

Annex 1

Education Sector in Afghanistan

Annex 1: The Education Sector in Afghanistan

During the decades of conflict in Afghanistan, educational services were severely disrupted and the education system suffered near total destruction. Many educated Afghans fled as refugees and then migrated to other countries. Those educators remaining in Afghanistan were isolated for much of this period, and so had little contact with global developments in education.

Recovery efforts since 2002 have been significant, but the sector still faces massive challenges. Despite nationwide literacy campaigns, the 2008 national literacy rate for population 15 years and over was only 26% (39% males, 12% females)¹.

EQUITY

Afghanistan's extremes in geography and climate, as well as local traditions and ongoing insecurity, mean that there are still many communities that are 'remote' in terms of opportunities to participate in national socio-economic activities and access to transport and communication infrastructure and/or government services.

As the rebuilding of infrastructure and establishment of security progresses, the MoE (Af) is undertaking activities to develop and position resources in order to achieve its equity goals; specifically in terms of access and gender. Although progress since 2001 has been substantial, there is still a much to do to meet the education needs of a young, rapidly expanding population (refer Table 1).

In 2001, less than one million children were attending school; all were male. The number of children attending school has risen exponentially, with 7.5 million attending in 2010, of whom 36 per cent were female. However, there are still 4.5 million school-aged children in Afghanistan who do not attend school. A large proportion of those not attending is female. A significant factor in school access for female children is availability of female teachers and girls' schools. Table 2 summarises school attendance data and shows the corresponding rapid growth in teacher numbers – 7.6 times over the past seven years.

Table 1: Population Growth

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	Afghanistan population (estimated)	Over 50% of the Afghanistan population is under 20 years of age
2001	20 million	
2010	nearing 30 million	
2020 (predicted)	nearing 40 million	
Source: UN population division		

Table 2: School Sector Data, 2001-2008

	2001	2002	2008
Number of children at school	< 1 million (all male)	2.3 million	6.2 million (36% female)
Number of schools	3,400	6,039	10,998*
Total number of teachers	20,700 (100% male)		158,000 (29% female)
<i>Source: National Education Strategic Plan for Afghanistan (1389-1393/2010-2014): data covers General Education: primary to upper secondary-does not include Islamic Education sector</i>			
<i>*However by 2009, nearly 500 had closed due to insurgent attacks</i>			

¹ Source: National Education Strategic Plan for Afghanistan (1389-1393 / 2010-2014)

This expansion in educational access for children has, in part, been made possible by a rapid expansion in access to teacher education programs. In 2001, there were only four functioning Teacher Training Colleges (TTCs) in Afghanistan, staffed by 50 male Teacher Educators (Lecturers), and catering for 190 Student Teachers- all male. By 2008 there were 38 TTCs, with 820 Teacher Educators and 33,000 Student Teachers. In 2010 there were 42 functioning TTCs; in the 34 provincial capitals and some districts. Some TTCs have also established annexes at district level. (These annexes are called ‘Satellite TTCs’. In 2010, there were 59 Satellite TTCs in existence.)

Table 3: Teacher Training College Data, 2001-2008

	2001	2008
Number of TTCs	4 functional	38 (2009)
Number of Student Teachers	190 (100% male)	33,000 (38% female)
Number of Teacher Educators	50 (100% male)	820 (24% female)
<i>Source: National Education Strategic Plan for Afghanistan (1389-1393/2010-2014)</i>		

Currently there are 50,256 Student Teachers (38 per cent female) undertaking pre-service training, through either the ‘pre-service’ (school leavers doing Year 13 and Year 14 at TTCs full-time) or ‘in-service’ mode (unqualified teachers gaining initial qualifications). In 2010, about 15,000 teachers graduated from the ‘pre-service’ teacher education program. In 2011, there will be about 8,500 graduating. Many Student Teachers are also current teachers; they teach during school hours and study, full-time, outside of school hours. This means that the number of graduates does not reflect the number of new teachers available to the service. To put this figure for number of graduates into perspective, it is estimated that Afghanistan will need to average 32,000 new graduate teachers a year to achieve its Millennium Development Goals.

Another obstacle to be faced in teacher supply is location. Most TTCs are located in provincial capitals, and a significant proportion of Student Teachers are drawn from the nearby population. Many resulting graduates find that locally there is an oversupply of teachers. The greatest demand for teachers is in more remote, rural areas where cultural constraints and mistrust of strangers makes teacher recruitment more difficult; graduates from other places generally cannot be sent there. Graduates in areas of over-supply are soon lost to other fields of work.

The TED’s activities associated with Priority Component 1 of NESP II Revision are designed to overcome this problem of supplying teachers to the currently under-served areas, and providing greater access for female Student Teachers to teacher education:

Box 1: NESP II Component 1

Component 1— Toward equal access: Pre-service Teacher Training

Targets

By 1393 (2014):

- › Increase the number of the district-based Satellite TTCs (Teacher Development or Development Center) from 59 in 1389 to 364 by 1393 (2014)
- › 60,000 existing teachers from the majority of the districts will obtain TTC qualification/will be upgraded to Grade 14
- › 25,000 existing teachers from the majority of the districts with less than a Grade 12 qualification will be upgraded to Grade 12

- › Attract and train 50,000 graduates of Grade 12 (50% female) throughout the country and educate them through the pre-service programme in TTCs
- › 2,200 new TTC faculty members will be recruited, employed and mentored
- › 2,000 TTC faculty members (70% female) with Grade 14 level qualifications will be upgraded to receive B.A. degrees and deployed to provincial and district-level TTCs
- › 150 TTC staff will receive scholarships to further their education
- › 1,000 post-graduate study opportunities will be available for female faculty and master trainers to address the significant imbalance of female educational leaders in the provinces
- › Special Education, Physical Education and Fine Arts curricula will be developed and delivered in TTCs
- › Develop all textbooks and student teacher resource materials based on the new teacher education curriculum

The establishment of district based ‘Satellite TTCs’ (also known as Teacher Development Centres), should significantly address the issue of location/ access for female Student Teachers and others, who for cultural reasons are not able to study away from home.

Satellite TTCs should also help to address the issue of unqualified or underqualified current teachers. Of the estimated 175,000 current teachers, 80,000 are grade 12 graduates with no teacher training, 30,000 are below grade 12 standard, and reportedly a proportion of these are functionally illiterate.

Table 4: Teacher Qualifications

Total number of teachers (grades 1-12)	175,000
Number with Grade 12 qualification only	80,000
Number with < Grade 12 qualification	30,000

Currently at district level, the TED works in partnership with donor organisations and NGOs to provide District Teacher Training Teams (DT3s) and relevant in-service training programs (‘INSET training’; as yet unaccredited) to upgrade the skills of current teachers. These donor-funded activities will eventually be phased out, and the TED intends for the Satellite TTCs to take on this role as well as the provision of pre-service training. For expansion of the Satellite TTC initiative, the TED intends to provide ten Teacher Educators to each district, (totalling 4640 Teacher Educators nationwide). Similar district-based arrangements were in place prior to the DT3 programs, but there were difficulties in ensuring both quality and adequate finances.

QUALITY

The TED intends that senior Teacher Educators who are recognised as Master Teacher Trainers (MTTs) will play a future role in ensuring the quality of Satellite TTC operations.

To meet the needs of rapid expansion, TED is undertaking a recruitment drive. Currently there are approximately 1,600 full time Teacher Educators in Afghanistan, and another 700 working part time, as well as various other types of educators such as Adult Literacy Trainers. Some of these Teacher Educators have experience of working in or studying in quality education systems in Pakistan or Iran, but there are also many who are recent university graduates with no experience or training in the field of education. Their own skills in curriculum delivery are developed through informal mentoring by more senior Teacher Educators and occasional, ad hoc professional development opportunities, (eg participation in district based INSET programs).

As there were only 50 TTC lecturers in 2001, the number of ‘senior’ Teacher Educators available for this work is still quite limited. This cadre is being built as appropriate training opportunities

arise. The term ‘MTT’ is increasingly used to recognise the responsibilities being expected of these senior Teacher Educators.

The MAEPA 1 and MAEPA 2 programs have trained 53 MTTs and provided the same training to 7 centrally based TED staff. Through the cascade training model, 336 Teacher Trainers (TTs) have also received training in some elements of this training. Other donors have provided teacher training programs (e.g. an Iranian training program for 230 teacher trainers over recent years).

TED efforts to date, to improve the quality of teacher education, have focussed on the pre-service Teacher Education curriculum. Prior to 2006, the TED curriculum was decades old and out of date. Most TTC lecturers had no curriculum materials, and for each subject, hand written notes were developed, shared and passed on from lecturer to lecturer. The curriculum for Student Teachers differed widely from one TTC to another.

In 2006, a new pre-service curriculum framework was developed and then subsequently the new TTC curriculum was based on this framework. This curriculum is now in use nationally, and most basic textbooks are completed or in the final stages of development. New curriculum for the subject Islamic Education was not developed in 2006 due to lack of resources, but this situation was able to be rectified through MAEPA 2, where additional resources were provided to support revision of the Islamic Education teacher training curriculum.

Although the pre-service curriculum has been modernised, the updating of the teaching methods employed in implementing the curriculum has not yet received sufficient attention. To bring about changes in teaching methods, teachers need quality learning experiences themselves. As their own school experiences were likely to have been of low quality, they need quality learning experiences in their Teacher Education.

Some Teacher Educators know about activity based, student centred learning, but lack the capacity to implement learning programs in this way. Rote learning methods are still widely used due to: lack of experience of any other approach; an expectation of rote learning embedded in the curriculum design (overloaded and academic content, knowledge based assessment approach); as well large class sizes and heavy teaching loads. Through these factors, the system works to resist change, and there is a lack of informed, competent leadership in matters of teaching and learning methodology. (In the school system, the current students’ textbooks also encourage rote learning methods, and most stakeholders expect teachers to use these methods.)

For many involved in prioritising efforts in educational development in Afghanistan, the need for ‘student friendly’ teaching and learning methods seems less important than provision of more concrete resources. However ‘student friendly’ schooling has the potential to address some of Afghanistan’s societal problems resulting from prolonged exposure to conflict. For many young Afghans (those under 30 years) a life of instability and insecurity is all they have known. Significant numbers of young Afghans have suffered ongoing displacement, fragmentation of community and loss of home and family. Prolonged exposure to these conditions hinders young people’s natural development, putting at risk full achievement of their potential. Such exposure also negatively impacts on adult life. It stifles a citizen’s capacity and willingness to engage in and contribute to the rebuilding of social institutions.

Table 5: Afghan Population Displacement

	Afghanistan population (estimation)	Afghan refugees in Pakistan and Iran
1990	12 million	6.3 million
2001	20 million	3.5 million
<i>Source: UN documents</i>		

Student centred teaching methods used in student friendly school environments (for children and adults) can expose students to new ways of ‘being’. Over time, student friendly methods can establish new, positive patterns in the ways students work together to set goals, solve problems and undertake effective actions.

Afghan teachers need to learn these methods from Teacher Educators, but many Teacher Educators have only a theoretical understanding of new methods, and have limited capacity to demonstrate them or implement them. They also have little capacity to create a student friendly learning environment. Some Teacher Educators have participated in INSET trainings and other types of professional development activities, as trainers or participants, and through this have had some exposure to new methods. However, these opportunities are too few and the quality of these experiences has been inconsistent.

The MTT program of MAEPA 1 and MAEPA 2 provides an example of what can be achieved through a combination of appropriate learning environment, content and methods. For many of the MTTs, the MAEPA experience has been transformational². These individual MTTs now have the potential and the momentum to lead change, and introduce real improvements in training methodology and training program quality. However, when the MTTs return from their MAEPA activities, they return to the same difficult and demanding work environment that they left. It is a huge challenge for them to implement their MAEPA learning unless they have institutional support. Evidence at the Final Workshop in February 2011 showed that supportive TTC Directors enabled change to happen.

Therefore the TED’s current challenges are:

- to develop a critical mass of MTTs, who have the momentum, capacity and opportunity to bring about change across the whole teacher education system, and
- to provide a work environment that encourages and supports them in their work in leading change, as well as maintaining momentum for their continuous professional development.

The TED’s activities associated with Priority Components 4 and 5 of NESP II are designed to address institutional issues of quality, which shape the operational environment in which MTTs and other Teacher Educators work:

² Sources: MAEPA 1 Case Study, MTT accounts at MAEPA 2 final workshop.

Box 2: NESP II Components 4 and 5

Component 4—Capacity Building: Institutional and Organizational Development

Targets

By 1393 (2014)

- › Conduct a thorough needs analysis of the institutional capacity of the Teacher Education Department and teacher training institutions
- › Design and develop a comprehensive organizational development strategy and programme aimed at improving institutional capacity and the effectiveness of the Teacher Education Department and teacher training institutions
- › Train 75% of Teacher Education Department staff in Kabul and at least 70% of TTC administrators in leadership, gender inclusiveness, and results-based management
- › Establish and implement a sustainable follow on programme that includes mentoring and upgrading skills
- › Recruit and train 600 new administrative staff for Teacher Education Department offices in the capital, provinces and districts
- › Upgrade the General Directorate of Teacher Education to a national center for teacher education (i.e., encompasses all teacher training, including technical-vocational, literacy, etc.)
- › Develop an accreditation system for Teacher Training Colleges, implemented and monitored for quality
- › Enhance the effectiveness of the Teacher Training Academy (also known as Teacher Training Institute) to support the development of teaching faculty in the TTCs.
- › Register all newly established private TTCs and provide technical support to them

Component 5—Continuous improvement: Monitoring and Evaluation

Targets

By 1393 (2014)

- › Develop and implement a flexible monitoring and evaluation plan (includes all necessary tools) for measuring quality of the Teacher Education Department activities and all delivery sites nationwide.
- › Establish new systems for gathering data from the field, analyzing it and reporting results, then using those results to effect positive change in the classroom
- › Monitor delivery and assess outcomes through analyzing data gained from observation in the field in order to guide the ongoing institutional development (curriculum, resources, staffing, training, systems, trainees, outcomes, equal access, etc.)
- › Build capacity of 500 Center, provincial and district level staff through training, coaching, and mentoring to conduct effective monitoring in the field
- › Develop the teacher training database and systematically use it to monitor the professional development of teachers

During 2006, the public service in Afghanistan was reformed. A new management structure was introduced in the MoE (Af), and this introduced changes in every department at every level and location. New job descriptions and selection criteria were created for every position, current staff were reallocated and many new staff employed. The previous systems within the MoE(Af) were outdated and inadequate, and the reform allowed for a ‘clean slate’.

Ideally, new managers have their own previous experiences of good management models on which to base their own practice. However, many new MoE(Af) managers have had to create their new systems, without such previous experiences in their working lives; and they have done so while steering the exponential growth in size and scope of educational activities throughout Afghanistan. The elements in Priority Components 4 and 5 demonstrate recognition within TED

that its management systems need to be established deliberately and strategically in order to achieve its goals. The work of leading this development is difficult without the guidance of effective working models or competent advice. This type of support, for institutional development, is rare in donor funded projects.

The MAEPA 3 Capacity Development Program has been designed to improve the quality of MTTs' working environments. The activities will target TTC Leaders and central TED Officers responsible for developing TTC operations, as well as operational systems by which they undertake their work. These leaders will be supported to work together to develop good management practices that lead, mentor and monitor change and quality improvement at TTC level. A working model of good management practice in provision of pre-service Teacher Education is the vision for the MAEPA 3 capacity development activities.

Annex 2

The Millennium Development Goals

Annex 2: Millennium Development Goals

The Millennium Development Goals: the fight against global poverty and inequality¹

The Australian Government is committed to the implementation of the Millennium Development Goals (MDGs)—agreed targets set by the world's nations to reduce poverty by 2015.

These include halving extreme poverty, getting all children into school, closing the gap on gender inequality, saving lives lost to disease and the lack of available health care, and protecting the environment. These are achievable commitments to improve the well-being of the world's poorest people.

The MDGs underpin the Australian aid program.



1 Eradicate extreme hunger and poverty

- Halve, between 1990 and 2015, the proportion of people whose income is less than \$1 a day
- Achieve full and productive employment and decent work for all, including women and young people
- Halve, between 1990 and 2015, the proportion of people who suffer from hunger



2 Achieve universal primary education

Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling



3 Promote gender equality and empower women

Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015



4 Reduce child mortality

Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate

¹ <http://www.ausaid.gov.au/keyaid/mdg.cfm>



Improve maternal health

- Reduce by three-quarters, between 1990 and 2015, the maternal mortality ratio
- Achieve universal access to reproductive health



Combat HIV/AIDS, malaria and other diseases

- Have halted by 2015 and begun to reverse the spread of HIV/AIDS
- Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it
- Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases



Ensure environmental sustainability

- Integrate the principles of sustainable development into country policies and programs and reverse the loss of environmental resources
- Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss
- Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation
- Have achieved by 2020 a significant improvement in the lives of at least 100 million slum dwellers



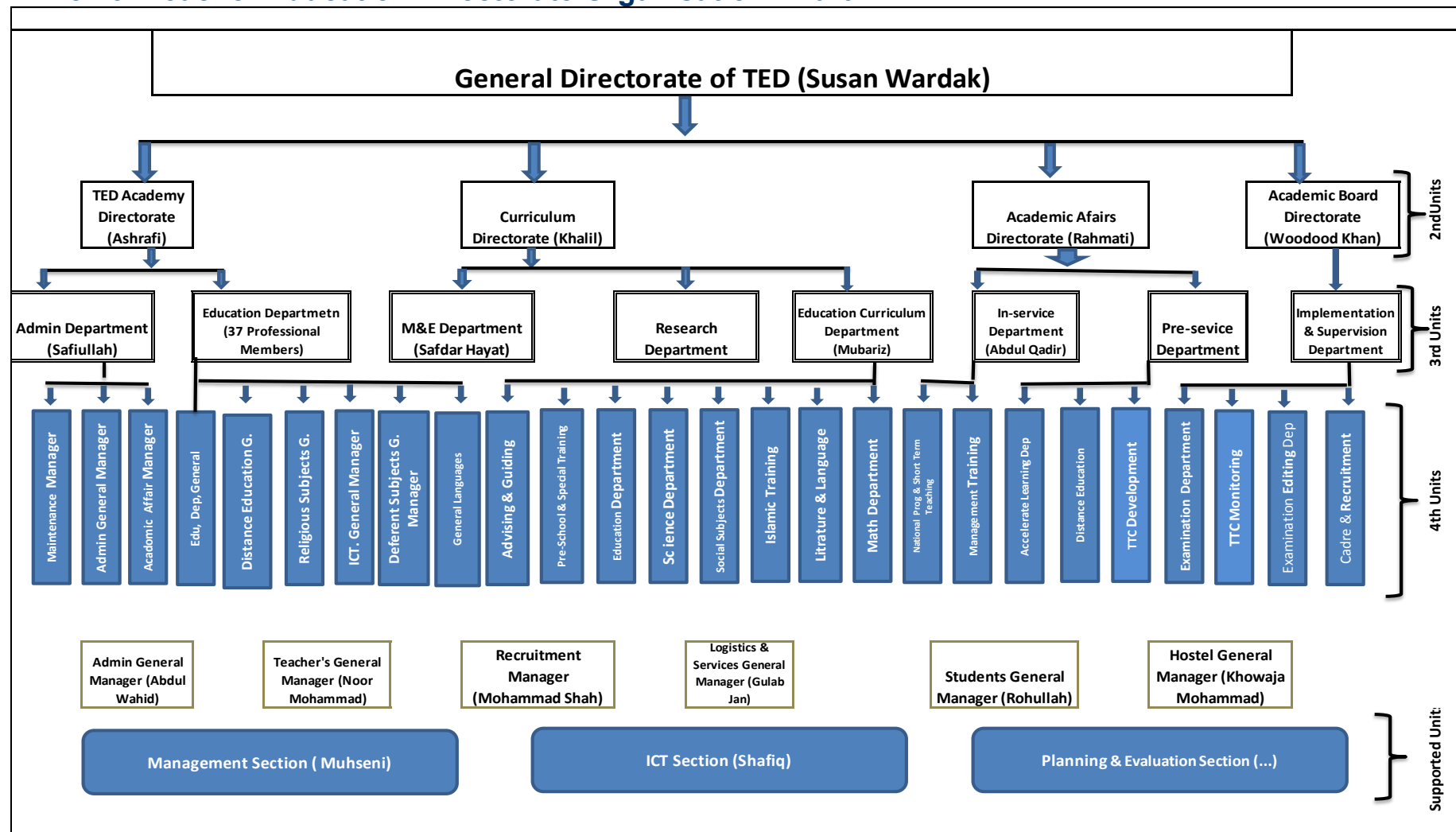
Develop a global partnership for development

- Address the special needs of least developed countries, landlocked countries and small island developing states
- Develop further an open, rule-based, predictable, non-discriminatory trading and financial system
- Deal comprehensively with developing countries' debt
- In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries
- In cooperation with the private sector, make available benefits of new technologies, especially information and communications

Annex 3

Teacher Education Directorate Organisation Chart

Annex 3: Teacher Education Directorate Organisation Chart



Annex 4

MTT Training Program Curriculum

Annex 4: MAEPA 3 Curriculum

1. INTRODUCTION

The MAEPA 3 Curriculum is a revised and improved version of the Curriculum developed for MAEPA 1. The changes to the original Curriculum reflect a deepening understanding of the specific needs of MTTs and increased awareness of emerging priorities in the Afghan education system.

2. BACKGROUND

In June 2008, the Prime Ministers of Australia and Malaysia announced the establishment of a new project, the Malaysia Australia Education Project for Afghanistan, to jointly support the training of Afghan Master Teacher Trainers in Malaysia. A Scoping Mission in August 2008 found that no suitable Curriculum existed. As a result, a customised Curriculum was developed to meet the specific needs of Afghan Master Teacher Trainers.

This Curriculum is based on the competencies that teacher trainers in Afghanistan need in order to be able to effectively fulfil their roles in contributing to rapid educational expansion and reform in a complex and often difficult environment. The Curriculum aims to assist the participants to link their experience to other perspectives and practices arising from Malaysia's experience in order to develop a new vision of Islamic Education for Afghanistan.

The initial part of the training program will be conducted in Kuala Lumpur, Malaysia over fourteen weeks. Training in Malaysia will be followed by an applied learning phase including a Practicum in Kabul where Master Teacher Trainers conduct in-service training of approximately 170 teachers, followed by TTC-based practical training and finally supported teaching at their TTCs in the provinces.

The delivery model has been designed to provide a framework for integrating learning over time using a variety of methodologies. Since the participants are experts in working in their own complex and demanding environment, group learning is seen as an essential tool for tapping into their collective wisdom and helping them to link the known to the new. Working collaboratively will also allow them opportunities to consider in detail the implications of the new learning for their future work and that of their colleagues and students.

3. LEARNER PROFILE

- Participants in this program are experienced teacher trainers. Selected by Ministry of Education Afghanistan (MoE (Af)), they are seen as appropriately positioned and experienced to lead change in their field. Approximately half are Islamic Education specialists while the remainder are from a range of discipline areas.
- Those in the Islamic Education Stream have been working with an Islamic Education Teacher Training Curriculum which had not been revised for several decades, until MAEPA 2 supported its revision.

- Those MTTs in the Literacy Stream have been drawn from a range of discipline areas because there are few Teacher Trainers specialising in literacy education in Afghanistan. If the government is to achieve its goal of improved student outcomes in schools, both Teacher Trainers and teachers will need to understand the literacy demands embedded in all fields of study.
- Because they need to be able to prepare teachers to work in very diverse contexts from rural to urban, simple to well resourced, the MTTs will need skills in adapting what they learn to suit the needs of their learners.
- The Teacher Training Colleges from which the participants are drawn range from large, well established urban colleges to new institutions in the provinces including satellite TTCs. Resources available to staff in these workplaces are also likely to vary significantly.
- All MTTs will have undertaken four weeks of English language and introductory computer skills training prior to their departure for Malaysia. For many this is likely to be their first experience in these areas.
- There is likely to be uneven current capacity within the learner group depending on prior educational opportunities and experience. Female participants, for example, are likely to have encountered barriers to educational participation or experienced harsh discrimination in the past.
- Learners may be unused to working in mixed gender groups.
- As their experiences of teaching and learning are likely to have been quite traditional, the recommended delivery model may be quite unfamiliar. With this in mind, their induction to the program needs to make clear why this delivery model has been selected.
- Although female participation will be strongly encouraged, the Islamic Education group will be predominantly male, reflecting the gender makeup of the MTT pool in this field. Most female MTTs are expected to be in the Literacy stream.
- Most participants will be between twenty-five and forty-five years of age.

4. TRAINING FACILITATORS

The core Teaching Team will be composed of experienced teacher trainers from three Malaysian teacher education institutes. Specialist expertise in Islamic Education will be provided by staff of the Institute of Teacher Education, Islamic Education Campus (IPG KPI) with assistance from the Islamic Education Division of the MoE Malaysia (BPI). Expertise in teacher training, particularly for learners from developing countries and international program coordination will be provided by the Institute of Teacher Education, International Languages Campus (IPG KBA). From 2012, the Institute of Teacher Education, Special Education Campus (IPG KIK) will also deliver the core program.

While highly experienced, Training Facilitators will require support in designing customised resources and delivering learner centred, competency based training. A key role of the TTE is to build capacity within the Teaching Team through direct observation of training, provision of feedback and conducting structured learning

opportunities in workshops. The experienced delivery institutions will also provide assistance to the new institution, IPG KIK.

Because the training program functions as a model for the participants, consistency of approach and high quality training are vital. All teaching in MAEPA should be guided by the following principles in order to provide a potentially transformative experience for the learners.

- Learner centred training which functions as a model for participants to base their practice on.
- Relevant and engaging learning for maximum impact.
- Adult appropriate activities.
- Integration of Islamic Education and Literacy with cross cutting issues wherever possible.
- Group based learning to share current understandings and foster ongoing collaboration and support.
- Integrated, supported practice with feedback from peers and facilitators.
- Progressive assessment consisting of tasks which reflect real workplace requirements.
- Ongoing reflection and analysis as a critical foundation of learning.
- Ongoing strategic planning about how to apply learning to the Afghan context.
- Focus on the learners' specific needs as trainers of trainers, teacher trainers and facilitators of change.
- Modelling of inclusive practice (gender, ethnic group, disability) which demonstrates and fosters respect for diversity.
- Low tech teaching and learning practices which can be easily adopted by MTTs.
- Specific strategies to support active participation by women.
- Learning experiences designed to challenge the taken for granted, help participants develop new ways of seeing and bring about changes in knowledge, skills, attitudes and behaviours.

5. THE CURRICULUM

Rationale

Competency based training is internationally recognised as an effective means of bringing about workplace change. Currently, many countries are establishing teacher competencies upon which to base their teacher training. In order to align with current best practice in teacher training, a competency based curriculum designed around the needs of participants already working in the field was selected as the most appropriate model.

Curriculum Development Process

In order to ensure that the Curriculum was needs based and reflected the reality of the MTTs' work, Afghan, Malaysian and Australian teacher training experts collaborated in a

competency based DACUM (Developing a Curriculum) process in 2008/09. At this time, Afghan representatives provided insights into the responsibilities of Master Teacher Trainers in the reform process and in their ongoing work in Teacher Training Colleges. These responsibilities were used to devise the Competency Fields which form the foundation of the Curriculum. At a subsequent workshop, teaching and learning activities were chosen, assessment tasks devised and existing resources identified. Further resources were identified and developed prior to and during initial and subsequent course deliveries.

The Curriculum has been and will continue to be progressively refined via ongoing monitoring and evaluation so that by the end of MAEPA it can function as a model for subsequent deliveries or adaptation for use in Afghanistan. These decisions need to be evidence based, stemming from monitoring and evaluation findings about what worked best, what needed to be changed and what unforeseen needs and issues emerged. Gradually, the curriculum document will acquire greater levels of detail so that it can be more widely used.

This Curriculum must be sufficiently flexible that it can be adapted and conducted in Afghanistan on a regional or centralised basis to support cascaded training of other MTTs, teacher trainers, in-service or pre-service teachers. If it is to be used for any of these purposes in future, modification will be required to address contextual and capacity issues. In future, the MTTs may also need to develop curriculum where none exists, so the process by which this course was developed and the ongoing process of review and revision can serve as a model of needs based curriculum development for the MTTs to draw upon in their subsequent work.

Competency Fields

The following Competency Fields were identified as priority skill development issues for Master Teacher Trainers.

- Design training programs
- Develop training materials
- Assess learning
- Deliver pre-service teacher training in Islamic Education
- Plan and manage training
- Supervise practicum
- Conduct peer coaching and mentoring
- Train Master Teacher Trainers
- Evaluate program effectiveness
- Review and revise curriculum

In the Curriculum, each Competency Field is broken down into tasks which form the Learning Outcomes. The Learning Outcomes describe the specific skills and knowledge which are required to achieve competency in each field (refer attached tables).

