls and boys to ensure that the respective voices from each of the stakeholder categories – especially at the village level – are included in the data.

Second, the team has developed standardized interview protocols based on the evaluation TOR questions to ensure that the interviews and group discussions are applied consistently to the various stakeholders and adapted to the context and capacities of the stakeholders. This validation exercise is to be carried out in two exercises. The evaluation team will first apply all the developed tools in a pilot exercise with all classes of stakeholders to be involved. Furthermore, during the enumerator training with local context specialists, ATR Consulting will also validate and adapt the tools to ensure that they are understood correctly and are appropriate to women, girls, men, and boys at the village, District, Provincial, and Kabul levels.

Third, the evaluation team itself represents a diverse mixture of nationalities and expertise. Different members of the teams will interview different sets of stakeholders in order to limit potential interviewer bias or respondent reticence. For example, only female local enumerators will interview girls or women and only

national experts will interview Provincial and District stakeholders (in their own language). Finally, data analysis will be done collectively with all evaluation team members to provide triangulated assessments of conclusions. The use of the evaluation matrix will further seek to balance international and national interpretations of findings.

Based on the United Nations Evaluation Group (UNEG) guidance and UN SWAP Evaluation Performance Indicator (EPI), the methodological approach will further integrate a gender-equality lens as part of the overall analysis. This involves addressing the substantive aspects related to gender and equity issues within the CBEs included in the evaluation period. Gender sensitive results of the programme will need to go beyond simply assessing the participation but to also attempt to understand the nature of changes in girls' roles, community cultural beliefs and behaviors. These types of changes cannot be assessed solely through the annual quantitative data – although this is necessary to assess as well – but also through qualitative primary data collected from beneficiaries and other stakeholders.

In this sense, the evaluation will apply gender analysis and assess the extent to which differential needs, priorities, voices and vulnerabilities of women, men, boys and girls have been considered in the design, selection, implementation and monitoring of the programme. Sources that will be used to do this type of analysis requires intentional sampling based on gender sensitivity, assessing sex disaggregated data, controlling for gender influence in analysis of quantitative data and developing gender sensitive FGD protocols. When assessing FGD selection, specific protocols sensitive to participation, timing, location and family and community acceptance will shape invitations and participation of women in the evaluation process. In addition, the evaluation will explore the effect of gender equality principles on programming responses in terms of beneficiary selection, and site selection. Gender equality is integrated into the evaluation matrix and subsequently into the interview guide for understanding the interventions.

## **Data collection methods and tools**

**Evaluation Matrix and Data Sources:** An evaluation matrix, developed from the TOR questions and Inception Mission interviews, is located in Annex 5. The matrix displays the main evaluation objectives and sub-questions related to each of the TORs. The matrix provides an overview and framework to guide the ET throughout the process of data collection and data analysis and is intended to show the linkages between the questions, the sources of data, indicators, and methods of analysis that the team will use. As mentioned in the previous section, the five main types of information to be collected are: a) Document review (and pre-existing qualitative information); b) pre-existing quantitative information related to the logframe activity and output indicators; c) Primary qualitative data from key informant interviews and focus group discussions and the CBE levels; d) Primary Quantitative perceptions survey data from village stakeholders including students, households, and teachers; and e) Primary qualitative data from key information interviews<sup>83</sup> collected from non-CBE related levels including Kabul stakeholders. Each type of information will contribute to either the construction of the case studies or the subsequent response to each of the evaluation questions. The evaluation matrix in Annex 5 provides a description of how each information source will contribute to responding to the evaluation questions. Annex 5 also includes case study matrixes for both light and deep case studies to track how the data collection will be applied to the specific TOR questions.

**Document Review:** A review of available documentation beyond the quantitative data will continue to be used throughout the evaluation phase to address the relevant evaluation criteria and to serve as both a

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<sup>83</sup> The non-CBE stakeholders will only be participating in interviews, not focus group discussions

complementary source for triangulation with the field phase quantitative and qualitative data and as historic overview of changes in programming. The document review has particular pertinence for addressing questions related to relevance and efficiency. The Country Office has already provided extensive secondary documentation that will be integrated into the evaluation analysis (Annex 11).<sup>84</sup> The pre-existing quantitative data available related to the logframe indicators<sup>85</sup> highlights achievements in the activity and output levels of the logframe.

Pre-existing Quantitative data: Within the frame of the evaluation criteria, the pre-existing quantitative data is best suited to address elements pertaining to efficiency and effectiveness of the programme operations. Extensive data for activities and outputs were already collected and a portion of these patterns are summarized in the programme description section of the narrative and Annex 3. All of the pre-existing quantitative data and indicators reflect an over-achievement of the programme in terms of CBEs established, boys and girls reached, teachers (both male and female) contracted, and materials delivered.

Primary qualitative data and quantitative data from CBE case studies. The case study data obtained from the mix of KIIs and FGDs and perceptions surveys are relevant for contributing to explorations of relevance, programme effectiveness, and potential sustainability issues at the local level. The mixture of stakeholders is intended to promote the involvement of different groups, including girls and boys as well as mixtures of men and women, teachers, Shuras, community leaders, and hub school representatives at the village levels. The qualitative data and quantitative perception surveys will contribute to eliciting stakeholder perceptions that address the evaluation criteria and the three main objectives.

Primary qualitative data from non-CBE case study stakeholders. The key informant interviews and conversations with Kabul and Provincial stakeholders will be used to contribute to the analysis of all five dimensions of the evaluation criteria, but with particular pertinence for relevance (national policy alignment), efficiency, and sustainability. The selection of stakeholders is intended to represent the array of potential stakeholder categories cited in the stakeholder analysis section with a prioritization of those specific individuals who are particularly information rich with regards to CBE programming.

The KIIs will be done using a semi-structured questionnaire based on the questions outlined in the evaluation matrix. A general KII is developed for Provincial and Kabul stakeholders to be adapted appropriately to the expertise and relevant of the key stakeholders. A District and Village KII is also developed for ATR application and is fine tuned to the ability of respondents from the local level to address components of the programme that they will be able to speak to. At the community level, two FGD guides have been developed – one for community adults including Shura and household members and another for students in the accompanying CBE. The FGDs are also intended to be adapted as appropriate to the particular stakeholders involved. The FGDs will be gender differentiated as much as feasible to allow women and girls to provide feedback more freely. The FGD and KII guides are found in Annex 6. Because of the specific gender aspirations of the programme as well as the particularities of gender differentiated access to education in the context, additional protocols need to be integrated into the FGD processes to ensure that gender sensitive consultation occurs. These measures are described in more detail in the Ethnical considerations section below. In summary, field level enumerators are comprised of male and female pairs so that there can always be a female enumerator to interview women and girls. All communication will be in the language of the women and girls (no translation will be used) and informed consent procedures will ensure that the discussions are carried out in a safe environment and maintain confidentiality and non-attribution.

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<sup>84</sup> Including additional documentation identified during the inception mission and currently requested of UNICEF for the document review phase.

<sup>85</sup> Annex 6

Data quality assurance involves multiple stages. The evaluation team is comprised of diverse perspectives and skills and work together and singly to ensure mitigate possible interviewer bias. To ensure consistency in understanding the objectives of the evaluation, a preliminary orientation facilitated by the team leader provides a shared understanding of the use of the tools. Semi-structured interview guides with probes are used to ensure consistent formatting of the interviews. The notes are to be compiled into a standardized notes template for each of the FGDs and KIIs - labelled by stakeholder and activity and location. The notes are to be shared and reviewed collectively by the team for data quality.

## Data analysis

All three main types of data (document, quantitative and qualitative) will have their accompanying analyses. **Descriptive quantitative analysis.** The pre-existing quantitative data will be analyzed through largely descriptive and frequency analysis with cross tabulation for indicators or criteria of interest. Where possible, the analysis will seek to identify trends across criterion or time and will be disaggregated by gender where possible. The documentary review will rely on **thematic narrative analysis** for highlighting key themes identified in the documents and connect them to the relevant points in the evaluation matrix. **Qualitative iterative data analysis** is based on an iterative process of identifying key thought units related to each evaluation question from both the FGDs and the KIIs, organizing these thought units into clusters and identifying the key themes within each cluster. These are then clustered into categories and emergent themes from each category for further analysis and re-categorization to identify key patterns.<sup>86</sup> Evidence for conclusions is to be built via triangulation analysis. Themes or patterns were examined to determine if they are coming from multiple stakeholder levels and multiple stakeholder categories. Observations or comments that only came from a single source or a single category of stakeholder were given less weight during the building of the analysis. Findings highlighted in the report were those emerging from multiple actors and across multiple stakeholder categories.<sup>87</sup>

**Associational analysis.** The “light” CBE case study analysis drawing on primary quantitative perception surveys will use associational analysis as the basis for review. Associational analysis is based on the systematic comparison of a wide variety of cases through either statistical analysis or an ethnographic analysis of emergent themes and differential comparisons and has been a long tradition in mixed methods approaches.<sup>88</sup> Associational analysis is still a qualitative approach, meaning generalizability is limited, but it is more generalizable than often assumed even though the number of cases involved is usually relatively small. The quality of the analysis is enhanced by special attention to representing the theoretically relevant variables of most interest in the study. For the quantitative perceptions survey case studies, the associational analysis will rely on comparison of results across cases while controlling for the variables of interest. To facilitate the analysis, the series of questions related to a specific dimension in the survey (for example, DED support to the CBE) will be consolidated into a single composite measure related to that dimension and these composite scores for the various dimensions will be used for the associational analyses (Annex 5, Table 2).

**Case to Case Reasoning.** For the deeper case study analyses, case to case reasoning is used to generate conclusions where learning is transferred from one case to another – treating the assessment as a form of replication.<sup>89</sup> To do this well, thick description is important regarding the most relevant variables. For this

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<sup>86</sup> Patton, Michael Quinn. 2010. *Qualitative Research and Evaluation*. Sage Publication. San Francisco, California.

<sup>87</sup> Stakeholder categories will be disaggregated as well to check for balance among voices. For example, if 10 personnel from a specific village or CBE class noted a certain pattern – this would receive less weight if the ten respondents were all from different CBE classes. The latter would have more generalizability to the Regional or Provincial level while the former would only be relevant to the observations from the single source.

<sup>88</sup> Firestone, William A. (1993). *Alternative Arguments for Generalizing from Data as Applied to Qualitative Research*. *Educational Researcher*: 22(4): 16-23.

<sup>89</sup> Gagnon, Yves-Chantal. (2010). *The Case Study as Research Method: A Practical Handbook*. Presses de l'Université du Québec

reason, the deep case studies will involve multiple extended qualitative interviews from a range of stakeholders to triangulate observations and build conclusions for each deep case.

Because of the importance of Gender in the current phase of CBE programme support, during both the associational analysis and the case to case reasoning, specific attention will be given to ensuring that the voice of women and girls will be adequately weighed in the findings. The evaluation team will use cultural experts and gender informants to ensure that the findings are representing accurately the specific situation, opinions, and perceptions of these groups – especially girls. The use of women enumerators for facilitating women’s and girl’s FGDs and interviews combined with the triangulation with context and gender experts during analysis will assist in the ensuring the accuracy of these interpretations to represent these groups.

**Case Study Elaboration.** These three methods (associational, case by case reasoning and iterative analysis) will be used to construct the case study descriptions and will integrate the interviews, observation, and quantitative perception surveys at the village level to generate an overview of CBE with an emphasis on describing the cumulative effect and contributions to CBE over the time period of the programme. The compilation of data in a case study is somewhat different from general qualitative analysis. This data will be compiled into a variation of an ethnographic narrative.

Case studies are useful where there is a need to gather more contextually nuanced information regarding a situation, context or phenomenon. They work well for identifying local level adaptations of a model in highly “granular” contexts. In this case, the complex information revolves around identifying the internal and external factors that contributed to (or impeded) the particular adaptation of the CBE model and the programme intervention as well as the types of results achieved – whether intentional or unintentional. Ethnographies focus on describing processes and emphasize exploring a social phenomenon (in this case CBE interventions). Data is primarily constructed data – not coded for themes or integrated within a set of analytic categories. There are multiple options for presenting ethnographies but in this evaluation, because of the high number of cases compiled, it is proposed to use more of a “snapshot” format based on a report style. This emphasizes communicating experiences and can be used to understand the nature of integrated effects on the local context. The case study analyses are intended to contribute to both an understanding of the field level reality for CBE management processes (both for efficiency and effectiveness as well as catalytic effects) as well as to articulate the unexpected effects of CBE in local contexts.

**Contribution Analysis.** Contribution analysis is an approach for inferring the degree to which programme actions have contributed to the perceived outcomes. The theory of change is the foundation of a contribution analysis.<sup>90</sup> The articulation of a theory of change and subsequent assessment of the perceived relationships between the various linkages and the validity of the assumptions can be used to generate a plausible argument for programme contribution. The conclusion of a contribution analysis is not necessarily definitive proof, but rather provides evidence of a line of reasoning that the programme has contributed to observed results. Important factors for a successful contribution analysis include:

- a. There exists a theory of change for the intervention
- b. Key assumptions behind the expected connection of the interventions has face validity
- c. The activities in the programme were implemented as described in the theory of change
- d. The theory of change has not been disproved
- e. External factors influencing results have been assessed and controlled for or their relative role in contributing to the desired result has been recognized.

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<sup>90</sup> Gagnon, Yves-Chantal. (2010). *The Case Study as Research Method: A Practical Handbook*. Presses de l’Université du Québec

Contribution analysis is important for understanding the linkage to observed programme effects and will play a role in conclusions regarding effectiveness, relevance, and sustainability. The four forms of analysis (analysis of pre-existing data, document review, iterative emergent theme identification, associational analysis and case by case reasoning) and their conclusions will be overlaid on the theory of change to identify where linkages are confirmed, and where gaps may still be present.

**Triangulation.** Due to the importance of triangulation of findings from different sources in the exercise, a key component of the data analysis will be the analysis workshop at the end of the field phase and be used to substantiate the findings and to develop the conclusions and recommendations in response to the TOR questions. Triangulation involves comparing information from different sources, collected by different evaluators and obtained from different methods.<sup>91</sup> In alignment with the utilization focused principle of the evaluation, initial findings and conclusions will be shared with UNICEF and MOE at the end of the field phase for discussion and eliciting feedback or the correction of facts.

### Case Study CBE Selection Sites

Because this is a utilization focused exercise, final selection will be made in consultation with UNICEF and MOE personnel. Each level of selection (Province, District and then CBE sites) will use slightly different criteria for their selection process. This is described below.

**Provincial Selection Criteria:** The first step in selecting CBE sites is to select the Provinces of focus in the evaluation. During consultations with UNICEF staff in the Inception mission and afterwards, five Provinces were selected for their information richness and geographic dispersion. Because of the highly granular nature of the Afghanistan context, geographic diversity is considered to be the primary guiding principle in any purposive sampling process. The five provinces were seen as most representative of a particular region and reflected a diversity of operating constraints and considerations. The five main provinces were: Daikundi, Paktika, Nangarhar, Kandahar, and Badghis. In addition, although the Norther region was not included in the sampling frame for the evaluation, it was suggested during the Inception phase that the Northern Region could serve as the Region for piloting the tools and materials. This additional information could serve to provide complementary insights. These provinces were selected to represent each of the Regional operating areas and to highlight a different type of formal school challenge.

### Proposed Provinces of Focus and Characteristics

Province	Region	Characteristics	Comments
<b>Balkh</b>	North	Pilot	North Region CBEs included later in the programme for USAID coverage Security considerations good for full team to pilot in Balkh
<b>Daikundi</b>	Central	Isolation	Most of the province does not experience security issues. Therefore, primary obstacle to formal education are isolated and remote small villages.

<sup>91</sup> See ALNAP. Evaluation of Humanitarian Action: Pilot Guide, ODI, 2013:140 for definitions of each type of triangulation.

<b>Paktika</b>	Central	Resistant Education Environment	Among the highest percentages of girls OOSC in the country. All USAID CBEs in Paktika are ALCs.
<b>Badghis</b>	Western	Natural Disaster (drought)	Badghis also experiences security issues and presence of anti-government forces, but most significant characteristics is the presence of a severe drought with layered emergency response. One additional light visit is proposed in Herat to an urban ALC to be conducted by the ET member visiting the Badghis region to provide complementary information to the main cases
<b>Kandahar</b>	Southern	Security, Conflict	Presence of anti-government forces
<b>Nangarhar</b>	Eastern	Emergency	Significant work with IDPs and returnees Experimentation with multi-cohort CBEs in this province only

**District Selection Criteria:** The next step in selection of the CBE case study sites was to determine the Districts for inclusion from each Province. Purposeful sampling was also the guiding approach for selecting cases combined with a utilization focus. The specific Districts chose were to represent the geographic diversity within the province and to also align with the key challenge identified as a particularity within the Province (for example, in Daikundi, the primary challenge to formal schooling is seen to be geographic remoteness and isolation, therefore, the selected districts should be ones that are remote. However, in Badghis, the primary challenge to formal schooling is a combination of anti-Government forces and the presence of a severe drought, therefore, the selected districts should represent either a significant presence of anti-Government forces or else have been significantly affected by drought.

Final selection of each of the districts was taken in consultation with the UNICEF Regional focal points to ensure that the selected districts were sufficiently information rich for the criteria. Two districts were selected for each Province.

**CBE Selection - Criteria:** Finally, based on the selection of the Provinces and the Districts, then the actual CBE sites were selected. The CBE Programme section describes a range of modalities and adaptations implemented through the programme. Within the frame of a purposive sampling approach, the final mix of CBEs selected from the districts and provinces needed to contain at least some level of cases from each of the key modalities and adaptations. In consultation with UNICEF Regional focal points and national office personnel during the inception mission, the following parameters were identified as important for consideration:

1. The type of CBE (CBS and ALC)
2. The type of Cohort modality (Multi-cohort and Single Cohort)



3. The type of situation (Education in Emergency (IDPs) and Education in Development (Settled populations affected by violence or isolation)).<sup>92</sup>
4. The type of age range modality (Extension CBEs and “normal” grade ranges)
5. The status of the CBE (Transitioning or continuing)
6. The type of formal school challenge (Emergency, Isolation, Conflict, Cultural Hostility) (represented by Province and District selection criteria)
7. Geographic Focus – sites that are representative of the regional diversity<sup>93</sup> (represented by Province and District selection criteria)

In addition, certain practical considerations needed to be applied to the selection of the case study sites including:

1. Gender representation – UNICEF’s interest in Girls’ access to education suggested heavily weighting selection towards identifying the CBE effects for girls.
2. Diversity of Activities – sites that represent all four types of support (materials, teachers, government, and Shura engagement)
3. Sites that have had CBE activities implemented across the evaluation time frame
4. Sites that are accessible and feasible to reach within the logistical and timing constraints of the evaluation

After consultation and ongoing discussions with the Regional focal points, the resulting conversations led to the Provincial, District and CBE selection of the following sites. One extra consideration related to the timing of visits to Badghis. Because of the relatively high insecurity, only UNHAS flights could be used to visit the province. Unfortunately, the UNHAS flights to Badghis are timed in such a way that only two days are available for Badghis and only a limited number of interviews could be carried out during the national consultant visit. In consultation with the Kabul programme people, it was suggested that due to the flight schedule – which passes through Herat on the way to Badghis from Kabul - that there may be added value in linking a visit to Herat on to the Badghis visit. Herat is the main urban center for Badghis Province and many families displaced by the drought from Badghis have ended up in Herat. In addition, implementing partners working in Badghis are usually based in Herat rather than Qala-e-Naw (Capital of Badghis Province).

Although Herat might not be a case study option per se, additional interviews with key stakeholders in Herat may provide extra insights into the CBE programme and it was further suggested that the national consultant could visit a CBE site in Herat with high numbers of displaced persons from Badghis. This would be only a site visit, not a formal CBE case study – all of these would be from Badghis as per the original planning. Based on these conversations, additional interviews in Herat at the PED and implementing partner levels were programmed into the schedule as well as a possible visit to a CBE site with internally displaced persons.

The CBEs highlighted in bold are the ones in each district slated for a Deep case study approach. The CBEs in normal font in each District are slated to only receive the quantitative perception surveys.

### Selected CBE Sites

Province	District 1	Villages - District 1	Type	District 2	Villages District 2	Type
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<sup>92</sup> Education in Emergency programming in CBEs was mostly found in Nangarhar attending to the large number of returnees who had been displaced to Pakistan previously

<sup>93</sup> The ET is taking a pragmatic assumption that regional diversity will also capture other diversity aspects in terms of language, culture, attitudes to education, and so forth.



Balkh (Pilot)	Charkent	Meer Haji	CBS (2)			
<b>Daikundi</b>	Sharistan,	Baldar Ghonak <b>Shishka</b> Pay Katasang	CBS CBS ALC	Ashtarlay	<b>Morghak Baghal Kando</b> Nayak Shelan Dahane Nowderaz	CBS ALC CBS
<b>Paktika</b>	Urghoon	<b>Pacha Khan Kala</b> Noord Md. Jumat Sakhade Liwa	ALC ALC  ALC	Muta Khan	Lagharo Jumat <b>Mashewall</b> Janbaz Jumat	ALC ALC ALC
<b>Nangarhar</b>	Surkhrod,	Sheikh Mesri Ghawchak Wahdatabad <b>Zangora</b>	CBS CBS ALC	Rodat	<b>Ghazi Amanullah Khan mena</b>  Surkh dewal Shahidano mena	ALC CBS CBS
<b>Kandahar</b>	Boldok	<b>Kamisun Manda, Haji Ghazni Kalia</b>  Haji Gul Mohammad Kalay/Masjeed  Marofian Village	ALC  CBS  CBS	Dand	Khalah kalacha  <b>Kulcha Abad, Sharoo Kalay</b>  Kulch Abad, Etepaq Masjed	ALC  ALC  CBS
<b>Badghis</b>	Muqor,	(kham abasi) <b>Khowaja Kharistan</b> kalan khana	CBS ALC CBS	Qadis	Sayed Abad Shurab Arbab yousif <b>(Nahib zadah ha)</b>	CBS ALC CBS
<b>Herat</b>	Herat City	14 District, Shal bafan. <sup>94</sup>	ALC	Additional visit carried out by ET Member		

### CBE Case Study Stakeholders Sampling Strategy

After site selection, the final phase for CBE case study development is the selection of the actual stakeholder categories and persons within those categories to be interviewed to build the cases. As with the other levels, purposive sampling for information richness within typical cases is the guiding selection criteria. For case study analysis, both qualitative and quantitative data is collected through purposeful sampling and

<sup>94</sup> Not one of the main case studies, but additional data point to take advantage of Herat days by national consultant

information richness.<sup>95</sup> During the inception mission, the ET developed categories of stakeholder groups that were deemed most information rich from all potential groups available for interview.

