



**Islamic Republic of Afghanistan  
Ministry of Education  
General Directorate General Education  
Department of Basic & Secondary Education**

## **Policy Guidelines**

**For**

**Community-Based Education**

**February 2012**

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## Abbreviations

ALP	Accelerated Learning Programs
CBE	Community-based Education
CBS	Community-based School
EFA	Education for All
MDG	Millennium Development Goals
MoE	Ministry of Education
MEOS	Ministry of Education Outreach School
NGO	Non-Governmental organizations

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## Introduction

During more than two and half decades of war and instability in Afghanistan, social structures have collapsed and the economic infrastructure has been partially destroyed. The education sector has faced great challenges and is a priority for the Government of Afghanistan.

The government authorities have not shown enough interest in allocating necessary resources for the education sector. The international community, although aware of the importance of education, has had to face the complexities of war and insecurity, causing some hesitation to work in this sector.

Since 2001 both the Government of Afghanistan and a range of international donors have invested huge amounts of money and human resource capacity into rebuilding and strengthening the education system in Afghanistan, from primary through to tertiary levels, in recognition of the huge importance played by education in the rebuilding and development of Afghanistan.

After the constitution of the interim government, the transitional government and lastly the elected government, the international community has been concentrating more on the education sector of Afghanistan so as to respond to critical needs as soon as possible. Within a framework based on principles of educating young people to promote economic security, the international community has continued to face challenges.

The Islamic Republic of Afghanistan has a strong commitment to Education for All (EFA) and the Millennium Development Goals (MDGs). Article 43 of the Afghan Constitution guarantees the provision of education for all children from grade one through to university bachelor degree level without discrimination in terms of gender, ethnicity, geographic location and/or marital status. Afghanistan has also approved and signed the Convention on the Rights of the Child (CRC) and has agreed that education is a basic right of all children. Through these articles, Afghanistan has provided assurance that it undertakes to develop values, knowledge and skills based on non-discrimination, participation and equality, demonstrating its commitment to the concept of equal rights not only in terms of equal access to education, but also in ensuring equal opportunities for all children in Afghanistan.

Since there are a great number of Afghan children (both girls and boys) who are older than the formal guidelines for MoE schools, MoE asked the national and international NGOs and donors to support an education system for the children who have been deprived of a formal education due to various problems.

Following such humanitarian and kind consideration of the MoE, the International and National NGOs responded positively to this request, and with MoE-Afghanistan, have initiated Community Based and Accelerated Learning Programs. In ALP and Community Based Education programs, the MoE's textbooks will be used. The ALP program is designed so that the



students can complete two academic years within one year. All students graduating from grade 6 of both programs will be integrated and introduced to the formal general education schools of the MoE. Any hardship created for a student in graduating from grade 6 of ALP and CBE schools should be accommodated and addressed by the MoE schools.

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## Section A – Context and background

### 1. The country context

Afghanistan is located in South Asia and has a territory of 647,500 square km, which is administratively divided into 34 provinces and 364 districts<sup>1</sup>. In terms of topography, Afghanistan is a landlocked, mountainous country with temperatures varying between hot summers and often very harsh winters. The Government of Afghanistan is based on a presidential system and the constitution provides for separation of powers between the executive, legislative and judiciary branches. The executive branch comprises 25 ministries and a number of general independent departments. The President is the head of the executive and State and is assisted by two vice presidents.

Afghanistan's population is estimated at 33.5 million<sup>2</sup> (extrapolated from the census in 1979). Thirty years of conflict have had a devastating impact on Afghanistan. It is today one of the poorest countries in the world, ranking 172 of 187 countries on the UNDP's Human Development Index<sup>3</sup> and with a life expectancy of 44 years<sup>4</sup>. Afghanistan remains highly dependent upon foreign aid, with living standards among the lowest in the world.

Poverty in Afghanistan is characterized by patterns of exclusion and vulnerability that have a strong provincial and gender dimension, and demonstrate the rural-urban divide. Over 36% of the population lives below the poverty line, with more than half the population in a situation of extreme vulnerability. Although the official unemployment rate is high at 7.1-7.9% (NRVA 2007/8, 2010), underemployment is an even more widespread problem, with 48% of the employed population in urban areas and 53% of the employed population in rural areas being classified as underemployed (less than 35 hours/week). In a country where most social services must be paid for, the resulting lack of cash income is a barrier to improving Afghans' quality of life.