Additional Content

A number of additional priorities were identified through Monitoring and Evaluation processes conducted during MAEPA 1 and MAEPA 2. While some Key Topic Areas may be treated as stand alone sessions, others may warrant greater time allocation. These sections of the course will be conducted by Malaysian guest experts who may be sourced either from within or outside of the delivering institutions.

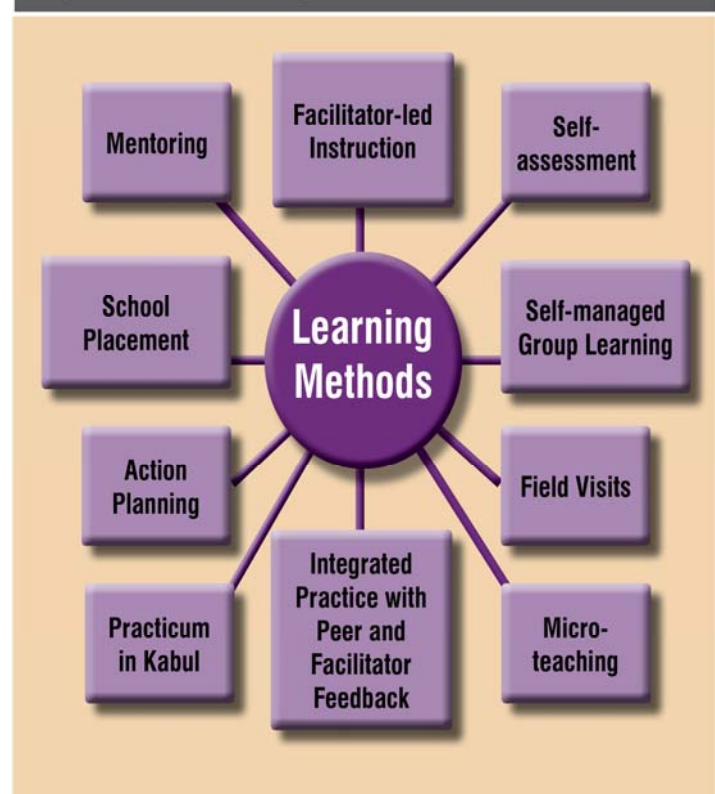
- Leadership development for women
- Assisting men to work effectively with women
- Peace education
- Multicultural and comparative education
- Teaching lateral/creative thinking
- Change management and strategic planning
- Uniform bodies and extra curricular groups in the Malaysian school system ¹

As training progresses, issues will continue to emerge as Training Facilitators develop a clearer understanding of the existing skills and knowledge of the participants and the specific demands of their working environments. There must be sufficient flexibility for Training Facilitators to make appropriate adjustments but these need to be documented in order to capture learning and inform each subsequent delivery.

Development of Instructional Materials

This customised Curriculum both draws upon existing resources and requires the development of new teaching, learning and assessment materials. At the Induction Workshops, Training Facilitators will map any existing materials suitable for use in the Training Program and identify gaps. With the support of the TTE, a materials development and translation plan will be devised to ensure clarity about the type of materials to be created, responsibilities and timelines. At the Workshops, the materials development process will continue with the refinement of templates and groups working on resources for the Competency Fields to be delivered early in the Training Program. Support to Training Facilitators and quality assurance of materials will be provided by the TTE.

Diagram 5: MAEPA Learning Methods



¹ In Malaysian schools extra-curricular activities may include 'uniform bodies' such as Boy Scouts or Girl Guides, Red Cross, cadets etc.

6. DELIVERY MODEL

Collaborative Delivery

The Training Program relies on a collaborative delivery model designed to optimise the relative expertise of IPG KPI and IPG KBA staff from the three campuses in meeting learner needs. Some capacity building is required, so Training Facilitators from the participating IPG campuses will be supported throughout the materials development process and training delivery by the TTE. This support will commence with the Induction Workshops early in each cohort cycle by providing training in issues such as teaching with interpreters, competency based training and assessment and Action Planning.

Teaching and Learning Approaches

The Delivery Model aims to expose learners to a wide range of teaching and learning approaches both as a model for their own practice and to cater for different learning styles and preferences. It is based on the recognition that learning is most likely to emerge from a combination of diverse experiences which build upon each other. These experiences are illustrated in the diagram above.

Reflection as a Key Tool for Learning

Reflection is a widely used approach in teacher training and other fields of professional learning because it guides learners to examine their existing knowledge and beliefs and to monitor the shifts in their perspectives as new experiences jostle with pre-existing ideas, reflective tasks and questions such as those below will be regularly used to engage the participants in self assessment, reflection and planning.

- What have I learnt today/this week/so far?
- How does it differ from what I thought/believed/did before?
- What implications does it have for my work?
- How can I apply this in my situation?
- How might my students/colleagues respond to this?
- What would I need to do to help them see the value or relevance of this?
- Which aspects might need to be adapted to fit the Afghan context?
- What barriers might need to be addressed and how can I do this?
- Who else is likely to support these changes?
- What are the gender implications of what we have learned?
- How inclusive are my teaching materials?
- What steps can I take to encourage more participation by girls/women?

Action Planning

The Delivery Model includes a strong emphasis on Action Planning recurring throughout the program with a sustained focus towards the end of the Program to create a bridge from the training environment to the real world. Action Planning will

commence in Afghanistan as part of the pre-departure preparation process. Participants will work with MoE management to clarify MoE expectations and identify how and where learning from the program will need to be applied on their return.

Each learner will progressively prepare an Action Plan based on MoE Afghanistan priorities and their own goals. Training Facilitators and Mentors will assist learners and guide them in developing Action Plans which are realistic and feasible.

By regularly considering the relevance of their learning to the Afghan context and the particular needs of their learners, participants will be able to plan in detail how to apply what they have learnt to their work and should be well prepared to adopt the role of change agent.

Each Action Plan will specify the following:

- The dimension/s of their work to be addressed, e.g. Working with students, working with colleagues, working with MTTs.
- The focus for change and the changes they intend to implement.
- How they will go about the process
- What skills/knowledge they will need to develop/enhance to be successful.
- The sources of support they will draw on.
- How they will evaluate progress.
- Resource implications.

Cross Cutting Issues

Some issues are central to all aspects of the Curriculum. They are:

- Gender
- Diversity and inclusiveness
- Pedagogical issues
- Education in a post conflict society
- Planning and implementing change.

These cross cutting issues should be incorporated into teaching and learning activities and assessment tasks wherever possible.

Language Issues

As the participants are speakers of either Dari or Pashto (or both) and most have limited proficiency in English, interpreters will be used throughout the Training Program. Training Facilitators will generally use English as the medium of instruction although some Islamic Education specialists may use Arabic. While use of interpreters requires extra time, it is essential if learners are to fully participate in the Training Program.

Malaysian staff has not previously needed to work with interpreters in their course delivery, so they have identified a need for training in this regard. The TTE will provide this training.

Each MTT will be with a trilingual glossary of educational terms for use during the Training Program. The glossary has been developed by the TTE and the Interpreters for

the benefit of the participants and MoE Afghanistan. Training materials will be provided in Dari and Pashto whenever possible. However, there will be some requirement for ongoing translation of materials developed in response to unforeseen learning needs or emerging issues. In these circumstances, interpreters will translate brief documents in writing or interpret them orally during training sessions.

English Language and ICT Skills Training

Prior to commencing the Training Program, participants will have undertaken some English language and ICT training in Kabul and this will continue in Malaysia. The ELT and ICT training are based on the English Language and ICT Frameworks developed by the TTE to ensure that ELT in Kabul and Malaysia are consistent in approach and address key areas of need (see Annex 5, Design and Implementation Plan). Support for these areas of skill development will be provided by the host institutions in Malaysia through twice weekly English classes and ongoing ICT training and support. MTTs will be divided according to proficiency levels. In addition, students of the host institutions will facilitate weekly informal conversation practice to enhance the MTTs' confidence in using English.

Malaysian Mentors

For each intake of MTTs, six Malaysian Mentors will be selected to play a key support role. They will meet with the MTTs weekly in small groups in order to track their progress, clarify issues and identify any emerging needs. In Afghanistan, two or three Malaysian Mentors will observe and give feedback on the conduct of the Practicum and conduct workshops to address issues identified during Practicum and Practical Training Placements. The TTE will adopt a capacity building role towards the Mentors, providing them with support and guidance both face to face and via email.

Afghan Mentors

Afghan Mentors from Teacher Education Directorate will also observe and give feedback on the Practicum as well as providing support to the MTTs during Practical Training Placements. When MTTs return to their TTCs the Afghan Mentors will continue to support them in improving their practice.

Scheduling Considerations

As there will be approximately thirty-two participants including the two interpreters, they may sometimes function as a whole group and at others be divided into two groups of fifteen each with an interpreter for parallel sessions, notably one day each week for the specialist streams. At times, other groupings may be appropriate, e.g. to ensure one person per group has some Arabic or English language proficiency or computer skills.

It is recommended that the Competency Fields – *Deliver pre-service teacher training in Islamic Education* and *Deliver pre-service and in-service literacy teacher training* - be treated as recurring threads throughout the Training Program rather than taught in blocks. This will ensure that the greatest proportion of time (14 blocks) is spent on these Competency Fields. The religious significance of Fridays made it the most appropriate day of the week to deliver this aspect of the course in MAEPA 1 and MAEPA 2. In MAEPA 3 this will

change to Mondays as feedback from the teaching team has indicated that Fridays are short days and the MTTs are often very tired.

Since participants may attend the IPG KPI campus for training in this Competency Field, this scheduling decision would also maximise their opportunities to participate in religious activities with IPG KPI lecturers and students.

The scheduling decisions for each delivery will be negotiated by the Teaching Team during Induction Workshops. In Cohort 1, the generic competencies, i.e. all except CF 2 and 12 will be delivered from Tuesday to Friday for approximately six hours per day. The Specialist Streams will take place on Mondays. In general, each generic CF is taught in a block to allow intensive focus on the specific skills and knowledge of each. However, CF4 (Develop Teaching and Learning Resources) connects to a number of other CFs so is conducted one afternoon per week from Week 4 to Week 11.

Guest speakers and field visits can be scheduled at any time, but if they occur mid week, this may assist learners to link learning from these experiences to the Competency Fields. While some Key Topic Areas can be treated as stand alone (one block) sessions, others will require more time.

Time also needs to be allocated for the following:

- Field visits.
- Regular micro-teaching sessions where trainees practise teaching among themselves.
- A three-day placement for all MTTs in rural or regional schools specialising in Islamic Education.
- Social and cultural activities, including a three-day visit to another part of Malaysia
- Working on Action Plans and Portfolios.

School Based Experience, field visits and other events are timetabled to cause minimum disruption to the ongoing training schedule. As the Training Program progresses, it is likely that both Facilitators and participants will identify additional areas of need to be accommodated in the delivery schedule. The curriculum will be progressively refined and tailored to these needs as they emerge.

Recommended Sequence

The following table outlines the order in which the Competency Fields should be taught. Week One will also include a range of activities designed to assist learners to settle into the new environment including:

- Orientation to Malaysia
- Orientation to the hosting and supporting IPG campuses
- Induction to the Program
- Cultural briefing
- Assistance with practical issues such as banking, communications.

Suggested Delivery Schedule

Week	Competency Fields	Learning Outcomes
1	Comparative Education Overview	Comparatively analyse the Afghanistan and Malaysian education systems
1-14	Deliver pre-service teacher training in Islamic Education	Identify approaches to Islamic Education Acquire teaching and learning support material for Islamic Education Use a variety of teaching and learning strategies for Islamic Education Define the fundamental content of Islamic Education Assess student performance in Islamic Education
2/3	Design training programs	Undertake training and learning needs analysis Determine program outcomes/objectives Plan program delivery Monitor and evaluate program
4-11	Develop teaching and learning resources	Research and interpret the learning resource requirements Design the learning resource and plan the content Develop the learning resource content Review learning resource prior to implementation Evaluate the design and development process Collect information Analyse information collected and prepare reports Validate report and recommendations Make curriculum improvements
6-7	Assess learning	Develop assessment criteria Prepare formative and summative assessment tools Ensure principles of assessment are included in assessment tools Conduct assessment Use assessment results to inform program evaluation Report on outcomes of assessment
8	Evaluate program effectiveness	Develop criteria for evaluating program effectiveness Design evaluation processes and tools Collect data Analyse data
9-10	Train Master Teacher Trainers	Develop profiles of MTTs Undertake learner needs analysis (LNA) Identify role in cascade model Design training materials Conduct MTT training Monitor and evaluate the program
11	Supervise practicum	Organise practicum placements Maintain a record keeping system Develop assessment criteria for practicum performance Develop practicum assessment tools Conduct practicum assessment Provide feedback to trainees Document practicum outcomes

		Facilitate group learning from practicum and provide follow up coaching/training
12	Plan and manage training	Prepare proposals for training program development Design training programs Recruit participants Organise existing resources Deliver adult appropriate training Report on outcomes of training
12-13	Conduct peer coaching and mentoring	Facilitate induction programs for mentees/peers Identify learning priorities of mentees Plan coaching program with mentees Record observations Provide constructive feedback Evaluate peer coaching/mentoring program
13-14	Review and revise curriculum.	Establish the scope and purpose of the review Design methodologies and instruments for reviewing the curriculum Collect information Analyse information and prepare reports Validate curriculum report and recommendations Make curriculum improvements
1-14	Deliver pre-service and in-service literacy teacher training	Identify factors affecting literacy practice in different contexts Choose appropriate approaches to develop literacy skills based on learner needs and context Demonstrate teaching strategies for developing reading skills Demonstrate teaching strategies for developing writing skills Develop teaching and learning materials to support literacy development Assess learners' literacy skills Develop strategies to enhance trainee teachers' literacy skills Work within the context of community, regional or national literacy projects or campaigns

7. ASSESSMENT APPROACH

In keeping with the competency based Curriculum, learners will undertake a range of diverse formative assessment tasks to ensure holistic assessment of performance. Wherever possible, assessment tasks will be hands on tasks reflecting real world requirements and be assessed in line with this. For example, MTTs will develop enhanced teaching skills through micro teaching practice sessions where classmates function as learners and feedback is provided by learners, Training Facilitators and Mentors.

All MTTs are expected to achieve competence in eleven Competency Fields (10 core and one specialist stream). Assessment tasks completed by the MTTs will be assessed against the underpinning knowledge and skills outlined in the Curriculum. Assessment will be ungraded – simply Competent or Not Yet Competent (NYC). Participants who are assessed as NYC will have the opportunity to undertake further assessment.

Traditional pre and post course tests will not be used as they are inconsistent with the teaching and learning approach. Instead, Training Facilitators and Mentors will gather evidence of learners' progress through direct observation of simulated work tasks

including micro teaching, development of instructional materials, Portfolios and Action Plans enabling the Facilitators to guide learners and provide feedback. Due to the language barriers, most feedback will be given orally with the aid of interpreters. Assessment feedback on MTTs' final Microteaching sessions will be provided in writing to each individual.

In order to demonstrate what they have learnt throughout the Training Program, each participant will progressively compile a portfolio of evidence of their learning.

Portfolios are likely to contain the following:

- Handouts with notations.
- Self assessments.
- Reflective tasks.
- Field notes.
- Records of peer and facilitator feedback.
- Group and individual tasks.
- Teaching, learning and assessment materials developed.
- Action Plans.

In the final Competency Field, Review and Revise Curriculum the MTTs will evaluate the relevance and transferability of the curriculum as they have experienced it and determine what adaptations would be required if it were to be used in Afghanistan. Their recommendations for changes to the curriculum will act as key indicators of their learning in this Competency Field.

In Week 14, MTTs will participate in a Showcase to share their accomplishments with staff, students and other stakeholders and receive feedback about their work. They can elect to conduct a microteaching demonstration, participate in a Question and Answer Panel or demonstrate use of the teaching and learning resources they have devised and produced. The Showcase will provide additional evidence about training effectiveness to be considered by Mentors, Training Facilitators and the TTE.

During the Practicum in Kabul, MoE(Af) and Malaysian Mentors will conduct summative assessment via direct observation of work performance.

8. EVALUATION

The MTT Training Program will be carefully monitored to identify any gaps or oversights which might be addressed along the way. All stakeholders will contribute to monitoring and evaluating program effectiveness. The M & E process will utilise a variety of techniques and instruments including: course evaluation questionnaires for participants, weekly Mentor Reports, staff reflection activities, mid-point and summative focus groups.

Evaluation of participants' responses to the program and learning arising from it will be conducted throughout the training program. The TTE will be responsible for devising M & E instruments and processes for use by the various stakeholders and will conduct evaluation activities throughout the Training Program. Training Facilitators will carry out ongoing informal evaluation and communicate with the Malaysian Project Manager

weekly on learner progress and any issues with the potential to affect outcomes, Weekly reviews with participants will be conducted by the Malaysian Mentors to gauge effectiveness, capture key learning and identify emerging issues. These will be conveyed to the TTE in the form of weekly Mentor Reports.

Gauging transfer of learning to the MTTs' work will form the focus of evaluation carried out during their training of in-service teachers in Kabul in the month after they return from Malaysia. Malaysian Mentors will support the application of learning via designated staff at the Ministry of Education in Afghanistan and collect data during the Final Workshop to determine the extent of learning transfer to other aspects of the MTTs' work.

All evaluation instruments and processes will be designed to capture the lessons learned from this delivery of the Curriculum to inform any subsequent programs. Training Facilitators, Mentors and M & E specialists will pay particular attention to any unforeseen issues which might have implications for implementation of new approaches in the Afghan context.

Literacy Component (Introduced in MAEPA 2 and continuing in MAEPA 3)

COMPETENCY FIELD 12: DELIVER PRE-SERVICE AND IN-SERVICE LITERACY TEACHER TRAINING

The literacy stream (CF 12) was added to the MAEPA 2 Curriculum to address the need in Afghanistan for greater expertise in literacy teacher education and to redress the gender imbalance which would be inevitable if MAEPA remained focussed solely on Islamic Education.

The core principles or guiding philosophy underpinning the curriculum as a whole remain unchanged in CF12 and the approaches to be used by Training Facilitators are the same adult appropriate methodologies employed throughout.

Key features of this field are that it is designed to introduce teacher trainers to a range of literacy approaches and equip them with the knowledge and skills to determine the most appropriate for their context and be able to implement these practices effectively. Theory and practice are taught in an integrated fashion to ensure that learners are constantly considering the applicability of new ideas to their work in TTCs. Its practical orientation reflects the understanding that the MTTs will function as role models for their learners (whether these are students or colleagues), so they need to be able to do everything that is required of the learners and much more.

Overview of Learning Outcomes

The eight learning outcomes contained in this curriculum stream seek to cover the diverse tasks involved in literacy teacher training within the complex and rapidly changing environment of Afghan education.

Learning Outcomes:

1. Identify factors affecting literacy practice in different contexts
2. Choose appropriate approaches to develop literacy skills based on learner needs and context
3. Demonstrate teaching strategies for developing reading skills
4. Demonstrate teaching strategies for developing writing skills
5. Develop teaching and learning materials to support literacy development
6. Assess learners' literacy skills
7. Develop strategies to enhance teachers' and trainees' literacy skills
8. Work within the context of community, regional or national literacy projects or campaigns

Outcomes 1, 2, 3, 4 and 6 focus on the core skills and knowledge required for training teachers to utilise current pedagogical practices in literacy teaching and assessment. Outcome 5 is based around the special need of teachers and teacher trainers in Afghanistan to be able to develop contextualised, culturally and linguistically appropriate, low cost literacy materials to support learners' understanding and skill acquisition. To address the issue that many teachers and trainees in Afghanistan have limited literacy skills themselves, Outcome 7 will help MTTs to develop strategies for encouraging and guiding trainees to strengthen their own literacy in a process of ongoing learning.

Outcome 8 addresses the likelihood that the MTTs may be expected to play a part in wider literacy initiatives in future. It seeks to address the broader understandings that might be required of them in the Afghan situation where strengthening literacy capacity is strongly linked to other societal goals such as peace building and development.

CURRICULUM TABLES

Table 1: Introductory Module - Comparative Education Overview				
Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
Comparatively analyse the Afghanistan and Malaysian education systems	<ul style="list-style-type: none"> › Malaysian education system 2009: <ul style="list-style-type: none"> • Statistics • Governance • Sectors • Assessment practices • Teaching force profile • Education Development Master Plan › Malaysian process of education reform / development › Inclusiveness re: gender and cultural diversity › Afghan education system and direction of current reforms 	<ul style="list-style-type: none"> › ‘Getting to Know You’ exercises / warm ups › Groups generate questions for facilitator (s) about education in Malaysia › Brief lecture re education in Malaysia past and current, issues such as geographic distances, cultural and linguistic diversity, gender › Participants create timeline of key events affecting education in Afghanistan › Jigsaw reading of translated materials drawn from references › Question and Answer session. Facilitators addressing questions to panel of 4 – 5 participants on education in Afghanistan (panel members change every 10 minutes so all can participate) › Discussion around Afghanistan National Education Strategy Plan 	<ul style="list-style-type: none"> › Participants create matrix of comparative educational information › Learning to be demonstrated in Action Plans developed during later competency fields 	<ul style="list-style-type: none"> › Information on Malaysian education system › Handout summarizing Malaysia Education Development Master Plan 2006 – 2010 › Afghanistan National Education Strategy Plan › Excerpts from Thiessen, D and Cook-Sather, A (eds) 2007, International Handbook of Student Experience in Elementary and Secondary School, Springer , Netherlands. › Gupta, A. (ed) 2007 Going to School in South Asia, The Global School Room, Westport › Afghan National Education Strategy

Table 2: Deliver pre-service teacher training in Islamic Education

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
Identify approaches to Islamic Education	<ul style="list-style-type: none"> › Approaches in Islamic Education › Islamic education practice in Malaysia › Techniques in delivering Islamic Education including: <ul style="list-style-type: none"> • Discussion • Story telling • Demonstration • Facilitation • Scenarios › Approaches to integrating Islamic education in mainstream curriculum in Malaysia › Thematic planning 	<ul style="list-style-type: none"> › Observation during field visits › Facilitated brainstorms / discussion comparing the pros and cons of different approaches and methods › Demonstration for whole group of integrated planning process › Volunteers to deliver short session using different approaches and group to comment on strengths and uses of the approach › One group to deliver a mainstream content session with integrated Islamic Education 	<p>Holistic assessment task based on suggested activity, group to provide feedback on:</p> <ul style="list-style-type: none"> › Induction set › Stimulus variation › Explanation skill › Questioning skill › Reinforcement of learning › Use of resources › Conclusions 	<ul style="list-style-type: none"> › Course outline MC 100A (IPBA) › CD – e.g. <i>Contoh Video Pengajaran Guru (Baik Dan Lemah)</i> › Ahmad Mohd Salleh, <i>'Pendidikan Islam, Falsafah, Pedagogi dan Metodologi ' – Fajar Bakti 2001</i> › Ee Ah Meng <i>'Pedagogi Untuk Bakal Guru' – Fajar Bakti 1988</i> › Dr Ragbir Kaur a / p Joginder Singh, <i>'An Education Revision Guide for KPLI : Primary and Secondary Trainees'</i> Budiman Group Sdn Bhd 2005
Acquire teaching and learning support material for Islamic Education	<ul style="list-style-type: none"> › Matching resources to content and learner needs › Categories of resources: <ul style="list-style-type: none"> • Printed materials • Graphic materials • Computer based-materials • Audio visual and visual materials › Sources of training materials › Adapting materials for use in Afghanistan 	<ul style="list-style-type: none"> › Groups analyse a selection of resources and choose those appropriate to their needs › Groups to explain their choices to whole group indicating how the materials will aid learning 	<p>Add learning resources to task in previous outcome</p>	<ul style="list-style-type: none"> › Selection of resources used in Islamic Education in Malaysia and Afghanistan Materials produced by IPIS students

Table 2: Deliver pre-service teacher training in Islamic Education

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
	<ul style="list-style-type: none"> › Choosing resources to suit teaching methods that lead to learner engagement: <ul style="list-style-type: none"> • Trainer presentations • Group work • Learner centered self-learning • Structured activities 			
Use a variety of teaching and learning strategies for Islamic Education	<ul style="list-style-type: none"> › Range of teaching and learning strategies which engage learners: <ul style="list-style-type: none"> • Question and answer • Discussion • Lecture • Structured group activities • Demonstrations • Quizzes • Role playing • Story-telling › Teaching and learning strategies to engage female learners › Learner-centred teaching and learning strategies › Role of teacher as learning facilitator › Role of teacher as Guru › Impact of target group on selection of teaching and learning strategies › Levels of teacher expertise required for different teaching and learning strategies 	<ul style="list-style-type: none"> › Group exercise to list advantages and disadvantages of various teaching and learning strategies › Groups choose appropriate strategies and explain reasons for choice – especially how the strategies will suit women and girls and strengthen general learner engagement 	<ul style="list-style-type: none"> › Part of holistic assessment task above. › Group to devise criteria for judging teaching and learning strategies used 	
Use a variety of teaching and learning strategies for Islamic Education (continued)	<ul style="list-style-type: none"> › Demonstration of respect and inclusiveness towards gender and cultural diversity in all work practices 			

Table 2: Deliver pre-service teacher training in Islamic Education

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
Define the fundamental content of Islamic Education	<ul style="list-style-type: none"> › Easy to complex › Holistic to segments › Known to new › Aqidah Islamiyyah › Feqah › Social and Akhlaq › Sirah › Approaches to Islamic Education in Malaysia and Afghanistan 	<ul style="list-style-type: none"> › Participation in field trips to Malaysian schools › Observation of teaching of Islamic Education in Malaysian schools › Groups to devise formats for observation checklists for use during field trips › Discussions with Islamic Education teachers in Malaysian schools › Review of learning and issues arising from field trips / school placements 	<p>Action plan which:</p> <ul style="list-style-type: none"> › Reviews learning from field trips › Provides reflections on applications to the Afghanistan context › Plans for implementation in Afghanistan 	
Assess student performance in Islamic Education	<p>Note: This outcome should be informed by the Competency Field Assessing Learning</p> <ul style="list-style-type: none"> › Matching assessment methods to content and learner profiles › Formative assessment and summative assessment › Evidence based assessment based on student portfolio 	<ul style="list-style-type: none"> › Groups develop assessment criteria and assessment methods for a selection of Islamic Education outcomes › Gather information about assessment criteria and assessment methods during field trips › Groups to suggest improvements to assessment criteria and methods 	<p>Add assessment methods and criteria to holistic assessment task above</p>	<p>Samples of assessment materials</p>

Table 3: Design Training Programs

Learning Outcomes	Underpinning Knowledge and Skill	Suggested Activities	Suggested Assessment Tasks	Resources
Undertake training and learning needs analysis	<ul style="list-style-type: none"> › Sources of information: <ul style="list-style-type: none"> • Job duty statements • Curriculum • Expert practitioners • International benchmarks › Identifying performance gaps that can be resolved by training › Needs of learners: <ul style="list-style-type: none"> • Learning styles • Learning environment – including differences between Malaysian and Afghanistan teaching and learning environments • Integrating learning with work and other adult responsibilities • Special needs of individual learners • Potential impact of adverse experience (e.g. war, interrupted schooling) on learners › Needs analysis instruments › Needs analysis methods: <ul style="list-style-type: none"> • Interview • Focus groups • Surveys / questionnaires › Analysing information: <ul style="list-style-type: none"> • Recognising a training need • Classifying results into a competency framework for teaching • Preparing and presenting reports • 	<ul style="list-style-type: none"> › Supervised role plays to identify key skills and knowledge required by Afghan teachers and teacher trainers › Discussions of positive and negative aspects of various needs analysis instruments › Facilitated small group activities to identify impact of learning environment on training program design 	<ul style="list-style-type: none"> › Groups to design Training Needs Analysis (TNA) Framework for use in Afghanistan › Purpose of TNA › Stakeholders › Instruments › Report template 	<ul style="list-style-type: none"> › Samples of TNA instruments