1. District Education Directorate Personnel
2. Teachers and administrators from associated hub school
3. CBE students (girls and boys)
4. CBE Teachers
5. CBE Shura (especially the CBE Shura Head)
6. Community parents and members
7. Community leaders (especially the Maliks or Mullahs)

Although the over-arching principle of information richness was to be used throughout the selection of the actual persons to be interviewed from each category, each of the categories had their own particularities that needed to be considered in the actual selection process.

**DED personnel.** The number of CBEs supported by the USAID programme is impressive, numbering close to 6000. However, within the offices at the District Education level, the CBEs occupy a relatively small amount of personnel and energy. The vast bulk of DED personnel are focused on supporting the formal schools. The consultation with UNICEF suggested that there may be only two particularly information rich District level personnel with value for selection – the CBE focal point and the Academic Supervision staff member connected to providing support to the CBEs in the District.

**Teachers and administrators from hub schools.** The CBE policy used by MOE requires that every CBE be connected to a nearby hub school. The degree of connection varies depending on distance and other factors. In some situations, the School Shura for the hub school is also considered to be the Shura for the CBE. In other situations, the CBE may operate with its own Shura. In all cases, though, the eventual vision for the CBE as outlined by the policy is that students from the CBE will eventually transition to the Hub school after completing the CBE modality. In theory then, the teachers, Shura, and administrators from the hub schools would be potential interview sources for understanding the CBE case in question. However, interviews during the inception mission suggested that in many cases, the CBEs are only distantly linked to the hub schools and in many cases, relatively few stakeholders may actually be aware enough of the CBE to provide information. In order to prioritize the most information rich sources, it was recommended that the hub school principal is the most likely at any site selection to be the most knowledgeable about the CBE functioning and any transition issues. Thus, it was determined that only the hub school principal would be interviewed.

**CBE students (boys and girls).** The children involved in the CBEs are considered the ultimate target of the programme and are an important stakeholder group for consideration. However, because of the ethical and security considerations related to interviewing children, certain adaptations were required. The UNICEF Procedures for Ethical Research Involving Children were followed for addressing ethical considerations involving interviews with the students. First, students needed to be interviewed in groups. Second, students needed to be interviewed in a place where they felt safe but was not public. Finally, the nature of the CBEs is that they are relatively small in class size – with an average size of less than 25 persons. These considerations limited the potential to do random sampling or other approaches and led to the selection of convenience sampling as the most feasible option. The enumerator visits are planned to be carried out during school hours and the sampling frame would be all children attending the CBE class at the day of the enumerator visits.

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<sup>95</sup> Firestone, 1993, Gagnon, 2010, and Patton 2010.

For the quantitative surveys – these would be administered to all students present that day (census sampling technically speaking). This is estimated to be 20 students based on average attendance figures but may vary from case to case. For the qualitative interviews, the ATR enumerator would consult with the CBE focal point and CBE teacher prior to the visit and consult together to select 6-8 information rich, typical case students of a single sex. The single sex criterion is predicated on potential social pressures and discomfort – especially among older students. Ideally, both genders would be interviewed in separate discussion groups if both genders are present in the CBE. However, if time is limited, discussion groups comprised of girls will be prioritized. For better information richness, older children from age 10 will be prioritized if available.

**CBE Teachers and Shura.** The CBEs generally only have one teacher. Therefore, that teacher will be interviewed. In the rare cases where a CBE may have two teachers, the female teacher will be prioritized given the importance of gender and women’s voices in the evaluation. For the Shura, the Shura are generally comprised of 3-5 persons at most. A discussion group will be held with all Shura members who are available to attend a discussion meeting. If the Shura members are not able, or not willing, to attend a discussion group, then the evaluation enumerators will at least arrange an interview with the head of the school Shura in the CBE. If a single sex discussion group is required, then women Shura members will be prioritized given the evaluation priorities. Teachers and Shuras would both fill out the quantitative perceptions survey, but also take part in the open-ended interviews (Annex 6).

**Community Parents.** In consultation with UNICEF, this is prioritized to be the women of the household in order to gain deeper insights into gender considerations in the CBE programme. However, one important factor in selection is that in many regions of the country, it is highly unusual – and possibly dangerous – for community women to travel to a public meeting or interview, unless they are accompanied by a male relative. In the context of these farming and isolated communities, practically speaking, this means that it is highly unlikely that women would attend any discussion group. Therefore, practically speaking, individual household visits must be carried out to interview women of the household who are parents. The distances and isolation involved constrain the number of individual households that can be selected in each CBE. Therefore, in consultation with UNICEF, it was determined that the evaluation enumerators would consult with the CBE focal points to identify five households to interview as part of the CBE exercise. The sampling frame would be all parents of children enrolled in the CBE during that year. The selection criteria would be those parents who are most information rich, willing to be interviewed, and would be available to receive a visitor on the targeted date. It was suggested that no more than 5 parents would be able to be visited within the time allocated for the case construction. However, this number was considered sufficient based on previous interview experiences which showed relatively little variation in responses at the actual village level (although considerable variations BETWEEN villages).

**Community leaders.** In each community, the two main authority figures are the village elder (Malik) and the village religious leader (Mullah). Given the small numbers of potential authorities, it was determined to interview both leaders where available (census sampling).

## Case Study Summaries

### CBE Site Overview

Proposed Sites	Proposed Sites	Modality	Deep	Deep	EiE	Multi-Cohort	Extension	Gender
<b>Province</b>	<b>Balkh</b>							
<b>District 1</b>	Charkent							
<b>CBE 1</b>	<b>Meer Haji</b>	CBS						
<b>CBE 1</b>	<b>Meer Haji</b>	CBS						
<b>Province</b>	<b>Daikundi</b>							
<b>District 1</b>	Sharistan							
<b>CBE 1</b>	Baldar Ghonak	CBS						
<b>CBE 2</b>	<b>Shishka</b>	CBS						
<b>CBE 3</b>	Pay Katasang	ALC						
<b>District 2</b>	Ashtarlay							
<b>CBE 4</b>	<b>Morghak Baghal Kando</b>	CBS						
<b>CBE 5</b>	Nayak Shelan	ALC						
<b>CBE 6</b>	Dahane Nowderaz	CBS						
<b>Province</b>	<b>Paktika</b>							
<b>District 1</b>	Urgoon							
<b>CBE 1</b>	<b>Pacha Khan Kala</b>	ALC						
<b>CBE 2</b>	Noord Md. Jumat	ALC						
<b>CBE 3</b>	Sakhade Liwa	ALC						
<b>District 2</b>	Muta Khan							
<b>CBE 4</b>	Lagharo Jumat	ALC						
<b>CBE 5</b>	<b>Mashewall</b>	ALC						
<b>CBE 6</b>	Janbaz Jumat	ALC						
<b>Province</b>	<b>Nangarhar</b>							
<b>District 1</b>	Surkhrod							
<b>CBE 1</b>	Sheikh Mesri	CBS						

<b>CBE 2</b>	Ghawchak/wahdatabad	CBS						
<b>CBE 3</b>	<b>Zangora</b>	ALC						
<b>District 2</b>	Rodat							
<b>CBE 4</b>	<b>Ghazi Amanullah Khan mena</b>	CBE EIE						
<b>CBE 5</b>	Surkhdeval	CBE MC						
<b>CBE 6</b>	Shahidano mena	ALC						
<b>Province</b>	<b>Kandahar</b>							
<b>District 1</b>	Boldok							
<b>CBE 1</b>	<b>Kamisun Manda, Haji Ghazni Kalia</b>	ALC						
<b>CBE 2</b>	Haji Gul Mohammad Kalay/Masjeed	CBS						
<b>CBE 3</b>	Marofian Village	CBS						
<b>District 2</b>	Dand							
<b>CBE 4</b>	Khalah kalacha	ALC						
<b>CBE 5</b>	<b>Kulcha Abad, Sharoo Kalay</b>	ALC						
<b>CBE 6</b>	Kulch Abad, Etepaq Masjed	CBS						
<b>Province</b>	<b>Badghis</b>							
<b>District 1</b>	Muqor							
<b>CBE 1</b>	Kham Abasi	CBS						
<b>CBE 2</b>	<b>Khowaja Kharistan</b>	ALC						
<b>CBE 3</b>	Kalan Khana	CBS						
<b>District 2</b>	Qadis							
<b>CBE 4</b>	Sayed Abad shurah	CBS						
<b>CBE 5</b>	Arbab Yousif	ALC						
<b>CBE 6</b>	<b>Nahib Zadah Ha</b>	CBS						
<b>Province</b>	<b>Herat</b>							
<b>District 1</b>	Herat City							
<b>CBE Extra</b>	14 District Shal Bafan <sup>96</sup>	ALC						

<sup>96</sup> This CBE in Herat not part of the formal Case studies, but only a site visit to take advantage of a national consultant presence for additional data points.



## Annex 9: Stakeholder Analysis

A range of stakeholders both inside and outside of UNICEF have interests in the results of the evaluation and many will be asked to play a role in the evaluation process. Students participating in UNICEF-supported CBE initiative are considered the main stakeholders of the programme and will be consulted along with relevant members of their community, including teachers. Those directly and indirectly responsible for design and implementation of the programme – including UNICEF staff, representatives from the MoE (at national, provincial and district levels), implementing partners and donors – were also be extensively consulted during the evaluation process.

The following table sets out the main stakeholder groups and explains their role within the programme and their likely interest in the evaluation findings. A more detailed analysis of stakeholders and who was interviewed from each group is described in the subsequent table. It includes the specific teams or individuals to be consulted and the manner in which they were invited to participate in the evaluation (e.g. as part of Focus Group Discussions, Key Informant Interviews, etc.). This analysis formed the basis of sampling for the data collection phase of the evaluation. Based on this stakeholder analysis, the evaluation team developed a list of contacts – in consultation with the Education sector representatives and the SPEAR team in UNICEF – for ensuring broad-based stakeholder representation. Details of sampling strategy are further elaborated in the Methodology section in the narrative.

### Summarized Stakeholder Analysis

Stakeholder	Interest in the evaluation
<b>Internal (UNICEF) Stakeholders</b>	
<b>Afghanistan Country Office</b>	Responsible for the country level planning and operations implementation. The CO is called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation. The CO directly commissioned the evaluation and is responsible for signing off on the evaluation findings and formulating and implementing the management response. Learning from the evaluation can be incorporated into the programme up to its completion and into future UNICEF investments in CBE within Afghanistan.
<b>Education Policy Unit in HQ</b>	Responsible for overall education policy. Learning from the evaluation can inform CBE-related interventions elsewhere in the region and globally.
<b>External Stakeholders</b>	
<b>Village/Community Level</b>	
<b>Students</b>	Primary beneficiaries of the programme. Improvements in the programme and in CBE more broadly will directly benefit current and future CBE students.

<b>Teachers</b>	Direct beneficiaries of the programme. Receiving salaries, training, teaching materials, classroom materials. Supporting implementation of the programme. Improvements in the programme and in CBE more broadly will directly benefit current and future CBE teachers.
<b>School Management Shuras (SMS)</b>	Partners and direct beneficiaries of the programme. Receiving training, awareness raising. Supporting implementation of the programme. Improvements in the programme and in CBE more broadly will directly benefit current and future SMS members.
<b>Parents of CBE students</b>	Indirect beneficiaries of the programme. May indirectly benefit from recommendations to strengthen UNICEF's CBE programme.
<b>Village Malik or Mullah</b>	Likely to be part of SMS. Influence within the community, including on issues such as girls' education. May indirectly benefit from recommendations to strengthen UNICEF's CBE programme.
<b>District Level</b>	
<b>DEDs</b>	Key partners and implementers of the programme. Learning from the evaluation may strengthen the role and capacity of DEDs within CBE initiatives.
<b>Provincial Level</b>	
<b>PEDs</b>	Key partners and implementers of the programme. Learning from the evaluation may strengthen the role and capacity of PEDs within CBE initiatives.
<b>Non-governmental implementers of CBE programmes</b>	Experts in CBE, lessons and opinions to share from their own experience of CBE implementation. Aspects of learning from the evaluation may be transferrable to CBE initiatives implemented by NGOs.
<b>Teacher Training Institutions</b>	Delivering training to teachers in CBS and ALCs. May benefit from aspects of the evaluation findings and recommendations on capacity building for CBE teachers.
<b>National Level</b>	
<b>MoE</b>	Key partners and implementers of the programme. Findings and recommendations from the evaluation will be directly relevant to continuation of the support provided by UNICEF to MoE for CBE, and to MoE's future investment in CBE.
<b>Ministry of Finance</b>	In control of budget allocations to various Ministries. Direct influence on MoE's capacity to scale up CBE with reduced support for international actors. Findings and recommendations from the evaluation may refer to budgetary aspects of the programme and the need for future investments in CBE
<b>Ministry of Women's Affairs</b>	Some involvement in programme from perspective of promoting girls' education; contributed to Girls' Education Policy. Findings and recommendations from the evaluation may influence the Ministry's involvement in CBE-related policies and programmes.
<b>Implementing Partners (current and previous)</b>	Key partners, supporting implementation of the programme. Learning from the evaluation will be directly relevant and applicable to the work of implementing partners.



<b>Third Party Monitors (TPMs)</b>	Monitoring implementation of the programme in insecure/inaccessible areas. Findings and recommendations from the evaluation may influence the type of data collected by TPMs.
<b>Donors</b>	Providing funding for the programme. Collaborating on strategic direction and determining programme priorities. Findings and recommendations from the evaluation are likely to be of direct relevance to USAID, and of indirect relevance to other donors supporting CBE efforts now or in the future.
<b>UN Country Team</b>	Harmonized UN action should contribute to the government's developmental objectives. The evaluation findings are expected to be of relevance to the RC and UNCT in ensuring that the programme is aligned with wider UN efforts.
<b>World Bank</b>	Key player in longer-term approaches to education in Afghanistan. Managing the Education Quality Reform in Afghanistan (EQRA) programme. Learning from the evaluation may be of broader interest to the WB in terms of influencing its current and future investments in CBE.

### Detailed Stakeholder Descriptions and Roles

Stakeholder	Involvement in the programme	Role in the evaluation	Who
<b>Internal (UNICEF) Stakeholders</b>			
<b>Afghanistan Country Office</b>	Responsible for the country level planning and operations implementation. The CO is called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation.	Key informants as programme implementers. Commissioners of the evaluation, responsible for signing off on the evaluation findings and formulating and implementing the management response.	<ul style="list-style-type: none"> <li>Country Representative</li> <li>Deputy Country Representative (Head of Programmes)</li> <li>Evaluation and Research Specialist, SPEAR Section</li> <li>Chief of Education</li> <li>Education Specialist and Education Officer (Access &amp; Retention Unit)</li> <li>Zonal Education Focal Points</li> <li>Technical Focal Points, Education Section (Girls' Education, Quality, EiE)</li> <li>Technical Focal Points, Programme Section (Child Protection, Nutrition)</li> <li>C4D Specialist</li> <li>Coordination and Planning Specialist</li> <li>Chief Supply Section</li> <li>Partnerships and Donor Relations Section</li> </ul>
<b>Education Policy Unit in HQ</b>	Responsible for overall education policy.	Key informants and providers of relevant background documents.	<ul style="list-style-type: none"> <li>Technical Focal Point, Strengthening Equity in Education Section</li> </ul>
<b>External Stakeholders</b>			
<b>Village/Community level</b>			

<b>Students</b>	Primary beneficiaries of the programme.	Key informants and participants in FGDs.	<ul style="list-style-type: none"> <li>Mix of male/female, different age groups, children with disabilities/without disabilities.</li> </ul>
<b>Teachers</b>	Direct beneficiaries of the programme. Receiving salaries, training, teaching materials, classroom materials. Supporting implementation of the programme.	Key informants.	<ul style="list-style-type: none"> <li>Mix of male/female teachers, teachers of both CBS and ALCs.</li> <li>Hub School Principal.</li> </ul>
<b>School Management Shuras (SMS)</b>	Partners and direct beneficiaries of the programme. Receiving training, awareness raising. Supporting implementation of the programme.	Participants in FGDs.	<ul style="list-style-type: none"> <li>Mix of male/female (if no female members of SMS, mothers of students to be interviewed as key informants).</li> </ul>
<b>Parents of CBE students</b>	Indirect beneficiaries of the programme.	Key informants.	<ul style="list-style-type: none"> <li>Mix of male/female; parents of students from CBS and ALCs.</li> </ul>
<b>Village Malik or Mullah</b>	Likely to be part of SMS. Influence within the community, including on issues such as girls' education.	Key informants	<ul style="list-style-type: none"> <li>Not necessary to interview separately if already part of SMS.</li> </ul>
<b>District level</b>			
<b>DEDs</b>	Key partners and implementers of the programme.	Key informants and providers of relevant background data/information.	<ul style="list-style-type: none"> <li>Academic Supervision Focal Points (for CBE)</li> <li>Social Mobilization Focal Points (for CBE)</li> </ul>
<b>Provincial level</b>			
<b>PEDs</b>	Key partners and implementers of the programme.	Key informants and providers of relevant data/information.	<ul style="list-style-type: none"> <li>Provincial Manager</li> <li>Planning Department</li> <li>Academic Supervision</li> <li>Social Mobilization</li> <li>CBE Focal Point</li> <li>Technical Extenders (paid for by UNICEF)</li> <li>Provincial Coordinator (paid for by UNICEF)</li> <li>Field Monitors (paid for by UNICEF)</li> </ul>
<b>Non-governmental implementers of</b>	Experts in CBE, lessons and opinions to share from their	Key informants, providers of relevant background material	<ul style="list-style-type: none"> <li>World Vision</li> <li>Save the Children</li> <li>NRC</li> </ul>

<b>CBE programmes</b>	own experience of CBE implementation.		<ul style="list-style-type: none"> <li>• DRC</li> <li>• IRC</li> <li>• BRAC</li> <li>• ACTED</li> <li>• Swedish Committee</li> <li>• CARE</li> <li>• AKF</li> <li>• SADA</li> </ul>
<b>Teacher Training Institutions</b>	Delivering training to teachers in CBS and ALCs.	Key informants.	<ul style="list-style-type: none"> <li>• Experts in teacher training for CBE</li> </ul>
<b>National level</b>			
<b>MoE</b>	Key partners and implementers of the programme.	Key informants and providers of relevant background data, information and documents.	<ul style="list-style-type: none"> <li>• Deputy Minister of Education</li> <li>• Senior Advisor to the Minister</li> <li>• OOSC/CBE National Technical Advisor</li> <li>• Gender Advisor</li> <li>• Policy Unit</li> <li>• Academic Supervision Unit</li> <li>• Social Mobilization Unit</li> <li>• NESP III Access Steering Committee</li> <li>• CBE Technical Working Group</li> <li>• OOSC Technical Working Group</li> <li>• EiE Technical Working Group</li> </ul>
<b>Ministry of Finance</b>	In control of budget allocations to various Ministries. Direct influence on MoE's capacity to scale up CBE with reduced support for international actors	Key informants	<ul style="list-style-type: none"> <li>• Education focal point</li> </ul>
<b>Ministry of Women's Affairs</b>	Some involvement in programme from perspective of promoting girls' education. Contributed to Girls' Education Policy.	Key informants.	<ul style="list-style-type: none"> <li>• Policy Advisor</li> </ul>
<b>Implementing Partners (current and previous)</b>	Key partners, supporting implementation of the programme.	Key informants and providers of relevant background data/information.	<ul style="list-style-type: none"> <li>• SADA</li> <li>• CARE</li> <li>• CRS</li> <li>• Aid Afghanistan for Education (AAE)</li> </ul>

<b>Third Party Monitors</b>	Monitoring implementation of the programme in insecure/inaccessible areas.	Key informants and providers of relevant background data/information.	<ul style="list-style-type: none"> <li>• ACTD</li> </ul>
<b>Donors</b>	Providing funding for the programme. Collaborating on strategic direction and determining programme priorities.	Key informants.	<ul style="list-style-type: none"> <li>• USAID (key donor)</li> <li>• DFID (as well as Shan Globe for Girls' Education Challenge, DFID)</li> <li>• Canada</li> <li>• Sweden</li> <li>• Education Cannot Wait (covered by UNICEF staff)</li> </ul>
<b>UN Country Team</b>	Harmonized UN action should contribute to the government's developmental objectives. The RC and UNCT therefore have an interest in ensuring that the programme is aligned with UN efforts.	Key informants.	<ul style="list-style-type: none"> <li>• UNESCO (Co-conveners of the education thematic area with UNICEF on behalf of One UN).</li> </ul>
<b>World Bank</b>	Key player in longer-term approaches to education in Afghanistan. Managing the Education Quality Reform in Afghanistan (EQRA) programme	Key informants.	<ul style="list-style-type: none"> <li>• EQRA programme Manager</li> </ul>
<b>Local and international NGOs (not implementing partners)</b>	Complementing the work of UNICEF with their own CBE programming.	Key informants.	<ul style="list-style-type: none"> <li>• AKF</li> <li>• Save the Children</li> <li>• Swedish Committee</li> <li>• NRC</li> <li>• DRC</li> <li>• BRAC</li> </ul>