Only 27% of the population has access to clean drinking water and 41% to electricity (NRVA 2007/8). Afghanistan currently has one of the highest maternal mortality rates (1,400 deaths per 100,000) in the world and among the highest infant and under-5 mortality rates. Approximately 15% of the population has no access to the most basic health services, leaving four to five million people extremely vulnerable and approximately 6.2 million people are urgently in need of relief aid health care services, with 1 in 14 Afghan children under five years old suffering from acute malnutrition. Furthermore, some 7.3 million people (31 per cent of the population) are food insecure and another 5.4 million people (23 per cent) are vulnerable to food insecurity (NRVA 2007/08).

<sup>1</sup> 1043373. (n.d.). Retrieved from <http://www2.ohchr.org/english/bodies/crc/docs/CRC.C.AFG.1.doc>

<sup>2</sup> Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat, *World Population Prospects: The 2010 Revision*, <http://esa.un.org/unpd/wpp/index.htm>

<sup>3</sup> United Nations Development Programme, *Human Development Report, 2011*

<sup>4</sup> Afghanistan at a Glance, World Bank 2011

Nearly 40% of primary school-age children are excluded from the education system and 60% of these are girls. The historical/cultural sanctions against girls' education, attacks on formal schools, the general insecurity in many parts of the country, combined with distance to schools and shortage of female teachers have all had serious negative impacts on the education sector. That the nation has survived at all is a tribute to the resilience of its people. Communities have shown tremendous willingness to work towards peace, to provide essential services and to invest in the future of Afghanistan – by supporting the education of their children.

## 2. Education sector:

Despite the ongoing conflict, and since 2001, major advances have been made in the education sector. There has been a rapid enrolment from little more than one million in 2001 to nearly 7.3 million in 2010 (in General Education, Islamic Education, TVET and Teacher Education), the highest number of students ever to be enrolled in the education system, with 38% being girls.

The Ministry of Education has made major strides in advancing the education sector and remains firmly committed to meeting the Education for All (EFA) and Millennium Development Goals (MDGs). The MoE successfully implemented the first National Education Strategic Plan (NESP 1, 2006-10). It embarked on the implementation of NESP 2 (2010-14) and developed an Education Interim Plan (EIP, 2011-13). These represent solid indications of the MoE's firm commitments towards rehabilitating the education system and addressing the negative impact on education access and quality.

While the achievements of education sector are impressive, a number of challenges remain. It is estimated that over 4 million school-aged children have never enrolled in school while around one million are permanently absent. In order to address this, the education sector must almost double its service capacity. Although continuing investment in training teachers and building schools will address these issues to some extent, the size and topography of Afghanistan, alongside its low-density population, will continue to make it difficult to access remote, cut off areas through formal government schools in the short to medium term.



## Section B – Community-based education policy and guidelines

### 1. Rationale

A brief look at the statistics quickly reveals the size of the problem facing the Ministry of Education and the need to look at alternative ways for providing education. There are currently still over 4.2 million children out of school, 60% of whom as girls. 68% of the 186,864 teachers do not meet the minimum requirement (Grade 14) for a fully qualified teacher. The teacher pupil ratio is 1:34 (2010) and – if permanently absent children return to school and pupil enrolments will increase to the expected 8.6 million in 2012, it will rise to over 50 to 60 pupils per teacher. In addition, 50% of the 12,421 schools still lack buildings.

This is a daunting task given Afghanistan's geography, gender and rural-urban disparities, insecurity, low quality education and administrative limitations. The emerging demand scenario is particularly striking. A seven-fold increase in demand for education since 2001 has placed significant strain on the existing delivery system. Although many strengthening measures have been adopted, supply side constraints are likely to substantially limit effective demand over the medium term. Therefore, there is great pressure on the Government of Afghanistan to consider alternative ways of delivering education to meet this demand in the short to medium term.

Increased enrolment of both boys and girls is important, but must go hand-in-hand with quality and (gender) equality. Reported as one of the top policy priorities in the 2008 EFA Global Monitoring Report, governments must promote inclusive policies that provide quality education for all children, including those who have been denied the right to education until now. This will require creating enough schools and learning centers throughout the country, employing sufficient teachers to keep pupil-teacher ratios manageable, improving teacher education, shifting from rote-learning to developing problem-solving skills, revising curricula and textbooks, and making such environments into child friendly, gender-sensitive, healthy and safe learning environments, close to where children live.