Table 3: Design Training Programs

Learning Outcomes	Underpinning Knowledge and Skill	Suggested Activities	Suggested Assessment Tasks	Resources
Determine program outcomes / objectives	<ul style="list-style-type: none"> › Features of learning objectives / outcomes: <ul style="list-style-type: none"> • Measurable • ‘Teachable’ size › Learning domains: <ul style="list-style-type: none"> • Motor skill domain • Cognitive domain • Affective domain › Sequencing outcomes / objectives: <ul style="list-style-type: none"> • Hierarchical • Job order • Simple to complex • Overview to segments › Suitable verbs for the three learning domains › Need for outcomes / objectives which demonstrate respect and inclusiveness towards gender and cultural diversity 	<p>In groups, participants to review needs analysis information and devise learning outcomes / objectives suitable for teacher training in Afghanistan for:</p> <ul style="list-style-type: none"> › Islamic Education › Integrating women and girls into mainstream education › General secular education 	<ul style="list-style-type: none"> › Development of learning outcomes / objectives as per suggested activity 	<ul style="list-style-type: none"> › Samples of learning outcomes / objectives from Malaysia and Afghanistan › Written information on Bloom’s Taxonomy
Plan program delivery	<ul style="list-style-type: none"> › Planning assessment criteria to support learning outcomes / objectives › Planning learning activities to maximise opportunities for participation and interaction › Planning teaching and learning resources suitable for a range of: <ul style="list-style-type: none"> • Learning styles • Teaching and learning contexts • Teaching and learning environments › (note link to Competency Field – Develop 	<ul style="list-style-type: none"> › Groups to work on different tasks: <ul style="list-style-type: none"> • Preparation of outcomes / objectives and assessment criteria for a training program to teach Islamic Education • Preparation of outcomes / objectives and assessment criteria to teach general educators • Selecting appropriate resources for Islamic and General education teacher training • Identifying logistic arrangements 	<ul style="list-style-type: none"> › Group activity to develop training program delivery plan, noting that a number of elements have been assessed in other Competency Fields 	<ul style="list-style-type: none"> › Samples of teacher training programs from Malaysia and Afghanistan

Table 3: Design Training Programs

Learning Outcomes	Underpinning Knowledge and Skill	Suggested Activities	Suggested Assessment Tasks	Resources
	<p>Training Resources)</p> <ul style="list-style-type: none"> › Plan for use of available teaching aids › Sequencing of training › Timing of training(taking into account religious observances) › Logistics of training programs: <ul style="list-style-type: none"> • Budgets • Venues • Refreshments › Assessment activities (note Competency Field: Assess Training) › Preparation of lesson / session plans › Plan ongoing monitoring and evaluation (Note link to Monitor and Evaluate Training Competency Field: <ul style="list-style-type: none"> • Formative evaluation • Summative evaluation 	<p>for training</p> <ul style="list-style-type: none"> › Whole group to work with facilitators to prepare lesson / session plans › Review of learning styles and learning needs led by facilitators › Using group work, facilitated brainstorm to develop / recommend suitable assessment activities 		
Monitor and evaluate program (Note link to Competency Field Monitor and Evaluate Training)	<p>(Content should be seen as a review of the Competency Field Monitor and Evaluate Training)</p> <ul style="list-style-type: none"> › Elements of a program to be evaluated: › Levels of evaluation: › Data collection › Data analysis › Report preparation › Formative and summative evaluation 	› Note activities in Competency Field Monitor and Evaluate Training	› Note assessment tasks in Competency Field Monitor and Evaluate Training	› Note resources in Competency Field Monitor and Evaluate Training

Table 4: Develop Teaching and Learning Resources

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
Research and interpret the learning resource requirements	<ul style="list-style-type: none"> › Learning needs / learning profiles of learners › Impact of learning environment › Focus of learning resource: <ul style="list-style-type: none"> • A whole program • A program component › Learner characteristics and impact on resource design › Sources of information for learning resources 	<ul style="list-style-type: none"> › Brainstorm on impact of different learning environments in Malaysia and Afghanistan on types of learning resources › Groups to identify sources of information for learning resources on Islamic Education and general education 	<ul style="list-style-type: none"> › Holistic assessment tasks to cover all learning outcomes: <ul style="list-style-type: none"> • Design training materials for teachers of Islamic Education • Design training materials for teacher training › Design to include: <ul style="list-style-type: none"> • Design specifications • Justification for choice of resources and media • Suggested evaluation framework or instrument to evaluate the design process 	<ul style="list-style-type: none"> › Samples of teaching and learning materials using various media including materials produced by IPBA students
Design the learning resource and plan the content	<ul style="list-style-type: none"> › Types of learning resources and media: <ul style="list-style-type: none"> • Islamic education • General education • Learner guides • Teacher guides • Model learning programs • Assessment materials • Customised existing resources • Videos • CDs and audio tapes • References and texts › Developing design specifications: <ul style="list-style-type: none"> • Content • Instructional design principles • Media for resource distribution / use • Gender inclusiveness 	<ul style="list-style-type: none"> › Review selection of Malaysian materials and ask participants to identify customisation requirements for use in Afghanistan › identification of barriers to developing resources in Afghanistan and how barriers can be overcome 	<ul style="list-style-type: none"> › Holistic assessment tasks to cover all learning outcomes: <ul style="list-style-type: none"> • Design training materials for teachers of Islamic Education • Design training materials for teacher training › Design to include: <ul style="list-style-type: none"> • Design specifications • Justification for choice of resources and media • Suggested evaluation framework or instrument to evaluate the design process 	

Table 4: Develop Teaching and Learning Resources

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
	<ul style="list-style-type: none"> › Impact of the characteristics of the target group: <ul style="list-style-type: none"> • level and breadth of work experience • skill / competency profile • socio-economic background • cultural background and needs • age • Specific physical or psychological needs • motivation for learning • language, literacy and numeracy needs • learning styles and preferences › Instructional design principles <ul style="list-style-type: none"> • Presenting material in a logical sequence • Presenting material in order of increasing difficulty • The need for learner activity and interaction • Opportunities for review and repetition • Need for learner activity and interactivity • Inclusion of a variety of approaches for encouraging learner participation › Application of adult learning principles 			
Develop the learning resource content	<ul style="list-style-type: none"> › What can be included in a learning resource: <ul style="list-style-type: none"> • Guidance • Materials • Learning and assessment activities • Relevant information that addresses the learning outcomes to be achieved by the learner › Using content specifications 	<ul style="list-style-type: none"> › Groups to select appropriate resources and media and discuss reasons 	<ul style="list-style-type: none"> › Holistic assessment tasks to cover all learning outcomes: <ul style="list-style-type: none"> • Design training materials for teachers of Islamic Education • Design training materials for teacher training › Design to include: <ul style="list-style-type: none"> • Design specifications 	<ul style="list-style-type: none"> › Resources required for producing T & L materials

Table 4: Develop Teaching and Learning Resources

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
	<ul style="list-style-type: none"> › Design options: <ul style="list-style-type: none"> • Unit / module by unit / module • Clustering of units / modules into an integrated resource • Moving sequentially from less complex to more complex • Project based learning • Synthesising knowledge and skills across units / modules › Monitoring and evaluation of work in progress › Developing text suitable for the Afghanistan context › Resource formatting and style guides › Demonstration of respect and inclusiveness towards gender and cultural diversity in all work practices 		<ul style="list-style-type: none"> • Justification for choice of resources and media • Suggested evaluation framework or instrument to evaluate the design process 	
Review learning resource prior to implementation	<ul style="list-style-type: none"> › Validation of resources for relevance › Gaining external feedback 	<ul style="list-style-type: none"> › Facilitated discussion of how to review learning resources in Afghanistan: <ul style="list-style-type: none"> • Stakeholders involved • Processes › Designing a review instrument 	<ul style="list-style-type: none"> › Holistic assessment tasks to cover all learning outcomes: <ul style="list-style-type: none"> • Design training materials for teachers of Islamic Education • Design training materials for teacher training › Design to include: <ul style="list-style-type: none"> • Design specifications • Justification for choice of resources and media • Suggested evaluation framework or instrument to evaluate the design process 	

Table 4: Develop Teaching and Learning Resources

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
Evaluate the design and development process	<ul style="list-style-type: none"> › Evaluation criteria › Stakeholders for evaluation process 	<ul style="list-style-type: none"> › Groups to discuss evaluation framework and instruments › (Note link to Monitoring and Evaluation Competency Field) 	<ul style="list-style-type: none"> › Holistic assessment tasks to cover all learning outcomes: <ul style="list-style-type: none"> • Design training materials for teachers of Islamic Education • Design training materials for primary teachers › Design to include: <ul style="list-style-type: none"> • Design specifications • Justification for choice of resources and media • Suggested evaluation framework or instrument to evaluate the design process 	

Table 5: Assess learning

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
Develop assessment criteria	<ul style="list-style-type: none"> › Relationship between assessment criteria and learning outcomes › Use of benchmarks in skills standards, curriculum and / or best practice as assessment criteria › Purposes of assessment and their implications for assessment criteria: <ul style="list-style-type: none"> • Diagnosing training needs • For qualification • For career advancement • For Recognition of Prior Learning / Current Competence (RPL / RCC) • For professional development • For using new techniques / methods • For regulatory / licensing requirement • For personal fulfillment 	<ul style="list-style-type: none"> › Facilitated brainstorm around types of assessment activities › Reflective activity on purposes of assessments completed by participants (as candidates) › Focus on clarity of assessment criteria and what could have improved clarity 	<ul style="list-style-type: none"> › Part of holistic assessment task to prepare assessment tools for: <ul style="list-style-type: none"> • trainee teachers • Islamic Educators › This part of the task should develop assessment criteria for two learning outcomes 	<ul style="list-style-type: none"> › Samples of assessment criteria and assessment instruments
Prepare formative and summative assessment tools	<ul style="list-style-type: none"> › Definition of formative and summative assessment › Links between what is being assessed and Bloom taxonomy › Types of assessment: <ul style="list-style-type: none"> • Norm referenced • Criterion referenced • Competency based assessment › Types of tests: <ul style="list-style-type: none"> • Aptitude • Placement • Diagnostic 	<ul style="list-style-type: none"> › Small groups examine selection of assessment tools for a variety of purposes and levels (including test items for Islamic Studies) › Groups to identify whether items are: <ul style="list-style-type: none"> • Summative or formative assessment • Norm referenced or criterion referenced › Quality of tools to be judged by group on criteria for high quality 	<ul style="list-style-type: none"> › Preparation of an assessment tool by groups (one tool per group) including assessment task, candidate instruction, assessor guide › Tools to include: <ul style="list-style-type: none"> • 1 x Islamic Education • 1 X Primary subject • 1 x Secondary subject • 1 x Teacher training subject 	<ul style="list-style-type: none"> › Selection of assessment tools › Islamic Education test items

Table 5: Assess learning

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
	<ul style="list-style-type: none"> • Progress • Achievement • Proficiency › Test construction: <ul style="list-style-type: none"> • Validity • Reliability • Practicality • Objectivity • Authenticity • Interpretability › Differences between skills assessment and knowledge assessment	assessment tools which the group has brainstormed		
Ensure principles of assessment are included in assessment tools	› Principles of assessment: <ul style="list-style-type: none"> • Validity • Reliability • Fairness • Flexibility 	› Review assessment tools created above for principles of assessment › Groups to suggest improvements to validity, reliability fairness and flexibility	› As above	
Conduct assessment	› Conducting different types of assessment: <ul style="list-style-type: none"> • RPL / RCC (evidence portfolios (criterion referenced) • Tests (norm referenced) • Essays (criterion referenced) › Types of test items / formats: <ul style="list-style-type: none"> • Objective • Supply type – short answer and completion / close • Selection type – alternative response, matching, multiple choice • Subjective – restricted response and 	› Groups to be given student work and asked to comment on type of assessment, how to go about assessing the work, how to provide positive feedback to the candidate: <ul style="list-style-type: none"> • Islamic education • Primary • Secondary • Teacher training › Role play in groups of three with assessor candidate and observer –	› Add model answers / scoring guides to assessment tasks › Identify types of assessment and tests used in assessment tasks › Make improvements to assessment tasks as required	› Samples of Afghan student work provided by MTTs

Table 5: Assess learning

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
	<p>extended response</p> <ul style="list-style-type: none"> › Assessment logistics (venue, materials etc) › Test scoring / model answers › Providing feedback to candidates › Demonstration of respect and inclusiveness towards gender and cultural diversity in all work practices 	<p>complete three times so each person plays each role – providing feedback to candidate on assessment results</p> <ul style="list-style-type: none"> › Participants to assess work samples and conduct moderation discussion › Discussion of issues arising from moderation activity › Reflective exercise in small groups around lessons learned from moderation process and how these lessons can be applied with students in Afghanistan 		
Use assessment results to inform program evaluation	<ul style="list-style-type: none"> › Methods of analysing student performance: <ul style="list-style-type: none"> • Quantitative methods • Qualitative methods 	<ul style="list-style-type: none"> › Small groups to role play parent-teacher interview based on given assessment statistics to provide feedback on student performance relative to others and suggest strategies for improving performance › Brainstorm how to provide information on results of criterion referenced assessment › Facilitated discussion focusing on: <ul style="list-style-type: none"> • How applicable is assessment results analysis to teacher trainers in Afghanistan? • What kind of assessment information do parents in Malaysia and Afghanistan 	› See below	

Table 5: Assess learning

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
		<p>expect?</p> <ul style="list-style-type: none"> • How can student performance data be used for program improvement? 		
Report on outcomes of assessment	<ul style="list-style-type: none"> › Reporting procedures for norm referenced assessment: <ul style="list-style-type: none"> • Raw scores • Grades • Ranking • Profile reporting › Reporting procedures for criterion referenced assessment: <ul style="list-style-type: none"> • Performance against benchmarks • Performance required to meet benchmarks • Action plans for those not meeting benchmarks 	<ul style="list-style-type: none"> › Using assessment tools developed previously: <ul style="list-style-type: none"> • Half participants to provide report on norm referenced assessment • Half to provide report based on criterion referenced assessment 	<ul style="list-style-type: none"> › Add report on results to assessment tasks › Include recommendations for improving assessments › Include recommendations for improving student performance based on results analysis 	

Table 6: Train Master Teacher Trainers

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
Develop profiles of MTTs	<ul style="list-style-type: none"> › Needs based program design › Skills values and characteristics of an effective teacher trainer: <ul style="list-style-type: none"> • Maturity • Humility • Receptive to new ideas / adaptable • Just in evaluating others • Able to met challenges • Satisfaction from high quality training • Ability to act as mentor to trainee teachers › Approaches to gender inclusive education in Malaysia › Responsibilities of an effective teacher trainer: <ul style="list-style-type: none"> • Maintain a visionary attitude • Practice holistic education – physical, mental and spiritual • Values based • Act as role model • Maintain self respect • Maintain principles 	<ul style="list-style-type: none"> › Facilitated group activities to develop skill and attribute profiles for master MTTs › Discussion Groups to focus on following questions: <ul style="list-style-type: none"> • Are there differences between general teacher trainers and trainers of Islamic Education? • Are different skills, knowledge and attitudes required to teach women and girls in mainstream formal education? • What role does selection play? • To what extent can these skills and attributes be developed and how can they be developed? 	<ul style="list-style-type: none"> › Design a job description and duty statement for a MT 	
Undertake learner needs analysis (LNA)	<ul style="list-style-type: none"> › Learner centred training › LNA instruments › Learning styles and learning style inventories 	<ul style="list-style-type: none"> › Facilitated discussion / activity on learning styles: <ul style="list-style-type: none"> • MTT learning styles • Trainee teacher learning styles • Student learning styles 	<ul style="list-style-type: none"> › Groups to devise a LNA instrument for use with trainee teachers 	
Identify role in cascade model	<ul style="list-style-type: none"> › Project background › Project goals › Train the trainer models 	<ul style="list-style-type: none"> › Force Field Analysis › Facilitated review of existing train the trainer models 	Holistic assessment task to cover this and next three outcomes	<ul style="list-style-type: none"> › PPT around project background and goals › Self assessment

Table 6: Train Master Teacher Trainers

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
	<ul style="list-style-type: none"> › Cascade model cascading effect › Force field analysis as a tool for critical thinking 	<ul style="list-style-type: none"> › Adapting existing models for Afghanistan › Self assessment around skills and attributes required to train other MTTs 	<ul style="list-style-type: none"> › Devise a framework for delivering Teacher training (aims; outcomes; course structure – core / options; timing; delivery modes) › The framework should address: <ul style="list-style-type: none"> › Issues in primary Teacher training (for primary MTTs) › Issues in secondary Teacher training (for secondary MTTs) › Issues in Islamic Teacher training (all groups) › Issues in integrating women and girls into formal education (all groups) 	<ul style="list-style-type: none"> instrument (see activities) › Force Field Analysis diagram
Design training materials	<p>Note that detailed underpinning knowledge is included in the competency field : Prepare Learning Resources</p> <ul style="list-style-type: none"> › Sources of information for training materials › Adapting existing materials › Copyright restrictions › Practicality of training materials for Afghan environment (including learning technologies, finance, human resources and geography) 	<p>Note that detailed activities are included in the competency field : Prepare Learning Resources</p> <ul style="list-style-type: none"> › Groups to work on preparing learning materials for teacher training › At least one group should cover primary teacher trainers › At least one group should cover secondary teacher trainers › At least one group should cover Islamic Education teacher trainers › All groups should cover integration of women and girls into formal 	<p>Note that detailed assessment tasks are included in the competency field : Prepare Learning Resources</p> <ul style="list-style-type: none"> › Prepare training materials for use in MTT delivery 	<ul style="list-style-type: none"> › MAEPA MTT training materials

Table 6: Train Master Teacher Trainers

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
		education		
Conduct MTT training	<ul style="list-style-type: none"> › Responsibilities of teacher trainers (note assessment task to devise job description and duty statements) › Teacher training skills: <ul style="list-style-type: none"> • Acquiring pedagogical knowledge • Preparation • Outcomes based approaches • Maintaining currency of skills and knowledge / professional development › Leadership skills: <ul style="list-style-type: none"> • Punctuality • Management of training • Maintaining a professional attitude • Adherence to ethics and educational philosophy • Reflection of Islamic ideals › Responding to environmental context (habits; emotional response to environment; effects of environment) › Dealing with resistance › Developing trainee profiles › Managing programs › Demonstration of respect and inclusiveness towards gender and cultural diversity in all work practices 	<ul style="list-style-type: none"> › Preparation of model training sessions either individually or in pairs › At least one session should cover primary teachers › At least one session should cover secondary teachers › At least one session should cover Islamic Education › All sessions should cover integration of women and girls into formal education › Group and facilitator to brainstorm and establish evaluating criteria for training sessions (note assessment task) 	<p>Delivery of training sessions as per activity</p> <ul style="list-style-type: none"> › Facilitator provides verbal or written feedback 	<ul style="list-style-type: none"> › MAEPA MTT training materials
Monitor and evaluate program	Note that detailed underpinning knowledge is included in the competency field : Monitor and evaluate program effectiveness	<p>See note under underpinning knowledge</p> <ul style="list-style-type: none"> › Groups to work on devising evaluation instrument for use in 	<ul style="list-style-type: none"> › Provide an evaluation report on assessment activity above with recommendations for follow up activity 	<ul style="list-style-type: none"> › PPT or handouts about underpinning knowledge › Sample evaluation instruments

Table 6: Train Master Teacher Trainers

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
	<ul style="list-style-type: none"> › Four level evaluation model › Evaluation criteria › Evaluation instruments › Data collection › Data analysis › Providing feedback › Devising follow up programs based on evaluation 	assessment activity above		

Table 7: Supervise practicum

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
Organise practicum placements	<ul style="list-style-type: none"> › School curriculum frameworks for general education and Islamic education › Working within schools education and religious ideologies › Government initiatives in education, including education for women and girls › Other programs supporting schools in Afghanistan › Schools available for placement and place policies and procedures › Format of teacher training and practicum in Malaysia: <ul style="list-style-type: none"> • Duration of placements • Expectations of pre-service / in-service trainees • Availability versus demand for places • Expectations of supervising teachers • Responsibility of assessment of trainees • Resource issues 	<ul style="list-style-type: none"> › General facilitated discussion: <ul style="list-style-type: none"> • What is expected of teacher trainers in Malaysia and Afghanistan • How to monitor trainee teacher performance • Types of feedback to be given › Group brainstorm to elicit knowledge of school based and informal learning in Afghanistan (note link to underpinning knowledge for content) 	<ul style="list-style-type: none"> › Holistic assessment task to cover all learning outcomes: <ul style="list-style-type: none"> • Prepare a plan for practicum outlining regions, schools, class levels and integration with other programs (Plan may be part of oral presentation by groups or written) › At least one plan should be directed towards teachers of Islamic Education, one for primary and one for secondary 	<ul style="list-style-type: none"> › Samples of Afghan school policy papers and capacity building programs › Lists of regions and schools identifying special needs and available demographics › School curriculum documents including Islamic Studies
Maintain a record keeping system	<ul style="list-style-type: none"> › Existing record keeping systems › Amendments to existing systems › Creating new systems › Records to be kept: <ul style="list-style-type: none"> • Teachers and schools attached to • Class levels included • Contact people in schools • Supervision arrangements • Performance appraisals 	<p>Brainstorm activity to identify</p> <ul style="list-style-type: none"> › need for records › suitability of current record keeping systems › types of systems to use: <ul style="list-style-type: none"> • paper • electronic • types of software › policies and procedures to ensure 	<p>Add to plan:</p> <ul style="list-style-type: none"> › Records to be maintained › Record keeping systems to use › Responsibilities for maintaining records › Policy around record keeping 	<ul style="list-style-type: none"> › Outlines of existing record keeping instruments

Table 7: Supervise practicum

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
	<ul style="list-style-type: none"> • Supervisor reports • Follow up activities recommended › Other › Confidentiality and access to records	security of records		
Develop assessment criteria for practicum performance	Note: For this content, please note the competency field ‘Assessing Learning’ › Linking assessment criteria to learning needs of trainee teachers › Use of assessment criteria as performance appraisal benchmarks › Assessability of criteria: <ul style="list-style-type: none"> • Measurable • Size • Clarity › Development needs of schools (i.e. what skills do schools required in teachers that are specific to the region, school population etc) › Key lesson planning assessment criteria: <ul style="list-style-type: none"> • Objective • Content • Teaching and learning strategies and resources • Values • Thinking skills 	› Facilitated discussion of needs of schools (in terms if teacher skills) › Groups to examine selection of existing assessment criteria and suggest improvements, amendments to customise for their own use	› Add to plan list of criteria / performances required by trainee teachers – pre service and in service.	› Copies of existing practicum assessment criteria › Copies of school lesson plans
Develop assessment criteria for practicum performance (continued)	› Key lesson implementation criteria: <ul style="list-style-type: none"> • Introduction • Learning development • Classroom management 			

Table 7: Supervise practicum

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
	<ul style="list-style-type: none"> • Communication • Quality of learning • Achievement of objectives • Monitoring student learning (formative assessment) • Responding to learning styles • Organisation skills, including time management and pacing • Use of teaching and learning materials • Conclusion • Knowledge of religious principles • Koran reading and commentary • Use of Arabic language <ul style="list-style-type: none"> › Legal rights and responsibilities › Professional conduct, attitudes and expectations 			
Develop practicum assessment tools	<p>Note: For this content, please note the competency field ‘Assessing Learning’</p> <ul style="list-style-type: none"> › Existing assessment tools used › Ease of use › Developing checklists for supervising teachers › Performance appraisal templates › Evaluating assessment tools › Demonstration of respect and inclusiveness towards gender and cultural diversity in all work practices 	<ul style="list-style-type: none"> › Groups to review existing assessment tools and suggest improvements › Group brainstorm to establish criteria for evaluating assessment tools 	<p>Add to plan:</p> <ul style="list-style-type: none"> › Assessment tools › Performance checklist › Performance report template 	<ul style="list-style-type: none"> › Samples assessment tools › Sample performance appraisal documents
Conduct practicum assessment	<p>Note: For this content, please note the competency field ‘Assessing Learning’</p>	<p>Note: activities suggested should be combined with this outcome and</p>	<p>Add to plan:</p> <ul style="list-style-type: none"> › Reflections on best practice in 	<ul style="list-style-type: none"> › Recorded lesson / s › Sample lesson plans and

Table 7: Supervise practicum

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
	<ul style="list-style-type: none"> › Using assessment tools › Briefing the trainee teacher and supervising teacher › Assessing supervisor reports › Assessing classroom performance 	<p>the following outcome</p> <ul style="list-style-type: none"> › Recorded lesson - Observation of teaching episode. <ul style="list-style-type: none"> • Learners observe recorded lesson in Islamic Education. • After observation, in groups of ¾ they discuss the observed teaching episode and evaluate the lesson based on certain criteria in the practicum tool(s) given such as: <p>Lesson planning Lesson Implementation Professional Conduct and Attitude</p> <ul style="list-style-type: none"> › Group leaders present to the class their views on the recorded lesson observed and comment on the tools used for assessing practicum 	conduct of assessment of pre-service and in-service placements	teaching and learning materials
Provide feedback to trainees	<ul style="list-style-type: none"> › Providing effective feedback › Mentoring / supervision skills › Communication skills › Team building skills › Coaching skills › Assertiveness skills › Facilitation skills › Observation skills › Documenting practicum sessions 	<ul style="list-style-type: none"> › A supervision scenario is provided and in groups of three participants role play student teacher, supervisor and observer with each person playing each role › Each group of three brainstorm what worked well in the role play and what could be improved › Each group provides consolidated feedback to whole group 	<p>Add to plan:</p> <ul style="list-style-type: none"> › Reflections on best practice in providing feedback 	<ul style="list-style-type: none"> › Role play scenarios › Sample feedback forms
Document practicum outcomes	<ul style="list-style-type: none"> › Report preparation 	<ul style="list-style-type: none"> › Brainstorm of items to include in 	Add to plan:	<ul style="list-style-type: none"> › Sample teacher training

Table 7: Supervise practicum

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
	<ul style="list-style-type: none"> › Existing templates › Key elements of report (note assessment criteria / performance appraisal) 	report	<ul style="list-style-type: none"> › Items to be included in report 	<ul style="list-style-type: none"> report templates › Performance appraisal templates
Facilitate group learning from practicum experience and provide follow up coaching / training	<p>Note: For this learning outcomes, participants should be directed towards activities and content in the competency fields: Train Colleagues and Conduct Peer Coaching</p> <ul style="list-style-type: none"> › Identifying lessons learned from practicum › Developing learning / coaching sessions › Developing session plans › Review preparation of learning outcomes and assessment criteria › Review training delivery skills 	<ul style="list-style-type: none"> › Using recorded lesson video above, participants: › Develop outline of learning session for the trainee teacher › In small groups develop the delivery strategy for the lesson 	<ul style="list-style-type: none"> › Add to plan: › Outline of follow up training session/s › Development of Action Plan detailing how the skills and knowledge earned can be put into practice in Afghanistan 	<ul style="list-style-type: none"> › Sample teacher training lesson plans

Table 8: Plan and Manage Training

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
Prepare proposals for training program development	<ul style="list-style-type: none"> › How to establish the need for a program › Preparation of a program proposal: <ul style="list-style-type: none"> • Elements of a proposal • Targeting the proposal • Proposal formats › Gathering information for a program proposal 	<ul style="list-style-type: none"> › Groups to suggest various methods for establishing needs and compare and contrast methods › Compare a selection of proposals after first brainstorming criteria for judgment › Preparation of a proposal (different groups to work on different subject matter) 	<ul style="list-style-type: none"> › Preparation of a program proposal for program 'Management of change among Islamic education Teachers in Afghanistan.' › Proposal may be in a language of choice and / or presented orally › Proposal to be judged against assessment criteria developed by group during suggested activities 	<ul style="list-style-type: none"> › Selection of program proposals › Proposal templates
Design training programs	<ul style="list-style-type: none"> › Preparing program syllabus documents – types of syllabus appropriate for different programs › Program objectives using SMART process <ul style="list-style-type: none"> • Specific • Measurable • Attainable • Realistic • Time frame › Scheduling / timetabling 	<ul style="list-style-type: none"> › Review types of syllabus documents, identifying major components: <ul style="list-style-type: none"> • objectives / outcomes • assessment criteria • content • learning activities • resources • assessment; • evaluation › design instrument for collecting information about learner needs and use with class › groups to prepare different parts of a training program and brainstorm completed program to suggest improvements 	<ul style="list-style-type: none"> › Include draft training program in proposal above 	<ul style="list-style-type: none"> › Selection of training programs and associated syllabus documents › List of verbs suitable for outcomes / objectives
Recruit participants	<ul style="list-style-type: none"> › Conducting learner needs analysis 	<ul style="list-style-type: none"> › Brainstorm methods of recruiting participants 	<ul style="list-style-type: none"> › Include a marketing and 	<ul style="list-style-type: none"> › Examples of training