## Annex 10: Evaluation Mission Calendar

### Calendar Overview of Field Phase Mission

Monday	Tuesday	Weds	Thurs	Friday	Saturday	Sunday
March 18	19	20	21	22	23	24
						Terrence and Charlotte Arrive Kabul
25	26	27	28	29	30	31
Travel Pilot - Balkh * PED Interviews * UNICEF Interviews	* PED Interviews * Travel District * DED Interviews	* Travel Village - village interviews and group discussions (quantitative and qualitative) * Return Balkh	Travel Kabul	ET Meeting - Adjustments to tools	Kabul Interviews Begin ATR Team Training Begins	
April 1	2	3	4	5	6	7
Terrence and Charlotte Depart		ATR Team Training Ends	ATR Field Phase Begins Provincial Field Phase Begins			Kabul-Paktika
8	9	10	11	12	13	14
Paktika	Paktika	Kabul-Kandahar Paktika-Kabul	Kandahar Kabul -Daikundi	Kandahar Daikundi	Kandahar Daikundi	Kandahar Kabul-Herat Daikundi
15	16	17	18	19	20	21
Kandahar-Kabul Herat Daikundi	Herat-Badghis Daikundi-Kabul	Badghis	Badghis-Kabul		Kabul-Nangarhar	Nangarhar
22	23	24	25	26	27	28

Nangarhar	Nangarhar	Nangarhar	Nangarhar-Kabul Kabul Interviews End ATR Field Phase Ends	Data Consolidation and Organizations	Data Consolidation and Organizations	Data Consolidation and Organizations
29	30	May 1	2	3	4	5
Terrence and Charlotte Arrive	ET Collective Data Analysis and Conclusions Building	ET Collective Data Analysis and Conclusions Building	ET Collective Data Analysis and Conclusions Building		Preliminary Presentation of Findings – MOE  Debriefing	Charlotte and Terrence Depart
6	7	8	9	10	11	12
						Submission Draft 1

### Interview Days by Region

	Go	Return	Field Days
<b>Balkh</b>	Monday	Thursday	2.5
<b>Herat</b>	Tuesday	Sunday	4.5
<b>Badghis</b>	Tuesday	Thursday	1.5
<b>Kandahar</b>	Weds	Monday	4.5
<b>Daikundi</b>	Thursday	Tuesday	3.5
<b>Paktika</b>	Sunday	Weds	2.5
<b>Nangarhar</b>	Saturday	Thursday	4
<b>Kabul</b>	March 30	April 25	21

## Annex 11: Bibliography

Document name	Produced/Commissioned	Year
<b>UNICEF Afghanistan</b>		
Access and Retention Unit, Introductory PowerPoint presentation to the Increasing Access to Basic Education and Gender Equality programme	UNICEF Afghanistan	February 2019
Annual Progress Report: Increasing Access to Basic Education and Gender Equality	UNICEF Afghanistan	December 2018
Community-based Education in Afghanistan: Project document to USAID, Funding Proposal 2015-2019 (Community Based Schools)	UNICEF Afghanistan	7 September 2014
Community-based Education in Afghanistan: Project document to USAID, Funding Proposal 2015-2019 (Accelerated Learning Center)	UNICEF Afghanistan	24 March 2015
Community-based Education in Afghanistan: Project document to USAID, Funding Proposal 2015-2019 (Community Based Schools and Accelerated Learning Centers)	UNICEF Afghanistan	1 February 2015
Country Programme Action Plan 2015-2019	UNICEF Afghanistan and the Government of Afghanistan	2015
Fast Facts on Children in Afghanistan	UNICEF Afghanistan	2018
Global Initiative on Out-of-School Children: Afghanistan Country Study	UNICEF, with Government of Afghanistan, Samuel Hall & USAID	2018
Logical Framework, USAID	UNICEF Afghanistan	undated
National Assessment Framework for Afghanistan (NAFA): Curriculum Reform Process in Afghanistan (PowerPoint presentation)	UNICEF Afghanistan	10 May 2018
Note for the record to approve release of 2 <sup>nd</sup> and 3 <sup>rd</sup> partial payments to Social Association for Development of Afghanistan (SADA)	UNICEF Afghanistan	16 April 2017
Modification of Assistance records	UNICEF Afghanistan	28 March 2015; 21 June 2015; 20 September 2015; 13 December 2015
PMP Indicator Progress	UNICEF Afghanistan	17 November 2018
Programme Contribution Agreement (USAID-UNICEF): Increasing Access to Basic Education and Gender Equality	UNICEF Afghanistan	undated
Programme Document Progress Report, Community Based Education Enrichment Program (CBEEP), CARE Afghanistan	UNICEF Afghanistan (with CARE Afghanistan)	undated
Programme Realignment Note	UNICEF Afghanistan	21 November 2016
Provincial Education Equity Profiles	UNICEF Afghanistan	undated
Revised Activity Monitoring, Evaluation and Learning Plan (AMELP): Increasing Access to Basic Education and Gender Equality, FY 2018-19	UNICEF Afghanistan	undated
SADA Spot Check Report	UNICEF Afghanistan	21 July 2016
UNICEF Annual Report 2017, Afghanistan	UNICEF Afghanistan	2018
<b>UNICEF corporate</b>		
UNICEF Strategic Plan 2014-2017	UNICEF	11 July 2013
<b>External documents</b>		
Government of Afghanistan		
Afghanistan Living Conditions Survey 2016-2017	Central Statistics Organization, Government of Afghanistan	2018
Community Based Education Policy and Guidelines	MoE, Government of Afghanistan	January 2018
Girls' Education Policy, Final Draft	MoE, Government of Afghanistan	10 September 2018

Ministry-wide Vulnerability to Corruption Assessment of the Ministry of Education	Independent Joint Anti-Corruption Monitoring and Evaluation Committee	2017
National Assessment Framework for Afghanistan (NAFA), Draft version 3	Government of Afghanistan, with ACER and UNICEF	21 February 2018
National Education Strategic Plan, 2017-2021	MoE, Government of Afghanistan	2016
<b>UN agencies</b>		
A review of Alternative Learning Programmes in Pakistan	UNICEF & MoE Pakistan	2015
Alternative Education: Filling the gap in emergency and post-conflict situations	UNESCO and CfBT Education Trust (Baxter, P. and Bethke, L.)	2009
Case-study on Contextualization of the INEE Minimum Standards by the Community-based Education Forum in Afghanistan,	INEE	2008
Guide to the Accelerated Education Principles: A guide for accelerated education programme designers, implementers, evaluators and agencies	UNHCR (Myers, J. and Pinnock, H., EENET)	2017
Global Education Monitoring Report 2015. Education for All 2000-2015: Achievements and Challenges	UNESCO	2015
Global Education Monitoring Report 2017. Accountability in Education: Meeting our Commitments	UNESCO	2017
Humanitarian Response Plan, Afghanistan, January 2018-December 2021, 2019 Update	UN OCHA	2018
Innovations in Non-Formal Education. A review of selected initiatives from the Asia Pacific Region	UNESCO	2002
Non-formal education as a means to meet learning needs of out-of-school children and adolescents	UNESCO Institute for Statistics and UNICEF (Yasunaga, M.)	2014
One UN for Afghanistan, 1 January 2018 – 31 December 2021	UN Agencies in Afghanistan and Government of Afghanistan	2018
Returns to Afghanistan in 2017, Joint IOM-UNHCR Summary Report	IOM and UNHCR	2018
Who Pays for What in Education? The real costs revealed through national education accounts	UNESCO Institute for Statistics	2016
<b>Donors, NGOs and other organizations</b>		
Accelerated Learning in Post-conflict Setting: A discussion paper	Save the Children Alliance (Nicholson, S.)	2006
Afghan Children Read, Early Grade Reading Assessment (EGRA): Dissemination of Midline Results (PowerPoint presentation)	USAID Afghanistan	28 January 2019
Afghan Children Read, EGRA midline dissemination and benchmarking workshop	USAID Afghanistan	25 January 2019
Attacks on Education in Afghanistan, Briefing Paper	Global Coalition to Protect Education from Attack	November 2018
Barriers to Accessing Primary Education in Conflict-Affected Fragile States, Final Report	Save the Children (Dryden-Peterson, S.)	2009
Bringing the School to the Children: Shortening the Path to EFA	World Bank (Lehman, D.)	2003
Domestic Financing in Education: A Smart Investment	SDG-Education 2030 Steering Committee	undated
Education in Emergencies: A Toolkit for starting and managing a programme	Save the Children UK (Nicolai, S.)	2008
Increasing Access to Basic Education and Gender Equality – Community-based Education (CBE), Factsheet	USAID	2016
GPE Programme in Afghanistan Annual Report 2017	Global Partnership for Education	2017
Meeting EFA: Afghanistan home-based schools	USAID (Kirk, J. and Winthrop, R.)	2006
Preliminary Monitoring Report of SADA Project Sites in Urozgan & Zabul Provinces	Afghan Center for Training and Development (ACTD)	8 February 2017



Project Appraisal Document for the EQRA Project	World Bank	2018
Protecting Children's Rights Using Community Based Approaches: Southern Sudan	Save the Children Sweden (Miruka, O.)	2007
Review of the UNICEF Programme Basic Education and Gender Equality in Afghanistan 2013-2015	Sida	2016
Safe Schools: The Hidden Crisis. A framework for action to deliver Safe, Non-violent, Inclusive and Effective Learning Environments	Their world (Moriarty, K.)	2018

## Annex 12: Persons Interviewed

**Note:** Kabul and Provincial Interviews carried out by Evaluation Team. CBE Level Interview Lists and Surveys Maintained by Evaluation Team, but names not included for confidentiality.

### UNICEF Afghanistan Country Office

Adele Khodr, Country Representative (Inception)

Ahmadshah Azizyar, Zonal Education Focal Point, Northern Region

Andrea Berther, Chief Education

Aisling Falconer, Education Specialist, Head of Quality Unit

Anita Haidary, Zonal Education Focal Point, Eastern Region

Bahirullah Wyaar, Zonal Education Focal Point, Central Region

Babrak Hassani, Supply and Logistics Officer, Supply Section (Inception)

Erinna Dia, Chief of Education

Hashim Hamidi, Supply Specialist, OIC Supply Section

Helena Murseli, Education Specialist, Girls' Education Unit (Inception)

Ivan Ssenkubuge, Evaluation & Research Specialist (Inception)

Jamila Iqbal, C4D Officer

Khatera Afghan, Education Specialist, OIC, Coordination and Planning Unit

Laila Langari, Education Specialist, Girls' Education Unit

Lailoma Hassani, Education Officer, Access and Retention Unit

Mohammad Nawrooz Ibrahimi, Child Protection Specialist

Muhammad Nowsheran Mahmood, OIC Chief of Supply Section

Mohammad Tahir Sarwari, Zonal Education Focal Point, Southern Region

Sonia Sukdeo, Education Specialist, Head of Access and Retention Unit

Susan Yazdani, Zonal Education Focal Point, Western Region

Susanne Kinyua, Resource Mobilization Manager

Tilal Mohamed Salih, Head of Education in Emergencies Unit

Dr. Zakia Maroof, Nutrition Specialist

Zealgai Wafa, Technical Extender, Northern Region

### Government of Afghanistan

#### Kabul

Dr. Attaullah Wahidiyar, Senior Advisor to the Minister, MoE  
 Baluchi Noori, Policy Unit, MoE  
 Khalil Rahman, OOSC/CBE National Technical Advisor, MoE  
 Maliha Shah, Gender Advisor and Girls' Education NTA, MoE  
 Dr Mohammad Ibrahim Shinwari, Deputy Minister of General Education, MoE  
 Najibullah Torakai, National Technical Advisor, Department of Social Mobilisation and Shuras, MoE  
 Sidiq Majidi, EiE Officer, MoE

**Provinces**

Nasir Ahmad Samet (UNICEF Herat Education Officer)  
 Wais Hashimi & Ghulam Hazrat Mattin (NTAs)  
 Younes Muslimyar (Head of Science Center, PED)  
 Abdul Malik Farouqi (Budget Manager, PED Focal Point)  
 Omid Joya (Education Coordinator, World Vision, Herat)  
 Mirwais Timory & Basir Ahmad Noori (Technical Extenders)  
 Ahmad Zia Ahmadi (Education Program Manager, CRS)  
 Noor Ahmad Rahmani (Provincial Education Manager, BRAC)  
 Sher Ali Hossain (Regional Accountant, BRAC)  
 Abdul Aziz Sharifi (Education Coordinator/NTA, UNICEF, Badghis)  
 Abdul Aziz Kamram (Technical Extender, Badghis)  
 Sayed Najib Amiri (Education Coordinator, NRC Badghis)  
 Amina Mokhles (Education Officer, World Vision, Badghis)

Tahir Sarwari	UNICEF Education Specialist Kandahar
Aminullah Adel	UNICEF Education Officer Kandahar
Dr. Emal Mujadadi	UNICEF OIC Kandahar
Ab. Hadi Nabizad	UNICEF PCO Kandahar
Abdul Qader Paiwastoon	Director PED Kandahar
Mohammad Tahir Ayubi	Deputy PED Kandahar
Baheer	UNICEF National Technical Advisor Kandahar
Popal	UNICEF Technical Extender Kandahar
Nasim	PED Planning Manager Kandahar
Jamal Naser Aslaan	PED Academic Supervision Manager Kandahar

Sherzad	PED Social Mobilization Manager Kandahar
Ahmadullah Wasim	UNICEF Field Monitor Kandahar
Naqibullah Hamidi	UNICEF Field Monitor Kandahar
Ziaulhaq Noori	NRC Education Officer Kandahar
Farhad Sherzad	UNICEF Technical Extender Nangarhar
Zakerullah Hamed	UNICEF Field Monitor Nangarhar
Nafe Kakar	UNICEF OIC Nangarhar
Masood Ahmad Naser	UNICEF Education Officer Nangarhar
Habibullah Reshtanai	UNICEF TE/Field Monitor Nangarhar
Bawar Khan	UNICEF Social Mobilization Nangarhar Officer

### **Donors**

Abdul Alim Ghafari, AOR Officer, USAID Afghanistan

Angelique Mahal, Basic Education Team lead, USAID Afghanistan (Inception)

Goli Whittaker, Education Advisor, DFID

Hikmatullah Amin, Senior Development Officer, Education, Embassy of Canada

Jevone Nicholas, Embassy of Canada

Lisa Hellstrom, Counsellor Development Cooperation, Embassy of Sweden

Niclas Thalen, First Secretary, Development Cooperation, Embassy of Sweden (Inception)

Dr. Peter Cronin, Director, Office of Education, USAID Afghanistan (Inception)

Zuhra Sahar, National Programme Officer, Embassy of Sweden (Inception)

### **Implementing Partners**

Rahmatullah Alizai, Executive Director, SADA (Inception)

Izhar Ul Haq, Finance Officer, SADA (Inception)

### **Partner Organisations**

Danilo Padilo, Education Chief, UNESCO

Leon Gaskin, UNESCO

Matiullah Noori, World Bank

## Annex 13: Site Selection Descriptions

### CBE Case Study Characteristics

**NOTE:** Green squares denote characteristic. For type of school, blue for boys only, pink for girls only, and green for mixed classes.

Proposed Sites	Proposed Sites	Modality	Deep	Deep	EiE	Multi-Cohort	Extension	Gender
<b>Province</b>	<b>Balkh</b>							
<b>District 1</b>	Charkent							
<b>CBE 1</b>	<b>Meer Haji</b>	CBS	Green					Pink
<b>CBE 1</b>	<b>Meer Haji</b>	CBS	Green					Blue
<b>Province</b>	<b>Daikundi</b>							
<b>District 1</b>	Sharistan							
<b>CBE 1</b>	Baldar Ghonak	CBS					Green	Green
<b>CBE 2</b>	<b>Shishka</b>	CBS	Green					Green
<b>CBE 3</b>	Pay Katasang	ALC				Green		Green
<b>District 2</b>	Ashtarlay							
<b>CBE 4</b>	<b>Morghak Baghal Kando</b>	CBS	Green					Pink
<b>CBE 5</b>	Nayak Shelan	ALC						Green
<b>CBE 6</b>	Dahane Nowderaz	CBS						Green
<b>Province</b>	<b>Paktika</b>							
<b>District 1</b>	Urgoon							
<b>CBE 1</b>	<b>Pacha Khan Kala</b>	ALC	Green					Green
<b>CBE 2</b>	Noord Md. Jumat	ALC						Pink
<b>CBE 3</b>	Sakhade Liwa	ALC						Green
<b>District 2</b>	Muta Khan							
<b>CBE 4</b>	Lagharo Jumat	ALC						Pink
<b>CBE 5</b>	<b>Mashewall</b>	ALC	Green					Pink
<b>CBE 6</b>	Janbaz Jumat	ALC						Blue
<b>Province</b>	<b>Nangarhar</b>							

<b>District 1</b>	Surkhrod							
<b>CBE 1</b>	Sheikh Mesri	CBS						
<b>CBE 2</b>	Ghawchak/wahdatabad	CBS						
<b>CBE 3</b>	<b>Zangora</b>	ALC						
<b>District 2</b>	Rodat							
<b>CBE 4</b>	<b>Ghazi Amanullah Khan mena</b>	CBE EIE						
<b>CBE 5</b>	Surkh dewal	CBE MC						
<b>CBE 6</b>	Shahidano mena	ALC						
<b>Province</b>	<b>Kandahar</b>							
<b>District 1</b>	Boldok							
<b>CBE 1</b>	<b>Kamisun Manda, Haji Ghazni Kalia</b>	ALC						
<b>CBE 2</b>	Haji Gul Mohammad Kalay/Masjeed	CBS						
<b>CBE 3</b>	Marofian Village	CBS						
<b>District 2</b>	Dand							
<b>CBE 4</b>	Khalah kalacha	ALC						
<b>CBE 5</b>	<b>Kulcha Abad, Sharoo Kalay</b>	ALC						
<b>CBE 6</b>	Kulch Abad, Etepaq Masjed	CBS						
<b>Province</b>	<b>Badghis</b>							
<b>District 1</b>	Muqor							
<b>CBE 1</b>	Kham Abasi	CBS						
<b>CBE 2</b>	<b>Khowaja Kharistan</b>	ALC						
<b>CBE 3</b>	Kalan Khana	CBS						
<b>District 2</b>	Qadis							
<b>CBE 4</b>	Sayed Abad shurah	CBS						
<b>CBE 5</b>	Arbab Yousif	ALC						
<b>CBE 6</b>	<b>Nahib Zadah Ha</b>	CBS						
<b>Province</b>	<b>Herat</b>							
<b>District 1</b>	Herat City							

<b>CBE Extra</b>	14 District Shal Bafan <sup>97</sup>	ALC				
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<sup>97</sup> This CBE in Herat not part of the formal Case studies, but only a site visit to take advantage of a national consultant presence for additional data points.