In countries with scenarios similar to that of Afghanistan, alternative approaches to education have been shown to be the solution where formal systems (often strongly urban based) struggle to address demand. The successful BRAC programme in Bangladesh, in which non-formal primary education is provided to children who have dropped out of or never registered in school, is one such approach, but there are many others. Such alternative systems allow for the flexibility necessary to address the real problems facing local communities – the need for labor, the distance to formal schools, the reluctance of formally trained teachers to work in rural areas, etc. They provide access to basic education in a locally appropriate manner, and, in many countries, also offer equivalence with formal qualifications, thus enabling students to pursue their education at higher levels.

The concept of community-based schools has a long history in Afghanistan. The government supported Dehati (village) schools in the 1970s in the country where villages were too scattered or the population was below the standards for primary schools. Similar concepts were supported by international and national non-governmental organizations to provide education opportunities to special groups in different periods such as home schools for girls during Taliban, community-based schools where there were no formal schools and accelerated learning classes for out of school children.

Community-based Education (CBE) and Accelerated Learning Programmes (ALP) and similar alternative models have proven successful in getting more students, particularly girls, into schools in Afghanistan. The continuing insurgency and associated security threats, community attitudes and beliefs about girls' education, and the inability of the government to reach remote areas make CBE and ALP the most feasible options for meeting the EFA goals.

The Ministry of Education is committed to supporting community-based education, and recognizes such community-based schools officially as an outreach provision within the national education system. The following structures and policy guidelines provide more detailed information on the Government position with regard to community-based education, its definition, organisation, aim, criteria and the relationship, roles and responsibilities of the various different stakeholders.

## 2. The Objective

Under the terms of its Constitution, the Government of Afghanistan is committed to providing good-quality education for all regardless of gender, ethnicity, language, religion, age, ability and geographical location.

The specific objective of establishing community-based schools is to provide access to quality basic education (Grades 1 – 9) for girls and boys in remote and marginalized rural and semi-urban areas, including *Kochis* and minorities, where access to existing Ministry of Education facilities is impractical due to distance or the children are older than the policy permits and they cannot join formal MoE schools. In addition, the CBE will not be treated as a temporary arrangement. It will function as an integral part of the general education in the country.

The MoE recognizes the challenges in providing CBE beyond grade 3 such as the availability of teachers. The MoE will require the CBE providers to make such provisions so as the students have the opportunity to complete at least grades 1 – 3. For continuing the CBE up to grade 9, wherever feasible, the MoE and the implementing partners will review and evaluate the situation on case-by-case basis and create an enabling environment for such efforts.

To raise the standard of education in community-based and public schools, the government and people together must build a holistic, unified national public system, across rural and urban areas, which is accountable to students, community and the State. Thus, under the State, all schools should



become government and community supported. In all general education schools including the CBE, the community should contribute to quality of education through active participation in School Shuras and activities which support education and the schools. The School Shura will provide community support such as student safety, additional materials, support for education and school attendance, and maintenance of learning spaces in partnership with the government. The exact contribution will depend on decisions of the School Shura and availability of resources. Education quality will be improved through joint management and contribution of resources, both locally and from the Ministry of Education, as CBE is established throughout the country.

To build unity and quality within the Afghan education system, it is important to retain the strengths of both government and community-based schools and create a mutually beneficial relationship between them.

### 3. The definition of CBE

The MoE recognizes the community-based approach to education as an alternate pathway for improving access to education. By definition, a community-based school is the MoE outreach school/class, and is jointly established by the MoE, communities and facilitating partners, and/or the MoE and the community, in remote, rural and sparsely populated areas (villages) where:

- a) a gender appropriate public school for children does not exist;
- b) children live at a walking distance of more than 3 kms from a public school; and
- c) a significant number of children have missed the opportunity of formal education, have crossed the school age, and require accelerated learning opportunities.

A community-based school provides education for children from grades 1 to 9, and is an integral part of general education in the country.

In addition, the community based education approach provides for creating fast-tracked learning through 'accelerated learning programme' (ALP) for the children/youth who have missed the regular schooling opportunity. The ALP is tailored for children/youth who are already 15 years old and have missed the formal education opportunity. For further details on the ALP, refer to Section-C.

### 4. Criteria for establishing CBE

A CBE school can be established when the following criteria are fulfilled:

#### **a) Demand:**

- i. A community requests for provision of education and is willing to support such education in their village.