Table 8: Plan and Manage Training

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
	<ul style="list-style-type: none"> › Learner profiles › Matching participants to programs › Marketing teacher training: <ul style="list-style-type: none"> • Generating interest in programs • Promotional methods • What methods work in Afghanistan 	<p>suitable for use in Afghanistan</p> <ul style="list-style-type: none"> › Identify promotional activities for use in Afghanistan 	<p>promotion plan in the draft training program proposal</p> <ul style="list-style-type: none"> • how to publicise training within the teaching service • how to generate interest in programs 	<p>promotional materials</p>
Organise existing resources	<ul style="list-style-type: none"> › Matching appropriate teaching learning resources to participant needs and training program › Budgeting › Organising venue set up and equipment › Scheduling 	<ul style="list-style-type: none"> › Select appropriate teaching and materials from examples › Develop selected teaching and learning materials 	<ul style="list-style-type: none"> › Add resource needs to proposal 	<ul style="list-style-type: none"> › Selection of teaching and learning resources ›
Deliver adult appropriate training	<ul style="list-style-type: none"> › Adult learning principles › Appropriate delivery methods for adults › Gender and diversity issues › Other barriers to learning › Demonstration of respect and inclusiveness towards gender and cultural diversity in all work practices 	<ul style="list-style-type: none"> › Matching delivery methods to adult learning principles › Learning styles inventory (such as Mumford & Honey or Kolb & McIntyre) › Mind mapping around inclusive adult learning 	<ul style="list-style-type: none"> › Micro teaching of selected portion of proposed program (from program proposal) 	<ul style="list-style-type: none"> › Adult learning principles (e.g. Knowles) › Video / DVD of best practice delivery (suitable for use with interpreters)
Report on outcomes of training <i>(This section should be informed by competency field monitor and evaluate program effectiveness)</i>	<ul style="list-style-type: none"> › Stakeholder involvement in report preparation and dissemination › Components of a training report: <ul style="list-style-type: none"> • Program strengths • Program weaknesses • Opportunities presented • Threats to program effectiveness 	<ul style="list-style-type: none"> › Groups to prepare reports on micro teaching and brainstorm report formats / presentation › Group brainstorm to identify presentation style most suitable for Afghanistan: <ul style="list-style-type: none"> • Intended audience • Lead to program and performance improvements 	<ul style="list-style-type: none"> › Report presentation › Preparation of action plan detailing how the skills and knowledge will be put into practice in Afghanistan 	<ul style="list-style-type: none"> › Selection of performance reports and training program reports

Table 8: Plan and Manage Training

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
	<ul style="list-style-type: none"> › Report writing / presentation 	<ul style="list-style-type: none"> • Accessibility for all stakeholders › Exercise in identifying strengths, weaknesses, opportunities and strengths as report content (SWOT analysis) › Groups to identify key issues for implementation in Afghanistan 		

Table 9: Conduct peer coaching and mentoring

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
Facilitate induction programs for mentees / peers	<ul style="list-style-type: none"> › Principles of coaching › Approaches to coaching › Intra and interpersonal skills › Negotiation skills › Culturally appropriate active Listening skills › Culturally appropriate body language › Being non-judgmental › Non verbal behavior to indicate understanding of what is being said › Clarifying what is said › Culturally appropriate responses › Feedback techniques › Matching coaches and mentees / peers › Sources of influence › Confidentiality issues › Demonstration of respect and inclusiveness towards gender and cultural diversity in all work practices 	<ul style="list-style-type: none"> › Divide class into two groups – coaches / mentors and mentees and asked to: › Identify expectations mentees have of coaches › Expectations coaches have of mentees › Sharing of perspectives and reflective discussion › Group brainstorm on expectations of Teacher Trainers in Afghanistan with groups highlighting those likely to present challenges for colleagues › Facilitated discussion of body language cues in Afghanistan › Video / role play of feedback sessions on strengths and weaknesses (note feedback activity in field ‘Supervise practical components’) › Role play scenario of teacher trainer with trainee teacher discussing a teaching issue: (all role plays to be groups of three with trainer / teacher / observer and roles swapped three times) <ul style="list-style-type: none"> • 1 x Islamic Education • 1 x Primary • 1 x Secondary • 1 x integrating women and girls into formal education 	<ul style="list-style-type: none"> › Participants to prepare presentation on profile of a competent peer coach / mentor › Peer assessment using feedback sheets 	<ul style="list-style-type: none"> › Handouts – expectation of mentors / coaches and mentees › Article or chapter on mentoring › Peer assessment feedback sheets

Table 9: Conduct peer coaching and mentoring

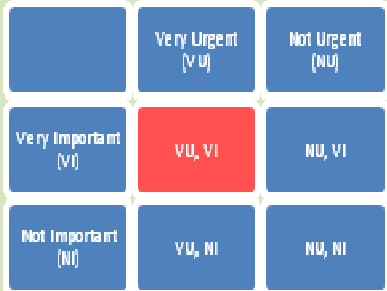
Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
Identify learning priorities of mentees	<ul style="list-style-type: none"> › Must have outcomes (urgent) and should have outcomes (important) 	<ul style="list-style-type: none"> › List problems faced in teacher training and classify according to urgency and importance  <ul style="list-style-type: none"> › Facilitated discussion of level of control over difficulties faced and which can be addressed by coaching and skill development › MTTs identify own skill development priorities through pair discussion using active listening skills 	<p>Note: this activity will cover this and the next outcome</p> <ul style="list-style-type: none"> › Plan a coaching / mentoring program covering: <ul style="list-style-type: none"> • Outcomes and development content • Approach • Feedback strategies • Strategies for recommending further development actions • Scheduling • Targets › Plans should be group activities and include: <ul style="list-style-type: none"> • 1 x Islamic Education • 1 x Primary • 1 x Secondary • 1 x integrating women and girls into formal education 	
Plan coaching program with mentees	<ul style="list-style-type: none"> › Learning contracts › Time management › Negotiation skills › Contingency planning › Prioritising program components › Sequencing 		<ul style="list-style-type: none"> › See assessment task above 	<ul style="list-style-type: none"> › Sample learning contract

Table 9: Conduct peer coaching and mentoring

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
Record observations	<ul style="list-style-type: none"> › Using observation checklists › Using a SWOT Framework for recording 	<ul style="list-style-type: none"> › Demonstration of SWOT Framework › Participants to develop reporting template 	<ul style="list-style-type: none"> › Develop a checklist for teacher trainers to use in mentee / peer skill and knowledge development 	<ul style="list-style-type: none"> › Observation checklists
Provide constructive feedback	<ul style="list-style-type: none"> › Characteristics of constructive feedback › Communication skills › Self reflection by mentee / peer › Collaborative feedback (negotiating areas for feedback) › Dealing with negative reactions from mentees / peers 	<ul style="list-style-type: none"> › Role play of feedback session – could be based on video of teacher performance if available › Facilitated brainstorm of participants' experiences with positive and negative feedback to focus on best practice strategies 	<ul style="list-style-type: none"> › Role play as described in activities using the following scenarios: <ul style="list-style-type: none"> • 1 x Islamic Education • 1 x Primary • 1 x Secondary • 1 x integrating women and girls into formal education › Participants to decide assessment criteria for feedback session 	<ul style="list-style-type: none"> › Handouts about effective feedback
Evaluate peer coaching / mentoring program	<ul style="list-style-type: none"> › Collaborative evaluations › Further development activities available for mentees / peers › Planning professional development for mentors and coaches 	<ul style="list-style-type: none"> › Groups develop evaluation instruments › discussion to identify likely challenges for coaching of peers / colleagues on return to Afghanistan 	<ul style="list-style-type: none"> › Development of action plan for classmates in role of mentees / peers › Development of action plan for mentors / coaches 	

Table 10: Evaluate program effectiveness

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
Develop criteria for gauging program effectiveness	<ul style="list-style-type: none"> › Key questions in evaluation: <ul style="list-style-type: none"> • What do we want to find out? • Why do want to find it out? • How are we going to find it out? • Who are we finding it out for? › Evaluation audiences › Limitations on evaluation: <ul style="list-style-type: none"> • Time • Personnel • Finance • Technology › Focus areas of evaluation: <ul style="list-style-type: none"> • Environment (physical and learning) • Course structure • Course elements – assessment, participant expectations, learning outcomes, content, resources, planning, resource allocation, change management, trainer performance • Demonstration of respect and inclusiveness towards gender and cultural diversity in all work practices • Accountability • Purpose of evaluation • Types of evaluation: <ul style="list-style-type: none"> • Formative • Summative › Relationship between evaluation and assessment 	<ul style="list-style-type: none"> › Trainer presentation on: <ul style="list-style-type: none"> • purposes of evaluation • formative and summative evaluation • evaluation and assessment › Structured activity for groups to develop criteria for evaluating teacher training in primary / secondary / Islamic Education › Demonstration / discussion of the following model of educational evaluation. <ul style="list-style-type: none"> • What are the concerns? • Turn the concerns into questions to be answered • What data already exists to answer the key questions? • What new data will need to be collected? • How? • By whom? • When? • How will the information be analysed? • Who needs to know it? 	<ul style="list-style-type: none"> › Groups to develop criteria for own teacher training programs 	<ul style="list-style-type: none"> › PPT Display

Table 10: Evaluate program effectiveness

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
Devise an evaluation framework	<ul style="list-style-type: none"> › Elements of a program to be evaluated: <ul style="list-style-type: none"> • Centrality of learning outcomes to teacher roles • Importance of content to teacher role • Sufficiency of content in preparing teachers • Relevance of learning outcomes • Clarity of outcomes • Gender inclusivity › Levels of evaluation: <ul style="list-style-type: none"> • Participant satisfaction with program • Extent to which program met objectives of participants • Extent of change in participant behavior • Extent to which teaching practice has improved › Planning an evaluation framework: <ul style="list-style-type: none"> • Timing • Methodology • Roles and responsibilities 	<ul style="list-style-type: none"> › Trainer presentation of four level evaluation frameworks › Structured group activity to identify focus of evaluations (what will be evaluated and what combinations of levels) › Groups devise flowcharts showing focus, methods and links between evaluation processes 	<ul style="list-style-type: none"> › Groups to develop evaluation framework on own teacher training program › Groups to develop evaluation strategy (plan) 	<ul style="list-style-type: none"> › Handouts of recommended models / frameworks

Table 10: Evaluate program effectiveness

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
Collect data	<ul style="list-style-type: none"> › Data collection methods: <ul style="list-style-type: none"> • Questionnaire • Interviews • Observation • Checklists • Logs • Folios › Criteria for selecting methods: <ul style="list-style-type: none"> • Purpose of evaluation • Time • Resources • Ease of analysis › Data collection and evaluation focus: <ul style="list-style-type: none"> • Teaching • Learning • Assessment • Teaching and learning resources • Student progression • Student support • Workload 	<ul style="list-style-type: none"> › Groups to design data gathering instruments for their evaluations › Trainer to facilitate structured activity for participants to improve and focus data gathering instruments › Gather data from participants (see assessment task) 	<ul style="list-style-type: none"> › Data gathering methods and instruments developed › Data collected from group members 	
Analyse data	<ul style="list-style-type: none"> › Data analysis methods: <ul style="list-style-type: none"> • Descriptive statistics • Inferential statistics • Qualitative analysis • Quantitative analysis • Content analysis 	<ul style="list-style-type: none"> › Facilitation of structured activity to enable group to decide an appropriate data analysis methods › Groups to justify to other groups their choices of methods 	Preparation of report based on data analysis	
Report on program effectiveness	<ul style="list-style-type: none"> › Report preparation › Report presentation 	<ul style="list-style-type: none"> › Whole group brainstorm to identify criteria for judging quality of an evaluation report 	Presentation of report (see suggested activity)	

Table 10: Evaluate program effectiveness

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
		› Small groups to present their reports to another group		
Recommend program revisions (n.b. recommendations will form part of report above)	› Making recommendations	Included above	› See report preparation and presentation above › Reflective activity: <ul style="list-style-type: none"> • Key learnings from this module • Relevance to our work in Afghanistan • Barriers to application in Afghanistan › Development of implementation Action Plans	

Table 11: Review and Revise Curriculum

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
Establish the scope and purpose of the review	<ul style="list-style-type: none"> › Scope of curriculum reviews › Differences between Malaysian curriculum and Afghanistan curriculum › Process used to develop MTT Training Program Curriculum › Purposes of curriculum review: <ul style="list-style-type: none"> • Adapt to policy / regulatory changes • Adapt to new learning theories and learning technologies • Continuous improvement and quality assurance › Audiences for review › Stakeholders for receipt of review report › Curriculum content validation › Aspects of curriculum to be reviewed: <ul style="list-style-type: none"> • Training Needs Analysis • Outcomes / objectives • Assessment criteria and assessment instruments • Delivery strategy • Teaching and learning strategies • Content • Assessment strategy • Curriculum development methodologies › Demonstration of respect and inclusiveness towards gender and cultural diversity in all work practices › (n.b. note Monitoring and Evaluation field) 	<ul style="list-style-type: none"> › Groups to examine samples of curriculum reviews to identify: <ul style="list-style-type: none"> • Purpose of review • Intended audience • Scope of review 		<ul style="list-style-type: none"> › Samples of curriculum › MTT Training Program Curriculum › Samples of curriculum review documents from Malaysia and Afghanistan (if available)

Table 11: Review and Revise Curriculum

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
Design methodologies and instruments for reviewing the curriculum	<ul style="list-style-type: none"> › Questionnaires › Interview guidelines › Focus groups › Formal and informal feedback › (n.b. note Monitoring and Evaluation field) 	<ul style="list-style-type: none"> › Groups to work on designing questionnaires and interview questions for: <ul style="list-style-type: none"> • Review of Islamic Education curriculum • Review of general curriculum • Review of teacher training curriculum • Treatment of gender in curriculum 	Design of review instruments for use in Afghanistan	Samples of Malaysian curriculum review instruments
Collect information	<p>Data collection methods used in Malaysia</p> <p>Adapting data collection methods for use in Afghanistan</p> <p>Conducting interviews</p> <p>Record keeping instruments and maintaining records</p> <p>Cost effectiveness of data collection methods in Afghanistan</p> <p>(n.b. note Monitoring and Evaluation field)</p>	<p>Facilitated role plays in collecting information from given curriculum documents.</p> <p>Participants may need to take on roles such as:</p> <p>MTT</p> <p>Teacher</p> <p>Education official</p> <p>School Council member</p> <p>School principal</p> <p>Community / religious leader</p> <p>N.B. Role plays to include 'actors' and observer with role swaps</p>	Participation in role play	
Analyse information collected and prepare reports	<ul style="list-style-type: none"> › Data analysis methods: › Quantitative data › Qualitative data › Curriculum evaluation report formats: <ul style="list-style-type: none"> • Oral 	<ul style="list-style-type: none"> › Based upon previous activity, participants to brainstorm content and presentation style of review reports for a variety of different audiences: <ul style="list-style-type: none"> • MTT 	› Preparation of review report based on previous activities	› Malaysian curriculum review reports

Table 11: Review and Revise Curriculum

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
	<ul style="list-style-type: none"> • Written › Preparing Executive Summaries › Making recommendations for improvements › Use of Continuous Improvement Logs and other quality assurance instruments › Preparing reports for specific audiences: <ul style="list-style-type: none"> • Government / regulatory bodies • Teaching agencies • Teachers • Teacher Trainers › Use of headings and sub-headings in reports › (n.b. note link to Monitoring and Evaluation field) 	<ul style="list-style-type: none"> • Teacher • Education official • School Council member • School principal › Community / religious leader 		
Validate report and recommendations	<ul style="list-style-type: none"> › Afghanistan stakeholders for validation process › identifying experts (peer identification of experts) › Validation process: <ul style="list-style-type: none"> • Survey • Face to face interviews • Focus groups › Deciding on treatment of validation comments › Recording validation comments and treatments › Preparation of final draft of monitoring and evaluation report › (n.b. note link to Monitoring and Evaluation field) 	<ul style="list-style-type: none"> › Facilitated brainstorm to identify stakeholders for validation › Facilitated group discussion to identify recording protocols for Afghanistan 	<ul style="list-style-type: none"> › Note assessment tasks for outcome: Collect Information 	

Table 11: Review and Revise Curriculum

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
Make curriculum improvements	<ul style="list-style-type: none"> › Iterative nature of curriculum and effect of changes in one element upon other elements › Personnel responsible for curriculum improvements › Trialling of improvements › Dissemination of improved curriculum documents › Document version control › (n.b. note link to Monitoring and Evaluation field) › DACUM (Developing a Curriculum) model of competency based curriculum development 	<ul style="list-style-type: none"> › Facilitated discussions (either whole group or small groups around the following questions: <ul style="list-style-type: none"> › Effect of changes in one part of curriculum upon other parts of curriculum › Personnel to be involved in curriculum revisions – centralized or decentralized › How revised documents will be disseminated › Training and in-service requirements for implementation of revised curriculum – what is required and how will it be undertaken › Mechanism for on-going curriculum review › Demonstrate partial DACUM process 	<ul style="list-style-type: none"> › Preparation of implementation plan for revised curriculum › Participants conduct a DACUM based around in-service Islamic Education teachers › Participants revise MTT Training Program Curriculum to meet needs of their learners and context 	<ul style="list-style-type: none"> › Samples of version controlled documents › MTT Training Program Curriculum › Handout or PPT re DACUM process

Table 12: Deliver pre-service and in-service literacy teacher training

Learning Outcomes	Underpinning Knowledge and Skills	Suggested Activities	Suggested Assessment Tasks	Resources
<p>Learning Outcome 1</p> <p>Identify factors affecting literacy practice in different contexts</p>	<ul style="list-style-type: none"> › Capacity to critically examine definitions of literacy used in different contexts 	<ul style="list-style-type: none"> › Survey of participants' experience in literacy teaching or teacher training › Discussion of approaches prevalent in Afghanistan › Analysis of key concepts › What is literacy? › What does it mean to be literate? › Why do definitions vary? › Group task - What are the barriers to literacy for school students and for teacher trainees in Afghanistan? 	<ul style="list-style-type: none"> › Reflective exercise re influences on own literacy development (translated and shared) 	<ul style="list-style-type: none"> › Case studies and articles re approaches used in Afghanistan and elsewhere › UNICEF and other common definitions of literacy › Excerpts from key literacy policy documents - Malaysia › "A Rose for Leyla" from Read Afghanistan series
<p>Learning Outcome 2</p> <p>Choose appropriate approaches to develop literacy skills based on learner needs and context</p>	<ul style="list-style-type: none"> › Key approaches to literacy including First Steps, whole language, language experience, phonics based approaches, critical literacy › Beliefs about literacy learning that underlie these approaches › Stages of literacy development › Importance of linking listening, speaking, reading and writing 	<ul style="list-style-type: none"> › Introduction to key approaches and their underpinning views of literacy › Reflection – Key learning from this Learning Outcome › How would you teach these skills/knowledge to your trainee teachers and in-service teachers? 	<ul style="list-style-type: none"> › Groups develop thematically linked literacy materials appropriate for specified learner needs 	<ul style="list-style-type: none"> › Graphic organizer showing similarities/differences btw key approaches › Literacy resources exemplifying different approaches › Materials suitable for demonstrating shared and guided reading and writing › Translated samples of student work, e.g. journal entries

<p>Learning Outcome 3</p> <p>Demonstrate teaching strategies for developing reading skills</p>	<ul style="list-style-type: none"> › Establishing sound symbol relationships › That language is an interacting system of symbols, grammar rules and meaning › Effective questioning skills in deepening students' levels of comprehension › Bloom's Taxonomy › Purposes and characteristics of varied genres including expository, procedural, narrative › Teaching strategies including shared reading, guided reading, prompting, feedback 	<ul style="list-style-type: none"> › Demonstration of strategies including shared reading, guided reading, exploring how language is used in texts for different purposes and audiences › Activities using games and songs (in English) followed by discussion on how this could be applied in mother tongue literacy teaching › Practice in identifying text structure and purpose › Groups develop questions at different levels of Bloom's Taxonomy › Reflection – Key learning from this Learning Outcome › How would you teach these skills/knowledge to your trainee teachers and in-service teachers? 	<ul style="list-style-type: none"> › Small group or microteaching demonstration using materials they have produced 	<ul style="list-style-type: none"> › Video samples of teachers working with students (accompanied by translated explanatory notes) › Materials suitable for demonstrating shared reading, guided reading etc. › Simple games and songs suitable for illustrating value in literacy teaching
<p>Learning Outcome 4</p> <p>Demonstrate teaching strategies for developing writing skills</p>	<ul style="list-style-type: none"> › Early writing skills, e.g. letter formation, text direction › Analysing structure of different text types/genres including expository, procedural, narrative › Teaching strategies including joint construction of text, guided writing, use of transactional journals › The drafting process 	<ul style="list-style-type: none"> › Modelling the way different text types are organised so learners can construct texts appropriate for their purpose and audience *joint construction of text *guided writing *use of transactional journals *activities to assist students to write narrative, expository and procedural texts. › Reflection – Key learning from this Learning Outcome How would you teach these skills/knowledge to your trainee teachers and in-service teachers? 	<ul style="list-style-type: none"> › Small group or microteaching demonstration using materials they have produced 	<ul style="list-style-type: none"> › Translated texts of varying types including expository, procedural, narrative › Samples of children's writing, including drafts and completed work

<p>Learning Outcome 5</p> <p>Develop teaching and learning materials to support literacy development</p>	<ul style="list-style-type: none"> › Characteristics of effective materials › Matching materials to teaching purpose 	<ul style="list-style-type: none"> › Participants exposed to variety of materials e.g. sentence makers, flash cards, wall stories, charts, literacy displays. › Analysis of effectiveness › Groups decide which theme to focus on in their materials development › Reflection – Key learning from this Learning Outcome <p>How would you teach these skills/knowledge to your trainee teachers and in-service teachers?</p>	<ul style="list-style-type: none"> › Produce low cost literacy materials suitable for use with Afghan learners 	<ul style="list-style-type: none"> › Student produced literacy materials including big books, games.
<p>Learning Outcome 6</p> <p>Assess learners' literacy skills</p>	<ul style="list-style-type: none"> › Stages of literacy development › Levels of comprehension › Use of approximation in reading and writing development › Identifying learners' use of graphophonic (symbols), semantic (meaning) and syntactic (grammar rules) as cues › Accurately recording learners' reading and writing behaviours › Involving students in assessment: peer assessment and self assessment 	<ul style="list-style-type: none"> › Demonstration of running records and other assessment methods › Roleplay – learners work in pairs (one taking role of student) while other practices using running records and/or other assessment instruments › Reflection – Key learning from this Learning Outcome › How would you teach these skills/knowledge to your trainee teachers and in-service teachers? 	<ul style="list-style-type: none"> › Facilitator observes pairs using instruments › MTTs produce assessment instruments suitable for use with Afghan learners including peer and self assessment 	<ul style="list-style-type: none"> › Diagram of 3 systems › Translated literacy assessment instruments suitable for use with various languages › Examples of children's peer assessments and self assessments › Samples of student peer assessment and self assessment instruments

<p>Learning Outcome 7</p> <p>Develop strategies to enhance trainee teachers' literacy skills</p>	<ul style="list-style-type: none"> › Reflective practice as key tool in teacher development › Self directed learning in continuous professional development › Use of reflective journals, reading logs, joint construction of glossary of literacy terminology and definitions 	<ul style="list-style-type: none"> › Discussion on use of reflective exercises such as that about influences on own literacy development to build learner awareness › Demonstration of guided writing exercises, note taking strategies, dictionary skills › Brainstorm other methods for supporting enhancement of teachers' and trainee teachers' literacy and strengthening self directed learning › Reflection – Key learning from this Learning Outcome › How would you teach these skills/knowledge to your trainee teachers and in-service teachers? 	<ul style="list-style-type: none"> › Strategies for use with teacher trainees included in Action Plan 	<ul style="list-style-type: none"> › Examples of instruments used to enhance teachers' literacy development › Case studies illustrating teachers' self development strategies
<p>Learning Outcome 8</p> <p>Work within the context of community, regional or national literacy projects or campaigns</p>	<ul style="list-style-type: none"> › Mass literacy campaigns as a tool in peace building and democratisation › Use of media, e.g. radio and audio visual resources in literacy campaigns 	<ul style="list-style-type: none"> › Jigsaw reading of different case studies/summaries of literacy campaigns in developing countries › Discussion to pool knowledge of Afghan initiatives and what has been learnt from them 	<ul style="list-style-type: none"> › Action Plan reflects links to broader literacy initiatives 	<ul style="list-style-type: none"> › Case studies of literacy campaigns in developing countries, e.g. Adult Literacy, Family Literacy and Community Literacy • Samples: Maria Kovacs • Ariana Văcărețu, How We Have Applied • RWCT in Grundtvig • Projects, Bamyan Literacy Project (TTE to provide details)

Recommended Background Material for Training Facilitators

Intili, Jo Ann; Kissam, Ed; St. George, Eileen (2006). Fostering Education for Female, Out-of-School Youth in Afghanistan. *Journal of Education for International Development*, 2:1. <http://www.equip123.net/JEID/articles/2/Afghanistan.pdf>

Includes useful information about expected literacy achievements at different grade levels in Afghanistan

Parish, Nina Hey! I Can Do That: Helping Students Become Writers, *Thinking Classroom Journal*, Reading and Writing for Critical Thinking International Consortium website. Includes reference to the author's work teaching literacy to children in Afghanistan.

Sample materials from Afghan Teacher Training Curriculum (ATTE to provide)

Key Characteristics of Effective Literacy Teaching P-6, Victorian Department of Education & Early Childhood Development (ATTE to provide)

Annex 5

Frameworks for ELT and ICT Training

Malaysia Australia Education Project for Afghanistan 3 (MAEPA 3)

ENGLISH LANGUAGE TRAINING FRAMEWORK

GOALS AND PRINCIPLES

A key goal of English Language Training (ELT) within MAEPA is to develop MTTs' speaking and listening skills in English so they can gain as much direct experience from the learning opportunities in Malaysia as possible. Furthermore, their future work in Afghanistan will benefit from their enhanced capacity to access and exchange educational information in English.

In MAEPA 3, planning of ELT will be integrated to ensure that the most relevant content is addressed and that trainers in Afghanistan and Malaysia employ consistent approaches. A key goal of the pre-course training will be to ensure learners develop enough basic oral fluency to ease their transition to living in Malaysia and so they can begin interacting with IPG KBA staff, students and the community early in their time there. This will maximise their opportunities for learning both inside and outside the training environment.

TRAINING SESSIONS

In MAEPA 3, planning of ELT will be integrated to ensure that the most relevant content is addressed and that trainers in Afghanistan and Malaysia employ consistent approaches. A key goal of the pre-course training will be to ensure learners develop enough basic oral fluency to ease their transition to living in Malaysia and so they can begin interacting with IPG KBA staff, students and the community early in their time there. This will maximise their opportunities for learning both inside and outside the training environment.

GROUPINGS

In Kabul, the intention is that the three interpreters will conduct the ELT. They are likely to be teacher trainers specialising in English. The MTTs will be grouped into three classes according to English proficiency. Proficiency levels will be determined through brief interviews with each MTT and self assessment statements ("I Can Do Statements") incorporated into Learner Profiles. Proficiency grouping will have the advantages of allowing trainers to accurately target needs, reducing trainer to learner ratios, and increasing opportunities for active involvement.

In the final week of the pre-course ELT program, MTTs will repeat the "I Can Do Statements" exercise as a way of measuring their progress. These results, as well as a short sample of their writing, will be sent to Malaysia with any other relevant information to aid IPG KBA staff in grouping and finalisation of their planning for the ELT sessions in Malaysia.

APPROACH

Emphasis will be placed on building confidence, initially by teaching routine exchanges and gradually moving to more complex language. Direct Method will be used except where otherwise specified. That is, whenever possible trainers will speak only in English, illustrating meaning through context. Discussion in the mother tongues will be kept to a minimum because it can detract from the learners' need to listen and interact directly in English. In Afghanistan, brief reflective discussion in the first language may take place at the end of a session. The ATTE will mentor the Afghan and Malaysian trainers in this approach.

In both settings, high priority will be given to establishing an active learning environment where approximation is encouraged and there are plentiful opportunities for communicative practice around real situations the MTTs will encounter in Malaysia. Both Malaysian and Afghan trainers will actively demonstrate language use and employ visual and concrete aids wherever possible to support and strengthen understanding. In Malaysia, MTTs will be given language tasks to complete in the community in order to encourage a habit of informal learning.

The initial focus will be on developing skills and confidence in informal “short turn talk” for all learners. If some more advanced learners are capable, they will be assisted to develop skills in more “long turn talk” functions such as presentations. Developing learners' capacity to understand spoken Malaysian English will need to draw attention to variations in accent/pronunciation.

Both Malaysian and Afghan language trainers will need to document all sessions using a template to be provided by the ATTE. These records will serve as a guide for English Language Training with subsequent Cohorts. At the completion of Kabul training the records will be provided to the Malaysian ELT team and the ATTE. At the conclusion of the ELT in Malaysia, copies of all materials used and documented sessions will be provided to the ATTE.