## CBE Case Study Survey Results – CBE Case Study Summaries

### Number of Surveys by District and Province and Modality

Province	Frequency	Percent	District	Frequency	Percent	Modality	
Badghis	75	11.1	Ashtarlay	22	3.3	CBE	ALC
Daikundi	111	16.4	Boldak	83	12.3	394	281
Kandahar	164	24.3	Dand	81	12.0		
Nangarhar	167	24.7	Kiti	15	2.2	Transitioned	
Paktika	158	23.4	Moqor	62	9.2	YES	NO
Total	675	100.0	Muta Khan	92	13.6	58	617
			Orgun	66	9.8		
			Qadis	13	1.9	Gender	
			Rodat	79	11.7	Male	Female
			Sharistan	74	11.0	55.1%	44.9%
			Surkhrod	88	13.0		
			Total	675	100.0		

### Household Information: School Age Children Data

	Boys	Girls	Total
In Household	276	247	523
Attending CBE or Hub	162	165	327
Percent Attending	59%	67%	62%

### Community Characteristics



Question	% Yes	Question	% Yes
<b>Attendance</b>		<b>Teacher</b>	
Most boys in village Attended CBE or Hub	78	CBE Teacher has Post High School Education	61
Most Girls in village Attended CBE or Hub	71	CBE Teacher reported receiving salary on time	84
Boys are Transitioning	75	CBE Teacher reported using bank account transfer modality	72
Girls are Transitioning	63	CBE Teacher reported using cash disbursement transfer modality	28
Girls attend CBE regularly	93	<b>Reason for Non-Attendance</b>	
Boys attend CBE regularly	81	No Room at CBE or Hub	28.2
Girls do not drop out of CBE	76	Needed for work	23.9
Boys do not drop out CBE	78	Gender of Teacher	11.3
		Distance	8.5
		Family Issues	11.3
		Security	4.2
		Early Marriage	5.6
		Cost	7.0

### CBE Student Enrollment Information

Province			Total Official	Girls	Boys	%Girls	Volunteer Girls	Volunteer Boys	Total Volunteers	Official + Volunteers Total
Badghis	Moqor	Kham Abbasi	21	20	1	95.2%	7	0	7	28

		Khawaja Kharistan	20	8	12	40.0%	2	4	6	26
		Kalan Khana	20	8	12	40.0%	0	0	0	20
	Qadis	Sayed Abab Shorab	21	20	1	95.2%	7	0	7	28
		Arbab Sarwar	20	19	1	95.0%	1	0	1	21
Daikundi	Ashtarlay	Nayak Shelan	17	15	2	88.2%	1	0	1	18
	Kiti	Zarnay	21	11	10	52.4%	8	9	17	38
		Royan	22	18	4	81.8%	2	0	2	24
	Sharistan	Baldar Ghonak	25	13	12	51.0%	12	20	32	57
		Shishka	16	8	8	50.0%	2	0	2	18
		Pay Katasang	16	12	4	75.0%	3	1	4	20
Kandahar	Boldak	Kamsin Manda	21	20	1	95.2%	13	10	23	44
		Haji Gul	22	9	13	40.9%	0	0	0	22
		Marofian Kalay	19	7	12	37.8%	0	4	4	22
	Dand	Kalah Kalacha	21	6	15	28.6%	2	1	3	24
		Kulcha Abad Sharo Kalay	17	0	17	0.0%	0	0	0	17
		Kulch Abad Masjid	21	20	1	95.2%	3	0	3	24
Nangarhar	Rodat	Ghazi Amanullah	23	5	18	22.2%	9	6	15	38
		Surkdewal	30	10	20	33.3%	3	2	5	35
		Shaidano Meena	25	15	10	60.0%	10	3	13	38
	Surkhrod	Sheikh Mesri	24	14	10	57.9%	1	0	1	25
		Ghawchak - Wadatabad	25	16	9	63.3%	4	6	9	34
		Zangora	30	18	13	58.3%	0	0	0	30
Paktika	Muta Khan	Laghro Jumat	30	13	17	42.7%	3	2	5	35
		Mashewall	25	15	10	60.0%	15	9	24	49
		Janbaz Jumat	27	16	12	57.4%	14	11	25	52
	Orgun	Pacha Khan Kala	21	16	5	76.2%	12	1	13	34

		Sarhade Lewa	25	9	16	36.0%	13	19	32	57
		Total	622	358	264	58.2%	144	107	251	622

### Composite Scores: Percent of CBEs with Positive Ratings on Composite Dimensions

Most boys in village Attended CBE or Hub	Most Girls in village Attended CBE or Hub	Boys are Transitioning	Girls are Transitioning	Girls attend CBE regularly	Boys attend CBE regularly	Girls do not drop out	Boys do not drop out
75%	75%	86%	79%	89%	71%	82%	82%
Environment	Infrastructure	TLMs	Teacher Capacity	Class Quality			
96%	78%	91%	96%	70%			
Teacher Capacity Building Support	Shura Exists	Shura Capacity	PED Support	Hub School Support			
87%	70%	48%	70%	74%			

### Girls Experience of Education

Percent who Plan to do Further Study				
		Further Study		Total
		No	Yes	
Type of CBE	CBS	6.9%	93.1%	100.0%
	ALC	21.5%	78.5%	100.0%
Total		13.1%	86.9%	100.0%
Empowerment Ratings for ALC Attendees				

		Frequency	Valid Percent
	Low	0	0.0
	Medium	28	15.0
	High	159	85.0
	Total	187	100.0

### Shura Members

Province			Men	Women	Total	
Badghis	Moqor	Kham Abbasi	4	0	4	
Daikundi	Ashtarlay	Nayak Shelan	6	1	6	
	Kiti	Zarnay	6	1	7	
		Sharistan	Baldar Ghonak	8	4	12
			Shishka	7	1	8
	Pay Katasang	5	1	6		
Kandahar	Boldak	Kamsin Manda	9	0	9	
		Haji Gul	12	0	12	
		Marofian Kalay	4	0	4	
	Dand	Kalah Kalacha	5	0	5	
		Kulcha Abad Sharo Kalay	6	0	6	
		Kulch Abad Masjid	8	0	8	
Nangarhar	Rodat	Ghazi Amanullah	3	0	3	
		Surkdewal	3	1	4	
		Shaidano Meena	5	1	6	
	Surkhrod	Sheikh Mesri	3	1	4	
		Ghawchak - Wadatabad	7	0	7	
		Zangora	4	1	5	

Paktika	Muta Khan	Laghro Jumat	5	0	5
		Mashewall	4	0	4
		Janbaz Jumat	4	0	4
	Orgun	Pacha Khan Kala	10	0	10
		Sarhade Lewa	3	0	3

## CBE Case Study Summary

**Note:** Colored Cells indicate CBE had high score in that dimension. The more colored cells, the higher the CBE quality against the targeted dimensions

Province			Most Village Boys Attended	Most Village Girls Attended	Boys are Transitioning	Girls Are Transitioning	Girls Attend CBE Regular	Boys Attend CBE Regular	Girl Not Dropouts	Boys Not Dropouts	Environment	Infrastructure	TLMs	Teacher Capacity	Class Quality	Teacher Capacity Building Support	Shura Exists	Shura Capacity	PED Support	Hub School Support
Badghis	Miqor	Kham Abbazi										NA	NA	NA	67	NA		81	100	NA
		Khawaja Kharistan										NA	NA	NA	67	NA	NA	NA	100	NA
		Kalan Khana										NA	NA	NA	61	NA	NA	NA	0	NA
	Qadis	Sayed Abab Shorab										NA	NA	NA	NA	NA	NA	NA	100	67
		Arbab Sarwar										NA	NA	NA	NA	NA	NA	NA	50	NA
Daikundi	Ashrarlay	Nayak Shelan									0	1	100	34	71	NA	NA	80	100	
		Kiti	Zarnay									67	4	80	100	100		63	100	100
		Royan									100	4	100	100	100		NA	100	83	
	Sharistan	Baldar Ghonak										83	2	100	37	100		72	100	32
		Shizhka										67	3	80	100	100		85	100	100
		Pay Katsang										83	4	80	33	100		81	100	42
Kandahar	Boldak	Kamsin Manda									100	4	100	100	100		NA	30	100	
		Haji Gul										83	3	100	76	86		32	30	100
		Marofian Kalay										83	3	40	65	100		87	80	83
	Dand	Kalah Kalacha										83	3	100	83	71		34	100	100
		Kulcha Abad Sharo Kalay										83	4	100	78	86		81	80	32
	Kulch Abad Masjid										100	4	60	30	100		NA	40	67	
Nangarhar	Rodat	Ghazi Amanullah										83	4	100	87	100		100	NA	72
		Surkdawal										83	4	80	32	86		37	NA	100
		Shaidano Meena										100	4	100	77	100		100	NA	67
	Surkhrod	Sheikh Mezri										66	3.5	30	82	100		38	33	34
		Ghowchak - Wadatatabad										33	4	80	32	100		38	100	100
		Zangora										83	4	100	83	86		38	100	83
Paktika	Muta Khan	Laghro Jumat										32	4	80	85	72		NA	60	44
		Mashewall										83	4	100	33	100		65	100	100
		Janbaz Jumat										83	3	100	100	100		100	100	100
	Orgun	Pacha Khan Kala										100	4	80	83	100		55	100	100
		Sarhade Lewa										67	4	100	83	100		84	100	100

## Annex 14: Document Review Analysis

### CBE Document Review Analysis

Evaluation Question	Key Observations
Context	<p>5.21 – ECW Proposal – good table of challenges/bottlenecks in the education sector in Afghanistan – p.10</p> <p>5.17 – Learning Generation Analysis - Slides summarizing current trends in education in Afghanistan, the funding required for Afghanistan to achieve its vision of getting all children in school, and recommendations for improving access and quality of education.</p> <p>1.8 – OOSC Study – P.3 – list of demand and supply barriers to education. Expanded in pages 42-47 (demand side barriers) and pages 48-54 (supply). Pages 54-56 for political/institutional barriers.</p> <p>1.1 – PowerPoint – some useful data but never data checked.</p> <p>1.32 – Violence and Education Study – good overview of direct and structural violence and its impact on children, particularly girls.</p> <p>5.27 – Stats on attacks on education from EiE WG: <i>‘More than 500,000 children were not able to continue their education due to the closure of more than 1,000 schools due to security reasons in Afghanistan in 2018. UNICEF reported more than 400 attacks against schools and personnel in 2018, with 218 of the attacks connected to election related violence as schools constituted 63% of the registration and polling centers. According to UNICEF this marks a fourfold increase to the previous year. Schools in 22 provinces in Afghanistan were closed in 2018 due to insecurity, with the highest numbers in Faryab (317), Kandahar (120), Ghazni (85) and Helmand (95).’</i></p> <p>3.1 – ALCS – General background on education pages 139-166. P.139 – <i>‘One of the most important findings of the ALCS is that – apart from the quality of education, for which the survey does not provide information – the main problem of Afghanistan’s education system is not so much retention and drop out, but first and foremost making a start at school. Residence, gender, disability status and poverty status are factors that invariably differentiate education outcomes, always strongly and often accumulatively impairing the outcomes for girls, rural and Kuchi residents, people with disabilities and the poor.’</i></p>
<b>Relevance</b>	
<b>Design:</b> To what extent is the programme	1.22 – MTR recommends <i>‘Convergent approaches are more efficient and synergistic, and more attractive to communities that lack many services. Therefore, work closely with the UNICEF WASH programme on the WinS initiative, and to extend WASH services</i>

<p><b>design</b> appropriate to address the needs of children given the developmental challenges it is seeking to address and in the ongoing conflict?</p>	<p><i>(preferable infrastructure and hygiene behavior change) to communities where CBE and accelerated learning classes are held'. Recommendation partially implemented, but not possible in full due to funding limitations.</i></p> <p><i>1.22 MTR recommends 'In the very challenging, complex environment of Afghanistan, where rebuilding from decades of destruction is simultaneous with continued education in emergency needs, UNICEF may have been too ambitious in making child-friendly schools a main programme thrust for quality education. To reach so many children in need, it is better to do a few absolutely essential things at many schools, rather than a lot of things at a few schools. In any case, the full child-friendly school standard is unlikely to be achieved and sustained even for the 1,500 schools targeted by UNICEF for 2019. For the remainder of the Country Programme, scale back ambitions for implementation of the complete child-friendly school package and instead have a gradual plan for the next 10 years that prioritizes a few elements every few years. Response says that there will be less focus on CFS going forward and more focus on up-stream and systems building work.</i></p> <p><i>1.33 – Response to SIDA evaluation recommendations – SIDA recommended (no.8) 'UNICEF is encouraged to revisit their gender strategies for basic education programmes. Specific actions plans could be developed for the different age groups of girls and women right-holders; for the capacity development of female teachers and the objective to increase the number of female teachers in rural and remote areas; and for women's involvement in the development and management of community-based education'. Response from UNICEF focuses on UNICEF's support to MoE for development of the Girls' Education Policy, no real response on a tailored programmatic response by UNICEF for different girls and women.</i></p> <p><i>5.21 – Swedish Mapping – P.14 – 'Traditionally CBE and ALP have had a strong focus on girls. The MoE numbers for CBE and ALP at the end of 2014/15 (1394) show almost 3 times as many girls enrolled as boys (284,806 against 107,901). UNICEF constitutes an exception; it seems to have enrolled rather more boys than girls (45.5% against 54.5%).'</i></p> <p><i>P.15 – 'IPs admitted the administrative difficulty of moving from areas where they have established programmes. Decisions about location frequently seem to depend on previous experience and where programmes already operate, rather than demand. On the other hand, DED- and PED-level staff emphasized that priority is given to communities where a teacher from the same community is available, and especially if the teacher is able to provide the learning space. DED and individuals at school-level also point out that sometimes if IPs cannot meet the criteria of a basic number of pupils per class, they enroll overage and underage children. This reportedly has an impact on student learning data and may cause difficulties on transition to the Hub school. The motivation may be to satisfy community demand but may also act as a justification for IPs to continue their programme in that community rather than responding to demand from elsewhere.'</i></p>
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	<p><i>5.25 – STAGES evaluation - P.4-5 – ‘Despite this large coverage, a one-time enrolment policy whereby CBE and ALP classes progress the same cohort of students until graduation has limited the availability of community-based education to children who missed out on initial class enrolments, due to young age or other factors. Despite this limitation in the project design, the endline evaluation found numerous examples of how community members have attempted to bypass the one-time enrolment policy, for instance, by sending students to CBE classes they are not enrolled in (and may in fact be too young to attend)..... However, the endline evaluation also found evidence to suggest that one-time enrolments have led to some community disappointment over limitations of children’s access to CBE classes.’.</i></p> <p><i>5.26 – BRAC evaluation – P.9– ‘BRAC’s CBGS classes have been very successful in providing education to girls close to their homes. However, the one-time enrollment policy in CBGS schools limits BRAC’s ability to target girls across multiple ages and grades. Future projects should attempt to address how to deliver multiple grades simultaneously within CBGS schools, and donors should allocate more funding to enable multi-grade classes’.</i></p>
<p><b>Interventions:</b> What programme interventions and strategies are, or are not, meeting the needs of the OOSC – especially of girls</p>	<p><i>1.8 – OOSC Study – mentions piloting of conditional cash transfers (reminded me of the UNICEF cash pilot) – P.76</i></p> <p><i>1.8 – idea of ‘safe walk systems’ using community volunteers – P.76.</i></p> <p><i>1.8 – idea of distance learning via radio technology – P.76</i></p> <p><i>1.1 – Slide 15 – delay to roll-out of reading programme (mentioned in interviews, problems with getting access to Afghan Children Read materials).</i></p> <p><i>1.32 – Violence and Education Study – ‘safe transportation systems to and from schools – especially for girls – should be developed to guarantee safety in at-risk areas or in areas where parents are concerned for girls’ exposure. GCPEA has developed guidance for this entitled ‘What Can be Done to Better Protect Women and Girls from Attacks on Education’, which should be utilized as a resource’ – P.67.....’ Develop strategy and launch social-mobilization/social-norms change campaign to address forced child marriage, the most critical bottleneck to girls’ access to, and completion of, education’ – P.67.....’ Develop and implement a participatory social mobilization strategy to holistically address socialcultural issues that devalue girls’ education.’ .....’ Develop an adolescent and youth focused strategy and programme that focuses on empowering girls through older peers. Those girls who have completed higher levels of education can act as mentors to younger girls’ – P.68</i></p> <p><i>1.32 – ‘Upscale Community Based Education (CBE) initiatives both geographically and for content in conflict-affected areas. CBE and similar model programmes have proven to be very effective in remote and conflict affected areas. These should be expanded to reach more communities and more girls. They should also be used to deliver lower and upper secondary curriculum’. – P.70</i></p>

<p><b>Stakeholder Capacity:</b> To what extent is the programme covering the needs of the communities, government partners and teachers/educators in terms of developing their capacity and increasing awareness?</p>	<p>1.30 – Consultative process on gender responsive planning and budget trainings. Good awareness raising.  1.31 – Report on 2<sup>nd</sup> phase of gender responsive training. Resulted in better understanding of importance of girls’ education, agreement of the key indicators for calculating gender inequality in the education sector, and understanding how to work with the data to report on the indicators.</p>
<p><b>Policy:</b> Are the programme goals and objectives aligned with the UNICEF Global Strategic Plan 2014-2017, NESP III and other national strategies and policies of Afghanistan?</p>	<p>3.2 – CBE Policy – clearly states that CBE is under the oversight of the MoE as part of the formal education system; not a parallel education system (p.ii).   3.6 – NESP – says that greater attention will be given to institutionalization of CBE, especially to monitoring of girls’ enrollment and recruitment of female teachers (p.45). P.47 – outlines strategy for CBE, including phasing out of IP-implemented CBEs and scale-up of MoE implementation. P.58 – plans to expand CBE to pre-school aged children. P.93 – costing of NESP, including CBE component – approx. \$46m per year with a unit cost of \$80.   1.2 – USAID Report – notes weakness of implementing CBE Policy in practice, recommends continuation of training/awareness raising sessions.   1.8 – OOSC Study – recommends making OOSC a multi-sectoral national cause (p.72).</p>
<p><b>Efficiency</b></p>	
<p>Monitoring</p>	<p>1.22 – MTR recommends continuing the pilot with EduTrac. Response says that continuation is funding dependent. Notes that EduTrac could be particularly useful if hard to reach/insecure areas.   1.2 – USAID report P.19 – <i>“TPM only substitutes for field monitoring that cannot be implemented due to restricted accessibility. For 2019, UNICEF plans to strengthen the use of TPMs within the USAID-funded programme.’.....’ It is planned to utilize this tool (mobile phone monitoring) in 2019 to enhance routine system of monitoring already in place, and provide real-time data to be used for both monitoring of programme interventions. RapidPro or EduTrac can be particularly useful in insecure areas.’</i>  1.18 – AMELP – P.9-10 – details of monitoring strategies, including TPM, EduTrac, etc. Not clear why harmonized cash transfers are included.</p>

	<p>1.33 – Response to SIDA evaluation – Evaluation recommended (no.10) <i>‘The internal communication between UNICEF’s headquarters in Kabul and the zonal offices should be streamlined and improved, including frequent field visits to follow up with zonal staff on quality monitoring. It is also important to strengthen the external communication, particularly the dialogue with concerned donors and other actors in the education sector on the progress of results and lessons learned’.</i> Response lists a number of actions taken, including increased field support missions, regular calls, use of Extenders, etc.</p> <p>1.33 – Evaluation recommended (no.11) <i>‘UNICEF needs to take a comprehensive look at their planning and monitoring system. There is a great need to develop a strong monitoring system based on results based management that allows tracking of changes over time, and that includes practical guidelines, actions to increase the capacity at the zonal offices, and tools for monitoring of results at output, outcome and impact levels. For a limited period of time it will be necessary to use additional and external resources to enhance the monitoring and evaluation capacity within the UNICEF teams’.</i> Response lists number of actions taken, including RBM training, use of TPMs, end-user beneficiary satisfaction survey on supplies.</p> <p>5.25 – STAGES Evaluation – P.4 – <i>‘A key component of the evaluation approach is the <b>tracking of a group of cohort girls</b> in CBE and government school intervention communities and analyzing and comparing patterns of enrolment, retention and learning outcomes at baseline, midline and endline. This is facilitated through a mixed-methods approach, consisting of a range of quantitative and qualitative methods, including household surveys, school surveys (including the collection of attendance data and classroom observations), literacy and numeracy testing, and in-depth interviews and focus group discussions with a range of project beneficiaries.’</i></p> <p>5.26 – BRAC evaluation – P.10 – <i>‘Future evaluations of BRAC’s projects, including future GEC projects, should learn from key evaluation challenges at baseline, midline and endline. One of the main evaluation challenges that needs to be addressed in future is the tracking and recontacting of longitudinal cohorts, which can be enabled through the design of a more functional tracking system (see the recommendations section for a description of what this system may contain)’</i></p>
<p><b>Effectiveness</b></p>	
<p>Access - To what extent and how has the programme increased <b>access</b> to primary education for OOSC in remote communities?</p>	<p>1.22 – MTR recommends <i>‘Target areas of the country where large numbers of girls are out of school. UNICEF should aim to ignite a large-scale social movement on girls’ education, which would in turn spur multiple local solutions’.</i> Under implementation, mainly through Girls’ Education Unit.</p> <p>1.22 MTR recommends continuation of alternative pathways to learning. Response mentions consultancy on alternative pathways, subject to funding availability.</p> <p>5.21 – ECW proposal – includes development of new distance learning approaches as well as safe transport options.</p> <p>1.2 – Progress Report – <i>‘By end of December 2018, a cumulative of 171,305 students (53.33 percent girls) were enrolled in CBE classes, including 126,659 CBS students (52.27 percent girls) and 44,646 ALC students (56.32 percent girls’ (p.7).</i></p>

Teacher Capacity	<p>1.22 MTR recommends ‘Advocate for continuing the flexible approach to hiring and training female teachers, including in main schools and CBE schools. Also, advocate for more funding in the MoE core budget to include more female teachers in teacher training (mainly in-service), and include special measures to attract and retain women into teacher training and to work in under-served areas’. Under implementation.</p> <p>5.18 – Includes analysis of data on teachers – numbers, gender, qualifications, remuneration. Confirms the differences by province of finding qualified female teachers. Useful data on MoE expenditure on teacher salaries.</p> <p>5.21 – ECW proposal – includes interventions to boost and retain the number of female teachers.</p> <p>3.2 – CBE Policy – states that all CBE teachers will be part of MoE’s Tashkeel by law, provided they meet the necessary qualifications and follow recruitment standards.</p> <p>1.2 – USAID Project Report – (p.15) acknowledges problem of lack of female teachers. Strategy is to scale-up GATE, work with SMS to advocate for more female teachers, and work with TED to increase numbers of female teachers in rural areas.</p> <p>1.2 – issues with payment of teachers’ salaries, more related to difficulties of Govt taking over payment of salaries.</p> <p>1.33 – Response to SIDA evaluation – Recommendation no.15: ‘An in-service teachers training programme for CBE teachers should be developed. UNICEF has good experiences with these programmes worldwide which can be applied in Afghanistan. Such a programme should include forms of cascade training whereby trained teachers are training their untrained colleagues’. Response: ‘While UNICEF has comprehensively worked on including developed standards and manuals such as CFS, Formative Assessment etc. into existing in-service teacher training programmes, MoE has further requested to concentrate on in-service teacher training programmes for newly recruited teachers moving forward. For example: Formative Assessment cascade trainings are currently being rolled out already for 2,150 newly recruited CBE teachers in 2017. UNICEF is looking at a more comprehensive and sustainable approach beyond training including mentoring, and reinforcing capacity through a new partnership with Academic Supervision’.</p> <p>5.21 – Swedish Mapping – P.16 – ‘Another statement by a PED was: “out of all the NGOs only UNICEF and the Swedish Committee for Afghanistan follows the MoE procedure, other NGOs prefer to identify and recruit teachers themselves, with little coordination with PED. The General Director of TED also identified lack of coordination at the time of recruitment as a critical issue and maintained it was essential to work with official partners (from HRD and TED), if teachers are eventually to be absorbed into the government system. Too often the project enters its final phase and only then are arrangements sought with TED for teachers to be absorbed into the mainstream. When it is too late for this to happen the investment in the teacher may be wasted and the teacher may feel disaffected.’</p>
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	<p>1.34 – GATE Project Report – P.11-12 – <i>‘Since 2015, UNICEF has been providing financial and technical support with contribution from the Republic of Korea to Teacher Education Directorate (TED) through a two-year scholarship program named Girls Access to Teacher Education (GATE) program to compliment to the government’s initiatives and to develop a sustainable strategy for increasing female teachers in rural areas which will in turn improve girls’ access and retention to education in rural areas....Based on the MoE and UNICEF signed Rolling Workplan (RWP 2018-19), 500 teachers were planned of which a total of 482 female students are covered under the Republic of Korea grant to benefit from a two-year scholarship programme. Out of 482 female students, 108 are in grade 14 who were enrolled in 2017 in Paktia and 375 are newly enrolled into Satellite Teacher Training Centers (TTC) in 7 provinces - Paktia, Khost, Wardak, Helmand, Nangarhar, Laghman and Paktika under the two-year GATE scholarship programme in 2018.’</i></p> <p>5.25 – STAGES evaluation – P.8 – <i>‘more advocacy and policy work needs to be done to support CBE teachers (particularly female teachers) with varying educational backgrounds to transfer their skills to government hub schools once CBE classes are handed over’.</i></p>
Shuras	<p>1.22 – MTR recommends <i>‘Much stronger social mobilization for involvement of communities is needed so that parents and other community members help start up, continually support and sustain community-based classes and accelerated learning centres’.</i></p> <p>1.22 MTR recommends more investment in SMS. Under implementation.</p> <p>3.2 – CBE Policy – states that each CBE will have a CBE Shura, with members chosen from the Hub School SMS.</p> <p>3.7 – SM Strategy – P.16 – good description of SMS and of social mobilization capacity in PEDs and DEDs.... <i>‘SMSs also serve critical functions to community based education (CBE), helping to supervise, monitor, and support the generally three to five community based classes attached to a public hub school. As CBE is emphasized in NESP III, so will DSMS’’ role be in facilitating CBE’.</i></p> <p><i>P.17- DSMS has raised the equivalent of approximately 1.2 billion AFs of land, cash, equipment, building, labor, and maintenance in the previous three years. These funds were used to improve school learning environments and in turn quality of education, a key pillar of NESP III. This approach will be upscaled and more strategically applied in the coming period.’</i></p> <p><i>P.18- ‘DSMS has been successful in reenrolling 11601 boys and 3051 girls since 2014. Emphasized strongly by NESP III, reenrolling dropped out students will be emphasized and resourced in the coming five-year period.’</i></p> <p><i>P.19 – ‘Need for Greater Integration with CBE Shuras: As the Directorate of Social Mobilization and Shuras, DSMS is the MoE’s primary tool for interaction with community-based Shuras. CBE Shuras are linked to hub school SMSs in some cases marginally or not at all. Given ongoing questions surrounding CBE institutionalization within MoE, there is both the need and the opportunity for greater coordination of all Shuras, including those funded by IPs.’</i></p> <p>P.35-37 – description of social mobilization in relation to CBES. Includes aiding in transition to hub schools, coordination between CBE Shura and CBE class, monitoring teacher and student attendance, provision of textbooks, and supporting IPs providing CBE.</p>