- ii. The request is in line with the MoE strategic plans, such as National Education Strategic Plan, Interim Education Plan, and annual operational plans.

**b) Distance:**

- i. The walking distance from the community to the nearest public school is more than 3 km.
- ii. However, the following exceptions on distance will be considered, especially for girls:
  - Local geography including highway crossings, rivers, mountainous terrain and forests endangering the safety of children
  - Local customs prohibiting such a walking distance
  - Prevailing security challenges prohibiting such a walking distance

**c) Number of children**

- i. There are 20 – 35 school-age students per class available in the community. In exceptional cases, one CBE class can be established for a minimum of 10 school age children, especially girls. Such exceptions will have to be mutually agreed with the MoE through PEDs.
- ii. A CBE class will continue to operate even if there is a drop in the number of students from the range given above. For example the class started with 20 children in grade 1 in year one, and a drop of 10 students occurred in grade 2.

**d) Community commitment and participation**

- i. Community agrees to provide sheltered physical space and be responsible for maintenance and school safety, equipment, materials and students.
- ii. Community supports children's education and allows girls to attend the school.
- iii. Community agrees to support the teacher in conducting their work and the staff from the hub school, as required.
- iv. Community agrees to become actively involved in the formation, running and work of the School Shura.

## **5. The process of establishing a CBE**

**a) Needs assessment:**

Implementing partner will conduct a need assessment or request the data from General Education Directorate. The need assessment should be done in consultation with the respective PEDs and DEDs, and the CBE Unit at the MoE

**b) Project design**

The implementing partner will design the project, write proposal and engage with the General Education Directorate and Provincial Education Departments for technical consultation.

The project duration must at least be of three years, and the design should allow for enrolment of children every year in grade-1 where possible.

**c) Memorandum of Understanding**

Following technical discussions with and approval of the proposal from the General Directorate of General Education and the General Directorate of Policy and Planning, the implementing partner and the MoE will sign an MoU. The formal authority of signing the MoU rests with the Office of the Minister of Education and the Office of the Deputy Minister for Academic Affairs.

The MoU will include clear description of the following:

- i. Roles and responsibilities of all the involved parties;
- ii. Coordination, monitoring and reporting mechanisms
- iii. Accountability and transparency
- iv. Outline of handover plan and time frame

**d) Community mobilization and participation**

Worldwide, community mobilization has been cited as an effective methodology for changing community attitudes and perceptions, empowering local communities, creating a demand for education, and making the public education system more responsive and more inclusive. The community mobilization is the first concrete step on the ground for establishing and supporting a community-based school.

Successful initial mobilization efforts should result in the formation of a School Shura (see details at No.10). Once the School Shura is established a formal agreement will be signed on a standard format between the implementing partner, MoE (PED/DEDs), and the Shura specifying roles and responsibilities vis-à-vis establishment and effective running of the CBE School.

**e) Establishment of school**

A CBE school will be formally established after:

- i. Identification, selection, and preparation of a suitable learning space (see details at No.6); and
- ii. Identification, selection, and initial training of the required number of teachers (see details at No.12).
- iii. Registration and enrolment of a sufficient number of students in coordination with the nearest hub school

Both the selection of learning space and the teachers will be carried out with active participation, guidance and advice of the School Shura. The School Shura will involve and/or keep the larger community informed of the whole

process for ensuring transparency, accountability, and creating the community buy-in. The District Education Department and, where possible, hub schools should also be involved in this process.

#### **f) Clustering**

The CBE schools will be managed and monitored through a cluster approach. (See details at No.7)

### **6. Learning space for CBE**

Communities are expected to provide safe, enclosed and covered learning spaces for a CBE. This could be a community hall, a room in a house, or, if these are not available, the local mosque. Communities also agree to assist with the maintenance and security of learning space.

The minimum standards for a learning space based on those recommended by the INEE are as follows (for detailed information, refer to INEE Minimum Standards for Education Contextualized for Afghanistan \_\_\_\_\_ (mention the specific standard):

- a) A room in good condition with sufficient light and space to allow the number of children attending the class to learn successfully and takes safety into consideration
- b) Sufficient space should be considered for each child
- c) The room needs to be easily accessible to all boys and girls in the village who want to attend the CBE, including the children with disabilities.
- d) There should be a toilet close by accessible to all children– girls, boys and the children with disabilities.
- e) Safe drinking water is to be available near the classroom.