MTTS' LANGUAGE LEARNING SKILLS

While most if not all of the MTTs will be at least bilingual, their previous language learning experiences may have been some time ago or occurred under very different circumstances. Trainers will need to raise the MTTs' awareness of the characteristic behaviours of successful language learners. This will include helping MTTs to “tune in” to English, by encouraging them to note key words used repeatedly in class, listen for similarities between words and share their language learning strategies. Trainers should also foster approximation by learners rather than focussing unduly on correctness in the early stages.

Because of its distance from languages spoken in Afghanistan, there can be psychological barriers to learning English. The Malaysian trainers may ask MTTs to reflect in their first language (via an interpreter) on their experiences prior to MAEPA of learning English or other languages, how that felt and how successful it was, people they know who speak English, types of motivation and how much time they are prepared to put into the task

outside of class time. Their preferred learning styles and priorities will also be examined through questions such as the following:

- How do they like to learn?
- What is most interesting or important for them to learn in English?

To assist MTTs to take responsibility in the language learning process and maximise the time available for learning, trainers will introduce strategies which can be used to further learning. These could include the following activities:

- creating word webs
- identifying personal language learning goals
- discussing new terminology with interpreters and noting their explanations
- using dictionaries
- labelling furniture and other objects
- creating learning aids to display in their rooms
- borrowing children's books from the Resource Centre
- learning language through songs
- handwriting practice
- use of prompt cards to aid memory
- collecting examples of English print from the environment
- Mental rehearsal.

MTTs will be encouraged to add to these and share strategies amongst themselves throughout the duration of the program.

CONTENT

In order to ensure that the ELT addresses MTTs' areas of greatest need, the following topics of high priority content have been identified:

- Survival skills such as numbers, shopping and money, food and other essentials, asking and understanding directions, purchasing bus tickets, asking for help, health related language
- Common social interactions such as greeting and farewelling, apologising, exchanging basic information about themselves, expressing likes and dislikes, needs and desires and asking simple questions
- High use educational terminology (supported through progressive development of MAEPA Trilingual Glossary)
- Classroom interactions including seeking clarification/asking how something is spelt, asking for something to be repeated
- For beginners - direction of text, alphabet, letter formation, dictionary skills
- For intermediate and advanced learners – skimming and scanning to gather gist from texts, presentation/public speaking skills, library search skills

- Writing basic emails and vocabulary for internet searching.

The amount of time allocated to various topics in the schedule should reflect the priority of the language to the learners. MTTs will learn to recognise high priority terms in writing and some common food terms will be introduced in both English and Malay. Use of substitution tables will encourage learners to see multiple potential uses of recurring stems/phrases. MTTs with well developed skills in English will be assisted to strengthen existing reading and writing skills, especially in areas related to education.

In Kabul, trainers (possibly in conjunction with IT trainers) will teach MTTs to recognise key ICT terminology to facilitate their acquisition of IT skills. MTTs will also learn to fill in simple forms such as travel documents.

The Kabul-based trainers will send IPG KBA a list of topics covered to avoid duplication. Furthermore, in Malaysia the English classes will present an opportunity for MTTs to ask questions about new experiences in Malaysia. This should help them as they acclimatise and adapt culturally to their new surroundings. Cross cultural communication is likely to be a recurring theme as these new issues and questions arise.

RESOURCES

Customised teaching and learning resources will be developed by the ELT Trainers with mentoring support by the ATTE. A set of ELT teaching and learning materials has been purchased by MAEPA for the ELT trainers to use as a resource for planning. These materials will be carried by the Interpreters to Malaysia to also be used by the Malaysian ELT Trainers. MTTs will be provided with either Dari/English or Pashto/English dictionaries.

ICT SKILLS DEVELOPMENT FRAMEWORK

INTRODUCTION

Under MAEPA 1, a number of issues limited the effectiveness of Information and Communications Technology (ICT) training provided in Afghanistan prior to mobilisation. This created the flow on effect of heavy and sometimes unpredictable demands on Malaysian ICT staff. MTTs had the unnecessary burden of trying to develop fundamental computer skills through interpreters while simultaneously undertaking the Training Program.

The MAEPA 1 experience led to a decision to develop an integrated ICT Skills Development Framework which can link ICT training in Kabul and Kuala Lumpur in MAEPA 2 via forward planning and an agreed set of common goals. The second cohort of MTTs will have the advantage of acquiring basic ICT skills and building their confidence with the technology while being taught in Afghan languages and receiving assistance to learn specific ICT terminology in English.

The aim of integrated ICT planning is to ensure that all MTTs develop sufficient technological literacy to be able to locate resources on the internet, produce effective teaching and learning materials, keep electronic records and communicate with other professionals by email.

The basis of ICT training for the MTTs, like the core curriculum itself, is that it will be needs based. It is highly likely that there will be varying levels of skill amongst MTTs, from complete beginners to those who from the outset can already use some basic computer functions such as word processing and email. Therefore, training will need to be flexible enough to address and build upon these varying levels of competency.

PRE-COURSE TRAINING

Prior to commencement of pre-course training, MTTs will complete the attached self assessment tool developed by the ATTE and IPGM KBA staff and translated into Dari/Pashto (Refer Attachment 1). Afghan trainers will use the MTTs' completed self assessment tools to determine learner needs. The learners will be allocated to one of two groups based on their existing proficiency levels. Translated responses will also be sent to Malaysia to inform ICT trainers about the MTTs' initial skill levels.

The following checklist represents the minimum learning outcomes MTTs should be able to achieve during the pre-course training program. It is likely that those with existing skills will exceed these goals. The checklist will be used to as the basis for planning of the training and for ongoing monitoring of MTTs' progress.

BASIC ICT SKILLS CHECKLIST

- Turn a computer on and off
- Restart the computer
- Locate keys in Roman script on the computer keyboard
- Identify the operating system and version
- Use the 'Start' button to run a program
- Maximise and minimise application windows
- Left and right click the mouse
- Use the mouse to select and deselect text
- Use the mouse to open and close a program by clicking on an icon
- Use the vertical scroll bar and horizontal scroll bar
- Recognise the commands on the menu bar of Microsoft Word, Powerpoint & Excel
- Save, delete and print a document
- View files and folders using Windows Explorer
- Delete, copy, move and rename files
- Create a new folder
- Create a gmail account
- Use email to open and read a message
- Use a search engine to look for information on the internet
- Determine the amount of computer memory used.

The same checklist will be used as an assessment tool by Afghan trainers in the final week of pre-course training to gauge each learner's progress. All results will be

communicated to IPGM KBA, along with a list of any areas not covered in the pre-course training, in order to inform finalisation of planning in Malaysia.

ONGOING SKILLS DEVELOPMENT IN MALAYSIA

The model of delivery in Malaysia begins with intensive training provided by IT training experts in three two-hour sessions in Weeks 1 and 2 tapering to one two-hour session per week from Weeks 3 to 14. Having access to laptops will enable MTTs to practise newly acquired skills in the evenings and on weekends.

The focus of training will be to ensure that all MTTs can utilise IT skills to enhance their performance in key areas of their work as teacher trainers such as planning, materials development and student performance assessment. Core skills will be developed in Word, PowerPoint and use of the internet for research.

Additional support will be provided from Week 3 in the form of a help desk and optional sessions designed to meet the needs of those ready to extend their skills further.

Those MTTs with well established skills will have the chance to learn more complex processes such as using Student Information Management Systems, managing classroom data, supporting their own professional development, using planning tools and establishing databases using Excel.

APPLICATION OF LEARNING IN AFGHANISTAN

Recognising that in Afghanistan the opportunity to develop this level of ICT mastery is probably rare amongst their colleagues, it is likely that the more skilled MTTs may be called upon to support the professional development of others in future. To this end, access to support from Malaysian IT training experts who have played this role with their own colleagues will give them the chance to develop sufficient technical skills and confidence to be able to do this. Furthermore, training their TTC colleagues in ICT skills in future will be an opportunity to put into practice generic training skills acquired through MAEPA (eg through CF8, Train Colleagues).

Annex 6

Planning for MAEPA 3: The Strategic Issues and Vision of the Teacher Education Department of Afghanistan

PLANNING FOR MAEPA 3

THE STRATEGIC ISSUES AND VISION OF THE TEACHER EDUCATION DEPARTMENT OF AFGHANISTAN

ABBREVIATIONS

AusAID	Australian Agency for International Development
CT	Core Trainer (senior trainer/technical leader based in the TED overseeing quality improvement of teacher practice)
DAFA	Development Assistance Facility for Afghanistan
IE	Islamic Education (curriculum field)
M&E	Monitoring and Evaluation
MAEPA	Malaysia – Australia Education Project for Afghanistan
MAEPA 1	Malaysia – Australia Education Project for Afghanistan, Phase 1
MAEPA 2	Malaysia – Australia Education Project for Afghanistan, Phase 2
MAEPA 3	Malaysia – Australia Education Project for Afghanistan, Phase 3
MTT	Master Teacher Trainer (TE who has participated in MAEPA program. The term is also used generally to refer to TEs who are considered technical leaders in their field)
MoE	Ministry of Education -Afghanistan
NESP	National Education Strategic Plan for Afghanistan (2010-2014)
NGO	Non-government organisation
TE	Teacher Educator (general term for all teaching staff of TTCs and satellite TTCs)
TED	Teacher Education Department (of MoE)
TT	Teacher Trainer (TE who has participated in 'MTT Practicum' training)

INTRODUCTION

The Teacher Education Directorate of Afghanistan's Ministry of Education is dedicated to building a national cadre of qualified primary and secondary school teachers who will be knowledgeable in their subject areas of expertise and in pedagogically sound teaching methods. Teachers are at the heart of education, touching the lives of every student as they learn and grow to become productive, fulfilled human beings. By encouraging the recruitment, development and retention of teachers, Afghanistan is investing in the future of its youth and in the future of a stable and peaceful nation.

With the support of the Malaysian and Australian Education Programme for Afghanistan (MAEPA), TED has been implementing in-service teacher training programs and creating ongoing professional learning opportunities, ensuring that Afghanistan's teachers will develop and grow as professionals in education. A strong teacher cadre means that learning achievement will improve in classrooms, resulting in a higher quality of education in the country. MAEPA 3 will continue the very successful interventions of MAEPA 1 and 2, refining and expanding the project activities to significantly enhance developments in teacher education in Afghanistan. This strategic plan details TED's vision for future collaboration with our MAEPA partners in light of the exceptional project outcomes experienced in the previous two programmes. Indeed, experience of the MAEPA training program has been transformational for many of the participants, with evidence that their teacher education activities have been significantly impacted.

The MAEPA project management and implementation team has worked closely and constructively with the TED leadership to ensure the program is responsive to needs and ground realities. In the process, the MAEPA project team has contributed to the building of TED's management capacity-- capacity that can be directly applied and sustained in the MoE system and to the benefit of Afghanistan's teachers. The project outcomes thus far have been beyond the leadership team's expectations.

Given these successes, the TED proposes changes to the MAEPA project to increase its scope, and to increase the sustainability of its impact. The proposed changes are outlined as below:

Section 1--provides information about the context in which the TED operates, TED's vision and plans for its future operation and support needed.

Section 2--analyses aspects of the MAEPA design in relationship to TED plans, including the National Education Strategic Plan for Teacher Education (NESP II), and suggests ways MAEPA can more effectively support TED's plan implementation.

Section 3--presents the specific proposed changes for MAEPA 3.

SECTION 1 THE CONTEXT OF TEACHER TRAINING IN AFGHANISTAN

TED is committed to the sustainability of its teacher education efforts. In addition to MAEPA, there are a number of efforts aimed at improving teachers' competencies. These efforts are part of an overall

strategy to qualify and professionalize the teaching cadre in Afghanistan. The largest of these teacher training project implementations, the District Teacher Training Teams (DT3), is establishing a nationwide teacher training system that builds in sustainability through empowering local teacher trainers and teachers using a cascade model of training. Other projects include the Girls' Scholarship Programme, Regional Allowances, Special Needs and Psycho-Social Teacher Training, the Basic Education Programme, and Child-Friendly Schools. All of these programmes and projects have as a common denominator capacity building. Yet still more is needed. It has been less than a decade since the fall of the Taliban and despite huge gains in teacher training and student enrolment—of both genders—sizeable challenges remain.

1.1 RAPID EXPANSION

Teacher education in Afghanistan continues to be in a state of rapid expansion and change. There are approximately 175,000 teachers in Afghanistan. TED estimates that it needs a minimum of 60 Core Trainers, 300 Master Teacher Trainers and 3500 Teacher Educators to enable it to meet the Millennial Goals.

To continue to support this massive endeavour, the TED itself must also build its own capacity. Through mentoring, training, and hiring additional qualified staff, TED will be able to continuously drive the change needed. Staff will be trained in leadership, gender inclusiveness, and results-based management in order to increase the capacity and quality of service of the staff of the Teacher Education Department in the capital and provinces. In addition, we will establish and implement a sustainable follow on programme that has as a focal point mentoring and upgrading skills. Training programs in English language, computer, and management will also be offered to enhance basic office skills. An organizational development initiative will also be implemented to ensure that TED staff has the leadership and team building skills necessary to create an effective and efficient government ministry that puts the needs of the teachers first. TED welcomes donor interventions, as they stimulate and direct rapid institutional and organizational change.

1.2 BUILDING INSTITUTIONS AND SYSTEMS

TED has restructured in 2010 and new institutions have been created within TED, including satellite district Teacher Development (Resource) Centers. These local institutions are still at a formative stage. Creating and then institutionalising their operational systems and building their resource base, especially human resources, is critical to their sustainability and reach. Administrators of these institutions, especially females, need training, support and experiences that build their competency in leading this process.

1.3 BUILDING SUSTAINABILITY OF DEVELOPMENT

The amount of teacher education activities at all levels--from centralized to the community level--has increased exponentially since 2003. With the huge investments by donors and rapid project implementation timelines, many projects have resulted in impressive short term gains. However, capacity development is not sustained over the long term because the systems for supporting improvements have not been designed, developed and implemented.

TED's vision for sustainable teacher training throughout the country is to have the Teacher Training Colleges (TTCs) and satellite TTCs as the main providers of teacher in-service training. Master Teacher Trainers (MTTs) will be the technical and training leaders. Yet, currently, the majority of in-service activities are provided by NGOs and other agencies, which are almost completely outside the TED in-service system. These NGOs and agencies determine curriculum, manage delivery and design quality control and recognition of achievements. They provide intensive training to their own trainers, who are from outside the MoE. Thus, when the programs finish there is no improvement in TED's capacity to sustainably deliver in-service training over the long term. Closer collaboration with donor agencies and implementing partners is needed, together with internal capacity building in TED, in order for sustainability to take root.

1.4 BUILDING CAPACITY TO MANAGE

Although TED development has progressed at a rapid pace, change has not been consistent at provincial TTCs, district based satellite TTCs, and other agencies.. There are vast differences between TTCs in different regions: in capacity of administrators, capacity of staff, capacity of students, infrastructure, learning resources, access to information and communication technologies, awareness of MoE plans and directives, access to professional development, climate, semester dates, local culture, language, and the security situation.

Some TTCs are well positioned to respond effectively to input and apply it in strengthening the quality of their programs, while other TTCs lack the capacity to respond. Teacher Educators who have access to professional development and try to implement what has been learnt often experience resistance from managers and colleagues who do not understand what the TEs are trying to achieve. There must be ongoing explicit support from higher authorities or these Teacher Educators may soon lose incentive and momentum for change.

Donor support is needed for follow up support (e.g., coaching, mentoring) and monitoring of impact by the responsible TED institution. This essential design element of all professional development activities will ensure sustainability, as will professional development of administrators who are supervising sites of change and development.

SECTION 2 RESPONSE TO MAEPA 1 AND MAEPA 2

The Teacher Education Sub-Program of the National Education Strategic Plan for Afghanistan (2010-2014) (NESP II) has six priority components. MAEPA contributes directly to the following components:

- Component 4—Capacity Building: Institutional and Organizational Development by supporting capacity building of MTTs and TTS, as well as TED managers;
- Component 2—Enhancing education quality: In-service Teacher Training especially through the curriculum validation activity of MAEPA 2; and indirectly to
- Component 1—Toward equal access: Pre-service Teacher Training and Component 2—Enhancing education quality: In-service Teacher Training by providing training to Teacher Educators who have a role in achieving the targets.

In Afghanistan, gains in capacity building are difficult to sustain. TED's experience is no different. The leadership team proposes that action is needed at a number of levels to sustain the MAEPA 1 and 2 developments. TED needs support in undertaking these actions.

2.1 ENSURING CONTINUED MASTER TEACHER TRAINER (MTT) ACTIVITY

MAEPA activities have effectively achieved the project objectives, even exceeding expectations. Feedback to date suggests that there is significant impact on the quality of participants' own teaching and on their capacity to use their MAEPA experiences creatively and effectively in a range of teacher development activities. However, participation in activities beyond their normal teaching role in the TTC is primarily done on an ad hoc basis. For example, involvement in teacher in-service programs is dependent on invitations to participate from the implementing agencies.

TED's vision is for the Master Teacher Trainers (MTTs) to be the main providers of teacher in-service training. In order to prepare the MTTs for this role, they would work with Teacher Trainers from the satellite TTCs and teachers from the experimental schools. The training would consist of a selection of content from the 'MTT Practicum' workshop. A one week highly interactive program will provide an initial experience of new educational ideas. TED proposes that eventually all Islamic Education Teacher Educators should undergo either the MAEPA training or the Kabul 'MTT Practicum' training. Literacy educators would also undergo similar training. However, funding is needed for these provincial in-service activities.

To optimize their impact in their own provinces, MTTs should work with TTs to facilitate their own teacher in-service programs.

This would extend the MAEPA contribution to NESP, strengthening Components 2.

To expand impact across TED, increase the number of MAEPA participants

This would extend the MAEPA contribution to NESP II, strengthening Component 4.

2.2 ENSURING SUPPORT AND MONITORING OF MTT WORK

The central TED management will undertake the monitoring and evaluation of pre-service and in-service activities of MTTs/ TTs/TEs in the future. Monitoring and evaluation (M&E) will be undertaken by the Academic Board and M&E persons from other departments. M&E activities should begin now by monitoring the impact of the MAEPA program. The TED plans to build a cadre of 60 central Core Trainers to lead teacher improvement through in-service training of MTTs in the future. Their role will be to support implementation of training through coaching and mentoring. Until the CTs are in place, the support and M&E roles will be integrated.

TED personnel need mentoring and M&E training initially (a MAEPA-like course), and then funding for support and M&E activities.

This would extend the MAEPA contribution to NESP, strengthening Component 2, which targets training of administrators, and contributing to Component 4.

2.3 ENSURING A SUPPORTIVE ENVIRONMENT FOR SUSTAINING MTT WORK

MAEPA program MTTs are a highly motivated group. They report significant gains in learning and understanding. As a result of their professional development experience, they have become motivated to work as agents of change. However, this momentum is fragile. The MAEPA program has not yet been recognised by the MoE as part of any formal study program, therefore, MTTs have no clear next step for further learning. Moreover, a number of MTTs have returned to an environment that may provide little encouragement or support. The reason for this is that not all TTC administrators were included in the MAEPA processes, and may not understand the activities of the MTTs, nor may know how to provide effective support.

The MTT's MAEPA achievements should be formally recognised as credit points towards a higher degree, and opportunities to continue study should be created.

This would extend the MAEPA contribution to NESP, strengthening Component 4.

A MAEPA-like program should be created and offered to TTC administrators.

This would extend the MAEPA contribution to NESP, strengthening Components 2 and 4, which target training of administrators in management skills.

2.4 STRENGTHENING INSTITUTIONS

A Teacher Training Institute (TTI) is planned as a centre of teacher educator training. Highly qualified educational leaders will

- deliver short and long courses
- undertake research to inform educational change, and
- develop innovative responses to identified needs.

In five years, the Teacher Training Institute will have the capacity to deliver the MAEPA program in Afghanistan. The Core Team's work will also be interrelated with the educational leadership of the TTI. The TED envisions the TTI and the CTs as working together as a central unit, leading and managing the strengthening of TTCs and district-based satellite TDCs and the work of teachers in schools. This central unit, particularly the TTI, will develop and maintain relationships and exchanges with institutions in other countries. In addition, the TTI will be a conduit through which the TTCs and satellite TTCs can maintain external relationships as well. TTI staff will be built with Teacher Educators who have Bachelor's and Master's degrees from accredited higher education institutions. Currently, the capacity of TEs and other trainers is very low. A substantial amount of capacity building is needed to build staff that can fulfil this plan. As staff capacity is being built foreign technical advisors can support efforts to create TTI processes. Technical advisors will also be tasked to support Teacher Educators who are studying for higher degrees..

The TED needs support to build its staff; TEs need opportunities to study in quality degrees and masters programs.

This would extend the MAEPA contribution to NESP, strengthening Component 4.

The TED needs to begin forming productive relationships with accredited international institutions to support the development of its own institutions.

This would extend the MAEPA contribution to NESP, strengthening Component 4, by supporting the development of the TTI.

SECTION 3 PROPOSED CHANGES TO MAEPA 3

There are seven proposed changes to the MAEPA design for phase 3 of the project

1. *Expand the intake of the MAEPA 3 program to 120 participants: 60 IE and 60 Literacy.*
2. *Accredit the MAEPA program as unit/credit points of a higher degree and provide scholarships for MTTs to continue their studies (e.g., IE in Malaysia, Literacy in Australia).*
3. *Create a Mentoring and Monitoring & Evaluation MAEPA program and deliver it to 20 people selected from the Academic Board and other departments.*
 - a. *TED staff designs a curriculum to teach mentoring, monitoring and evaluation (M&E), and evaluate training programmes, to build capacity to manage within TED.*
4. *Create a complementary MAEPA program for TTC administrators and deliver in two rounds to 84 directors.*
 - a. *Directors of TTCs and their deputies from institutions of TT – 2 rounds of training and follow ups*
5. *Provide funding for formal in-service activities to be implemented at provincial level by MTTs and TTs, and funding for M&E of these activities.*
6. *Create a partnership between TED and an accredited Australian higher education institution, and explore ways they can support the development of the Teacher Training Institute (National Academy), and institutionalize MAEPA in the TTI.*

Annex 7

MAEPA 3 Concept Paper 2011 - 2012 (Without annexes)

Concept Paper for MAEPA 3 (2011 - 2012)

2 November 2010

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(Final Draft)

ABBREVIATIONS AND ACRONYMS

ADS	Australian Development Scholarships
ATTE	Australian Teacher Training Expert
AusAID	Australian Agency for International Development
CF	Competency Field
DAFA	Development Assistance Facility for Afghanistan
ELT	English Language Training
GoA	Government of Australia
GoAf	Government of Afghanistan
GoM	Government of Malaysia
GRM	GRM International
IPG KBA	Institute of Teacher Education, International Languages Campus (IPBA)
IPG KIK	Specialist Teacher Education Institute (formerly IPIK)
IPG KPI	Institute of Teacher Education, Islamic Education Campus (formerly IPIS)
IPG KPM	Institute of Teacher Education, Ministry of Education
M&E	Monitoring and Evaluation
MAEPA	Malaysia Australia Education Project for Afghanistan
MAEPA 1	Malaysia Australia Education Project for Afghanistan 1 (2009)
MAEPA 2	Malaysia Australia Education Project for Afghanistan 2 (2010)
MAEPA 3	Malaysia Australia Education Project for Afghanistan 3 (2011 - 2013)
MAIL	Ministry of Agriculture, Irrigation and Livestock (Afghanistan)
MDG	Millennium Development Goal
MOPH	Ministry of Public Health (Afghanistan)
MRRD	Ministry of Rural Rehabilitation and Development (Afghanistan)
MTCP	Malaysian Technical Cooperation Programme
MTT	Master Teacher Trainer
MoE(Af)	Ministry of Education (Afghanistan)
MoE(M)	Ministry of Education (Malaysia)
MoFA(M)	Ministry of Foreign Affairs (Malaysia)
TD	Technical Director
TED	Teacher Education Directorate (of MoE(Af))
TTC	Teacher Training College (in Afghanistan)
TCTP	Third Country Training Programme

EXECUTIVE SUMMARY

The Malaysia-Australia Education Program for Afghanistan provides an example of the potential benefits of tri-lateral cooperation, when carefully targeted and based on areas of mutual interest. Enthusiasm for the program within the Afghan Government is high and the Malaysian Ministry of Education is a strong counterpart in the delivery of training to Afghan Master Teacher Trainers. The Malaysian Ministry of Foreign Affairs has limited experience managing technical cooperation programs, however, and mooted budget cuts may hamper the financial contribution that Malaysia might make to any future phase. Nonetheless, an extension to the program, including potentially a multi-year commitment, has been proposed in this MAEPA 3 Concept Note.

This *Concept Paper* documents discussion regarding continuation of the *Malaysia Australia Education Project for Afghanistan (MAEPA)* activity following conclusion of MAEPA 2 on 28 February 2011. In particular it reports on the *MAEPA 3 Workshop* held in Kuala Lumpur on 7, 11 and 12 October 2010. Participants represented the Afghan, Australian and Malaysian Governments and GRM, the Australian contractor managing MAEPA 2.

MAEPA is the first trilateral project between the three governments that are now keenly interested in the continuation of the third phase (MAEPA 3). Section 2 of the Concept Paper describes the origins of MAEPA and the relevant development context in each of the three partner countries. Section 2.2 outlines the key principles and features of MAEPA followed by Section 2.3 which describes the success factors which should be retained to drive activity in future. These derive from a breakout session of the workshop and project reports. The 23 points have been grouped under the following sub-headings:

- Strong Commitment by the MAEPA Partners
- Thorough Project Design Tailored to Needs
- Customised and Sustainable Teaching and Learning Approach
- Inclusive Selection of Participants
- Committed and Flexible Personnel
- Effective Project Coordination and Management
- Appropriate Co-financing Model

With this analysis as the backdrop the paper reports on the Government of Afghanistan's Teacher Education Directorate vision for MAEPA 3. The TED, which has been the Afghan partner organisation to date, presented seven priorities for the future:

1. *Expand the MAEPA 3 program to 100 participants: 50 Islamic Education + 50 Literacy*
2. *Create a 'Mentoring and M & E' MAEPA program for 20 people from the Academic Board & other units of the department*
3. *Create an 'Administration' MAEPA program for 42 TTC Administrators*
4. *Provide funding to extend MTTs' and TTs' in-service activities at provincial level, and for M&E of these activities*
5. *Accredit the MAEPA program as part of a higher degree and provide scholarships for MTTs to further their study*
6. *Create productive partnerships between TED and Australian institutions of quality*

7. <i>Institutionalise MAEPA in the National Academy</i>
--

The Afghan Ministry of Finance representative suggested that a future MAEPA should have four key components:

- | |
|--|
| <ol style="list-style-type: none">1. <i>Master Teacher Training (traditional MAEPA)</i>2. <i>Health training (clone of MAEPA)</i>3. <i>Capacity building through short-term training for the four government departments targetted by DAFA</i>4. <i>Regional scholarships</i> |
|--|

These complementary visions by senior Afghan Government representatives guided discussion of possible MAEPA responses and shaped the model for the future.

The Malaysian Government responded to Priority 1 above by offering to co-fund and host four more intakes of Master Teacher Trainers between July 2011 and November 2012 bringing the total to 180 since 2009. In order to scale up the numbers a third teacher training institution would be inducted into MAEPA and host cohorts in both Semester 1 and Semester 2 2012. This opened the possibility of offering training in a new stream- special education – for disabled students.

In Section 4, implementation and resource issues are discussed, followed by a recommendation for the design process in Section 5. A timeline is presented which suggests that design of MAEPA 3 should be carried out by the current DAFA team and prepared in stages, with Stage 1 being completed by the end of December 2010.

1 INTRODUCTION

This *Concept Paper for MAEPA 3 (2011 – 2012)* sets out a proposed structure for the *Malaysia Australia Education Project (MAEPA)* beyond the conclusion of *MAEPA 2* in February 2011. It draws from discussions held on 7, 11 and 12 October 2010 at the *MAEPA 3 Workshop* in Kuala Lumpur between representatives of the Governments of Afghanistan (GoAf), Malaysia (GoM) and Australia (GoA). The Workshop was facilitated by GRM International (GRM), the managing contractor for the Development Assistance Facility for Afghanistan (DAFA). This *Concept Paper* has been prepared by the MAEPA Technical Team, contracted by GRM.