	<p>5.22 – STAGES Brief – P.6 - <i>'SMCs are strong in monitoring classes and mobilising in kind resources but are less strong in advocating for continued education opportunities. PEDs and DEDs are committed to absorbing CBE students but are concerned about available resources. Women do not participate in SMCs in many communities due to cultural norms that restrict their mobility.'</i></p> <p>5.23 – STAGES evaluation – P.6-7 – <i>'For those women who do participate in school shuras, participation does not necessarily equate to meaningful participation, with substantial evidence emerging in previous STAGES studies that although female shura members were valued for their ability to speak with mothers about girls' attendance, they had more limited roles in decision-making, advocacy and communication with project partners. The endline evaluation additionally suggests that female members are not benefiting as much as male members from participation in capacity building training, workshops and mentoring.'</i></p> <p>P.7 – <i>'One of the most visible indicators of community support for girls' education is the large in-kind contributions made through donations (monetary or resources) to classes and volunteer labour, with a total of £1,664,821 worth of contributions from communities'</i></p>
Government Capacity	<p>1.22 – MTR recommends review of strategy to embed NTAs in Govt, transparency about why this approach was taken, and clarity on whether Govt intends to take over those posts. Response says that joint review of NTAs was done by MoE and UNICEF.</p> <p>3.2 – CBE Policy (p.9-12) – states that a CBETU (Transitional Unit) will be established to replace the previous (and now defunct) CBE Unit. Operational for a minimum of 10 years. Claims that it will embed CBE within relevant departments. Transitional because the plan is to fully institutionalize CBE conceptually and organizationally amongst education service providers. Responsibility for programme and operations management, KM (including EMIS), coordination. Support to be provided by the CBE Working Group. Also foresees better coordination of CBE at sub-national level. Ultimate responsibility sits with the Hub School, supported by the DED.</p> <p>5.25 – STAGES evaluation – P.7 – <i>'A key component of STAGES, which is vital to the sustainability of girls' educational outcomes, is to work towards agreements made with the MoE to take over CBE classes at the end of project implementation. The endline evaluation has revealed varying results in relation to how realistic it is that CBE girls will in fact transition to government schools, with evidence to suggest that the CBE model of education is not sustainable without external funding due to reported lack of government funding (or will) to take over CBE classes as community outreach schools.'</i></p> <p>P.8 – <i>'Given project sustainability being one of the key challenges for STAGES, handover preparation and advocacy should start with the MoE, PEDs/DEDs, school shuras and community members from the inception of project activities'</i></p> <p>P.9 – <i>'Given that lack of government funding allocated to community-based education appears to be a large barrier to the MoE taking over CBE as outreach classes, government stakeholders need to come up with stronger budgeting plans for CBE education. This could be done in conjunction with partnering ministries (e.g. the Ministry of Rural Rehabilitation and Development in relation to the Citizen's Charter), and should ensure that CBE is not left off the agenda'</i></p>

Quality Outcomes	<p>3.5 – NAFA – details of different components of the National Assessment Framework for Afghanistan. No specific mention of CBE, not clear whether it's intended to be applicable in CBE.</p> <p>5.3 – Midline Results of Early Grade Reading Assessment, Afghan Children Read/USAID – shows poorer results and improvements in CBEs compared with formal schools.</p>
Retention and Transition	<p>1.22 – MTR recommends <i>‘Definitively recognize that transitioning all children, especially all girls, to hub schools is over-optimistic. More realistically, raise funds to implement the plan to expand MoE UNICEF-managed community-based classes and accelerated learning centres to higher grades at every location where there is not a hub school within easy walking distance, and that has plenty of space and teachers for girls, in a safe environment’</i>. Recommendation is ‘under implementation’.</p> <p>5.21 – ECW programme stresses importance of transition. Continuity is 1 of 5 key outcomes in the ToC. Mentions transition plans <i>‘either through ensuring and supporting increased absorption capacities of host or hub formal hub schools, permanent continuation of community-based classes as ‘outreach’ classes of formal schools, or (if necessary) upgrade plans of community-based schools into formal schools’</i> (p.16)</p> <p>3.2 – CBE Policy – optimistic about CBE’s contribution to expansion of access by grade level, states that lower-secondary CBE has been piloted and proven effective. Policy covers CBE up to grade 12.</p> <p>3.2 – CBE Policy (p.19) – states that CBE should run for 6 years, or 3-4 years if funding is lacking. Design should allow for enrolment of new children at grade 1 level every year.</p> <p>1.2 – USAID report – P.15 – notes problems with transition, recommends not opening up new schools but extending grades of existing ones, as well as advocating for institutionalizing extension of grades with MoE.</p> <p>5.26 – BRAC evaluation – P.8 – <i>‘BRAC’s stipend program has been very successful in enrolling dropped out girls back into school, and the program is well known among community members and girls in government schools.’</i></p>
TLMs and Salaries	<p>2.2 – lack of coordination and planning within MoE and UNICEF CO; over-ordering of supplies because forecasting based on enrollment and school requests based on attendance; top-down approach; includes inactive schools; supplies going to non-target schools including orphanages; failure to deliver on time; insufficient supplies delivered (despite over-ordering); not enough downstream supply chain visibility; limited end use monitoring; mixed feedback on TLM quality and usefulness; vulnerabilities due to dependence on neighboring countries for transport of international/offshore shipments. Recommends <i>‘transitioning of its TLM</i></p>

	<p><i>support/programmes from the emergency to developmental context. This transition would see the establishment of stronger, longer term sustainable interventions in the supply chain with the government taking over the greater part of executing the supply chain.’ (p.19).</i></p> <p>1.21 – End-user monitoring report. Confirms over-ordering of supplies/surplus; overly centralized ordering system; issues with quality and usefulness of supplies. Records some changes made that have resulted in cost savings and efficiency improvements; establishment of a logistics technical working group. Recommends more EUM to improve visibility.</p> <p>1.14 – UNICEF requested reprogramming of \$5.2m to procure Teaching and Learning materials for grade 1-3 students of public schools in selected provinces.</p> <p>1.2 – <i>‘Under the USAID-funded programme, a total of 171,305 CBE students in 20 provinces have been benefitting from such supplies since 2015 to date. This in addition to supplies provided to formal schools, early learning centers and for targeted EiE responses.’ (p.8)</i></p> <p>1.2 – notes delays in distribution of supplies from PEDs as problem area (p.15). Number of strategies suggested to overcome, inc training for government staff in inventory mangt, build capacity of TPMs and extenders, delivery of supplies direct to schools, and reintroducing EduTrac for real-time monitoring of supply delivery.</p> <p>1.2 – p.25 – <i>‘The UNICEF-supported supply chain in Afghanistan has faced several setbacks and challenges which have included late delivery of supplies due to border closures, inconsistency in the quality of materials, limited visibility of supplies once delivered from Kabul to the respective provincial warehouses, expiring stock in select warehouses, and poor account from MoE side in terms of end-user receipt. Although there is a very reliable inventory management system controlling supplies transactions, recording storage durations, aging, and expiry dates, a <b>physical verification</b> of PED warehouses and materials at school levels is planned, to enhance monitoring end-user receipt and use of materials. This exercise is expected to take place in at least 25 provinces and will be completed in 2019. It will contribute to existing <b>capacity building efforts through warehouse management trainings</b> and the ongoing efforts to put in place sound mechanisms for monthly verifications of end-user receipt of intended supplies.’</i></p>
<b>Sustainability</b>	
Data Integration	<p>1.2 – P.16 - Notes continuing issues with data/monitoring. Tech Extenders have somewhat improved data availability and quality. Suggests experimenting with real-time data monitoring in future.</p> <p>1.8 – OOSC Study – good set of recommendations on EMIS (p.78), including revising the indicators to be tracked e.g. Attendance not just enrollment, transition, attrition, etc. Also recommends making data open source to improve transparency and data reliability.</p>



	<p>1.33 – Response to SIDA evaluation – evaluation recommends (no.13): <i>‘UNICEF and the Ministry of Education should engage in an updated strategy for monitoring of their joint activities, clarifying the division of roles and responsibilities.’</i> And no.14: <i>‘UNICEF is encouraged, together with the Ministry of Education, to give high priority to address the current gaps of a basic database at Provincial Education Department level to enable monitoring of active community based schools and accelerated learning centres’.</i> Response from UNICEF lists actions taken, including joint work with UNESCO to work with MoE to strengthen EMIS (including setting up a working group); OOSC EMIS pilot in Balkh (never heard this mentioned); rolling out of EduTrac.</p> <p>3.7 – SM Strategy – P.19 – <i>‘Lack of Quality Data Concerning Social Mobilization Activities: Due to old and underused data collection systems, there is an overall lack of data surrounding DSMS implementation at all levels. This makes central planning more difficult and poses challenges in budgeting and strategic planning.’</i></p>
Systems	<p>5.21 – Swedish Mapping – P.9 – <i>‘From data provided by the IP informants, there are 11 IP programmes funded by a range of 15 large and small donors including: DFID, Sida, USAID, CRS, Global Affairs Canada, SCA fundraising, Caritas Australia/Caritas Korea, European Civil Protection and Humanitarian Aid Operations (ECHO), the Common Humanitarian Fund (CHF), UNOCHA, the Frees Foundation, Justin "Dusty" Husher, Radio Aid, Afghan Connection, Jocknick Foundation. GPE funding comes from a multilateral group of donors, and ARTF, which will fund the EQRA programme with GPE, is similarly a pooled donor fund.’....P.10 table showing ‘Number of CBE supported activities by Organization, District, and Province’.....P.10 ‘In the worst-case scenario, approximate half the districts could have no CBE support at all.’....P.11 – map of districts with CBE programmes.</i></p>
Exit and Handover Strategies	<p>5.17 – Slides summarizing current trends in education in Afghanistan, the funding required for Afghanistan to achieve its vision of getting all children in school, and recommendations for improving access and quality of education. Includes recommendations on expanding CBE, improving EMIS, promoting pre-primary education, innovative approaches to increase the number of female teachers, cross-sector collaboration including tailored interventions for girls, increased domestic financing for education.</p> <p>5.13 – EQRA document – P.9 describes CBE component – <i>‘Supporting CBE through: (i) strengthening MOE’s capacity to develop an implementation plan for the CBE Policy; and (ii) expanding CBE classes in selected provinces.’</i></p>

## Annex 15: UNICEF CBE Database Frequency Analysis

### UNICEF CBE Database - Basic Frequency Descriptions

Type of Modality					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALC	1931	25.4	25.4	25.4
	CBS	5671	74.6	74.6	100.0
	Total	7602	100.0	100.0	

Classroom Type					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	0.0	0.0	0.0
	Home	5967	78.5	78.5	78.5
	Masjid	1380	18.2	18.2	96.7
	Other	173	2.3	2.3	98.9
	Tent	81	1.1	1.1	100.0
	Total	7602	100.0	100.0	

Boys', Girls' or Mixed School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Boys	1388	18.3	18.3	18.3
	Girls	1554	20.4	20.4	38.7
	Mix	4660	61.3	61.3	100.0
	Total	7602	100.0	100.0	

### Type of Classroom by Region

		Home	Masjid	Tent	Other	
Region	Central	43.5%	55.0%	0.8%	0.1%	
	East	0.5%	40.6%	8.7%	20.3%	
	North	67.1%	28.3%	0.2%	4.4%	
	South	96.1%	2.6%	0.3%	1.0%	
	West	95.3%	4.7%			
Total		0.0%	78.5%	18.1%	1.1%	2.3%

Type of Control (Government or AGE) by Region			
		AGE	Government
Region	Central	5.2%	94.8%
	East	9.7%	90.3%
	North	18.2%	81.8%

	South	21.4%	78.6%
	West	17.9%	82.1%
Total		17.2%	82.8%

Type of Class by Region				
		ALC	CBS	Total
Region	Central	20.2%	79.8%	100.0%
	East	28.0%	72.0%	100.0%
	North	2.4%	97.6%	100.0%
	South	30.9%	69.1%	100.0%
	West	53.3%	46.7%	100.0%
Total		25.4%	74.6%	100.0%

Number of CBE by Province					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Badakhshan	479	6.3	6.3	6.3
	Badghis	302	4.0	4.0	10.3
	Balkh	814	10.7	10.7	21.0
	Bamyan	210	2.8	2.8	23.7
	Daikundi	264	3.5	3.5	27.2
	Farah	894	11.8	11.8	39.0
	Faryab	466	6.1	6.1	45.1
	Ghor	305	4.0	4.0	49.1
	Helmand	607	8.0	8.0	57.1
	Herat	274	3.6	3.6	60.7
	Jawzjan	98	1.3	1.3	62.0
	Kandahar	513	6.7	6.7	68.7
	Laghman	62	0.8	0.8	69.6
	Nangarhar	145	1.9	1.9	71.5
	Paktika	245	3.2	3.2	74.7
	Paktya	203	2.7	2.7	77.4
	Samangan	486	6.4	6.4	83.8
	Sar-e-Pul	154	2.0	2.0	85.8
	Urozgan	516	6.8	6.8	92.6
	Zabul	565	7.4	7.4	100.0
Total		7602	100.0	100.0	

CBE by Region					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Central	922	12.1	12.1	12.1
	East	207	2.7	2.7	14.9
	North	2497	32.8	32.8	47.7

	South	2201	29.0	29.0	76.7
	West	1775	23.3	23.3	100.0
	Total	7602	100.0	100.0	

Grade level of CBE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	0.2	0.2	0.2
	2	1622	21.3	21.5	21.7
	3	2804	36.9	37.2	58.9
	4	1291	17.0	17.1	76.0
	5	355	4.7	4.7	80.7
	6	1188	15.6	15.8	96.5
	7	264	3.5	3.5	100.0
	Total	7538	99.2	100.0	
Missing	System	64	0.8		
Total		7602	100.0		

Basic Statistics Student Enrollment by Class							
	N	Minimum	Maximum	Mean	SD	Total Beginning	Total Ending
Total Enrollment	7602	0	98	24.6	7.2	187,288	124,939
Number of Boys enrolled	7602	0	98	12.4	10.5	94,545	NA
Numbers of Girls enrolled	7602	0	82	12.2	9.7	92,743	NA

The CBS has an active SMS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2204	29.0	29.0	29.0
	Yes	5398	71.0	71.0	100.0
	Total	7602	100.0	100.0	

Chair/Head of SMS (Principal, Mullah, Teacher, etc.)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		773	10.2	10.2	10.2
	0	8	0.1	0.1	10.3
	Community Elder	640	8.4	8.4	18.7
	DDA, CDC	894	11.8	11.8	30.5

	Elder of community	1727	22.7	22.7	53.2
	Headmaster	69	0.9	0.9	54.1
	Mullah	151	2.0	2.0	56.1
	Parent	776	10.2	10.2	66.3
	Principal	1868	24.6	24.6	90.8
	teacher	1	0.0	0.0	90.9
	Teacher	695	9.1	9.1	100.0
	Total	7602	100.0	100.0	

Grade Level of CBE by Modality				
				Total
		ALC	CBS	
	1	0	14	14
	2	0	1622	1622
	3	81	2723	2804
	4	219	1072	1291
	5	224	131	355
	6	1144	44	1188
	7	263	1	264
Total		1931	5607	7538

Percentage of Alternative Modalities							
		ALC	Percent ALCs	CBS	Percent CBS	Total	Percent Total
Normal Modality		1668	86%	4359	78%	6027	80.0%
Alternative Modalities		263	14%	1248	22%	1511	20.0%
Total		1931		5607		7538	

Received Texts YN					
		Frequency	Percent	Valid Percent	Cumulative Percent
		Valid	No	1047	13.8
	Yes	6073	79.9	85.3	100.0
	Total	7120	93.7	100.0	
Missing	System	482	6.3		
Total		7602	100.0		

Received Class Materials YN					
		Frequency	Percent	Valid Percent	Cumulative Percent
		Valid	No	1017	13.4
	Yes	6117	80.5	85.7	100.0
	Total	7134	93.8	100.0	

Missing	System	468	6.2		
Total		7602	100.0		

Received Stationary YN					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	451	5.9	6.3	6.3
	Yes	6683	87.9	93.7	100.0
	Total	7134	93.8	100.0	
Missing	System	468	6.2		
Total		7602	100.0		

Receive All TLMs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	248	3.3	3.5	3.5
	Some	1563	20.6	22.0	25.4
	All	5309	69.8	74.6	100.0
	Total	7120	93.7	100.0	
Missing	System	482	6.3		
Total		7602	100.0		

		Types of TLM Received by Province		
		None	Some	All
Province	Badakhshan	0.0%	0.0%	100.0%
	Badghis	0.0%	100.0%	0.0%
	Balkh	0.0%	0.0%	100.0%
	Bamyan	0.0%	0.5%	99.5%
	Daikundi	0.0%	72.0%	28.0%
	Farah	0.0%		100.0%
	Faryab	0.0%	100.0%	0.0%
	Ghor	0.0%	0.0%	100.0%
	Helmand	0.0%	0.0%	100.0%
	Herat	46.4%	0.4%	53.3%
	Jawzjan	0.0%	58.8%	41.2%
	Kandahar	0.0%	0.0%	100.0%
	Laghman	100.0%	0.0%	0.0%
	Nangarhar	40.7%	0.0%	59.3%
	Paktika	0.0%	0.0%	100.0%
	Paktya	0.0%	0.0%	100.0%
	Samangan	0.0%	97.1%	2.9%
	Sar-e-Pul	0.0%	71.4%	28.6%
	Urozgan	0.0%	0.2%	99.8%
Zabul	0.0%		100.0%	

<b>Total</b>	<b>3.5%</b>	<b>22.0%</b>	<b>74.6%</b>
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<b>Gender Teacher 1</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Teacher	9	0.1	0.1	0.1
	Male	5628	74.0	74.0	74.2
	Female	1965	25.8	25.8	100.0
	Total	7602	100.0	100.0	

<b>Gender Teacher 2</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Teacher	6429	84.6	84.6	84.6
	Male	783	10.3	10.3	94.9
	Female	390	5.1	5.1	100.0
	Total	7602	100.0	100.0	

<b>Gender All Teachers</b>			
	Male	6411	73.1%
	Female	2355	26.9%
	Total	8766	

<b>Number of Female Teachers per CBE</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	5590	73.5	73.5	73.5
	1.00	1669	22.0	22.0	95.5
	2.00	343	4.5	4.5	100.0
	Total	7602	100.0	100.0	

<b>Percent Female Teachers by Region</b>			
Region	Teacher Total	Female	Percent Female Teachers
Central	1247	441	35.4%
East	216	39	18.1%
North	2611	638	24.4%
South	2516	185	7.4%
West	2176	1052	48.3%
Total	8766	2355	26.9%

<b>Number of Transition and Extension CBE by Region</b>		
		Total

		Extended	No	Yes	
Region	Central	15	697	210	922
	East	0	207	0	207
	North	0	2497	0	2497
	South	0	1764	437	2201
	West	0	886	889	1775
Total		15	6051	1536	7602

Type of Class and Transitioned						
		Extended	No	Transitioned	Total	% Transitioned
Type of class (ECD, ALC, CBS)	ALC	4	1316	611	1931	31.6%
	CBS	11	4735	925	5671	16.3%
Total		15	6051	1536	7602	20.2%