Wherever possible, the CBE provider may repair, rehabilitate and/or undertake construction work in the learning space if needed to meet the standards mentioned above.

### **7. Clustering of CBE schools**

The CBE schools will be administered through a clustering approach. Each of the clusters of CBE schools will have a maximum number of five schools within an approximate radius of eight, or less, kilometres. Each cluster will be guided and supervised by a designated hub school.

The purpose of clustering CBE schools to a hub-school is to facilitate the registration of students and teachers, provision of textbooks, and the supervision of CBE schools by the principal and/or headmaster of the hub-school.

The following options will be considered for clustering of CBE schools:

- a) Cluster the CBE school with the nearest public school, which will play the role of the hub school
- b) Groups of CBE classes in a radius of eight kilometres or less can form a cluster, with the most central village acting as the hub school;
- c) If the public school is at a distance of eight or more kilometres from the CBE School, the District Supervision team will be responsible for the registration of children with the selected public school and the supervision of the school.

Lists of clusters in a given district will be maintained by the MoE at the DED and the PED, and will be entered into the EMIS of the MoE.

## 8. Academic calendar & hours of CBE

To ensure quality and consistency with education delivered through public schools, it is important that each CBE follows the required annual hours per grade level as described in the MoE guidelines.

An MoE basic education school usually provides 3 hours of education per day at a Grade 1 level for duration of 6 days per/week over nine consecutive months (excluding national holidays). However, the hours and duration of a CBS can be flexible, as per community needs especially for the Kuchis, as long as the total grade hours are achieved by the end of the academic year.

A CBE can observe public holidays and the holidays officially announced by the MoE.

Below is a sample of a weekly teaching plan table (1) for Basic Education schools for grades 1-9 as a guide for Community Based Education School:

S. No	Subjects	Classes								
		One	Two	Three	Four	Five	Six	Seven	Eight	Nine
1	Holy Quran/Interpretation	3	3	3	3	3	3	2	2	2
2	Religious Teaching	3	3	3	2	2	2	3	3	3
3	First Language	6	6	6	5	5	5	3	3	3
4	Second Language				3	3	3	3	3	3
5	Foreign Language				3	3	3	3	3	3
6	Arabic Language							2	2	2
7	Math/ Mathematics	5	5	5	3	3	3	3	3	3
8	Geometry				2	2	2	2	2	2
9	Physics							2	2	2
10	Chemistry							2	2	2
11	Biology							2	2	2
12	Social Sciences				2	2	2			
13	History							2	2	2
14	Geography							2	2	2
15	Ethics/ Information/							1	1	1

	Economics									
16	Human and Environment				2	2	2			
17	Life skills	2	2	2						
18	Calligraphy	2	2	2	2	2	2			
19	Drawing	2	2	2	2	2	2			
20	Physical Training	1	1	1	1	1	1	1	1	1
21	Profession	0	0	0	0	0	0	1	1	1
22	Elective Subject (Agriculture, ICT, Environment etc.)	0	0	0	0	0	0	1	1	1
	Grand Total	24	24	24	30	30	30	36	36	36

## 9. Supervision and monitoring of the CBE schools

The CBE schools will be supervised and monitored by the following:

- Community-Based Education Unit at the General Education Directorate of the MoE
- The Provincial CBE Officers posted at the PEDs
- A School Shura established for each CBE schools, though in some cases a School Shura may be responsible for more than one CBE class
- The Headmaster / Principal of the hub school
- The members of the General Directorate of Academic Supervision at the district, province and central levels.
- The CBE implementing partner and the donor(s).

## 10. School Shura for a CBE school

A School Shura will be established for each of the CBE School unless other community committees (local *Shura*, NSP Community Development Committee) take on the responsibility. Members of the Shura will be active citizens and concerned with ensuring equal access to all children in the community. Members are willing to act as supervisors of the CBE schools, assist the teachers when problems arise and are able to monitor the school regularly.

The structure and processes of establishment of the Shura should be flexible (between 3 – 7 members), including at least one teacher from the CBE school, and encourage the participation of women, youth and children. The MoE guidelines for the School Shura can be used for further details (Annex \_\_\_\_\_). Each School Shuras should be reconfirmed or re-elected each new school year.



The School Shura will be responsible for supervision of the CBE School and will help ensure quality education is delivered to the children of the community. This supervision includes monitoring and oversight of the attendance of school staff and children, mobilizing community support and participation, and liaising with the Hub School and the DED. The supervision and other responsibilities will be further elaborated in the MoU signed between the MoE and the School Shura.