The *MAEPA 3 Workshop* was one of a series of events held during the period 5-12 October 2010 which marked the end of the MAEPA 2 training program in Malaysia for the second cohort of Master Teacher Trainers. The program for that period is attached at Annex 1, the list of participants at Annex 2 and the program for the *MAEPA 3 Workshop* at Annex 3. The Workshop

- developed a visual timeline of MAEPA events and key personnel;
- asked groups of participants to identify the strengths of MAEPA;
- learned of GoAf's needs and vision; and
- from these discussions created a framework for the future.

The final version of this *Concept Paper* will be a key document in the design process for the future of MAEPA as it will set out a framework for the future discussed by the three Governments. It will be the basis for more in depth work by a design team to be appointed by the Australian Agency for International Development (AusAID).

2 ANALYSIS

2.1 Origins of MAEPA

MAEPA originated through a joint commitment in July 2008 by the Prime Minister of Malaysia and the then Prime Minister of Australia to improving teacher training and boosting literacy in Afghanistan. The commitment was prompted by the extreme needs in the education sector in Afghanistan. Return to school by the nation's children following the end of the Taliban regime in 2001 had led to exponential growth in the school population with a corresponding demand for trained teachers.

An AusAID team produced a *Concept Paper* following a Scoping Mission to Kuala Lumpur in late July/early August 2008. An *Implementation Plan and Curriculum* was prepared through a consultative process during the period October 2008 to February 2009 by a technical team engaged by the Managing Contractor of Interim DAFA.

Implementation of MAEPA 1 commenced in mid-March 2009. This coincided with the transition from Interim DAFA to DAFA managed by GRM International. The Melbourne-based team who had prepared the *Implementation Plan and Curriculum*, remained engaged on MAEPA implementation as the Australian Teacher Training Expert (ATTE)

and the Technical Director (TD), working closely with the GRM DAFA team based in Kabul and Dubai.

On 6 July 2009, the then Australian Foreign Minister, the Hon Stephen Smith, accompanied by the Malaysian Deputy Education Minister, Dr Wee Ka Siong, visited the Master Teacher Trainers (MTTs) during a training session at IPG KBA. Following a meeting with the then Prime Minister, Kevin Rudd, in Kuala Lumpur, the Foreign Minister announced the following day additional funding for a project extension which became MAEPA 2.

A MAEPA 2 design process commenced with discussions in Kuala Lumpur in late September 2009 and led to preparation by the MAEPA Technical Team of a Draft MAEPA 2 Proposal in November 2009. Following consultation with the representatives of the three governments, the final MAEPA 2 Proposal was circulated in March 2010.

MAEPA 2 is essentially a repeat of MAEPA 1 with several improvements based on lessons learned through MAEPA 1. Further details are provided in Section 2.2 below. It also included a separate though related component to revise the Islamic Education Curriculum of Afghan Teacher Training Colleges (ITCs), the only element of the TTC curriculum not to have been completely revised through a previous GTZ project.

MAEPA 2 is ongoing with a planned completion date of 25 February 2011.

Consideration of a third and “scaled up” phase was first suggested by AusAID at the *MAEPA 2 Inception Meeting* in Malaysia in April 2010. Various informal bilateral meetings followed this proposal. However, the first trilateral meeting dedicated to development of the concept for the future was the *MAEPA 3 Workshop* in Kuala Lumpur in October 2010.

2.2 Context in the Three Partner Countries

MAEPA is the first trilateral project between Afghanistan, Malaysia and Australia. It is also the first aid project to be jointly funded by Malaysia and Australia. The Project has benefited from the goodwill which exists between the three countries and the desire of the two donors to contribute to education reform in Afghanistan. MAEPA has also provided a concrete example of a joint endeavour which has become a point of focus for this three-way relationship.

A future MAEPA is expected to contribute further to strengthening this relationship. To do so it must continue to meet the needs of all three partners as described below.

Afghanistan

Almost three decades of conflict have devastated much of Afghanistan's human, physical and institutional infrastructure and insecurity remains a critical challenge to development efforts. Many Afghans lack access to basic services, particularly in rural areas. Despite these challenges, important progress has been made following the collapse of the Taliban in 2001, and signing of the Bonn Agreement in December 2001. For example, GDP

growth has averaged 11 per cent since 2002 with an actual 22 per cent in 2009, albeit from a very low base.

Development in Afghanistan is largely funded by international donors, with international aid accounting for 45 per cent of GDP. The development budget is financed 100 per cent by donors while 35 per cent of the operating budget is financed by aid. Total development assistance to Afghanistan is variously calculated as \$US3-5 billion per annum from sixty donors including international financial institutions, UN agencies, governments and non-government agencies.

The *Kabul Process*, a partnership between the international community and GoAf which commenced in 2009, reinforces Afghanistan's leadership and ownership over the country's development. A key recent meeting under the *Kabul Process* was the *Kabul Conference* in July 2010 which confirmed the need to align international development assistance with Afghan priorities and systems, and increase the proportion channelled through GoAf systems from 20 to 50 per cent.

The Afghanistan National Development Strategy (ANDS) was launched by GoAf in June 2008 in Paris. The National Education Strategy Plan (NESP) sits under the ANDS and both guide priorities for development activities in the Education sector, including MAEPA. The strategies of NESP 2 (2011-2014) underpin the MoE(Af) vision for the future of MAEPA. For teacher education, these include:

1. ***Pre-Service:*** *In-service and Pre-service Training in TTCs and Satellite TTCs, Scholarship, System building, Capacity building (includes mentoring and coaching, scholarship and institutional partnership), Strengthening management, monitoring and evaluation*
2. ***In-Service*** *Teacher and Principal Training*
3. ***Capacity Development, Institution and Organisational Development***
4. ***Serving the Under-served:*** *Increase Female Teachers*
5. ***Monitoring & Evaluation***
6. ***Research & Policy***

While Afghanistan has made significant progress in re-establishing an education system, significant challenges remain. Since the fall of the Taliban in 2001, the number of children enrolled in schools has increased from about 1 million boys in 2001 to 6.4 million children today (of whom one third are girls). The teaching force has had to grow exponentially to keep up with this demand. This rapid growth, on top of a brain drain of skilled professionals, has created a need for skills upgrade among the 154,000 teachers and the 1,500 teacher trainers in the 42 Teacher Training Colleges (TTCs). Continuing high rates of growth in both pupil enrolment and teacher numbers are expected as only an estimated 66 per cent of school age boys and 40 per cent of girls currently attend school. Afghanistan's Millennium Development Goal (MDG) target is to have universal primary education by 2020.

Australia

There is bipartisan agreement in Australia to expand the aid program to reach 0.5 per cent of Gross National Income by 2015. In effect, this will lead to a doubling in aid from \$A4.3 billion in 2010-11 to about \$A8 billion by 2015-16.

In his speech on 22 September 2010 to the United Nations MDGs Summit, Australia's Foreign Minister, the Hon Kevin Rudd said:

"The Gillard Government puts the MDGs at the heart of our aid program".

He committed Australia to funding programs in support of the MDGs, including:

"Across our entire overseas development assistance program, Australia expects between now and 2015 to allocate A\$5 billion to education.

A\$1.6 billion to women's and children's health...."

Australia in Afghanistan

Australia has both military and aid commitments in Afghanistan in support of the international coalition seeking peaceful resolution to decades of conflict. AusAID's recent summary of its aid to Afghanistan states¹

"Australia's mission in Afghanistan combines military action, development and political effort. Our objectives are to:

- train an Afghan National Army brigade in Uruzgan province in southern Afghanistan to assume responsibility for security*
- help train the Afghan National Police, to assist with civil policing functions in Uruzgan*
- strengthen the ability of the Afghan Government to deliver basic services, and to assist with capacity building in Uruzgan, so that the provincial administration can in time also assume responsibility for civil roles.*

The goal of Australia's development assistance program is to strengthen the capacity of Afghan institutions to govern effectively and provide basic services and economic development. Australian aid to Afghanistan is delivered in line with the development priorities of the Government of Afghanistan..."

Afghanistan is the fourth largest recipient of Australian aid, after Indonesia, Papua New Guinea and Solomon Islands. AusAID's 2010-11 (1 July to 30 June financial year) program for Afghanistan has doubled from \$A53 million to \$A106 million. Inclusive of spending by other Australian government agencies, total aid budgeted for Afghanistan is \$A123 million.

Within AusAID's program to Afghanistan, MAEPA is part of the DAFA. The Ministry of Education in Afghanistan (MoE(Af)), the MAEPA partner organisation to date, is one of four Ministries supported by DAFA. The others are:

- Ministry of Public Health (MoPH)

¹ (<http://www.aid.gov.au/country/country.cfm?CountryID=27886219&Region=AfricaMiddleEast> of 19 October 2010)

- Ministry of Agriculture, Irrigation and Livestock (MAIL)
- Ministry of Rural Rehabilitation and Development (MRRD)

A Mid-Term Review of DAFA was conducted in late August/early September 2010. Findings of the Mid Term Review are still being finalised and were not available for discussion at the Workshop. However, it is expected that the MTR will recommend continuation of MAEPA.

AusAID uses a contracting model based on competitive tender. GRM International has managed the second phase of DAFA inclusive of MAEPA 1 implementation and MAEPA 2 design and implementation. GRM has been tasked by AusAID to facilitate consultations on MAEPA 3, conduct the *MAEPA 3 Workshop* and produce this *Concept Paper*.

The DAFA is due to conclude in February 2012. Design and implementation of the future MAEPA will need to plan for a smooth handover to the future DAFA contractor, to be selected through a competitive tender process.

Malaysia

The Malaysian Technical Cooperation Programme (MTCP) is Malaysia's aid program. A major component of MTCP is a series of short courses conducted in English in a range of sectors in Malaysia. The courses are listed in an annual Calendar of courses. Training is conducted by 54 different institutions, including IPG KBA.

Malaysia's new Five Year Economic Plan was announced along with the FY2011 Budget on 15 October 2010. The Prime Minister's Budget Speech notes that growth projections for the Malaysian economy have turned around from an actual of -1.7 per cent in 2009 to an expected 7 per cent in 2010 and 6 per cent in 2011.

Even so, MTCP funding has been cut by 75 per cent in reflection of tough economic circumstances following the global financial crisis. Forward commitment for MTCP in the Five Year Plan has only been announced for the first two years, making financial commitments to MAEPA beyond that period difficult. The budget for each of calendar years 2011 and 2012 is RM10.3 or RM20.6 in total, compared to RM40 in 2010. MAEPA sits within the Third Country Training Programme (TCTP), which is part of the MTCP.

The Economic Planning Unit of the Prime Minister's Department represented MTCP's interest in MAEPA for most of MAEPA 1. However, in January 2010 this responsibility shifted to the Malaysian Ministry of Foreign Affairs MoFA (M)) and there was a change in personnel involved in coordination. MoFA (M) is now the Malaysian focal point for MAEPA. The Policy and International Relations Division in the Ministry of Education MoE (M)) is the lead agency with responsibility for management of the Malaysian inputs. The lead institutions in Malaysia have been the Institute of Teacher Education, International Languages Campus (IPG KBA, formerly IPBA) and the Institute of Teacher Education, Islamic Education Campus (IPG KPI, formerly IPIS).

Afghan nationals are eligible to apply to participate in the mainstream MTCP. To date, Afghanistan has been under-represented in courses conducted at IPG KBA covering topics such as greater use of information and communications technology (ICT) in teaching. There is scope to increase Afghan participation in mainstream MTCP through more deliberate targeting and through enhancing the role of both the Malaysian High Commission in Islamabad and the Afghan Embassy in Kuala Lumpur in promoting the opportunity and handling applications and visas.

MTCP is currently preparing a course on anti-corruption exclusively for Afghan officials to be delivered in 2011. This course has been developed in response to a request made to Malaysia's Special Envoy for Afghanistan, HE Dato' Wira Zainal Zain when he visited Afghanistan to attend the *Kabul Conference*.

MoFA has recently decided to permit Malaysian Mentors and officials to travel to Afghanistan in November 2010 and February 2011 to undertake inputs in Stages 4 and 5 of MAEPA 2. This decision has significant impact for MAEPA 2 and potentially for the design of future programs.

2.3 Key Principles of the MAEPA Model

The MAEPA design is based on a one-year Work Plan consisting of five Stages as set out in Table 1:

Table 1: The MAEPA Work Plan Stages

Stage	Activity	Time in Weeks
1	Project Establishment	1
2	Training Preparation	20*
3	Training Delivery in Malaysia	14
4	Training Application in Afghanistan	17
5	Coordination and Review	ongoing

*approximately- varied between MAEPA 1 and MAEPA 2

While the initial concept articulated in the July 2008 media release was training in Malaysia, the preparatory (Stage 2) and follow up stages (Stage 4) were seen as essential to implementation of a well-planned and sustainable activity. The experience of previous AusAID capacity building and training activities had shown that follow-up support in-country aided take-up of new practices.

The 14- week course duration was chosen to fit within a Malaysian semester. Combined with a 20-day Practicum in Kabul, this makes up an 18-week program which met GoAf requirements for a training program of this type.

The MAEPA Curriculum was written by a team of teacher trainers from all three countries through a workshop process which established the key competencies needed by Master Teacher Trainers in Afghanistan, and the consequent skills and knowledge they would need to develop during their training in Malaysia. In MAEPA 1, this resulted

in development of 11 Competency Fields (CFs). In MAEPA 2 a twelfth CF was added to cover the new Literacy stream.

The Malaysian teaching team of between 35-40 teacher trainers developed the training approaches and teaching and learning materials for their respective CFs in English. The materials were later quality checked by the ATTE and then translated in Kabul into the Dari and Pashto versions used by the MTTs.

The principles underpinning the MAEPA design have been:

- MAEPA provides trainer training where follow-up training in Afghanistan contributes to a cascade model with multiplier benefits as more people receive training lower in the cascade pyramid
- A trilateral partnership, where Malaysia is regarded as a good location for training of Afghans as its multicultural peaceful society and progressive Islamic values provide good models for Afghan trainees
- Good relationships between all participating parties highly valued as a means towards inclusive and effective decision-making and management
- The experience in Malaysia designed to be “transformative”, i.e., a mix of classroom content and life experience having potential to radically change the participant’s outlook on his/her work in future
- A MAEPA curriculum tailored to the identified needs of Afghan teacher trainers
- Adult appropriate and needs based training using the competency based training approach
- A working knowledge of English not a pre-requisite for selection as an MTT. Instead, Afghan Interpreters are funded to interpret in the classroom training in Malaysia and translators employed in Kabul to prepare Dari and Pashto versions of all training materials and key management documents
- MTT selection process designed to encourage nomination of females as well as a broad provincial spread
- Frequent monitoring and evaluation and application of evidence-based lessons learned within the life of the project have lead to continuous improvement
- Training support to MTTs following their return from Malaysia in the form of feedback on Practicum and two workshops before and after practical TTC-based training
- Capacity building of a TED core team to assist them to support the MTTs
- A cost sharing model allocating costs to Malaysia and Australia as appropriate with financial management conducted in parallel
- Significant in-kind contribution by officials and teacher trainers in both Afghanistan and Malaysia.

These principles have been valuable in MAEPA 1 and MAEPA 2. It will be important to keep these in mind when considering design options for the future.

2.4 Success Factors from MAEPA 1 and MAEPA 2

In conceptualising a future trilateral program, it is important to learn from the experience of MAEPA 1 and MAEPA 2 and build on the positives. This Section summarises success factors categorised under relevant headings, drawing on the presentations by groups at the MAEPA 3 Workshop and on MAEPA Reports. Reflection on this learning will prevent these points being taken for granted.

Strong Commitment by the MAEPA Partners

- **High level political support** in both Malaysia and Australia has provided impetus during both the design and implementation stages and given MAEPA a profile beyond its size. Visits by the then Australian Foreign Minister and Prime Minister to Kuala Lumpur on 6 July 2009 during Week 2 of MAEPA 1, reinforced this commitment, made initially in July 2008 by the two Prime Ministers.
- This political support has led to high levels of goodwill and commitment among Government representatives from all three countries. **Establishment of strong relationships** based on sincerity and trust between the parties in turn has enabled an effective team approach to project coordination.
- **Commitment and preparedness to “go the extra mile”** is evident among all stakeholders. For example, Malaysian Training Facilitators took on their MAEPA roles on top of their full-time teaching loads; the management personnel in all three countries worked long hours at peak times to ensure that all tasks were completed on time and to a high standard.
- **Selection of appropriate Malaysian institutions** to host the training has been a critical success factor. Long-term prior involvement in MTCP gave IPG KBA the international experience, facilities and systems for designing and customising short courses and processing applications, providing pastoral care, transport and importantly the confidence to take on an international group.

Thorough Project Design Tailored to Needs

- The MAEPA design is based on a **good understanding of Afghanistan’s needs in the teacher training sector**. This resulted from the inclusive design process with GoAf involvement in project conceptualisation and development of the Curriculum which is based on the competencies required by Afghan MTTs.
- **The trilateral MAEPA model** uses the strengths and resources of each of the three partners to advantage and creates synergies from being able to access inputs from the three countries.
- **Malaysia is culturally appropriate** as a location for Afghan trainees. The cultural adaptation required of Afghan trainees in Malaysia is not as great as would have been in Australia. This was particularly evident during the fasting month of Ramadan, but also in everyday life for example through the prevalence

in Malaysia of halal food, prayer rooms and mosques and, importantly, gender segregated accommodation.

- Furthermore, the **peaceful multicultural society in Malaysia** was seen as a model for Afghans to emulate. The MTTs have been struck by harmonious and respectful working relationships between staff of different ethnic backgrounds. This is not something they learned as theory but that they experienced in practice wherever they went in Malaysia. One MTT in MAEPA 2 said that he hoped that the *One Malaysia* slogan could be transferred home as *One Afghanistan*. Absorption of these values is part of the MAEPA transformation which could be repeated in “MAEPA clones”.
- The Afghan Government favoured inclusion of Islamic Education as a discipline stream in MAEPA to assist reform of approaches to teaching Islamic Education in Afghan schools and TTCs. **Malaysia’s moderate and progressive form of Islam**, a long way from the politics of Afghanistan and its near neighbours, provided a particular advantage. IPG KPI staff have provided excellent inputs both to the Islamic Education Competency Field (CF) in the MTT Training Program and the one-month component to revise the Afghan Islamic Education Teacher Training Curriculum which will become the new curriculum for TTCs. The School Based Experience gave the MTTs opportunity to visit several religious schools which exposed them to co-education of girls and boys in an Islamic environment and seeing women in leadership roles.
- Malaysia’s **centralised education system and standardised teacher training curriculum** are appropriate models for Afghanistan because it also has a centralised system. This contrasts with Australia where education is managed at State/Territory level with some federal government inputs. Furthermore, teacher training curricula are institution-based in Australia with no centralised or standardised curriculum.
- MAEPA’s support of TTCs through strengthening the skills of MTTs means that **project benefits will be experienced across Afghanistan**, even in the most remote and insecure provinces. Some project activities are focused on strengthening the skills of a core support team in TED in Kabul, who have responsibility for supporting TTCs across the country, but most of the activities benefit MTTs and through the cascade model, their colleagues, their students, and their students’ students.
- **Constant monitoring and continuous improvement** by applying lessons learned has been an important design feature. This should continue with lessons learned from MAEPA 2 informing MAEPA in future.
- Sufficient time was allowed for a **thorough design process** of MAEPA 1 commencing with the AusAID scoping mission and Concept Note followed by a four-month period to build consensus between the three countries on the content of MAEPA and then develop the *Implementation Plan and Curriculum* through a joint process. The original design intent, Work Plan, and Curriculum have worked well and remain relevant for the future.

Customised and Sustainable Teaching and Learning Approach

- **Malaysia has had experience in running a cascade model of teacher training.** Under the Malaysian Trainer Development Program (MTDP), MoE(M) sent four groups of teacher trainers (104 teacher trainers in total) to the United Kingdom for three months' training as Master Trainers, over a number of years commencing in 1997. Initially they specialised in English language training. On their return these teacher trainers became agents of change within a cascading model of trainer training at State and District levels. Ten of these Malaysian Master Trainers work at IPG KBA, and at least one at IPG KPI. Several have become MAEPA Training Facilitators.
- As intended, MAEPA has been a **transformative experience** for the MTTs. The fact that learning related to both CF content and life experience in Malaysia was an underpinning principle from the *Implementation Plan and Curriculum*
- Learning happened both inside and outside the classroom due to the **varied and rich program of activities** which included excursions and the three-day Melaka visit and the three-day School Based Experience as well as visits to a variety of locations including the Forest Research Institute of Malaysia, a centre for the disabled, an income generation agency for women, and an international Koran reciting competition.
- The **needs based, tailor made MAEPA curriculum** was jointly developed by experts from all three countries so reflects the needs of Afghanistan and best practice of Malaysia and Australia.
- **Teaching and learning was conducted in Afghan languages.** In the classroom this occurred through use of qualified Afghan interpreters with experience in education. Materials were translated in Kabul into Dari and Pashto in advance of the training. Those MTTs wishing to enhance their academic English were provided with the English version as well.
- MAEPA included significant **capacity building by the ATTE** for the Malaysian teaching team to learn new skills relating to teaching through an interpreter and designing teaching and learning materials appropriate for customised needs based training. This support was delivered through: the Induction Workshop each April; via email as teaching and learning materials were being developed and refined; the Preparatory Workshop each June; and through on the job mentoring during regular visits.
- The teaching team were **flexible and responsive** to emerging needs and issues and adapted their teaching and learning approach if required.
- **The mentoring of MTTs by six Malaysian Mentors** introduced in MAEPA 2 provided more individualised support to MTTs in their groups of five. It also enabled support for the generic cross CF activities which are essential to MAEPA including microteaching, preparation of Journals, Action Plans and Portfolios.
- **Assessment strategy** designed to be appropriate to competency based training and Malaysian Training Facilitators trained in its application.

- **Sustainability of learning** is intended through the MTTs' preparation in Malaysia of Action Plans to encourage them to reflect on how their learning can be applied in future, as well as through the Stage 4 activities including the Practicum, two sets of workshops and the TTC-based practical teaching experience before the Final Workshop.
- **Sustainability of project benefits** will be supported by training of the MAEPA support team in TED through workshops in Kabul, inclusion of Academic Board Members as MTTs (five in 2009 and two in 2010) and appointment of a MAEPA 1 Interpreter, Dr Wahab, as TTC Development officer.
- MAEPA has provided significant support for **skill development in English language and computer use**. This training, conducted in both Kabul and Kuala Lumpur, has been found to be effective as a complement to the more formal CF subjects. Provision of laptops allowed more rapid take-up of ICT than expected.
- **Practical training in a warm province TTC (Nangarhar)** was valued by MAEPA 1 MTTs. A new model of warm province training will be trialled in MAEPA 2, timed to occur before the final workshop. Evaluation of the new model will guide this aspect of future programs.

Inclusive Selection of Participants

- The decision very early in the design phase that proficiency in English language would not be a prerequisite to participation in MAEPA has enabled **selection of MTTs and TTs from rural locations** and less advantaged TTCs.
- This has been made possible by the decision to fund **Afghan interpreters** to accompany the groups to Malaysia. The interpreters also support workshops in Kabul delivered by Australian and Malaysian facilitators.
- **Selection of MTTs and TTs** for the Practicum has aimed to be inclusive of women, diverse ethnic groups and people from all provinces of Afghanistan. The addition of the Literacy Stream in MAEPA 2 helped increase the proportion of women from 10 per cent to 33 per cent and should be retained. There is still room for improvement in the proportion of women participating in the Practicum and new strategies to increase their representation.
- The Project did whatever was required to support **participation of female MTTs** including funding travel by accompanying infants and their babysitting costs while in Malaysia (one infant in 2009 and three in 2010) and funding of chaperones to accompany both MTTs and Teacher Trainers (TTs) during travel from home province to Kabul for various MAEPA activities and development of the Practicum

Committed and Flexible Personnel

- **Continuity of highly committed personnel** in all three countries and strong working relationships between them has benefited MAEPA. In MAEPA 1, everyone was doing things (whether managing or teaching) for the first time.

Having many of the same staff work on MAEPA 2 meant that there was greater confidence and proficiency second time round. It also meant that new people could be briefed with greater authority as those involved in MAEPA 1 had real examples and contexts to cite.

- **The implementing team was flexible** with team members in all three countries responding to emails on weekends and in the evenings and the Australian Technical Team often working on the Afghan weekend when timelines were tight. This helped overcome the challenges of the different working weeks (where there is always someone working) and the four time zones. The ultimate example of this flexibility was the preparedness of the Malaysian team to work on the first day of Eid to assist the Technical Director in organising the emergency travel to Kabul by one of the female MTTs accompanied by an IPG KBA staff member as far as Dubai and then by a GRM staff member from Dubai to Kabul.

Effective Project Coordination and Management

- The **project management model** has worked well. Project management is more complex than in a bilateral project as there are three partners and activities happening simultaneously in three countries. It has been important to ensure good communication and that parties who “need to know” are fully informed regarding relevant aspects of project implementation. This has worked well for MAEPA to date but a scaled up version is likely to require a different management model.
- From a TED perspective MAEPA “does not look like a project” as its management is integrated into the work of TED **using TED systems and resources**.
- **Communication has been effective and timely**, despite potential difficulties of the different working weeks and the four time zones. Email and telephone have been found to be effective means of communication between Australia and Malaysia and between the GRM MAEPA staff in Afghanistan and Australia. Communication with GoAF has principally been face-to-face or by telephone as Email is not an effective primary form of communication with GoAF stakeholders engaged on MAEPA. Between TED and the provincial TTCs, radio has also been used as well as letters and telephone.

Appropriate Co-financing Model

- Cost structures are lower in Malaysia than Australia so **cost efficiencies** have been gained relating particularly to MTT accommodation, per diem and tuition costs.
- The model of co-financing adopted in the MAEPA 1 design has been **parallel co-financing** where activities were divided between the donors in a cost sharing model and funded and accounted for separately. This has worked well.

2.5 Afghan Vision for the Future

The General Director of Teacher Education, Ms Susan Wardak, presented both an update of the state of teacher education and TED's vision for the future to the MAEPA 3 Workshop in Kuala Lumpur. This included seven priorities for MAEPA as follows:

1. *Expand the MAEPA program to 100 participants: 50 Islamic Education + 50 Literacy*
2. *Create a 'Mentoring and M & E' MAEPA program for 20 people -from the Academic Board & other units of the department*
3. *Create an 'Administration' MAEPA program for 42 TTC Administrators*
4. *Provide funding to extend MTTs' and TTs' in-service activities at provincial level, and for M&E of these activities*
5. *Accredit the MAEPA program as part of a higher degree and provide scholarships for MTTs to further their study*
6. *Create productive partnerships between TED and Australian institutions of quality*
7. *Institutionalise MAEPA in the National Academy*

Prior to the Workshop, a DAFA consultant, Ms Linda Jenkinson, had supported Ms Wardak to prepare a paper describing TED's needs for the future. A draft version was distributed to Workshop participants and is attached as Annex 4.

Mr Hamid Jalil, Aid Management Director, Ministry of Finance (MoF), presented his vision for a future MAEPA as having four key components:

- Master Teacher Training (traditional MAEPA)
- Health training (clone of MAEPA)
- Capacity building through short-term training for the four government departments targetted by DAFA (MoE, MoPH, MAIL, MRRD)
- Regional scholarships, with strong interest in the International Islamic University of Malaysia (IIUM).

These complementary visions by senior Afghan Government representatives guided discussion of possible MAEPA responses and shaped the model for the future. Details are included in Section 3.

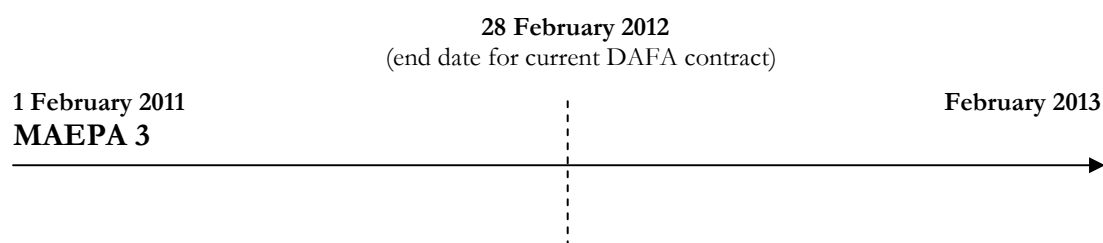
3 ACTIVITY DESCRIPTION

3.1 Definitions

As the current DAFA contract period will end in early 2012 and it is likely that there will be a shift to a MAEPA model subject to a longer funding cycle, it is important to clearly delineate proposed activities from each other. At the Workshop it was suggested that the

activities comprising the continuation of the MTT training and commencing in 2011 be called MAEPA 3. Diagram 1 illustrates the timeline for this activity.