Transition CBEs by Region					
		No	Yes	Total	% Transitioned
Region	Central	712	210	922	22.8%
	East	207	0	207	0.0%
	North	2497	0	2497	0.0%
	South	1764	437	2201	19.9%
	West	886	889	1775	50.1%
Total		6066	1536	7602	20.2%

Transition Percentages by Gender by Region						
Region	Numbers of Girls enrolled	Girls Transition	Percentage of Girls Transitioned	Boys Enrolled	Transitioned	Percentage of Boys Transitions
Central	13323	3639	27.3%	8890	2563	28.8%
East	3689	0	0.0%	3534	0	0.0%
North	33375	0	0.0%	32166	0	0.0%
South	20774	6515	31.4%	32310	4575	14.2%
West	21582	9076	42.1%	17645	9431	53.4%
Total	92743	19230	20.7%	94545	16569	17.5%

Teacher Education Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
	NA	70	0.9	0.9	0.9
	Primary (1-7)	829	10.9	10.9	11.8
	Some High School (8-12)	2932	38.6	38.6	50.4



	Post 12	3771	49.6	49.6	100.0
	Total	7602	100.0	100.0	

Teacher Education Levels by Province				
		Primary	Some Secondary	Post High School
Province	Badakhshan		15.7%	84.3%
	Badghis	51.7%	44.4%	4.0%
	Balkh	42.8%		57.2%
	Bamyan		51.4%	48.6%
	Daikundi		69.3%	30.7%
	Farah		69.7%	30.3%
	Faryab		42.5%	57.5%
	Ghor		89.2%	10.8%
	Helmand	2.3%	28.0%	69.7%
	Herat		78.5%	13.9%
	Jawzjan	24.5%	5.1%	70.4%
	Kandahar	6.0%	39.2%	54.8%
	Laghman	1.6%		98.4%
	Nangarhar			66.2%
	Paktika	1.6%	73.5%	24.9%
	Paktya		70.4%	29.6%
	Samangan	21.8%	21.6%	56.6%
	Sar-e-Pul	32.5%	13.0%	54.5%
	Urozgan		7.0%	93.0%
Zabul	16.8%	46.7%	36.5%	
<b>Total</b>		<b>10.9%</b>	<b>38.6%</b>	<b>49.6%</b>

Teacher Education Levels by Region				
Region	Central	0.4%	66.6%	33.0%
	East	0.5%		75.8%
	North	21.1%	16.1%	62.7%
	South	6.4%	30.5%	63.2%
	West	8.8%	70.1%	19.9%
<b>Total</b>		<b>10.9%</b>	<b>38.6%</b>	<b>49.6%</b>

Teacher Education Levels by Gender				
		Male	Female	
	NA	0.8%	1.2%	0.9%
	Primary (1-7)	12.5%	6.4%	10.9%
	Some High School (8-12)	35.9%	46.0%	38.6%
	Post 12	50.8%	46.4%	49.6%
<b>Total</b>		<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Percent of female teachers by each grade total teachers	
	Gender Teacher 1

		Male	Female	Total
Student enrolled in grade(1,2,3,4,5,6,7,8.....etc.)	1		100.0%	100.0%
	2	83.4%	16.6%	100.0%
	3	77.4%	22.6%	100.0%
	4	80.2%	19.8%	100.0%
	5	66.2%	32.1%	100.0%
	6	52.4%	47.3%	100.0%
	7	81.1%	18.9%	100.0%
Total		74.7%	25.2%	100.0%

Percentage of women allocated to a specific grade					
		No Teacher	Male	Female	Total
	1			0.7%	0.2%
	2		24.0%	14.2%	21.5%
	3		38.5%	33.4%	37.2%
	4		18.4%	13.5%	17.1%
	5	66.7%	4.2%	6.0%	4.7%
	6	33.3%	11.1%	29.6%	15.8%
	7		3.8%	2.6%	3.5%
Total		100.0%	100.0%	100.0%	100.0%

Average Dropouts per Type of Class			
	Mean	N	Std. Deviation
ALC	9.5	1548	9.5
CBS	6.9	4400	11.3
Total	7.6	5948	10.9

Percentage of Dropouts per Class Average			
Type	Dropouts	Total Enrollment (Beginning of school year)	Average Percentage of Dropouts per Class
ALC	9.47	22.5	42.1%
CBS	6.90	26.3	26.3%
Total	7.57	25.4	29.9%

Average Number of Dropouts per class by Province and Region		
Region		Average
Central	Bamyan	0
	Paktika	0
	Paktya	0
East	Nangarhar	19
North	Badakhshan	14

	Balkh	0
	Faryab	33
	Jawzjan	4
	Samangan	11
	Sar-e-Pul	0
South	Helmand	4
	Kandahar	7
	Urozgan	0
	Zabul	5
West	Badghis	0
	Farah	20
	Ghor	0
	Herat	7

Average Dropouts Per Class by Modality and Province		
Province		Dropouts
Badakhshan	CBS	14.42
Badghis	ALC	0.00
	CBS	0.00
Balkh	CBS	0.00
Bamyan	ALC	0.00
	CBS	0.00
Farah	ALC	18.19
	CBS	23.94
Faryab	CBS	32.62
Ghor	ALC	0.00
	CBS	0.00
Helmand	ALC	3.58
	CBS	4.09
Herat	ALC	4.82
	CBS	7.95
Jawzjan	CBS	4.03
Kandahar	ALC	6.34
	CBS	7.65
Nangarhar	ALC	15.69
	CBS	20.90
Paktika	ALC	0.00
	CBS	0.00
Paktya	ALC	0.00
	CBS	0.00
Samangan	ALC	23.88
	CBS	9.12
Sar-e-Pul	CBS	0.00
Urozgan	ALC	0.91
	CBS	0.32

Zabul	ALC	5.34
	CBS	5.08
Total	ALC	9.47
	CBS	6.90
	Total	7.57

Gender Enrollment by Province and Modality						
Province		Total	Number of Boys enrolled	Numbers of Girls enrolled	Percent of Boys enrolled	Percent of Girls enrolled
Badakhshan	CBS	10342	5377	4965	52.0%	48.0%
	Total	10342	5377	4965	52.0%	48.0%
Badghis	ALC	1742	376	1366	21.6%	78.4%
	CBS	5165	2886	2279	55.9%	44.1%
	Total	6907	3262	3645	47.2%	52.8%
Balkh	CBS	21361	10512	10849	49.2%	50.8%
	Total	21361	10512	10849	49.2%	50.8%
Bamyan	ALC	759	133	626	17.5%	82.5%
	CBS	2954	1408	1546	47.7%	52.3%
	Total	3713	1541	2172	41.5%	58.5%
Daikundi	ALC	839	256	583	30.5%	69.5%
	CBS	4428	2188	2240	49.4%	50.6%
	Total	5267	2444	2823	46.4%	53.6%
Farah	ALC	10314	3848	6466	37.3%	62.7%
	CBS	7828	4625	3203	59.1%	40.9%
	Total	18142	8473	9669	46.7%	53.3%
Faryab	CBS	15202	9950	5252	65.5%	34.5%
	Total	15202	9950	5252	65.5%	34.5%
Ghor	ALC	3240	1279	1961	39.5%	60.5%
	CBS	4107	2338	1769	56.9%	43.1%
	Total	7347	3617	3730	49.2%	50.8%
Helmand	ALC	2984	2352	632	78.8%	21.2%
	CBS	12747	5572	7175	43.7%	56.3%
	Total	15731	7924	7807	50.4%	49.6%
Herat	ALC	3677	572	3105	15.6%	84.4%
	CBS	3154	1721	1433	54.6%	45.4%
	Total	6831	2293	4538	33.6%	66.4%
Jawzjan	CBS	2567	1067	1500	41.6%	58.4%
	Total	2567	1067	1500	41.6%	58.4%
Kandahar	ALC	3352	1938	1414	57.8%	42.2%
	CBS	6518	3154	3364	48.4%	51.6%
	Total	9870	5092	4778	51.6%	48.4%
Laghman	CBS	1963	1026	937	52.3%	47.7%
	Total	1963	1026	937	52.3%	47.7%
Nangarhar	ALC	1783	846	937	47.4%	52.6%
	CBS	3477	1662	1815	47.8%	52.2%
	Total	5260	2508	2752	47.7%	52.3%

Paktika	ALC	1424	638	786	44.8%	55.2%
	CBS	5964	2671	3293	44.8%	55.2%
	Total	7388	3309	4079	44.8%	55.2%
Paktya	ALC	1327	30	1297	2.3%	97.7%
	CBS	4518	1566	2952	34.7%	65.3%
	Total	5845	1596	4249	27.3%	72.7%
Samangan	ALC	1508	0	1508	0.0%	100.0%
	CBS	10363	3056	7307	29.5%	70.5%
	Total	11871	3056	8815	25.7%	74.3%
Sar-e-Pul	CBS	4198	2204	1994	52.5%	47.5%
	Total	4198	2204	1994	52.5%	47.5%
Urozgan	ALC	3955	3279	676	82.9%	17.1%
	CBS	8601	5234	3367	60.9%	39.1%
	Total	12556	8513	4043	67.8%	32.2%
Zabul	ALC	5916	4785	1131	80.9%	19.1%
	CBS	9011	5996	3015	66.5%	33.5%
	Total	14927	10781	4146	72.2%	27.8%
Total	ALC	42820	20332	22488	47.5%	52.5%
	CBS	144468	74213	70255	51.4%	48.6%
	Total	#####	94545	92743	50.5%	49.5%

Percentage of Female Teachers by Province				
Region		Number Female Teachers	Number of Teachers Total	Percentage Female
Central	Bamyan	154	271	56.8%
	Daikundi	238	374	63.6%
	Paktika	5	345	1.4%
	Paktya	44	257	17.1%
East	Laghman	12	68	17.6%
	Nangarhar	27	148	18.2%
North	Badakhshan	43	593	7.3%
	Balkh	164	814	20.1%
	Faryab	86	466	18.5%
	Jawzjan	34	98	34.7%
	Samangan	258	486	53.1%
	Sar-e-Pul	53	154	34.4%
South	Helmand	38	622	6.1%
	Kandahar	60	532	11.3%
	Urozgan	18	723	2.5%
	Zabul	69	639	10.8%
West	Badghis	105	328	32.0%

	Farah	664	1159	57.3%
	Ghor	72	375	19.2%
	Herat	211	314	67.2%
	Total	2355	8766	26.9%

Percentage Female Teachers by Region			
Region	Female	Total Teachers	% Female
Central	441	1247	35.4%
East	39	216	18.1%
North	638	2611	24.4%
South	185	2516	7.4%
West	1052	2176	48.3%
Total	2355	8766	26.9%

Percentage Female Teachers by Province and Modality				
Province		Female	Teacher Total	% Female
Badakhshan	CBS	43	593	7.3%
	Total	43	593	7.3%
Badghis	ALC	73	108	67.6%
	CBS	32	220	14.5%
	Total	105	328	32.0%
Balkh	CBS	164	814	20.1%
	Total	164	814	20.1%
Bamyan	ALC	67	92	72.8%
	CBS	87	179	48.6%
	Total	154	271	56.8%
Daikundi	ALC	55	78	70.5%
	CBS	183	296	61.8%
	Total	238	374	63.6%
Farah	ALC	537	832	64.5%
	CBS	127	327	38.8%
	Total	664	1159	57.3%
Faryab	CBS	86	466	18.5%
	Total	86	466	18.5%
Ghor	ALC	42	182	23.1%
	CBS	30	193	15.5%
	Total	72	375	19.2%
Helmand	ALC	9	134	6.7%
	CBS	29	488	5.9%
	Total	38	622	6.1%
Herat	ALC	174	197	88.3%
	CBS	37	117	31.6%
	Total	211	314	67.2%
Jawzjan	CBS	34	98	34.7%

	Total	34	98	34.7%
Kandahar	ALC	15	198	7.6%
	CBS	45	334	13.5%
	Total	60	532	11.3%
Laghman	CBS	12	68	17.6%
	Total	12	68	17.6%
Nangarhar	ALC	23	58	39.7%
	CBS	4	90	4.4%
	Total	27	148	18.2%
Paktika	ALC	2	98	2.0%
	CBS	3	247	1.2%
	Total	5	345	1.4%
Paktya	ALC	34	100	34.0%
	CBS	10	157	6.4%
	Total	44	257	17.1%
Samangan	ALC	56	61	91.8%
	CBS	202	425	47.5%
	Total	258	486	53.1%
Sar-e-Pul	CBS	53	154	34.4%
	Total	53	154	34.4%
Urozgan	ALC	3	330	0.9%
	CBS	15	393	3.8%
	Total	18	723	2.5%
Zabul	ALC	23	291	7.9%
	CBS	46	348	13.2%
	Total	69	639	10.8%
Total	ALC	1113	2759	40.3%
	CBS	1242	6007	20.7%
	Total	2355	8766	26.9%

Percentage of Female Teachers by Modality			
	Female	Teacher Total	% Female
ALC	1113	2759	40.3%
CBS	1242	6007	20.7%
Total	2355	8766	26.9%

Region			TLMs Received by Province and Region		
			None	Some	All
Central	Province	Bamyan		0.5%	99.5%
		Daikundi		72.0%	28.0%
		Paktika			100.0%
		Paktya			100.0%
	Total		20.7%	79.3%	
East	Province	Laghman	100.0%		
		Nangarhar	40.7%		59.3%

	Total		58.5%		41.5%
North	Province	Badakhshan			100.0%
		Balkh			100.0%
		Faryab		100.0%	
		Jawzjan		58.8%	41.2%
		Samangan		97.1%	2.9%
		Sar-e-Pul		71.4%	28.6%
	Total		53.0%	47.0%	
South	Province	Helmand			100.0%
		Kandahar			100.0%
		Urozgan		0.2%	99.8%
		Zabul			100.0%
	Total		0.0%	100.0%	
West	Province	Badghis		100.0%	
		Farah			100.0%
		Ghor			100.0%
		Herat	46.4%	0.4%	53.3%
	Total	7.2%	17.1%	75.8%	

Distance from Hub School by Modality			
Km.	ALC	CBS	Total
Less than 3 Km	832	350	1182
3-10 km	961	5001	5962
More than 10	73	202	275



## Annex 16: Terms of Reference

<b>UNICEF AFGHANISTAN REQUEST FOR A CONTRACT FOR SERVICES (INSTITUTIONS)</b>		
<b>SHORT TITLE OF ASSIGNMENT</b>		
Mid-term Evaluation of Increasing Access to Basic Education and Gender Equality		
<b>REQUESTING SECTION</b>	SPPME	
<b>SUPERVISOR (CONTRACT MANAGER)</b>	Sevara Hamzaeva	
<b>GRANT</b>	SC140794	
<b>WBS</b>	0060/A0/07/886/009/004	
<b>PROPOSED DURATION</b>	24 weeks	<b>NOTES / COMMENTS</b>
<b>PROPOSED START DATE/END DATE</b>	01/08/18-30/07/20	
<b>TYPE OF PROCUREMENT EOI, RFP, RFQ, ITB</b>	RFP	
<b>SUPPLY PLAN LINE NUMBER</b>		
<b>LOCATION OF REQUIRED SERVICES</b>	Kabul, and sampled locations from Bamyan, Badghis, Daikundi, Ghazni, Ghor, Khost, Helmand, Herat, Farah, Kandahar, Nangarhar, Paktika, Paktya, Uruzgan, Zabul	
<b>ESTIMAED VALUE MAY EXCEED CRC THRESHOLD (Yes/No)</b>	Yes	
Need for procurement of institutional services is reflected in the AWP/ Supply plan or is in response to a specific request		YES
The tasks cannot be completed by UNICEF staff or counterparts		YES
TOR is clearly defined with tangible, measurable deliverables or an end-product and with payments (contract fee) clearly linked to these		YES
TOR includes a description of the specific activities and timeframes for completion of the activities		YES
The TOR includes performance indicators for evaluation of results (e.g. timeliness or quantitative measures)		YES
<b>SIGNED FOR AGREEMENT</b>		

Recommended by	Reviewed by	Approved by
.....	.....	.....
Programme Chief	Supply Manager	Deputy Representative OR Chief of Operations
Date/Time.....	Date/Time.....	Date/Time.....

**UNICEF AFGHANISTAN  
TERMS OF REFERENCE FOR SERVICES – INSTITUTIONS**

<b>SHORT TITLE OF ASSIGNMENT</b>
<b>Mid-term Evaluation of Increasing Access to Basic Education and Gender Equality</b>

<b>BACKGROUND</b>
<p>Afghanistan has made tremendous progress in its primary and secondary school enrolments in the last decade from less than one million students (almost all boys) in 2001 to over 9 million in 2016.<sup>98</sup> The monitoring data shows that as the enrolment grades progress, the enrolment drops. The recent figures indicate drops by 50 percent in enrolment among students from the grade level 1 (one) to 9 (nine). Moreover, an estimated 3.5 million school-aged children, out of which 75% girls, continue to remain out-of-school.</p> <p>The establishment of Community-Based Schools (CBSs)<sup>99</sup> and Accelerated Learning Centers (ALCs) are the main strategy adopted by the Government of the Islamic Republic of Afghanistan (GoIRA) and its development partners to reach Out of School Children, particularly girls. Community-Based Education (CBE) aims at reaching children out of school, particularly girls who cannot access a formal school within a 3 km distance. CBSs offer students the opportunity to complete primary grades (1-3) in their own community. ALCs are also covered under the Community-Based Education (CBE) policy and offer girls and boys aged 10-15 years, who were never in school or dropped out, to complete their primary school cycle (grades 1-6) in three instead of six years. The establishment of CBE classes has herewith directly contributed to the Sustainable Development Goals, SDGs) and the second Education for All (EFA) target on access to education.<sup>100</sup></p>

<sup>98</sup> Education Management Information System 2016, UNICEF Afghanistan Education Section

<sup>99</sup> Community Based Schools (CBSs) are classes established in community buildings and/or houses in remote, rural and sparsely populated villages, where no gender appropriate school exists in a radius of 3 km distance – one CBSs holds on average 25 – 30 students (see CBE Policy, MoE)

<sup>100</sup> Previously Millennium Development Goals (MDGs 2020) and the National Education Strategic Plan (NESP) III 2017-2021, Ministry of Education, 2016

The United States Government through the United States Agency for International Development (USAID) made a significant contribution to UNICEF to support the MoE's efforts to enhance learning opportunities for Out-of-School Children (OOSC), especially girls, through an outreach program of the existing formal schooling system. A Community Based Education approach was adopted which includes the establishment of Community Based Schools (CBS) and Accelerated Learning Centers (ALC).

The USAID programme contributes to system strengthening in the areas of reduction child marriage, education management information systems, education in emergencies in relation to support to development of NESP III and operational framework, including the revision of CBE policy. In addition to the interventions aimed at strengthening the overall system and activities at national, provincial and local levels, this USAID-funded program was utilized to procure Teaching and Learning materials (TLM) for grade 1-3 students of public schools in selected provinces as a once-off activity in 2017 to improve learning environment for teachers and students. This is aimed at complementing already ongoing work at community level, ensuring that both, students in community-based as well as in formal schools have access to sufficient and adequate teaching and learning materials, which contributes to increasing enrolment rates and decreasing dropout rates.

As UNICEF continues to support the MoE's efforts to enhance learning opportunities for OOSC through several innovative initiatives, this program's activities and strategies were also developed according to UNICEF's Country Programme Plan and the National Implementation Education Strategic Plan (NESP III) for 2017-2021. The implementation of the programme started in 2015 with the contribution from USAID in the amount of USD 77,402,457. The programme is planned to be completed in 2019, but with the possibility of extension and scaling it up in other locations of Afghanistan.

Considering global initiatives of development and humanitarian aid actors to enhance access to education in conflict-affected countries, the evaluation findings of this programme are expected to generate evidence in support of UNICEF's efforts to expand learning opportunities for children in Afghanistan. UNICEF Afghanistan will continue actively to advocate for children's rights and increasing their access to education at public and community-based schools, with the aim to reach many more children, especially the most vulnerable and marginalized. In the context of continuous efforts to increase girls' access to education, UNICEF Afghanistan also intends to integrate initiatives of the global fund, Education Cannot Wait (established in the World Humanitarian Summit in 2016) in the upcoming years. The evaluation of the programme is, therefore, expected to contribute not only to scaling up and measuring the performance the CBE Programme but also to developing a strategic approach to increase girls' access to education in locations that are most vulnerable to conflict.

#### **Detailed Programme Description**

The CBE programme is being implemented with the intention to contribute to fulfilling the educational rights of every child, and especially the most disadvantaged in Afghanistan. The following table illustrates the programme' goals and objectives in detail:

### Programme goals and objectives

<b>Impact: To fulfil the educational rights of every child, especially the most disadvantaged</b>	
<b>Outcome: Provide equitable access to free and quality education to all Afghan children</b>	<b>Output 1:</b> Increased access to primary education for OOSC in remote communities
	<b>Output 2:</b> Increased capacity of community-based teachers to teach in Community-Based-Schools (CBS)
	<b>Output 3:</b> Increased awareness of communities and community leaders on the importance of education and their responsibilities in regard to Community-Based Education (CBE)
	<b>Output 4:</b> Increased Government capacity to deliver educational services to OOSC

### Programme Target Groups

#### Direct Target Groups:

This Programme contributes to expanding equitable access to quality education to a cohort of 120,000 children by 2019 with an aim to reach at least 50% girls. Target groups are grouped into CBSs and ALCs in 10 focus provinces and deprived districts of Herat, Farah and Nangarhar. As of June 2017, a total of 171,954 children (girls=84,652 and boys= 87,302) accessed to quality education through 6,492 community-based education classes at 4,055 CBSs and 2,437 ALCs.

Community-Based Schools (CBS): A total of 240,000 active learners (targeting children in the age group 7 – 9 years) throughout the 5 years’ implementation period of this Programme (varying on average from 20,000 to 60,000 children depending on the implementation year).