## **11. Students' enrolment, transfer and certification**

- a) Children (boys and girls) of school age (e.g. age 7-9 for grade one) are eligible for enrolment in a CBE. The MoE guideline on Basic Education will be used to refer to eligible school-age per grade
- b) MoE student's enrolment forms will be used at CBE for registration of students.
- c) CBE students will be registered with the hub- School to which the CBEs are clustered. Each student will be issued with an ID by the MoE at the provincial level. Guidelines for registration are available at the General Directorate of General Education in Kabul and should be made available to all facilitating partners. In instances where there is no hub-school nearby, the process of registration and issuing ID numbers will be facilitated by the District Supervision team as discussed at item 7 (c) above.
- d) Testing and certification of the students at CBE will be the same as in formal schools
- e) Should students move or decide to join a public school at a later time, students will be transferred using MoE recognized school transfer forms, duly signed by the hub school.
- f) Implementing partners supporting a CBE must use the uniform EMIS that will conform to data collected with the national level EMIS of the government .The DED EMIS department will ensure that facilitating partners are aware of the data they are required to collect.
- g) It is the responsibility of the implementing partner, hub school, and the supervision teams to ensure that the children already enrolled in a public school are not re-enrolled in a CBE school.

## **12. CBE teachers' recruitment, salary, and training**

### **a) *The recruitment and qualifications***

The teachers for a CBE school should be recruited based on the following criteria:

- i. Priority should be given to candidates in the following order of priority:
  - a. Graduates with a bachelors degree and/or grade-14 graduates, preferably from teachers training colleges.

- b. Graduates of secondary schools (or other schools equivalent to grade 12).
  - c. In exceptional cases potential teachers with education lower than grade 12, but at least grade 6 (or equivalent), can be accepted as an *Ajeer* teacher based on ability, enthusiasm, and approval of the School Shura. Such teachers will require special trainings by facilitating partners and the MoE. As required by the MoE, it is envisioned that such teachers will be provided with opportunities to upgrade their own education level, be it through education opportunities in the nearest public school or through accelerated learning program, or distance education. In addition, special trainings and follow-up refreshers should be organized for these teachers by the relevant partners and the MoE.
- ii. Preference should be given to recruiting female teachers for girls CBE schools, due to the fact that many girls are not allowed to attend schools if the teacher is male. Until such time that Afghanistan has a sufficient pool of qualified female teachers as outlined in the above criteria, female teachers can also be recruited even if their education level is less than 6 grade.
  - iii. Teachers who have less than grade 6 education can be accepted as an *Ajeer* teacher based on ability, enthusiasm, and approval of the School Shura. Such teachers will require special trainings by facilitating partners and the MoE. As required by the MoE, It is envisioned that such teachers will be provided with opportunities to upgrade their own education level, be it through education opportunities in the nearest public school or through accelerated learning program, or distance education. In addition, special trainings and follow-up refreshers should be organized for these teachers by the relevant partners and the MoE.
  - iv. In this case, teachers will be required to go through mandatory special trainings provided either by the MoE or by the facilitating partner. The implementing partners will design the content of special trainings in consultation with the Teacher Education Department of the MoE and the CBE Unit. Teachers at this level will not be allowed to teach grades higher than their own level of education.
  - v. Priority is to be given for recruiting those who are accepted by the communities, are active in community affairs and show interest in working as a CBE teacher.
  - vi. The MoE will establish a system of certification for the CBE teachers with qualifications lower than 12 grade. The system will include a screening test to certify the qualification grade during their tenure of service.

**b) Teacher Registration and accreditation**

- i. All CBE teachers will be registered as formal teachers with the MoE, through their respective hub schools (or, in a few cases, as *Ajeer* teachers). This will ensure that information of all CBE teachers is also



maintained in the EMIS. All CBE teachers are provided with a job description and have to sign the Code of Conduct.

- ii. CBE teachers will have to participate in national teacher competency tests when required conducted by the Ministry of Education. Those successfully passing teacher competency tests will be accredited and provided with a teacher certificate. In cases where the CBE teacher(s) are unable to pass the teacher competency test, they will continue to work as Ajeer teacher(s) as per the MoE guidelines in place and reviewed from time to time.