Diagram 1: Timeline for MAEPA 3



3.2 MAEPA 3

As mentioned in Section 2.5, MoE (Af) has requested training for an additional one hundred MTTs after MAEPA 2. Malaysia has responded by offering training for 120 MTTs split into four more courses spread over 2011 and 2012. Hence, it is proposed that MAEPA continue with one intake of thirty MTTs in 2011 followed by a further intake of thirty MTTs in 1st Semester 2012 and another sixty MTTs in 2nd Semester 2012.

In order to provide capacity to meet this target, IPG KBA will support a third Malaysian Institute for Teacher Education, the Specialist Teacher Education Institute (IPG KIK), to become involved in MAEPA in 2012. IPG KIK, located in suburban Kuala Lumpur, is one of twenty-seven Malaysian Institutes of Education. Table 2 shows the proposed scaling up.

Table 2: Proposed MTT Cohorts Beyond MAEPA 2

Year	Semester*	No. of MTTs
2011	2	30
2012	1	30
2012	2	60
Total		120

*Semester 1 starts in early January and Semester 2 in early July.

Of additional MTTs proposed to be trained under MAEPA 3, IPG KIK will train sixty. One group of thirty in 1st Semester 2012 and another group of thirty in 2nd Semester 2012.

In preparation for its involvement, IPG KIK will shadow IPG KBA staff delivering the 2nd Semester training in 2011, then would conduct training in both Semester 1 and Semester 2, 2012. During their initial delivery in Semester 1, IPG KIK Training Facilitators would be supported by IPG KBA and IPG KPI staff with experience in conducting MAEPA training. In Semester 2, IPG KIK would deliver training unaided. IPG KBA and IPG KPI would jointly conduct training in Semester 2, 2012.

IPG KIK would offer the same courses as IPG KBA including CF12 for the Literacy stream. However, IPG KIK has capacity in Special Education, so an additional stream in this area could be added to the existing offerings if this is seen as desirable by TED. This is consistent with AusAID priorities in supporting the disabled through its aid programs.

The current partnership between IPG KBA and IPG KPI will continue with IPG KPI taking responsibility for provision of specialist expertise in Islamic Education and IPG KBA lead responsibility for overall coordination, planning and financial management, generic content delivery, the Literacy stream, and accommodation for the three participating institutions. All MTTs would be accommodated at IPG KBA and transported to IPG KPI and IPG KIK.

IPG KBA will need to broaden its Teaching Team as a number of key contributors will be retiring in 2012. Identification of staff with capacity to undertake these broader roles will need to be completed early in 2011 to allow time for them to be inducted into MAEPA through 2011.

Given the shift from a pilot program to a long-term program, Malaysia has requested funding from MAEPA to upgrade teaching facilities in the three institutions and the MTTs' accommodation. If approved, resources would initially be directed to IPG KBA and then utilised for upgrading of facilities at the three institutions.

Based on lessons learned from MAEPA 2 and the need to prepare for an expansion of the program, enhancements recommended for MAEPA 3 include:

- Detailed briefing for the Malaysian team about Afghanistan. Ideally this would be delivered by Malaysian Mentors who have travelled to Afghanistan and Afghan officials who would be in country for the Inception Meeting and Induction Workshop in April
- More detailed guidance to English Language Training (ELT) Trainers by the ATTE about course content and teaching methods
- Selection of more appropriate ELT resources and improved continuity between Kabul and KL ELT
- Changed timing of medicals so they do not overlap with the MTTs' initial briefing
- Improved relationship with the RMSI clinic in Kabul to ensure timely processing of medical reports
- Volunteer English Conversation Partners Program commencing in Week 1
- An experienced IPG KPI Training Facilitator with appropriate religious expertise and linguistic skills to more closely support and monitor delivery of Islamic Education training under CF2 and liaise with the ATTE
- Induction of IPG KIK staff as well as new IPG KBA and IPG KPI staff to prepare them for their roles in the Training Program
- Observation of relevant activities by Afghan and Malaysian officials and / or trainers from other sectors
- Emphasis on building the role of the TED support team, particularly during Stage 4.

- Refinement of the MTTs' practical work experience option in warm provinces in Stage 4, learning from experience in MAEPA 2 (December 2010 – January 2011).

At the MAEPA 3 Workshop, TED representatives also requested short training courses in the following areas:

- educational leadership for forty-two TTC Directors
- coaching and mentoring for TED staff
- M & E skills development for TED staff.

However, the specific needs and number of potential participants would need to be further explored. Potential providers of leadership training in Malaysia would be the National Institute of Educational Management and Leadership (IAB) and National Institute of Public Administration (INTAN), the training arm of the Public Service Department. The Design Team would need to liaise with GoM and then consult with key people from these or other nominated institutions. It is possible that the M & E as well as the coaching and mentoring training could be done in-country and supported by IPG KBA Training Facilitators.

This Component would also provide opportunities to build on the achievements of MAEPA 1, 2 and 3 by designing activities to support the cascade model in the provinces. Training of TTC Directors would partly meet this objective. Support for TTs, in-service and pre-service teachers lower down the cascade could also be done in a variety of ways, e.g. by provision of standardised teaching and learning materials for use in TTCs or resources to enable Teacher Trainers to produce their own customised teaching and learning resources. Ideally, assistance to the provinces needs to be anchored in TED and delivered through TED systems.

Course duration will be more flexible than the longer Component 1 and Component 2 training which are likely to be aligned the academic timetable of the hosting institutions. An example is the training requested by TED for Directors of the 42 TTCs. Given that relationships are already well established in the teacher education sector and the needs better understood than in other sectors, it may be that early courses could be piloted in the second half of 2011 as an “add-on” to MAEPA 3. However, it would not be wise to scale up too quickly and extend to other departments as that may compromise quality.

4 IMPLEMENTATION ARRANGEMENTS AND RESOURCING

4.1 Cost Sharing Model

The cost sharing model established for MAEPA 1 has been found to work very well. Primarily, Malaysia has funded costs in Malaysia apart from MTT per diems and Australia has funded costs external to Malaysia. However, in MAEPA 2 greater financial stringency in Malaysia led to AusAID meeting some additional costs which in MAEPA 1 had been funded by MTCP. These include accommodation and transport for the School Based

Experience, and production of the commemorative booklet distributed at the Closing Ceremony in Malaysia.

GoM has indicated continuing financial shortfalls in 2011 and 2012 with a 75 per cent cut to MTCP, while AusAID is in a situation of anticipated rapid budgetary growth, with a doubling of the budget for aid to Afghanistan in the current financial year (to 30 June 2011) and an expected doubling of the total aid program between 2010 and 2015. These complementary situations call for review of the cost-sharing model with a greater burden to be borne by AusAID.

Even after realignment it is expected that Malaysia's contribution to MAEPA will be a far greater proportion of its total aid program than Australia's contribution to MAEPA will be as a share of its budget. Table 3 presents the MAEPA 2 budget allocations as a proportion of the respective aid programs, and shows that Malaysia's MAEPA contribution in 2010 as a proportion of its aid budget is much higher than AusAID's. In 2011, if Malaysia contributes the same amount to MAEPA 3, this proportion will increase to 12.14 per cent of the much lower MTCP budget (RM 10.3 million).

Table 3: MAEPA 2 as a Proportion of Aid Budget in 2010

	Malaysia (RM)	Australia (\$A)
MAEPA 2 Budget	1,250,300	1,560,408
Aid Budget	40,000,000	4,085.1 million*
MAEPA 2 / Total Aid 2010 (%)	3.13	0.0004

*Estimate for Australia is based on half of 2009-10 and half of 2010-2011 FY budgets

MAEPA Phase I

The final approved budget for MAEPA Phase 1 was AUD 1,367,000

The Malaysian Contribution was AUD 286,000

MAEPA Phase II

The final approved budget for MAEPA 2 is AUD1,560,408

The Malaysian contribution is AUD 415,000

Australian Contribution included:

- Provision of overall project management through an Australian Managing Contractor.
- Met all project costs incurred outside of Malaysia including pre-course computer skills and English language training in Kabul for Master Teacher Trainers, costs of medical examinations and Malaysian visas, international airfares, and costs of the Practicum and Mentoring Workshops in Kabul conducted after the training in Malaysia.
- Provided the cost of a daily living allowance (at the rate of RM60 per person per day) for the 30 Afghan Master Teacher Trainers and two interpreters for the duration of the Training Program, including travel and orientation days before and after.

- Met the cost of Australian inputs, particularly personnel and their associated travel costs, for activities that took place in both Malaysia and Afghanistan.
- Met the cost of airfares to United Arab Emirates, accommodation and per diem travel allowances for two Malaysian Ministry of Education officials and the Training Program Coordinator to attend the Final Meeting in Dubai, in early February 2010.
- Met the cost of airfares to Afghanistan, accommodation and per diem travel allowances for two Malaysian Mentors to observe part of the Practicum and run Mentoring Workshops in early November 2010 and will do so again in February 2011.
- The cost of translation of the teaching and learning materials produced in Malaysia from English to Dari and Pashto.
- Organised and undertook project monitoring and evaluation.
- Met the costs associated with the Inception Meeting and Mid-Course Meeting held in Malaysia and the Final Meeting to be held in Afghanistan by officials from the three countries and the MAEPA team.
- Prepared and provided periodic reports on project progress and outcomes.

Malaysian Contribution included:

- Provided management and coordination of Malaysian inputs to the project.
- Nominated a Training Program Coordinator at IPBA who oversaw arrangements at IPBA.
- Nominated a MAEPA Coordinator in the Ministry of Education as the focal point for the Project in Malaysia.
- Hosted a one-semester customised Training Program at the International Languages Teacher Training Institute (Institut Perguruan Bahasa-Bahasa Antarabangsa) for 30 Afghan Master Teacher Trainers and two Afghan interpreters under the Malaysian Technical Cooperation Programme and met tuition costs.
- Provided the 30 Afghan participants accommodation and access to the facilities of IPBA.
- Provided medical and dental treatments at government hospitals / clinics and the expenses were borne by the Government of Malaysia.
- Met the 30 participants on arrival and provided an on-arrival Orientation.
- Provided the services of a team of Training Facilitators drawn from IPBA, the Ministry of Education, and the Islamic Studies Teacher Training Institute (Institut Perguruan Islam). The Training Facilitators attended a residential Induction Workshop in early April, developed teaching and learning materials in the preparatory period, and conducted training at IPBA during the fourteen week semester from June to October.
- Provided educational and social site visits for the 30 participants, organized by IPBA.
- Organised and met the costs of the Opening and Closing Ceremonies in Kuala Lumpur.
- Met local transportation costs of the Master Teacher Trainers.

- Organised the actual payment of the per diem living allowances to the trainees on a weekly basis, drawing on funds supplied from Australia into a project bank account.
- Assigned two Mentors to support the Master Teacher Trainers after they returned to Afghanistan. This support included their availability to make two visits to Afghanistan and provide e-mentoring to the Ministry of Education (Afghanistan) mentors as required. (All travel costs were met by the Government of Australia.)

MAEPA, a demand driven aid project, is also highly significant as it represents a new form of aid for Malaysia. The bulk of Malaysian aid funding is spent on supply driven short training courses and scholarships for academic study in Malaysia.

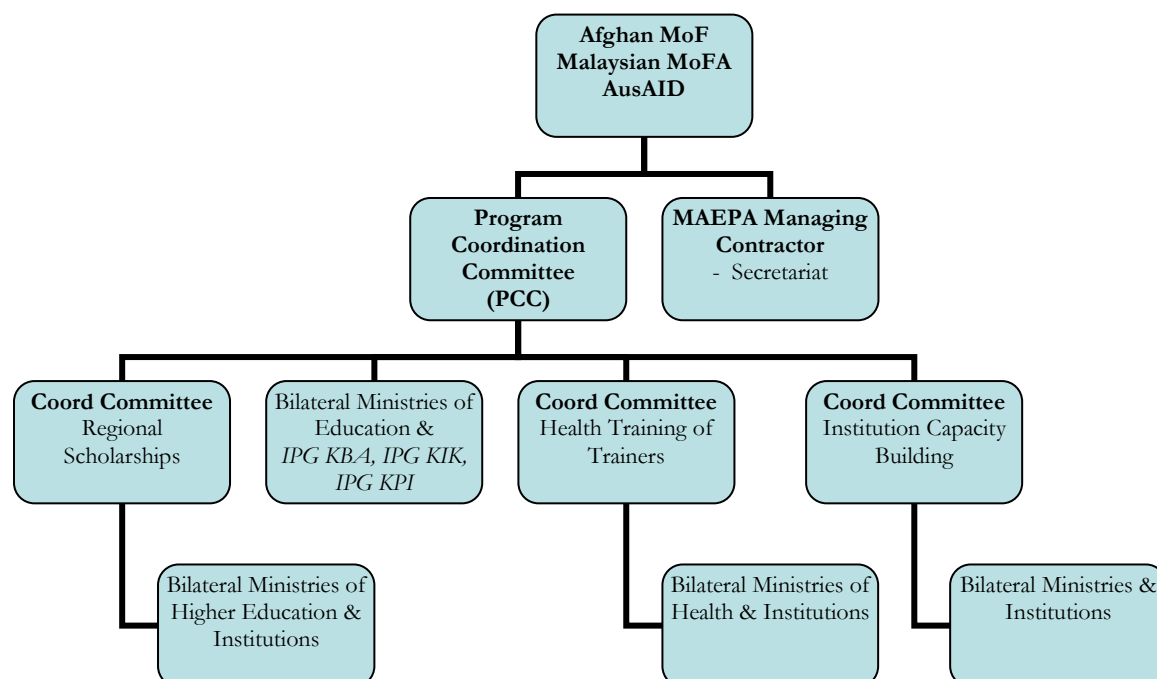
Malaysia has provided less financial data as part of its reporting than has Australia. The Design Team could explore whether enhanced financial reporting is possible for inclusion in periodic progress reports prepared by GRM for the three Governments.

4.2 Trilateral Coordination

MAEPA is significant as the first trilateral project between the three governments. The strong relationships established through MAEPA 1 and MAEPA 2 will form a firm foundation for designing and implementing the new activities. To date, coordination by senior representatives of the three Governments has taken place at the beginning, middle and end of each project in the Inception, Mid-Project and Final Meetings. For MAEPA 3, this model is recommended as it will allow ongoing coordination and discussion both of MAEPA 3 progress and achievements and provide a forum for planning for future MAEPA discussions.

The Design Team will need to consider a new model for coordination of MAEPA due to its greater complexity and longer term. At the October Workshop, the model depicted in Diagram 3 was considered a possible option.

Diagram 2: Possible Coordination Model for MAEPA



While we have used the language “partners” in MAEPA, it is useful to refer to the international literature on “triangular cooperation” between a traditional OECD, Development Assistance Committee donor, an emerging economy donor (also known as a “pivotal country”) and a less developed nation, the “recipient country”. AusAID has been invited by GTZ to share the MAEPA experience at a workshop on the practical aspects of triangular cooperation in Istanbul on 3-4 November 2010, *Three is a Lucky Number!? The Different Perspectives on Triangular Cooperation in Practice*. It is hoped that the experience of other triangular projects will be useful in thinking through appropriate models for both coordination and management of MAEPA.

4.3 Program Management

The current management model was established to manage a single group of thirty MTTs all doing Islamic Education. With the addition in MAEPA 2 of an extra Literacy Stream and the separate Curriculum Revision Component, the task became more complex. For MAEPA 3 there will be additional requirements compared to MAEPA 2, as there will be Stage 2 preparatory activities in both Kabul and Kuala Lumpur in the second half of 2011 and possibly add-on pilot activities. There will also be a need to service the work of the Design Team including international inputs and documentation. It is therefore proposed that at a minimum:

- a) The MAEPA Administrator in Kuala Lumpur have a greater coordination role and be appointed on a full-time basis to support both the MTT program and the design team, and support a longer induction process and liaison with IPG KIK . She has the capacity to take on additional roles such as reporting on MTT

educational and social excursions, which would relieve the hard-pressed Training Facilitators.

- b) The Project Officer in Kabul be supported full-time by an Administrator so that he can be relieved of routine tasks and focus on activities more suited to his capacity. In the second half of 2011, additional resources will be needed in Kabul as Stage 2 for MTT Intake 4 will overlap with Stage 4 for Intake 3. Once the Work Plan is prepared these demands will become clearer.

Consideration will also need to be given to the inputs by the Melbourne-based technical team in MAEPA 3 whether any aspect of the model should be changed.

Scaling up MAEPA will require additional human resources in Afghanistan, Malaysia and Australia. The Design Team will need to plan the tasks to be carried out in each place and the staffing implications for these. Tasks will relate to implementation, monitoring and evaluation which should continue to happen in an integrated manner. Both will be supported by an enhanced database.

Leadership functions will also need to be defined. The addition of activities in new sectors will demand new expertise not held among the current technical team (such as health training curriculum and design) and scaling up will demand greater additional inputs, either by adding more leadership positions or by creating positions for support staff. Having support staff would allow the Technical Team to attend only to higher level leadership tasks. These comments assume that leadership will remain in Australia. In a trilateral model with implementation of project activities in both Malaysia and Afghanistan, having the leadership team in Australia has worked well. The experience of other trilateral or triangular projects could be useful in considering location options.

The current model is based on a two-person Technical Team being available for variable inputs according to the demands of the MAEPA Work Plan. This is possible through their engagement as independent contractors to GRM with inputs determined on a monthly basis. They have adapted their working hours and days to suit the four time zones and the 15-hour span between start of business in Melbourne and close of business in Dubai. They have also been prepared to work at home office on Australian weekend days to coincide with the working week in Kabul. This flexibility to work at nights and weekend has enhanced project management, but can be punishing for the team knowing that they are “on call” as there is always someone working. Scaling up of the project could well lead to different management models with more contained hours of work.

4.4 Monitoring & Evaluation

An integrated yet flexible Monitoring and Evaluation (M & E) Framework consistent with the DAFA PAF will need to be developed by the Design Team.

A shared approach to M&E is appropriate in order to maximise strengths on all sides and to build sustainability. In Malaysia, staff with experience in MAEPA 1 and 2 and expertise in M&E could play an active role in evaluation of Components 1 and 2. The

database should be expanded and made accessible in all locations to assist with M&E. This would allow the project to identify and utilise participants' strengths, track individuals' participation and link appropriate people (according to location and strengths) to cascade activities or other activities such as briefing others.

4.5 Risk Assessment for MAEPA 3

MAEPA 3 risks are similar to those identified for MAEPA 1 and 2. Potential risks include:

- Deteriorating security in Afghanistan which impedes safe movement of MTTs between provinces and Kabul for MAEPA activities and/or prevents inputs by Australians or Malaysians in Kabul;
- Ability for all parties to meet the tight timelines in the MAEPA 3 Work Plan particularly in the second half of 2012 when the third and fourth MTT groups will have overlapping activities and new capacity building activities may commence;
- Maintaining interest and commitment by Malaysian Training Facilitators as they enter their third year of taking on additional MAEPA work on top of full-time teaching loads;
- Absorptive capacity issues in both Afghanistan and Malaysia as activities start to be scaled up;
- IPG KIK struggles to meet its new commitment as a MAEPA training institution;
- Afghans who are sent to Malaysia do not return to Afghanistan. Experience to date makes this risk seem lower than initially anticipated as all 72 MTTs, Islamic Education curriculum revision team members and interpreters have returned as planned at the end of their respective programs. However other donors offering offshore courses to Afghans have had different experiences.

Design features will be built in to help mitigate these risks. For example, MAEPA 3 will include induction of IPG KIK staff into MAEPA both through capacity building workshops and also opportunity for IPG KIK staff to shadow IPG KBA in Semester 2.

Pro-active project management should lead to early identification of risks and ability to deal with them appropriately. It will be important to build on the experience of MAEPA 1 and MAEPA 2 of promoting a culture of openness and sharing of knowledge so that if a problem becomes apparent to one party, others who need to know are also advised and together joint solutions arrived at.

5 SUGGESTED DESIGN PROCESS

5.1 MAEPA 3 Design

Given that MAEPA 3 will be a significantly scaled up repeat of MAEPA 2 and might include possible add-ons in the form of short targeted courses, it is proposed that a staged design process be adopted. As it is the most imminent, Stage 1 would focus on the

MTT training proposed for 2nd Semester 2011. Being a simple repeat of MAEPA, the design resources and time required to prepare for this should not be too great. Primarily the Work Plan, Budget and management arrangements will need revision. Analysis of lessons learned in MAEPA 2 may lead to some improvements which affect timing or expenditure, so this analysis should precede the development of the revised schedules.

Stage 2 would be the design work to be done for the fourth and fifth intakes in January and July 2012 respectively. This would need to be completed in the first half of 2011 as the preparatory phase for the fourth intake will need to occur in the second half of 2011. This consideration should also look at efficiencies to be gained for instance if selection for both intakes were to be conducted in one process in July 2011, which would have the benefit of having “spare” applicants to replace nominees who fail medicals or withdraw for other reasons as happened in MAEPA 2.

Stage 3 would be design of short training courses in educational leadership for TTC Directors; coaching and mentoring for TED staff; and M & E skills development, also for TED staff.

It is anticipated that an additional design resource will be required for Stages 2 and 3 because of the scale of the task relative to the design requirements for MAEPA 1. Especially since the MAEPA Technical Team will also have some ongoing involvement in the preparatory phase for Stage 1 of MAEPA 3 from March 2011 onwards.

5.2 Timeline

The timeline suggested is:

- This *Concept Paper* to be prepared by DAFA Facility by 2 November 2010
- GoA, GoM and GoAf consider the *Concept Paper* and offer comments by 19 November 2010
- Final version of the *Concept Paper* be prepared by the MAEPA technical team by 26 November 2010
- Updated Exchanges of Letters for MAEPA 3 to be prepared by AusAID by 30 November 2010
- Tasking Note to DAFA for the design of MAEPA 3 Stage 1 to be prepared by AusAID by 30 November 2010. The design for this will consist principally of a revised Work Plan and Budget for the period 1 February 2011 to 28 February 2012.
- Work Plan and Budget for MAEPA 3 Stage 1 to be prepared by DAFA Facility by 31 December 2010.
- Tasking Note to DAFA for the design of MAEPA 3 Stages 2 & 3 to be prepared by AusAID by 31 January 2011.
- Design Document for MAEPA 3 Stage 2 completed by 30 April 2011
- Design Document for MAEPA 3 Stage 3 completed by 30 June 2011

6 CONCLUSION

What we now refer to as the “MAEPA way” was created through an extensive consultative process in 2008 and early 2009. The challenge now is to build on this experience and pave the way for design of a longer-term MAEPA that continues to meet the needs of Afghanistan through the trilateral or triangular model. This *Concept Paper* is intended to provide a starting point for the DAFA team to develop MAEPA 3. Hopefully, through these dual processes we can turn the Afghan vision described in Section 2.5 into a reality.

Annex 8

Consultation during Phase 2 and Phase 3 of the MAEPA 3 Design

Annex 9: Consultation during Phase 2 and Phase 3 of the MAEPA 3 Design Process

Date	Activity	Participants	Focus
Kabul			
7-Feb-11	Meeting	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson GRM International: <ul style="list-style-type: none"> › Mr John Templeton, <i>DAFA Facility Manager</i> › Mr John Farquharson <i>DAFA Deputy Facility Manager</i> › Mr Ty Morrissey, <i>M&E Adviser</i> › Mr Gary Andrews, <i>DAFA Project Manager</i> 	<ul style="list-style-type: none"> › MAEPA 3 priorities for DAFA team › Budgeting issues › Approach to costing in design
7-Feb-11	Meeting	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson GRM International <ul style="list-style-type: none"> › Mr Farhad Zhuanday, <i>MAEPA Project Officer</i> TED: <ul style="list-style-type: none"> › Mr Abdul Haq Rahmati, <i>Adviser and Academic Deputy Director</i> › Mr Abdul Khalil Fazli, <i>Director of the Curriculum Department</i> › Mr Bismillah › Mr Sadruddin Ashrafi › Mr Mohammed Hossain Mouhseni › Others 	<ul style="list-style-type: none"> › TED priorities for MAEPA 3 › Target group for 'Leadership' training
8-Feb-11	Meeting	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson GRM International <ul style="list-style-type: none"> › Mr Farhad Zhuanday TED Development Group (DG)	TED Development Group's <ul style="list-style-type: none"> › Role › Responsibilities › Impact on TTCs › Management › M&E activities
8-Feb-11	Meeting	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson TED in-service managers: <ul style="list-style-type: none"> › Dr Mansory › Mr Gulzai 	<ul style="list-style-type: none"> › Current and future district level TE activities
9-Feb-11	Meeting	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Interpreter TED Admin Directors: <ul style="list-style-type: none"> › Mr Mohammed Hossain Mouhseni 	<ul style="list-style-type: none"> › TED financial systems
9-Feb-11	Meeting	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson GRM International: <ul style="list-style-type: none"> › Mr Mousavi, <i>DAFA M&E Officer</i> 	<ul style="list-style-type: none"> › MAEPA 1 & 2 experiences › Recommendations for M3
10-Feb-11	Workshop	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson › Ms Sue Majid, Ms Jane Perry GRM International: <ul style="list-style-type: none"> › Mr John Templeton 	<ul style="list-style-type: none"> › Briefing: TED system and issues › Consider lessons learned › Propose approaches to M3

		Malaysia team: <ul style="list-style-type: none"> › Mr Zakri Jaafar, <i>Undersecretary, MoFA</i> › Ms Farrah Felinda Hanim Bt Razali, <i>Principal Assistant Secretary, BDHA</i> › Mr Aslam Khan Samahs Khan, <i>MAEPA Training Program Coordinator, IPG KBA</i> › Ms Yashwanora Yahaya, <i>MAEPA Head Mentor, IPG KBA</i> › Ms Rahimah Packeer Mohamed 	
12-Feb-11	MAEPA 3 Inception Meeting	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson › Ms Sue Majid, Ms Jane Perry GRM International: <ul style="list-style-type: none"> › Mr John Templeton › Mr Gary Andrews › Mr Arian, <i>Interpreter</i> Malaysia team: <ul style="list-style-type: none"> › Mr Zakri Jaafar › Ms Farrah Felinda Hanim Bt Razali › Mr Aslam Khan Samahs Khan › Ms Yashwanora Yahaya › Ms Rahimah Packeer Mohamed TED: <ul style="list-style-type: none"> › Mr Abdul Haq Rahmati, › Mr Abdul Khalil Fazli, 	<ul style="list-style-type: none"> › Briefing: progress to date › Lessons learned in M2 and implications for M3 › Analysis of all proposed elements of M3 › Approaches to M3, and design decisions
13-Feb-11	Discussion	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson TED: <ul style="list-style-type: none"> › Abdul Haq Rahmati 	<ul style="list-style-type: none"> › Shared current ideas about approaches to implementing M3 components
13-Feb-11	Meeting	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson › Interpreter TED: <ul style="list-style-type: none"> › Group of TTC directors from nearby colleges 	<ul style="list-style-type: none"> › Briefing: TTC operations and issues, MTT activities and constraints › Responses to MAEPA 3 plans
13-Feb-11	Meeting	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson › Interpreter TED: <ul style="list-style-type: none"> › Academic Board › MTT participants › MTT mentors 	<ul style="list-style-type: none"> › Briefing: mentor activities to date › Academic Board operations and issues, and role in TTC development
14-Feb-11	Meeting	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson GRM International: <ul style="list-style-type: none"> › Mr Hamid Natiq, <i>Capacity Building Officer</i> 	<ul style="list-style-type: none"> › MAEPA 1 & 2 experiences › Recommendations for M3
15-Feb-11	Discussion	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson TED: <ul style="list-style-type: none"> › Ms Susan Wardak, <i>Senior Policy Adviser &</i> 	<ul style="list-style-type: none"> › Decisions from Inception Meeting › M3 approaches to capacity development