Accelerated Learning Centers (ALC): A total of 48,000 active learners (targeting children in the age group 10 -15 years old), throughout the 5 years’ implementation period of this Programme (varying on average from 4,000 to 12,000 children depending on the implementation year).

ALCs in AAE run Schools: A total of 3,000 students (girls in the age group of 10-30 years old, Grades 1-12), throughout a 2year implementation period. Targeted Intervention zones: 13 schools in 9 provinces.

Teaching Learning Materials: within the program's scope, UNICEF Education delivered 125,829 student kits – one student kit benefitted 20 students. The student kits contain materials such as pencils, erasers, notebooks and many other necessary items that students need. In addition to the provision of essential TLMS to CBE's, UNICEF engaged in a once off activity in the procurement and distribution of TLMs to formal schools as well as the printing and dissemination of textbooks in 2017.

**Indirect groups of population benefiting from the programme:**

The indirect target groups include national and local education authorities, including 500 MoE and 500 Provincial/District Education Directorate staff members over the 5 years' lifespan of this Programme; local authorities, decision-makers and community leaders; school-community entities such as School Management Shuras (SMS), school directors and teachers; parents/caregivers and children themselves.

With the overall achievements listed above the program's total spending has reached USD 20, 088.011, including an additional USD 4,072, 801 obligated for the rest of the planned activities to be completed in 2017. At present, the program's implementation is in the mid-term stage that encompasses significant contributions that were made in the last two years. Despite visible achievements that UNICEF and MoE have delivered for children, it is important to conduct mid-term evaluation of the programme and ensure that it is going on track and prevent any bottlenecks.

**Evaluation Purpose**

UNICEF Afghanistan has initiated to conduct a mid-term evaluation of the USAID-funded programme titled, "Increasing Access to Basic Education and Gender Equality" to ensure that the programme implementation progress and process are going according to the intended results and objectives. The evaluation will yield results that will serve to inform MoE, USAID, UNICEF and other stakeholders on the progress of the programme, lessons learned, and to present recommendations based on essential findings.

The main purpose of the evaluation is to gather evidence on the programme performance in fulfilling the educational rights for children, and especially the most disadvantaged in the target provinces. Specifically, the evaluation will assess to what extent the programme has been increasing: 1) access to primary education for OOSC in remote communities; 2) capacity of community-based teachers to teach in CBEs; 3) awareness of communities and community leaders on the importance of education and their responsibilities in CBE; 4) capacity of the government stakeholders to deliver educational services to OOSC.

The evaluation will be implemented with an expectation that it will contribute to assessing results-based management of the programme through illuminating key issues, enhancing the programme performance and scaling it up in other locations of Afghanistan.

OBJECTIVE
SCOPE OF WORK, ACTIVITIES, TASKS, DELIVERABLES
<p>The evaluation will be conducted in the form of formative assessment with the following objectives:</p> <ul style="list-style-type: none"> <li>• To assess relevance, efficiency, effectiveness and sustainability of the programme.</li> <li>• To gather evidence on the programme performance and lessons learned.</li> <li>• To provide recommendations for improving, if necessary, and scaling up the programme.</li> </ul> <p>As the programme is ongoing, the evaluation of its sustainability will focus mainly on assessing the capacity of national counterparts to sustain the programme results and provide recommendations to UNICEF, Ministry of Education, donors and partners. It is essential that the evaluation will cover the mechanisms of collaboration with the government and non-governmental stakeholders in delivering the programme activities for children, capacity development and system building activities, monitoring and gathering evidence for knowledge management. Within this thematic frame, the evaluation must assess the alignment of the programme activities with existing national educational policies, feasibility of sustaining the programme results so that more children can benefit from the programme in the future and deliver recommendations that will also offer appropriate exit strategies for UNICEF.</p> <p><b>Scope and Preliminary Evaluation questions</b></p> <p>The mid-term evaluation of the programme will cover all intervention areas and results that will be achieved by 30 June 2018 (please see the list of provinces included in the section on sampling). Although the funds for implementing this programme were available in September 2014, in agreement between UNICEF and USAID the actual implementation of the programme activities started in January 2015. Within the overall objectives of the programme, the evaluation will focus on the programme implementation strategies and activities in all target provinces and target groups who have benefitted from the programme from January 2015 to 30 June 2018. The evaluation will assess the methods in the delivery of the programme activities and in mainstreaming equity, equality and human rights into the programme implementation. In doing so, the evaluation will examine to what extent and how UNICEF has addressed education needs of the most deprived children; how girls and boys have been addressed and affected differently by the programme; and whether or not, the programme has helped girls and boys gain more access to education, from the human rights perspective.</p> <p>The mid-term evaluation will focus on the programme deliverables to the following groups, including all primary stakeholders (MoE, PED, DED and others) who have been involved in the programme implementation, with a view to assessing efficiency and effectiveness, and analyzing the short to medium-term changes triggered by such deliverables:</p> <ol style="list-style-type: none"> <li>1. 171,954 students accessed quality education through 6,492 CBE's.</li> <li>2. A total of 72,297 student kits were distributed providing essential classroom learning materials.</li> <li>3. 1,726 female teachers have been recruited.</li> </ol>

4. 5,423 of teachers/educators who were trained with USG support; 4,038 teachers/educators/teaching assistance who completed in-service training or received intensive coaching or mentoring with USG support; 5,142 teachers actively using the learning centered methods during teaching, in terms of assessing teachers/educators who have increased their capacity to teach in CBS.
5. 1,527 School Management Shuras who received training and 6,196 of mobilized community shuras, in evaluating the awareness of communities and community leaders in terms of the importance of education and their responsibilities in regard to CBS.
6. 211 of PED/DED staff capacitated; 46 administrators who received training with USG support; 149 of MoE staff who increased capacity in planning, implementing and monitoring; and, 108 of PED and DED staff trained on financial and reporting procedures, for assessing the capacity of the Government to deliver educational services to OOSC.

In addition to the reported activities and output-level results above, the programme delivered 125,829 TLMs as a once-off activity and established 4,055 CBSs and 2,437 ALCs.

The programme does not have Theory of Change, which will be developed by the evaluation team (please see ANNEX A for a table illustrating the results framework). The results framework of the programme is the foundation for the evaluation questions and will be used as a guiding document in developing Theory of Change for the evaluation purposes. Accordingly, this general evaluation framework is constructed with the following questions, adjustable by the evaluation team:

**Relevance:** To assess alignment of the programme interventions to existing strategies and policies of Afghanistan and UNICEF on education, and the extent to which the needs of OOSC and the most marginalized children, including communities and teachers are addressed, the evaluation covers the following questions:

- What programme interventions and strategies are, or are not, meeting the needs of OOSC, especially of girls?
- To what extent is the programme covering the needs of communities, government partners and teachers/educators in terms of developing their capacity and increasing awareness?
- Are the programme goals and objectives aligned with the UNICEF Global Strategic Plan 2014-2017, NESP III and other national strategies and policies of Afghanistan?
- To what extent is the programme design appropriate to address the needs of children given the developmental challenges it is seeking to address, and in the ongoing conflict?
- To what extent does UNICEF have a comparative advantage in implementing this Programme?

**Effectiveness:** In evaluating to what extent the program's outputs have contributed to immediate developmental changes and mid-term results at the outcome level, the evaluation will focus on the following questions:

- To what extent and how has the programme increased access to primary education for OOSC in remote communities? How do OOSC, in particular, female students feel about having access to education? Will they continue pursuing their educational goals after graduating from CBSs and ALCs? What evidence is there of the relative contribution of the programme in different social or community contexts, on different age groups, and on children with different educational backgrounds?

- To what extent has the programme succeeded in ensuring children have been retained in school and have continued their studies through secondary school
- To what extent has the programme introduced standardized levels of quality of education?
- Have the community-based teachers/educators, especially female teachers, increased their capacity to teach in CBSs and ALCs, and to what extent are they applying such capacity? What is the quality of education delivered in CBSs and ALCs by these teachers/educators today?
- Have communities and community leaders increased their awareness of the importance of education and their responsibilities in regard to CBE? How are the community leaders helping their communities promote awareness of the importance of education among families? What positive difference have they made in people's attitude to education since they began participating in the programme? How will the community assist graduating students to transition to hub schools?
- To what extent and how have the Government stakeholders increased their capacity to deliver educational services to OOSC? What positive difference have they made in improving the quality of educational services and in increasing access to educational materials/TLM for OOSC?

**Efficiency:** In order to assess the programme timely and cost-efficient implementation, and result-based management, the evaluation will examine the following questions:

- Are the CBE programming approaches, allocation of human, operational and financial resources appropriate and adequate to deliver intended results in the socio-economic and political context of Afghanistan?
- How are monitoring and reporting systems of the programme set up and how they have been used to gather credible evidence on the program's performance and results? To what extent has the gathered evidence been used to inform UNICEF on the programme performance, detect and resolve bottlenecks on time?
- Are the programme activities being implemented according to its timeline? Is the implementation of the programme activities delayed? How have the programme implementation strategies been used to efficiently overcome delays and deliver results?
- To what extent do UNICEF partnership strategies and collaboration with stakeholders at different levels support the delivery of the programme results?

**Sustainability:** To evaluate the extent to which the program's interventions can be scaled up, and to what extent the capacity of our Government partners will ensure the sustainability of the program's initiatives and how appropriate the exit strategy of UNICEF is, the following questions will be examined:

- What strategies and interventions of the programme are most likely to be scaled up after the implementation of the programme?
- To what extent is the program's data integrated with administrative data, including the Education Management Information System (EMIS)?
- What partnerships, mechanisms and policies exist that will sustain the programme initiatives, and ensure that every out-of-school child will have a chance to gain access to education?
- What education systems and capacities are in place to take forward programme initiatives and to institutionalize them across relevant entities at the national and subnational levels?
- To what extent will the programme interventions contribute to increasing the capacity of the Government partners, communities and teachers/educators to ensure the sustainability of CBE and other programme initiatives dedicated for OOSC?
- What exit strategy does UNICEF have and how appropriate it is for ensuring the sustainability of this and similar programmes and adequate transition of the programme ownership to the Government partners?

The mid-term evaluation of the programme will not cover any assessment on its impact but will gather evidence and produce knowledge that will be used to measure it during the ex-post evaluation.



## **Evaluability**

The programme has an explicit logical framework that should be further refined and developed into a comprehensive Theory of Change. The program's interventions and targets are based on the baseline data and the evidence on the programme results for 2015 and 2016 was gathered through the program's existing monitoring framework. Data and information on the program's progress can be obtained from the following sources:

- UNICEF, MoE and the PEDs' monitoring and training reports;
- Implementing Partner's monitoring reports
- Waybills, End-User and Third-Party Monitoring reports
- EMIS reports
- National Technical Advisor's Reports
- HACT reports
- Out of School Children Study

Moreover, the progress report of the programme for 2017 (30 June 2017) illustrate the delivery of substantive results in the target provinces.

The program's interventions are evaluable through qualitative and quantitative methods, and additional secondary data can be obtained for pre-and-post comparison analysis on the programme performance.

## **Limitations**

While the programme is evaluable, there are several challenges in terms of security and limited access to the target groups that might impede timely implementation of data collection activities. Additionally, limited reliable secondary data and absence of proper documentation at the provincial and district levels, and in the target schools, can pose challenges in the evaluation process. Certain aspects directly linked to limitations in data collection to consider are sensitive ethnic, religious, cultural and tribal norms of the target population as well as conflict-affected areas.

The programme design did not include an evaluation framework and Theory of Change and was not developed based on a baseline assessment. The program's activities and strategies were developed according to baseline data from, the quality of which can vary depending on their sources. In close collaboration with UNICEF, the evaluation team will be responsible for verification of the baseline and monitoring data.

## **Evaluation Design and Methods**

As mentioned in the previous section, the programme has no evaluation framework, except the supporting documents that can be used to develop a comprehensive framework by the evaluation team for measuring the program's mid-term results. The programme has specific impact level goals, yet because the programme has no control group, this mid-term evaluation should include assessments on target or comparison groups that have not been included under the programme. Additionally, UNICEF is currently conducting a

comprehensive study on OOSC and the study results are expected to deliver a holistic overview on the profiles of children who are out of school. The study's results can be used in selecting comparison groups and in the comparison analysis of this mid-term evaluation. The ex-post evaluation will also include comparison analysis to measure the extent to which the programme contributed to developmental change on the basis of participant and non-participant groups.

The evaluation design must be based on primary and secondary data collection. A critical stage before producing an inception report is to conduct detailed research on the programme documents that will be used to assess: a) the nature of the programme interventions; b) the availability of data and c) to develop adequate evaluation design and sampling strategy. The research in the inception phase will include: a) document reviews; b) consultations and key informant interviews, focus group discussions with UNICEF, MoE, PED, DED and other stakeholders; c) pilot testing of data collection tools in two selected provinces.

Evaluation methodology should be based on mixed methods, participatory, gender, equity and human rights-based approaches. Two types of data will be collected:

- A. **Primary data** will be collected through qualitative and quantitative methods, such as surveys, key informant interviews and Focus Group Discussions (FGDs). Data will be collected from the following target population:
1. Students
  2. Teachers/educators
  3. Families of students and community people were involved in the programme activities
  4. School management and/or school Shuras and parent committees
  5. MoE, PED, DED, implementing partners and other stakeholders.
- B. **Secondary data** can be collected through the programme baseline database; programme documents and available Education Sector (such as EMIS) databases from MoE and UNICEF. The programme documents that can be obtained from UNICEF Education Section are:
1. The programme description/donor proposal + re-scoped programme document
  2. Logical Framework (attached)
  3. Monitoring and progress reports, including Third Party, Extenders, NTA reports (Provincial Coordinators, Field Monitors)
  4. CBE training manuals for teachers/educators and training reports
  5. Out of School Children Study
  6. Girls' Education roadmap, mapping, Girl's Education Situation Analysis Report and Strategy development
  7. Early Learning draft policy
  8. Documents on awareness raising activities/communication strategies for awareness raising activities at the community level
  9. Training manuals for capacity development of the Government stakeholders and training reports

Data collection activities must be accompanied with photographic evidence and collected via real-time data collection technologies (such as Open Data Kit).

In addition to data collection in the field, the evaluation team must review case studies and provide in depth analysis of the overall situation

### **Sampling**

Purposive sampling is the preferred approach in determining sample sizes of the target groups (students, teachers, families, Shuras and Government partners) to measure their increased knowledge and capacity. A random sampling approach can be used to sample schools and populations that will participate in data collection on community awareness and TLM distribution in the listed provinces above. Where possible, sample sizes should be sufficient to allow generalization of findings applicable to a larger population. A small sample of children and their families will be selected for interviews and in-depth qualitative analysis that will allow us to understand to what extent the lives of children have changed since they began participating in the programme.

Sampling of the population for this evaluation will be conducted in selected provinces and districts listed in the table below:

Provinces	Districts
1. Bamyan	All
2. Badghis	All
3. Daikundi	All
4. Ghor	All
5. Helmand	All
6. Kandahar	All
7. Paktika	All
8. Uruzgan	All
9. Zabul	All
10. Paktya	All
11. Herat	Adraskan, Ghoryan, Guzara, Injil, Karukh, Pashtoon, Zarghoon, Rabat Sangi, Zenda Jan and Herat City
12. Farah	Center, Blabuluk, Pushtroad, Lash-e-Juwain, Anardara, Shib-e-Kow, Khak-e-Safid
13. Nangarhar	Dihbala, Khogyani, Shirzad, Dara-e- Noor, Surkhraod, Jalalabad, Behsood, Rodat, Kama
14. Ghazni	Targeted districts that received TLMs for formal schools
15. Khost	Targeted districts that received TLMs for formal schools

#### Data Collection Tools

Data collection tools (surveys, interview and FGD protocols) must be culturally appropriate. The form and contents of the data collection tools should be sufficient for capturing correct information on the main indicators of the programme and deliver adequate level of analysis that will illustrate a measurable change. Surveys, interviews, and focus group discussions with sampled groups must be anonymous, in the local language and documented with consent of the interviewees.

## **Data Analysis and Findings**

Data must be disaggregated by gender, location, ethnicity, income, language and ages of respondents. Data analysis must measure the extent to which the programme is contributing to the increase in equitable access for children to free and quality education. The analysis will cover findings according to determined evaluation criteria yet should also demonstrate statistical validity between variables such as socio-economic and political issues and any other assumptions and risks that can potentially have effect on changing the course of the expected results.

## **Evaluation Management**

The evaluation will be managed by the Evaluation Specialist under the supervision of the Chief of SPPME Section, and under the overall oversight and guidance of the Representative of the UNICEF Country Office.

## **Quality assurance**

UNICEF Afghanistan/SPPME Section will lead the evaluation process and will ensure the quality and independence of the evaluation process, and that it is conducted according to UNICEF Evaluation Policy and UNEG Norms and Standards. An Evaluation Reference Group (ERG) will be constituted and include 6-8 UNICEF staff members, representatives from MoE and USAID who will review evaluation deliverables and provide comments regularly on the evaluation's scope, methodology, findings, conclusions and recommendations. The evaluator will be accountable to Evaluation Management as to how ERG comments are addressed.

## **Ethical procedures**

Evaluation methods and data collection tools involving children and sensitive topics must be approved by an external Institutional Review Board (IRB) in Afghanistan. The evaluation team will submit the final version of the inception report and data collection tools to IRB for an approval before commencing the fieldwork.

Evaluators are required to identify any potential ethical issues and must disclose in writing any past experiences and their relationships, including of their families and friends to the object of the evaluation. Evaluators must exercise independent judgement and not be influenced by statements of view of any party, including:

1. Be impartial and produce a comprehensive presentation strengths and weaknesses of the policy, programme and take due account of the view of stakeholders based on unbiased findings;
2. Illustrate evidence on verified findings and lessons learned;

3. Exercise honesty, integrity and respect for dignity and diversity;
4. Produce evaluation reports based on fair representation of knowledge, vulnerable groups, gender and ethnic groups.

Evaluators are required to receive consent from participants before involving them in the data collection process and respect their right to provide information in confidence. Evaluators must inform participants about the scope and limits of confidentiality and ensure that their information cannot be found by anyone. It is mandatory to prepare risk management plans to minimize potential harm to participants before starting the fieldwork.

The evaluation object will be checked against the Criteria for Ethical Review Checklist (by UNICEF) to determine whether it requires ethical review. UNICEF will provide documents that can be used by evaluators:

- UNICEF IRB Feedback Template
- Guidance Document for Informed Consent
- Guidance Documents for Protection of Human Subjects' Identities and Safeties

#### **Dissemination and advocacy of evaluation findings**

Evaluators must obtain permission from UNICEF to disclose any evaluation materials and keep raw data and protocols in concealment. Data must be securely retained or disposed according to UNICEF's policy on the disposal of records. All materials collected and evaluation products remain the property of UNICEF and the contractor must not share this information without explicit consent of UNICEF.

The communication strategy to disseminate evaluation findings to promote the use of evaluation findings among relevant stakeholders includes:

- Publishing an evaluation report and distributing it among partners.
- Publishing an article or story covering evaluation findings on UNICEF ACO website and share point in English, Dari and Pashto.
- Holding knowledge exchange meetings with relevant stakeholders to share evaluation findings.

#### **Preliminary timetable, payment plan and deliverables**

#	Item	Duration	Payment
1	Inception Phase		
1.1	Research on the programme interventions.	6 weeks	20 %

1.2	Interview with UNICEF and listed partners in TOR.		After	
1.3	Develop evaluation methods and design.		submission of	
1.4	Conduct testing of data collection tools.		the inception	
1.5	Submit the inception report and executive summary.		report and	
1.6	Make a presentation to the member of the evaluation reference group.		data	
1.7	Revise the inception report, based on audit trail		collection	
			tools.	
<b>2 Data Collection and Analysis Phase</b>				
2.1	Field visits in target locations to collect data.	8 weeks	After	<b>40 %</b>
2.2	Submit a summary of the field visits.		submission of	
2.3	Field visit debrief meeting.		the summary	
2.5	Data analysis and findings.		of the field	
2.6	Summary of initial findings from the field visits.		visits;	
2.7	Conduct a workshop with stakeholders on emerging findings		summary of	
			initial	
			findings, data	
			files and	
			analysis.	
<b>3 Final Evaluation Report Writing &amp; Presentation</b>				
3.1	Final evaluation report writing.	10 weeks	After	<b>40 %</b>
3.2	Presentation to stakeholders of findings and tentative conclusions and recommendations		submission of	
			final	
			evaluation	
			report and	
			presentation.	
3.3	Submission of draft final report, based on audit trail			
3.4	Submission of final report, based on audit trail			
<b>Deliverables</b>				
<b>1 Inception Report (the contents are listed in ANNEX C)</b>				
<p>The inception report is the outcome document of the research findings, interviews with UNICEF and stakeholders, and the review of the programme documents. The report must present a detailed evaluation methodology, theory of change or logical framework, evaluation matrix, and the timeframe for each proposed data collection method. The evaluation team must submit the first draft report by a required deadline. The draft report will be reviewed by the Management and ERG and the detailed list of</p>				

comments, if any, will be shared with the evaluation team in 7 or 10 days. The evaluation team is expected to respond to the comments and revise the report in 7 days. Depending on the quality of the inception report, the evaluation team may be required revise it more than once until it meets the UNICEF standards. The entire inception phase is the time when the Evaluation Team and EMT verify that the inception report covers every detail and clarify expectations. The final draft of the inception report will be presented to the Evaluation Management and Evaluation Reference Group (ERG) for review and approval.