**c) *Teacher salary and attendance***

- i. All the recruited CBE teachers will be given a formal contract of service either by the MoE, or the implementing partner within their organizational framework.
- ii. The CBE teachers' salary will be paid according to the government salary scale and guideline for those who meet the minimum criteria set for CBE teachers.
- iii. Attendance will be monitored by the School Shura, the MoE and the implementing partners on weekly and monthly basis. The MoE rules regarding attendance, leaves, holidays and absenteeism will be applicable.
- iv. If the MoE has accepted to pay the teachers, the attendance report shall be sent to the Hub school to get their salaries accordingly. If the implementing partner has undertaken to pay the salary, the attendance report will be monitored and collected within the framework of the relevant organization.

**d) *Teacher Training***

The teachers should be continuously assessed with regard to subject knowledge, teaching skills, administrative capacity and commitment to the job from the beginning of their employment.

Orientation and refresher training for the CBE teachers is to be provided shortly after recruitment and annually through participation in the in-service teacher trainings offered either by facilitating partners or even better through the Department of Teacher Training of MoE. Wherever possible, training packages provided by facilitating partners will be accepted by the MoE.

However, the MoE and the implementing partners will work towards developing and implementing a standardized training package for pre-and-in service training of the CBE teachers throughout the country.

**13. Provision of textbooks and learning materials**

The CBE is an integral part of the MoE General Education in the country. The implementing partners will ensure using the national curriculum in CBE schools. The MoE is responsible for providing textbooks as per the needs of the implementing partners. The implementing partners will be required to

submit their request at least a quarter before the commencement of the academic year.

Supplies for students will be standardized and children attending a CBE are entitled to that which is being provided in the public system. The implementing partners will be responsible for providing supplies and other additional learning materials to the students of CBE classes.

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## Section C – Accelerated Learning Program

### 1. Definition of Accelerated Learning Program

Accelerated Learning Program is a part of the Community Based Education, discussed above, with the following differences:

- a) The ALP is designed in a way so that the students can complete two grades per year from grades 1 -6, without any long winter or summer vacations.
- b) Within ALP in grades 1-3, the students attend the class 6 days in a week (Saturday-Thursday) for 5 hours each day which totally makes 30 teaching hours.
- c) For ALP during summer, the duration of teaching periods shall be 45 minutes and during winter, it shall be 30 minutes. During the daily teaching hours, the students are provided with 15 minutes for recreation. The timing of the daily lessons depends on the decision of the community members.
- d) In grades 4-6 of ALP, the students shall attend their classes 6 days a week (Saturday-Friday) for 6 teaching hours, which totally makes 36 teaching hours within a week.

**Table 2: A sample for a weekly teaching plan for ALP**

S. No	Subjects	Classes					
		One	Two	Three	Four	Five	Six
1	Holy Quran/Interpretation	5	5	5	4	4	4
2	Religious Teaching	4	4	4	4	4	4
3	First Language	9	9	9	8	8	8
4	Second Language				4	4	4
5	Foreign Language				4	4	4
6	Math/ Mathematics	6	6	6	5	5	5
7	Human and Environment				2	2	2
8	Life skills	3	3	3			
9	Calligraphy	3	3	3	2	2	2
10	Social Sciences				3	3	3
	Grand Total	30	30	30	36	36	36

### 2. Enrolment in ALP centers

- a) The children who have not been able to join school at their appropriate age- due to some reasons (whose ages are 10 – 15 years) will be enrolled into ALP learning centers after examination of their ID cards.

If they do not have an ID card, their ages shall be determined by looking at their appearance. After their enrollment, their parents shall be asked to get ID cards for them. Aspiring learners aged more than 15 years should be encouraged to enroll in adult literacy programs.

- b) The ALP students shall be enrolled by a commission made up of the representative of the Community Council, the teacher of the ALP class and the principal/headmaster of the hub school.
- c) The Student Selection (Enrollment) Commission gets the enrollment form filled by the parents of the children and keeps it aside for further performance.
- d) The mentioned commission prepares a complete identification for the newly enrolled students with two copies according to the registration book, and these are kept for further performance.
- e) The teacher lists the enrolled students within the attendance book and begins teaching them.
- f) Emphasis and attention should be placed on girls' education.
- g) The students located closer to an ALP Learning Center, shall be selected and enrolled into ALP Learning Centers.