2 Data collection tools

3 Summary of Initial Findings from the Field Visits

4 Copies of the Data Files and Analysis

5 Evaluation Report (reference documents are listed in ANNEX D)

6 Presentation of Findings

The first draft report submitted to UNICEF EMT and ERG will be reviewed and usually takes from 7 to 10 days to provide the Evaluation Team with comments. The Evaluation Team will be responsible for revising the report and resubmitting it within the requested timeline. Similar to the inception phase procedures, the writing phase of the evaluation report will include reviews and feedback by the Management and ERG. The timeline for the review and feedback on the first and second draft reports will take about 7 and 10 days. The evaluation team must respond to all comments and revise the report in 7 days. The report should include background, detailed description of methodology, analysis of data which address each of the key evaluation questions and conclusions. The evaluation findings will be presented to the Evaluation Management and ERG, and it will include a PowerPoint presentation summarizing the evaluation process and initial findings. Comments and suggestions gathered during the meeting shall be integrated into the draft final report. The length of the evaluation report is expected be between 40-60 pages. The theory of change, evaluation matrix, data collection tools, tables and graphs illustrating evaluation findings must be included in the report as annexes.

**UNICEF Responsibilities:**

UNICEF is responsible for monitoring the dissemination of evaluation products and the uptake of evaluation findings and recommendations by Government and implementing partners. The evaluation results must contribute to evidence-based policy making and programming for children.

**QUALIFICATIONS, SPECIALIZED EXPERIENCE AND ADDITIONAL COMPETENCIES REQUIRED**

**Profile of Candidates**

The team should be composed of one Evaluation Team Leader and a sufficient numbers of team members to ensure the successful implementation of the assignment. Team members proposed in any bidding document must be available for the duration of their assigned tasks.

The contractor is expected to have onboard or sub-contract a national team to collect data in Afghanistan.

It is expected that the team will comprise some evaluators who speak Dari/Pashto and can play a facilitating role vis-à-vis non-Dari/Pashto-speaking team members. Where necessary, interpretation services will need to be subcontracted. For the larger-scale surveys, it will be necessary to engage Afghan enumerators.

Evaluation Team Leader will oversee leading the entire process through working with team members and the UNICEF Evaluation Manager. The Team Leader will be responsible for timely and quality deliverables. The Team Leader must have:

- Advanced degree in education, sociology, and other social science related field.
- At least ten years' experience in managing, designing and conducting complex evaluations of large scaled programmes on education and related interventions in increasing children's access to education; increasing girls' access to education; increasing access of out of school children to education in conflict-affected settings.
- At least 10 years of international experience in the education sector and evaluating education programmes in emergency contexts, including Afghanistan;
- In-depth knowledge of and experience in the work of UNICEF and/or other similar UN organizations or development agencies working on education programmes;
- In-depth knowledge of and experience in human rights, equity and gender-based approaches to education programming;
- Demonstrated ability to deliver high-quality written work in the English language, and to engage effectively with stakeholders at all levels.

The Evaluation Team must have at least 5 committed members. Team Members will contribute through data collection and analysis. They will be responsible for timely and accurate delivery of results through conducting key informant interviews and focus group discussions, surveys and field visits, and provide inputs to the production of inception and final reports.

- Members of the Evaluation Team should have a master's or bachelor's degree in sociology, statistics, human rights, anthropology, social work and other social science related field.
- Team Members must have at least 5 years of work experience in data analysis and evaluations of large scaled programmes.
- Data analyst must have at least 5 years of experience in statistical analysis and data visualization.
- Data analyst must have at least 5 years of experience in qualitative analysis and data visualization.
- Data analyst must have at least 5 years of experience in producing high quality evaluation and research reports, and strong written and spoken communication and facilitation skills.



- All Team Members must have experience of working directly with children and commitment to meaningful child participation.
- All Team Members must have experience of using participatory techniques in data collection and child-friendly participatory techniques.
- Team Members must have experience working in managing data collection field work in conflict affected settings.
- Team must be gender balanced and experience in cultural contexts similar to or in Afghanistan.
- Fluency in English is essential.
- Fluency in Dari and Pashto is essential.

#### CONDITIONS OF WORK

UNICEF will support the Evaluation Team in desk research and data collection through provision of required documents and establishing contacts with stakeholders.

Cost quoted should include all the traveling expenses including air fare, transport, DSA and Insurance to Afghanistan and within Afghanistan. Contractor will be responsible for their own accommodation.

UNICEF can assist in booking of UNHAS flights for travel within country. Please note:

1. All flights should be in economy class only).
2. All travel & accommodation is the responsibility of the bidder to arrange. UNICEF may assist in booking of UNHAS/UNAMA flights for travel within the country, where required.
3. All costs should be shown exclusive of VAT. In accordance with the exemption from Tax in article II, section 7 of the convention of the Privileges and Immunities of United Nations, 1946, UNICEF is exempted from all taxes + duties.

#### ***Nature of Penalty Clause to be stipulated in the contract:***

In all cases, contractor may only be paid their fees upon satisfactory completion of services. In such cases where payment of fees is to be made in a lump sum, this may only be payable upon completion of the services to UNICEF's satisfaction and certification to that effect.

#### LIQUIDATED DAMAGES

For late delivery of items or for items which do not meet UNICEF's specifications and are therefore rejected by UNICEF, UNICEF shall be entitled to claim liquidated damages from the successful bidder and deduct 0.5% of the value of the items pursuant to the Purchase Order, per additional day of delay, up to a maximum of 10% of the value of the Purchase Order.

Liquidated damages for inferior quality or non-conformance of specifications will be assessed case by case in accordance with the severity of the problem.

The payment or deduction of such liquidated damages shall not relieve the successful bidder from any of its other obligations or liabilities pursuant to this Purchase Order.

**SPECIAL REQUIREMENTS:**

The contractor must have a national team onboard before commencing the work. The national team must have sufficient number of staff members and field workers to collect data.

**Assessment of contractual risks and planned risk responses**

Risks:

- The quality of deliverables may not meet the standards of UNICEF.
- Some team members may leave or drop out.

Mitigation measures/planned risk responses:

- The contractor will get acquainted with the standards of UNICEF and expectations before the commencement of the work
- The work of the contractor will be monitored and the quality of it will be assured by Research and Evaluation Specialist throughout the implementation process of the deliverables
- The contractor will be obliged to have standby team members to replace those who will leave the work during the implementation process.

**Operation Procedure and Work Condition**

UNICEF does not provide transport, accommodation, insurance and other logistical support for institutions. A selected institution will be responsible for their own security, office space, equipment, and travel arrangements.

The institution contracted will be expected to provide their own office space for their staff while in Kabul and in provinces. The staff employed by the institutional contracted are expected to use their own computer and mobile phones. The identified institutional contract will be responsible for all required logistics for the assignment such as: transport and travel to and within Kabul and provinces identified by the MoE, accommodation, insurance, security and all related logistical arrangements required for the assignment.

### **Evaluation Criteria**

After opening of proposal each proposal will be assessed on its technical merits and subsequently on its price. The proposal with the best overall composed of technical merit and price will be recommended for award of contract. UNICEF will set up an evaluation panel composed of technical UNICEF staff and their conclusions will be forwarded to the internal UNICEF contract Review Committee. The evaluation panel will first evaluate each response in compliance with the requirements of this RFP. Responses deemed not meet all of the mandatory requirements will be considered non-compliant and rejected at this stage without further consideration. Failure to comply with any of terms and conditions contained in the RFP, including provision of all required information may result in a response or proposal being disqualified from further consideration. The proposal will be evaluation against the followings;

<b>TECHNICAL CRITERIA FOR EVALUATION - INSTITUTIONS</b>		
<b>TECHNICAL CRITERIA</b>	<b>POINTS TO CONSIDER</b>	<b>Score</b>
<b>Company profile &amp; Experience</b>	Registration of the company along with the demonstrated proof of producing high quality evaluations. Please provide at least three evaluation reports.	10
	Team Leader has at least 10 years of work experience in managing, designing and conducting complex evaluations of large scaled programmes on education and related interventions in increasing children’s access to education; increasing girls’ access to education; increasing access of out of school children to education in conflict affected settings. Please provide CV of the team lead.	10
	Data Analyst has at least 5 years of work experience in quantitative and qualitative data analysis, and data visualization. Please provide CV of data analyst.	10
	CVs of other team members involved in the project. Team Members have work experience in data collection field work in conflict affected countries.	15
<b>Proposed Methodology and Approach</b>	Sampling methods are appropriate to the context of Afghanistan and the sample size is representative. Please provide sampling methodology.	10

	Evaluation methods are quantitative and qualitative; involve participation of communities, households, community leaders and service providers. Please provide evaluation methodology.	10
	Work plan is thorough and has risk mitigation measures	5
<b>TOTAL SCORE</b>		<b>70</b>
<b>TECHNICAL CRITERIA</b>	<b>POINTS TO CONSIDER</b>	<b>Score</b>

Proposal (s) scoring 70 % - i.e. 49/70 or more following Proposal Evaluation will be listed and included for review of Analysis and Evaluation on The Financial Offer

### Price Proposal

The total amount of points allocated for the price component is [30]. The maximum number of points will be allotted to the lowest price proposal that is opened and compared among those invited firms/institutions which obtain the threshold points in the evaluation of the technical component. All other price proposals will receive points in inverse proportion to the lowest price; e.g.:

Max. Score for price proposal (e.g. 30) \* Price of lowest priced proposal

$$\text{Score for "Price proposal X"} = \frac{\text{Max. Score for price proposal (e.g. 30) * Price of lowest priced proposal}}{\text{"Price of proposal X"}}$$

**Total Technical and Price = 100 Pts**

<b>FINANCIAL EVALUATION FORMAT- INSTITUTIONS</b>	
<b>DELIVERABLES</b>	<b>COST (USD)</b>
<b>Inception Phase</b>	
<b>Data collection and analysis phase</b>	
<b>Final evaluation, report writing and evaluation</b>	

<b>TOTAL</b>	
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Cost quoted should include all the traveling expenses including air fare, transport, DSA and Insurance to Afghanistan and within Afghanistan. Contractor will be responsible for their own accommodation. UNICEF can assist in booking of UNHAS flights for travel within country. Please note:

1. All flights should be in economy class only.
2. All travel & accommodation is the responsibility of the bidder to arrange. UNICEF may assist in booking of UNHAS/UNAMA flights for travel within the country, where required.
3. All costs should be shown exclusive of VAT. In accordance with the exemption from Tax in article II, section 7 of the convention of the Privileges and Immunities of United Nations, 1946, UNICEF is exempted from all taxes + duties.

## Annex 17: Ethical Considerations and IRB Approval

From the Inception Report (pages 50-54)

### Institutional Ethics Review

The evaluation will be conducted to ensure compliance with ethical and moral principles through the application of the UNEG Code of Conduct for Evaluation and Ethical Guidelines for Evaluation which has special relevance in relation to evaluations including affected populations and vulnerable groups – including children. Given the security situation and the particular vulnerability of OOSC – especially girls – the evaluation design needs to consider special ethical limitations and risks. Because of the nature of the evaluation scope, collecting data from women and children in insecure contexts, the evaluation design will go through a formal institutional ethics review process as part of the design process.

UNICEF has established an ethics review procedure to ensure that appropriate ethical considerations are considered during the evaluation process. The Inception report and evaluation design – as well as the accompanying tools – will be reviewed by an external Institutional Review Board (IRB) with whom UNICEF has an agreement. Adjustments in the design to address additional ethical considerations will be taken in consultation with UNICEF Afghanistan and key education stakeholders

### Protocols for Safety, Confidentiality, and Data Protection

***Informed consent*** principles and the maintenance of confidentiality are crucial pillars of any evaluation data collection exercise. In this case, interviewees will be informed at the start of the interview regarding the purpose of the evaluation, assurances of voluntary participation, and confidentiality of all responses. Potential interviewees are likely to have high workloads and the evaluation team will use the principle of mutual respect by ensuring that the interviews are as concise and as efficient as possible. In addition to the standard ethical requirements of any evaluation data collection process, this particular evaluation has five additional factors with ethical implications related to the principle of “do no harm” – both for the evaluation team and ATR enumerators as well as evaluation participants.

Children Involvement: The evaluation will be obtaining survey information and FGD interview notes from adolescents and young students in the CBE interviews. As minors, special considerations need to be given to their inclusion and participation in the evaluation. The evaluation design needs to be reviewed by an external institutional ethics review (mentioned in previous section). In addition, the children consultation tool in the UNICEF Procedure for Ethical Standards in Research Evaluation, Data Collection, and Analysis will be one source for contextualizing the data collection process to the context and group.

Anti-Government Presence and Security Risks to Enumerators: Many of CBE classes and required interviews and visits are in areas with significant anti-Government presence. These anti-Government stakeholders may be suspicious of outsiders and distrust any persons who may be perceived as being agents of the Government or working for international organizations. Thus, survey enumerators and evaluation team members may be at risk moving in these areas. In some areas, even having documentation from an organization, signed forms, or printed surveys may put the data collectors at risk – even to the point of being killed if stopped and discovery of these materials is found. Even in the larger provincial towns and district centers, the evaluation team members may be at risk – especially international team members, but also national team members depending on the context.

Travel to and from these centers may be particularly dangerous – even for national context experts – depending on the region.

**Anti-Government Presence and Security risks to Participants:** Given that many of CBE classes and participating village stakeholders are located in these areas with significant anti-Government presence, village level stakeholders who participate in interviews may be placing themselves at risk for subsequent reprisals by outside forces. This is particularly exacerbated if documentation with their names or signatures are found in the hands of survey enumerators.

**Literacy Barriers and Participation:** Many of the CBE village level stakeholders – especially the women – may be illiterate and innumerate and are likely to be highly suspicious of, and reluctant to participate in, any exercise that involves the printed word, their review of the word, or their signatures.

**Gender Norms for Public Participation:** Many of the CBE village sites are located in sectors where female participation in public events or interactions with non-related males is strictly controlled. Women, and girls, may be particularly reluctant to participate in interviews if these are conducted by men who are not related to them.

**Mitigation Adjustments:** Because of these ethical considerations, some adjustments have been made to the evaluation data collection process to ensure these issues are considered.

***Safety Measures for Enumerators and Participants:*** The use of a tiered layer of data collection and the contracting by ATR of locally based enumerators will mitigate some of these risks. Furthermore, UNICEF is providing access to UN travel requirements and UNICEF sub-office focal points will work in collaboration with relevant MOE authorities to secure the necessary permissions for travel for the evaluation team, including the national experts. Informed consent protocols will be verbally based, and documentation will be gathered on cell phones to minimize visibility of printed forms that might put enumerators at risk. Interviews in the villages will be within the school grounds, and only carried out after consultation with, and permission from, village leaders – including the Malik and the local religious authority. Although not specifically a safety concern, the ATR contracting will include at least one female local evaluator to visit all CBE sites to ensure that women will not be interviewed by unrelated males – which may put them at risk after the interviews.

***Additional Measures for Working with Children:*** During ATR orientations and training, a standard part of the training includes capacity development of the enumerators for working with children including how to support children to feel safe and comfortable and for the enumerators to be aware of any potential risks to the children's psychological well-being.

During the data collection, interviews with children will be conducted in groups to ensure that children feel supported by their peers and reduce feeling exposed or isolated. Principles that ATR uses in organizing the group interviews with children will include:

- a. **Informed protection:** UNICEF and the MOE will send introductory letters to each of the communities regarding the visit for the CBE interviews and asking permission of parents for their children to be interviewed at the CBE. ATR enumerators will coordinate with the nominated focal point at each CBE site to ensure that parents are aware and have given their permission. Upon arrival, ATR enumerators will first introduce themselves to context responsible adults. This may vary among the CBE sites, but could be the teacher, head of the Shura, or village elder. Afterwards, enumerators will inform the children that all surveys

and interviews are to be conducted in a private location to ensure the confidentiality of their responses.

- b. **Informed consent:** Consent is predicated on a comprehensive understanding of the nature and purpose of the research. The enumerators will be trained by ATR to explain the research objectives in simple language (see introduction protocol for children discussion guides in Annex 7) and make sure that the children know what they are being asked to do and that they have the right to say no. Enumerators are taught how to reduce the automatic power imbalances between adults and children that may force the children to agree even if they are reluctant to participate. In addition to initial consenting, the enumerators will also periodically monitor children affect during the discussions and provide opportunities for children to opt out if they appear uncomfortable.
- c. **Consider the environment:** Enumerators are trained to assess possible dangers to children and to assess where and how the children are to be interviewed.
- d. **Do no harm:** Avoiding questions, attitudes, or comments that are judgmental or that may expose children to humiliation or reactive pain or grief.
- e. **Gender separation:** When possible, the group interviews should be conducted with same sex groupings to ensure that children – especially girls – do not feel excessive social pressure or exclusion.

**Data Protection Measures:** After data is collected, data protection measures will be used to ensure respondent confidentiality. *The quantitative perceptions survey data* will be collected by ATR using mobile data collection processes and Open Data Kit (ODK). The survey data management is encrypted to maintain confidentiality of responses. Communication from the field between the browser and the server is also encrypted using 256-bit SSL. ATR system servers are secured by firewalls to prevent unauthorized access and denial of service attacks while data internally is protected from virus threats using NOD32 anti-virus programming. Access to the web-interface in ODK is to be protected by passwords restricted to the ATR focal point for the evaluation. Personal data, including phone numbers, or parental names, will be stripped from the data before it is shared with the rest of the evaluation team to ensure further confidentiality.

*For the qualitative data*, all interview notes from the evaluation team are kept electronically on password encrypted computers. Personal names and other potential personal identifiers will be removed from the data prior to analysis. Data analysis will be carried out only with the evaluation team members to ensure confidentiality. Data compiled in reporting will be aggregated so that individual responses cannot be traced to specific locations or individuals. Both quantitative and qualitative information will be maintained on ATR and evaluation team computers only until the finalization of the report, at which time it will be deleted to further protect individuals from possible identification. The following table profiles in more detail additional mitigation measures for the ethical issues.

### Ethical Issues and Mitigation Measures

Ethical Issue	Proposed Mitigation Measures
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<b>Interviewing underage children</b>	<ul style="list-style-type: none"> <li>• Interviews to be carried out at the CBE class during classroom hours.</li> <li>• Teacher or other adult supervisor will be present (gender to be determined by group)</li> <li>• MOE will send communication to village Shura and teachers of pending visit and emphasizing voluntary participation</li> <li>• Parents will be informed prior through communication from village Shura of the upcoming exercise and requesting permission for children participation</li> <li>• Verbal informed consent protocol will be discussed with children by enumerators and children will be given the option of not participating if they feel uncomfortable</li> <li>• All interviews will be conducted in the language of the children</li> <li>• Interview questions deliberately kept in simple language with reduced number of questions to avoid confusions</li> </ul>
<b>Security Considerations for Participants</b>	<ul style="list-style-type: none"> <li>• Contracting locally based enumerators for village visits</li> <li>• Use of cell phone survey application to avoid significant printed forms</li> <li>• Verbal informed consent protocol discussed with adult participants with voluntary participation emphasis. No signatures or documentation to be collected to minimize risk to participants</li> <li>• MOE will send communication to village Shura and teachers of pending visit and emphasizing voluntary participation</li> <li>• Parents will be informed prior through communication from village Shura of the upcoming exercise and requesting permission for participation</li> <li>• All interviews will be conducted without translation in the language of the participants</li> </ul>
<b>Security Considerations for Enumerators</b>	<ul style="list-style-type: none"> <li>• Contracting locally based enumerators for village visits</li> <li>• Use of cell phone survey application to avoid significant printed forms</li> <li>• Verbal informed consent protocol discussed with adult participants with voluntary participation emphasis. No signatures or documentation to be collected to minimize risk to enumerators</li> <li>• MOE will send communication to village Shura and teachers of pending visit and emphasizing voluntary participation</li> <li>• Parents will be informed prior through communication from village Shura of the upcoming exercise and requesting permission for participation</li> </ul>
<b>Security Considerations for ET</b>	<ul style="list-style-type: none"> <li>• UNICEF providing access to UN travel to provincial centers where necessary</li> <li>• UNICEF and MOE communication to Provincial stakeholders regarding evaluation and requesting permission</li> <li>• UNICEF sub-office focal points serving as points of contact and local information source regarding security considerations</li> <li>• International team members will be housed by UNICEF at UNOCA and subject to UNICEF travel security protocols</li> </ul>
<b>Female Participation Considerations</b>	<ul style="list-style-type: none"> <li>• Local enumerators always have a female data collector to carry out women only and girl only interviews</li> <li>• Community leaders – including the religious authority – will be informed in advance of upcoming visit and permission for women and girl participation requested prior to visit</li> </ul>
<b>Illiteracy Considerations</b>	<ul style="list-style-type: none"> <li>• Informed consent to be a verbal discussion rather than printed or signature requirement</li> <li>• All interviews to be conducted verbally in the language of the participants</li> </ul>
<b>Data Protection Considerations</b>	<ul style="list-style-type: none"> <li>• Quantitative data collected by ATR through MDC via ODK will be stored on ATR office services with limited access</li> <li>• All personal identifiers are stripped from quantitative data</li> <li>• Qualitative interview notes are kept only on evaluation team member computers under password protection</li> <li>• Data analysis only carried out by evaluation team members</li> <li>• Reported data aggregated to avoid place or personal identifiers</li> <li>• After finalization of the evaluation report, all quantitative and qualitative data will be erased to protect respondents</li> </ul>

## Research Ethics Approval

5 April 2019

Terrence Jantzi, PhD  
Team Leader  
c/o UNICEF Afghanistan Country Office

RE: Ethics Review Board findings for: *Mid-Term Evaluation of Increasing Access to Basic Education and Gender Equality (2015-2019)*

Dear Dr. Jantzi,

Protocols for the protection of human subjects in the above study were assessed through a research ethics review by HML Institutional Review Board on 25 March – 05 April 2019.

This study's human subjects' protection protocols, as stated in the materials submitted, received ethics review approval. Please notify this IRB of any changes in this study's design, risks, consent, or other human subject protection protocols.

Sincerely,



D. Michael Anderson, Ph.D., MPH  
Chair & Human Subjects Protections Director, HML IRB

cc: Ivan Ssenkubuge, Mona Korsgard, Penelope Lantz, JD

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US Department of Health & Human Services, Office of Human Research Protections IRB #00001211