### **3. Procedure for examinations**

- a) Within ALP, the examinations shall be given according to the Examination Guidelines for General Education Schools. The teachers of ALP will need support and training in designing and conducting examinations and assessments as per the requirements of ALP.
- b) The ALP students' exam papers shall be marked according to the grading criteria included within the Examination Guidelines of the General Education program;
- c) The examinations of the ALP, shall be given in written, verbal, verbal-written and practical form;
- d) Only students who can complete 85% of attendance within ALP Learning Centers shall be allowed to participate in the examinations;
- e) Students with logical excuses which can satisfy the teacher can be allowed to take examination by completing 75% of the term attendance. Logical excuses may be sickness with a health certificate from a doctor or the village elders (if there is no doctor in the village), traffic accidents, death of close relatives, unexpected events such as earthquakes.

### **4. Enrolment of ALP students into public schools**

- a) After the students graduate grade 6 of the ALP, they shall be enrolled into grade 7th of a MoE Hub School, to which this Learning Center is planned to be clustered, or to other MoE' schools;



- b) The enrollment of the ALP school students into other MoE general schools can be followed through the approval of Hub School, but they have to check the total result of the new students;
- c) The ALP implementing partners, have to prepare a complete list of the grade 6 graduates and send it formally to the MoE's DED, and attach the Identification Card and the result sheets;
- d) For those of ALP students who move before completing grades (4,5 and 6) due to any reason and there is no ALP Learning Center in the new location, they shall be admitted into MoE general education schools by checking their transfer papers and receive approval from the hub school;
- e) Since the ALP Learning Classes are not repeated for the same grade, the students who fail can be admitted into the same class after checking their certificates.

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## Section D—Handover Process of CBE Schools

### 1. Handover

The process of handing over CBE schools will follow one of the following options:

**a) *Integration of students into a public school:***

All the students, along with their textbooks and other learning materials, will be transferred to the hub school, where they were originally registered.

**b) *Continue as outreach class of the hub school:***

Wherever there is a strong unwillingness on part of the community to send their children, especially girls, to the hub school for various reasons such as tradition, longer walking distance, difficult geographic terrain, security, etc. the CBE school can continue to function as the outreach class of the hub school.

**c) *Upgrade to a primary school:***

A CBE school is eligible to be upgraded to a primary school when the number of school age children reaches 25 or above. In such cases, the community with the help of the CBE provider can request the MoE at the provincial level to include their CBE school in the priority list of establishing new primary schools.

In case none of the above options are possible, the implementing partner will continue supporting the CBE School for a mutually agreed period.

**d) *Integration of CBE teacher:***

In all options of handover, the CBE teacher meeting the MoE criteria will be transferred to MoE as a teacher.

### 2. The role of implementing partner after handover

During the project design the implementing partner needs to consider at least one year follow-up support after the handover in the following areas:

- a) Monitoring of the classes handed over to the public school
- b) Ensuring proper transfer of students, teachers, their attendance, availability of textbooks and handover of all the learning materials, laboratories, libraries, and any other relevant documents and materials to the public school

### 3. Termination of a CBE school

CBE can be terminated in the following conditions:

- a) Student enrolment drops below 10. However, special permission will be required from either the Governor of the province, or the Minister of Education to continue the class.



- b) Teacher resigns and no other qualified replacement can be found.
- c) Security situation endangering the safety of implementing partners, children, teacher, and the community at large.

In such case the facilitating partner will inform the MoE at the district or provincial level of termination of a CBE school in writing.



## Section E - Final Provisions

### 1. Order of this guideline

The implementing NGOs and communities along with MoE provincial and district offices should consider the INEE Minimum Standards on education for CBE. This guideline has been drafted and then finalized by the participation of all NGOs working in the area of Community Based Education in Afghanistan, and explains and defines quality education with measurable indicators, which is anticipated by the communities. Minimum Standards for CBE, forms a big portion of CBE policy.

### 2. Other valid documents

When in need of detailed information in this regard, you can refer to Basic Education's Policy and Education Law.

### 3. Enforcement

Unit number 1 and 2 of MoE and National and International NGOs are obliged to implement this guideline after it is signed by the MoE Minister

### 4. Material and sources for delivering this guideline

This guideline contains four chapters (25 articles). The document is available at the Community-Based Education Unit of the General Education Directorate. It is also available online at [www.moe.gov.af](http://www.moe.gov.af)

Observed and signed by:

Farooq Wardak

Minister of Education

Dated as:



ASADULLAH ZARHALWAL

Prof. Moh. Maseem Baheer  
General Director for  
General Education