		<i>General Director</i>	
15-Feb-11	Meeting	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson Interpreter TED: <ul style="list-style-type: none"> › TTC Development Department 	<ul style="list-style-type: none"> › Briefing: DD operations, roles, responsibilities, constraints and relationships › Responses to M3 plans
16-Feb-11	Discussion	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson GRM International: <ul style="list-style-type: none"> › Mr Farhad Zhuanday 	<ul style="list-style-type: none"> › MAEPA 1 & 2 experiences and recommendations
16-Feb-11	Discussion	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson GRM International: <ul style="list-style-type: none"> › Jorgen Hansen, <i>Senior Advisor, MAIL project</i> 	<ul style="list-style-type: none"> › Best practice in institutional development › Process/timing
16-Feb-11	Discussion	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson GRM International: <ul style="list-style-type: none"> › Ms Janee Crane, <i>DAFA Design Specialist</i> 	<ul style="list-style-type: none"> › Best Practice in project design/ institutional development
Kuala Lumpur and Environs			
18-Feb-11	Briefing Meeting	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson IPG KBA, IPG KPI, IPG-KIK, IAB <ul style="list-style-type: none"> › Various Directors & Officers 	<ul style="list-style-type: none"> › Planning consultation, fact gathering › Briefing: design process, progress to date, needs
21-Feb-11	IAB visit & meeting	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson IAB: <ul style="list-style-type: none"> › Dr Razali Othman, <i>Deputy Director</i> › Mr Mazlan Samsudin › Dr Hamizer Mohd Sukor › Mr Gerald Kochappan › Dr Wagheeh Shukry › Ms Audrey Lim Bee Yoke › Ms Chua Siok Hong BDHA: <ul style="list-style-type: none"> › Ms Farrah Felinda Hanim Bt Razali IPG KBA: <ul style="list-style-type: none"> › Mr Aslam Khan Samahs Khan › Ms Yashwanora Yahaya › Ms Sharul Khuzaini bt Kasim, <i>MAEPA Office Administrator</i> 	<ul style="list-style-type: none"> › Presentation & Classroom observation: IAB role, processes, experiences, capacity › Briefing: 'leadership training' objective, possible structure
22-Feb-11 & 23-Feb-11	Discussion	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson IPG KBA: <ul style="list-style-type: none"> › Mr Aslam Khan Samahs Khan › Ms Yashwanora Yahaya › Ms Maimon Abdullah, <i>Lecturer, Operations Coordinator, International Office/ Warden</i> › Ms Tan Aig Bee, <i>Lecturer, Academic Coordinator, International Office</i> 	<ul style="list-style-type: none"> › Possible structure of MAEPA 3 activities › Proposed dates for MAEPA activities › Proposed funding gaps › Accommodation renovations needed for over 30 participants

		<ul style="list-style-type: none"> › Mr Ng Hee Liang, <i>Senior Lecturer</i> › Ms Sharul Khuzaini bt Kasim 	
24-Feb-11	Meeting / Discussion	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson IPG KBA <ul style="list-style-type: none"> › Board & Director 	<ul style="list-style-type: none"> › Briefing: project components, Malaysian / IPG KBA role
24-Feb-11	IPG-KPI visit & meeting	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson IPG KPI <ul style="list-style-type: none"> › Hj. Anwar b. Ahmad Deputy <i>Director</i> › Ms Rahimah Packeer Mohamed › Ms Shamsina Shamsuddin › Ms Rozita Hj. Md. Noh › Mr Sabri Ahmad Zabidi › Ms Zulina Ahmad Zawawi › Mr Md. Zuraini Mashrom IPG KBA: <ul style="list-style-type: none"> › Mr Aslam Khan Samahs Khan › Ms Yashwanora Yahaya › Ms Sharul Khuzaini Kasim BDHA: <ul style="list-style-type: none"> › Mr Wong Lih Yen 	<ul style="list-style-type: none"> › Briefing & discussion: project components and Malaysian/ IPG-KPI role in the project
24-Feb-11	IPG-KIK visit & meeting	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson IPG KIK: <ul style="list-style-type: none"> › Ms Aziah Aziz <i>HOD, English Studies Department</i> › Ms Santhi Periasamy <i>HOD, Research and Innovation Department</i> › Ms Rafidah Ruhani, Rep, <i>HOD, Education Dept</i> › Ms Siti Rohani Abd. Rahman Rep, <i>HOD, Social Studies Dept</i> › Ms Aliza Alwi, <i>MAEPA 3 Coordinator</i> IPG KBA: <ul style="list-style-type: none"> › Mr Aslam Khan Samahs Khan › Ms Yashwanora Yahaya › Ms Sharul Khuzaini Kasim 	<ul style="list-style-type: none"> › Briefing & discussion › Project components › Malaysian/ IPG-KIK role in the project
24-Feb-11	Meeting MoFA	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson MoFA: <ul style="list-style-type: none"> › Mr Zakri Jaafar BDHA: <ul style="list-style-type: none"> › Mr Wong Li Yen IPG KBA: <ul style="list-style-type: none"> › Mr Aslam Khan Samahs Khan › Ms Yashwanora Yahaya › Ms Sharul Khuzaini Kasim 	<ul style="list-style-type: none"> › Briefing & discussion › Project components › Malaysian role in the project › Cost sharing
In Melbourne			
28-Feb-11	Meeting	Design team:	<ul style="list-style-type: none"> › Develop agreements about

to 2-Mar-11		<ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson Ms Sue Majid, Ms Jane Perry 	M3 design <ul style="list-style-type: none"> › Prepare briefing paper for work with Malaysian team
3-Mar-11 & 4-Mar-11	Discussion	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson Ms Sue Majid, Ms Jane Perry Malaysian Team: <ul style="list-style-type: none"> › Mr Wong Li Yen, <i>Assistant Secretary, International, BDHA</i> › Mr Aslam Khan Samahs Khan, <i>IPG KBA</i> 	<ul style="list-style-type: none"> › Work through draft briefing paper
5-Mar-11	Skype meeting	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson Ms Sue Majid GRM International: <ul style="list-style-type: none"> › Mr John Templeton › Mr Farhad Zhuanday 	<ul style="list-style-type: none"> › Work through draft briefing paper
6-Mar-11	Video-conference meeting	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson › Ms Sue Majid, Ms Jane Perry Malaysian Team: <ul style="list-style-type: none"> › Mr Wong Li Yen, <i>BDHA</i> › Mr Aslam Khan Samahs Khan, <i>IPG KBA</i> TED: <ul style="list-style-type: none"> › Mr Abdul Haq Rahmati GRM International: <ul style="list-style-type: none"> › Mr John Templeton › Mr Farhad Zhuanday 	<ul style="list-style-type: none"> › Work through briefing paper & discuss elements › Further inputs from TED, DAFA
from 7-Mar-11	Writing M3DIP	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick, Ms Linda Jenkinson Ms Sue Majid, Ms Jane Perry 	
8-Mar-11	Skype meeting	Design team: <ul style="list-style-type: none"> › Ms Linda Jenkinson, Ms Sue Majid TED: <ul style="list-style-type: none"> › Mr Abdul Haq Rahmati 	<ul style="list-style-type: none"> › TED annual planning process
9-Mar-11 & 10-Mar-11	Skype meetings	Design team: <ul style="list-style-type: none"> › Ms Cleo Chadwick GRM International: <ul style="list-style-type: none"> › Mr John Templeton 	<ul style="list-style-type: none"> › Management structure for M3

Annex 9

MTTs and TTs Trained in MAEPA 1 and 2 by Province and Gender

Annex 9: Current Curriculum MTTs & TTs trained in MAEPA 1 & 2

	MAEPA 1							MAEPA 2							MAEPA 1 & MAEPA 2		
Province	Master Teacher Trainers			Teacher Trainers			MTT & TT	Master Teacher Trainers			Teacher Trainers			MTT & TT	MTT Total	TT Total	MTT & TT Total
	Male	Female	Total MTT	Male	Female	Total TT	Total	Male	Female	Total MTT	Male	Female	Total TT	Total			
Badakhshan	1		1	7	3	10	11		1	1	7	3	10	11	2	20	22
Badghis				1		1	1				2		2	2		3	3
Baghlan	1		1	5		5	6	1		1	4		4	5	2	9	11
Balkh	1		1	4	2	6	7		2	2	4	1	5	7	3	11	14
Bamian	1		1	2		2	3				6		6	6	1	8	9
Daikondi				2		2	2	1		1	2	1	3	4	1	5	6
Farah								1		1		1	1	2	1	1	2
Faryab				1	1	2	2	1		1	2		2	3	1	4	5
Ghazni	1		1	7	1	8	9	1		1	14	1	15	16	2	23	25
Ghowr				1		1	1	1		1	2		2	3	1	3	4
Helmand	1		1				1				2		2	2	1	2	3
Herat	1		1		4	4	5		1	1	3	2	5	6	2	9	11
Jowzjan	1		1	1	1	2	3				6		6	6	1	8	9
Kabul	4	2	6	20	4	24	30	3	5	8	8	10	18	26	14	42	56
Kandahar	1		1	5		5	6				4		4	4	1	9	10
Kapisa	1		1	6		6	7				6		6	6	1	12	13
Khowst	1		1	2		2	3	1		1	3		3	4	2	5	7
Kunar	1		1	10		10	11			1	7		7	8	2	17	19
Kondoz	1		1	9	2	11	12		1	1	9		9	10	2	20	22
Laghman	1		1	2		2	3	1		1	2		2	3	2	4	6
Lowgar	1		1	13		13	14				2		2	2	1	15	16
Nangarhar	1		1	6		6	7				11		11	11	1	17	18
Nimruz								1		1				1	1		1
Nurestan	1		1	3		3	4	1		1	3		3	4	2	6	8
Paktia	1		1	8		8	9	1			7		7	7	1	15	16
Paktika	1		1	1		1	2				2		2	2	1	3	4
Panjshir	1		1	3		3	4				3		3	3	1	6	7
Parvan	1		1	11	1	12	13	1		1	5		5	6	2	17	19
Samangan				2		2	2	1		1	2	1	3	4	1	5	6
Sar-e Pol				2		2	2	1		1	7		7	8	1	9	10
Takhar		1	1	7	1	8	9				9		9	9	1	17	18
Uruzgan				1		1	1	2		2				2	2	1	3
Wardak	1		1	6		6	7	1		1	3		3	4	2	9	11
Zabol	1		1				1				1		1	1	1	1	2
Total	27	3	30	148	20	168	198	20	10	30	148	20	168	198	60	336	396

Annex 10

Integration of On-the-Job Training with Leadership and Management Training

Annex 10: Integration of On-the-Job Training with Leadership and Management Training

The MAEPA 3 Capacity Development Program (CDP) has been designed to support the Teacher Education Directorate (TED) in building management capacity in relation to Teacher Training College (TTC) based Teacher Education. This program has developed out of a need to support those managing TTCs to make institutional changes that would ensure they capitalise on training inputs to staff, such as participants in the MAEPA MTT program, and sustain these benefits over the long term.

The CDP provides training to TTC Leaders and central TED Officers responsible for TTC development, to support them to become more effective leaders of change and improvement in Teacher Education. Their training will develop skills and knowledge about leadership, mentoring and monitoring and evaluation, and support these managers to institutionalise improved management practices. Through these changes, the TTCs will become sites that enable and support ongoing quality improvement of teaching practice and teacher education practice.

There are four main elements to the CDP:

- technical input from an international Capacity Development Adviser (CDA);
- on-the-job training (OJT) in Afghanistan;
- a short Leadership and Management Training (LMT) program in Malaysia; and
- a short Women's Leadership Training (WLT) program in Afghanistan.

This Annex provides further detail on the integration of the OJT and LMT elements.

ON-THE-JOB TRAINING PROGRAM (OJT)

What: On-the-job training in leadership, mentoring/coaching and monitoring & evaluation, aligned with and supporting the ongoing TED operations

Who: TTC Leaders and selected central TED Officers responsible for TTC development (18 of whom will participate in the LMT)

Where: Kabul-based training with TED / TTC-based implementation activities

The CDA training inputs will target key competency areas associated with leading and managing for quality improvement, (setting objectives, activity planning, resource planning, managing implementation, monitoring, reporting, analysis and evaluation and replanning based on learning). The CDA will design project training activities to address such learning needs in the institutional setting of the TED's ongoing operations related to TTC-based Teacher Education.

The CDA will align her/his activities with the TED annual planning cycle, specifically in relation to TTC operations and development. The CDA will work with TTC Leaders when they are in Kabul as well as relevant central TED Officers to identify their learning needs. This information will be used to design the OJT program.

The CDA will design the OJT inputs so that they build competencies as they are needed in the ongoing TED operations, so that they can be applied immediately. The CDA's first input is timed to coincide with TED monitoring, reporting, analysis and evaluation periods, while the second input coincides with TED annual planning activities, and so on. In this way the OJT is a resource to TED operations, strengthening leadership and management practices during implementation, and so supporting institutionalisation of new practices.

It is expected that the OJT will include both informal and structured training inputs, with some targeting both TTC Leaders and central TED Officers together, and others targeting these two groups separately.

The joint focus will be on defining ‘quality’ in relation to Teacher Education, and planning and implementing to achieve this. More deliberate planning and actions towards quality improvement will better capitalise on available resources such as the MAEPA MTTs.

LEADERSHIP AND MANAGEMENT TRAINING PROGRAM (LMT)

What: 4.5 week customised, structured training program in leadership, mentoring/coaching and monitoring & evaluation

Who: 42 TTC Leaders and 18 TED Officers responsible for TTC development (in two cohorts of 30)

Where: in Malaysia

The learning needs of TTC Leaders and central TED Officers who work closely with the TTCs will be identified, and those that can be addressed best through an intense, structured program will form the LMT curriculum. The LMT program will then be developed by Malaysian training providers in collaboration with the MAEPA Teacher Training Expert (TTE), and with CDA input.

This training program will be implemented in Malaysia. Both cohorts of 30 participants will include the two types of participants; TTC Leaders and central TED Officers. It is expected that the training needs of the two groups will overlap, and that approximately 60 per cent of the program (three days per week) can be delivered as a single program for all participants, while 40 per cent (2 days per week) will require separate streams for each group. An important element of the training will be study of the operations and quality improvement practices of teacher education institutions in Malaysia, and their relevance and applicability to Afghanistan.

The LMT will include preparation activities and post-training application activities in Afghanistan. These will be undertaken as part of the OJT. The OJT activities prior to training will support the training participants to clarify their own roles and responsibilities in quality improvement of Teacher Education, and identify the learning they need to effectively undertake this work. Through the OJT activities, their level of readiness for learning will be heightened, so that their participation as trainees is more likely to be active and targeted, with them taking initiative in seeking necessary or important information. (Some identified learning needs of LMT participants may also be addressed through pre-departure training outsourced to local providers where they are available.)

On their return from Malaysia, the LMT participants will be expected to develop, implement and report on Action Plans. The OJT provides a context and framework for the LMT participants to undertake supported and collaborative implementation of their learning. It also provides a forum for ongoing dissemination of learning to OJT participants who have not been selected as LMT participants. The LMT participants will have a shared experience of quality in Malaysia to use as a model (an experience they also share the MAEPA MTTs on their staff) and they will have experienced learning activities that have helped them set their own goals for quality improvement. It is expected that the LMT experience and follow-up activities will provide significant impetus to the OJT’s ongoing development and institutionalisation of new management practices.

INTEGRATION OF THE OJT AND LMT ELEMENTS OF THE CDP

	TED Senior Managers of TTC Operations	TED Officers for TTC Development	Joint Activities/Tasks	TTC Leaders
OJT: Establishment Activities	<ul style="list-style-type: none"> Plan CDA inputs based on TED annual work plan Plan management and support of CDA inputs (select focal point) Begin to establish ways CDA will support TED management of TTC development 	<ul style="list-style-type: none"> Begin to define quality teacher education, roles, responsibilities, relationships, systems, standards for own work Begin to identify own learning needs 	<ul style="list-style-type: none"> Workshop to: <ul style="list-style-type: none"> -disseminate project information and plan activities -establish understanding of project concepts: leadership, mentoring/coaching, monitoring & evaluations, on the job training -initiate focus on institutional development across TTC spheres of activity -initiate focus on the different roles and responsibilities within TED 	<ul style="list-style-type: none"> Begin to define quality teacher education, roles, responsibilities, relationships, systems, standards for own work Begin to identify own learning needs
LMT: Preparation		<ul style="list-style-type: none"> Job Analysis Learning Needs Analysis Collection of relevant data for use in training program 	<ul style="list-style-type: none"> Processes that support: <ul style="list-style-type: none"> -clarification of roles and responsibilities -MoE expectations/ constraints/ future vision/ goals -current /future possible contributions to improvement of TE in Afghanistan -preliminary goal setting: feasible priorities for change 	<ul style="list-style-type: none"> Job Analysis Learning Needs Analysis Collection of relevant data for use in training program
OJT: Initial CDA Training Inputs	<ul style="list-style-type: none"> Use CDA as resource to support effective management of TTC based teacher education: <ul style="list-style-type: none"> -in planning activities -in addressing learning needs 	<ul style="list-style-type: none"> Plan visits to TTCs in M&E role (work plan implementation) Training input: <ul style="list-style-type: none"> -the use of visits for leading and supporting quality improvement -effective M&E -effective regular reporting Address individual learning needs 	<ul style="list-style-type: none"> Training at regular reporting, analysis and evaluation meetings <ul style="list-style-type: none"> -understanding and using M&E data and reports -effective analysis of implementation data -effective evaluation -use of conclusions in decision making -refining plan for next implementation period, based on analysis and conclusions -making an effective implementation plan 	<ul style="list-style-type: none"> Plan effective work with M&E officers to implement annual work plan, and refine plan for maximising quality improvement Mentoring support from M&E officer on <ul style="list-style-type: none"> -role of M&E, effective reporting

LMT: Structured Learning Program		<ul style="list-style-type: none"> • Specific job related learning re. Leadership, Monitoring and Evaluation, Mentoring and Coaching 	<ul style="list-style-type: none"> • Generic learning - Leadership, Monitoring and Evaluation, Mentoring and Coaching • Exposure to quality institutions in Malaysia, and study of how they are established and managed • Exploring together current and possible future systems for Afghanistan 	<ul style="list-style-type: none"> • Specific job related learning re. Leadership, Monitoring and Evaluation, Mentoring and Coaching
OJT: Later CDA Training Inputs	<ul style="list-style-type: none"> • Continue to use CDA as resource to support effective management of TTC based teacher education -including dissemination of improved practices across the sector 	<ul style="list-style-type: none"> • Plan visits to TTCs in M&E role (work plan implementation) • Continue training input: <ul style="list-style-type: none"> -refining understandings about quality teacher education, roles, responsibilities, relationships, systems, standards for own work • Establishment of more effective systems for undertaking work of supporting TTCs 	<ul style="list-style-type: none"> • Training <ul style="list-style-type: none"> -standards for quality work in pre-service teacher education -establishing effective operational systems with capacity to develop and improve and respond to changes and needs over time 	<ul style="list-style-type: none"> • Mentoring support from M&E officer on : <ul style="list-style-type: none"> -refining understandings about quality teacher education, roles, responsibilities, relationships, systems, standards for own work in teacher education quality improvement • Establishment of more effective systems for undertaking quality improvement of TTCs (including capitalising on resources like MAEPA MTTs)
LMT: Reflection and Application of Learning		<ul style="list-style-type: none"> • Action planning • Implementation of Action Plan • Conduct M&E of impact • Replanning 	<ul style="list-style-type: none"> • Sharing insights: priorities, roles and relationships, ideas for improvements and innovations. • Planning support & feedback for refining plans • Planning M&E of impact • Decision making based on evaluation 	<ul style="list-style-type: none"> • Action planning • Implementation of Action Plan • Conduct M&E of impact • Replanning

OJT: Final CDA Inputs to Ensure Sustainability of Outcomes	<ul style="list-style-type: none"> • With CDA review achievements in improvement of management practices and systems, and ensure changes are institutionalised at this level • Plan and implement workshop to ensure institutionalisation across pre-service teacher education system 		<ul style="list-style-type: none"> • Workshop to review achievements in improvement of management practices and systems, and ensure changes are institutionalised at all levels 	
LMT: Ongoing Implementation / Improvement of Teacher Education		<ul style="list-style-type: none"> • Ongoing use of improved systems with improved knowledge and skills • Ongoing actions to further improve the quality of systems 	<ul style="list-style-type: none"> • Ongoing cooperative planning and action • Planning for dissemination of learning • Team work in troubleshooting and decision-making 	<ul style="list-style-type: none"> • Ongoing use of improved systems with improved knowledge and skills • Ongoing actions to further improve the quality of systems
Outcomes	<p>Strengthened institutions (systems and processes) supporting TTC-based Teacher Education, centrally and at provincial level, through:</p> <ul style="list-style-type: none"> • Increase to the ‘management’ knowledge and skills base of TED centrally and at provincial level in TTCs (specifically in the areas of leadership for change, mentoring/ coaching, monitoring and evaluation) • Increasing understanding of the roles, responsibilities and expected standards for this work of different officers (managers) involved in quality improvement of TTC based Teacher Education, and increased effectiveness undertaking these roles • Increase in ability to manage for ongoing quality improvement centrally and at provincial level (build teams, plan actions, maximise use of resources, implement, problem solve) • Increase in capacity to contribute to development of sustainable quality systems and processes for management of teacher education. 			

Annex 11

Position Descriptions

Malaysia Australia Education Project for Afghanistan (MAEPA 3)

Terms of Reference

POSITION DESCRIPTION – PROJECT MANAGER (INTERNATIONAL POSITION)

MAEPA is a trilateral project of the Malaysian, Australian and Afghanistan Governments and was announced in Kuala Lumpur in July 2008 by the then Malaysian and Australian Prime Ministers. The Project has completed two cycles, MAEPA 1 in 2009 and MAEPA 2 in 2010, which have funded the training in Malaysia of 60 Afghan Master Teacher Trainers. MAEPA has helped the MTTs gain higher levels of pedagogical and educational delivery skills necessary to improve the quality of teaching and learning in Afghanistan.

A third MAEPA cycle (MAEPA 3) is proposed and AusAID has approved, as part of MAEPA 3, a substantially enhanced MTT training program: 120 MTTs will be trained between May 2011 and March 2013. AusAID is considering a further proposed element of MAEPA 3, capacity development and institutional development for staff of the Teacher Education Directorate (TED) of the Afghanistan Ministry of Education and provincial Teacher Training Colleges.

MAEPA is managed by AusAID's Development Assistance Facility for Afghanistan (DAFA). GRM International is the DAFA Managing Contractor ('the DAFA MC'). The current DAFA is due to finish on 29 February 2012, during MAEPA 3. DAFA may then be replaced by a similar mechanism. This position is expected to transition to the new arrangement without interruption.

This position is for the leadership of the MAEPA 3 Team. The Project Manager (PM) will provide technical leadership and coordination in all aspects of implementing MAEPA 3 activities in Afghanistan and Malaysia. The PM will maintain close working relationships with all key stakeholders in Afghanistan, Malaysia and Australia, while ensuring effective coordination of the Project to achieve project outcomes.

While engaged on these tasks, the PM will lead a multinational team drawn from Australia, Afghanistan and Malaysia. The PM will oversee and contribute to the technical quality of activities, lead project advocacy for progress on gender equity and coordinate information management and reporting.

The Terms of Reference for the position are set out below.

RESPONSIBILITIES/ TASKS

1. Provide strong team leadership and technical direction in the implementation of MAEPA 3 in Afghanistan and Malaysia
2. Maintain established relationships and communication protocols for MAEPA activities, and provide coordination with government officials and other key stakeholders from Afghanistan, Malaysia and Australia, (including the Ministries of Education in Afghanistan and Malaysia, the Malaysian Ministry of Foreign Affairs, Malaysian institutions involved in MAEPA delivery, the DAFA Facility Manager and AusAID Kabul and Canberra)
3. Coordinate with the Deputy Project Manager in Kabul and Malaysian Project Manager to manage MAEPA 3 Work Plan activities to ensure that deadlines are met
4. Organise Trilateral Steering Committee Meetings and provide secretariat services for such meetings Coordinate with the DAFA MC in the engagement of MAEPA 3 team members and the timing of Adviser inputs, and coordinate with MAEPA Deputy Project Manager and the Malaysian Project Manager in managing the workflow of the teams in Afghanistan and Malaysia
5. Provide technical oversight of quality of MAEPA deliverables in Malaysia and Afghanistan
6. Coordinate with the Australian-based MAEPA 3 Teacher Training Expert (TTE) to provide technical support for Afghanistan-based MTT program activities and coordinate with the MTT Coordinator to plan management of MTT training activities, (including pre-course training such as ICT and English).
7. Coordinate with TED and MTT Coordinator to design and implement MAEPA alumni activities
8. Coordinate with the Teacher Training Expert, the Malaysian Mentors and the Kabul-based MAEPA Team, to support planning and implementation of the Reflective Workshops in each MTT cycle and the Final Workshop for the MTTs in Kabul
9. Coordinate with the Deputy Project Manager and MTT Coordinator to ensure ongoing management of MTT activities in Afghanistan when Project Manager is not in country
10. If the proposed capacity development and institutional development component is approved by AusAID, coordinate with the international Capacity Development Adviser and manage ongoing CDP activities when the CDA is not in country.
11. Oversee the development and maintenance of appropriate records management systems and databases, ensuring that key records and data, briefing papers, reports, impact data, translated summaries, and other significant information are stored methodically and are accessible to all project locations
12. Lead preparation and timely submission of all MAEPA 3 plans and reports in accordance with MAEPA and DAFA (or successor) requirements
13. Be responsible for MAEPA 3 financial management and coordinate with DAFA Finance Manager to ensure integration with DAFA (or successor program) financial reporting.
14. Consult with the TTE and DAFA Monitoring and Evaluation Adviser during preparation by the TTE of the MAEPA 3 M&E Plan and oversee its implementation in Afghanistan and Malaysia by the MAEPA 3 Team. Ensure that lessons learned are acted upon promptly and promote a culture of continuous improvement.
15. Anticipate risks and enact risk mitigation measures as required.
16. Any other duties required to fulfil the project objectives as per the *MAEPA 3 Design and Implementation Plan*.

REPORTING TO:

The Project Manager will report to the Facility Manager of DAFA (or similar mechanism).
The Project Manager will work in a cooperative team environment with other DAFA MC and MAEPA team members.

DURATION AND LOCATION

The Project Manager will be based in Kabul, full-time from August-September 2011 to March 2013.
The Project Manager will be required to travel to Malaysia in accordance with the approved MAEPA Work Plan.

QUALIFICATIONS, EXPERIENCE AND SKILLS

1. Post graduate qualifications in education or a related field
2. Demonstrated successful experience leading and managing teams in international development projects, including implementing quality assurance and risk management measures
3. Demonstrated experience in implementation of capacity development or training programs in developing countries (experience in the fields of Education or Teacher Training highly regarded)
4. Demonstrated high level facilitation skills and people management skills with an ability to coordinate a diverse range of stakeholders
5. Proven high level communication, negotiation and teamwork skills in cross-cultural environments
1. Familiar with issues relating to the education of girls and women in developing countries and ability to promote gender inclusive practices
6. Effective computing skills for management needs including applications in word processing (MS Word) and spreadsheets (MS Excel)
7. Experience working in Afghanistan and/or Malaysia highly regarded
8. Dari/Pashto language skills highly regarded
9. Experience working in conflict and post conflict environments and/or advocacy on gender issues highly regarded
10. Ability to live under security restrictions and work under pressure to meet tight deadlines
11. Ability to operate at a high level in a complex, changing environment and to respond flexibly to changing circumstances
12. Excellent spoken and written English

Malaysia Australia Education Project for Afghanistan (MAEPA 3)

Terms of Reference

POSITION DESCRIPTION – DEPUTY PROJECT MANAGER (*NATIONAL POSITION*)

MAEPA is a trilateral project of the Malaysian, Australian and Afghanistan Governments and was announced in Kuala Lumpur in July 2008 by the Malaysian and Australian Prime Ministers. The Project has completed two cycles, MAEPA 1 in 2009 and MAEPA 2 in 2010, which have funded the training in Malaysia of Afghan Master Teacher Trainers. The Project has helped them gain an appropriate level of pedagogical and educational delivery skills necessary to improve the quality of teaching and learning in Afghanistan.

MAEPA sits within AusAID's Development Assistance Facility for Afghanistan (DAFA). GRM International is the Australian contractor managing DAFA, and is referred to below as DAFA MC. The current phase of DAFA is due to conclude on 29 February 2012, during MAEPA 3. DAFA may then be replaced by a similar mechanism. This position is expected to transition into the new arrangement without interruption.

MAEPA 3 will continue the Master Teacher Trainer program (MTT) and integrate this with a Capacity Development Program (CDP) for the leaders of Teacher Training Colleges and officers from the Teacher Education Directorate (TED) of the Ministry of Education (Afghanistan).

This position is for deputy-leadership of the Kabul-based MAEPA 3 Team.

The Deputy Project Manager will act as the Kabul-based deputy to support the Project Manager in the management of the day to day Kabul based operations of MAEPA 3. The Deputy Project Manager will maintain close working relationships with all key stakeholders in Afghanistan while ensuring management of the Kabul Project team and achievement of project outcomes. The Deputy Project Manager will also provide oversight of and manage the ongoing Afghanistan based MAEPA 3 activities of the Project Manager when s/he is not in the country.

While engaged on these tasks, you will work in a multinational team drawn mainly from Australia, Afghanistan and Malaysia. You will have a significant role in managing the MAEPA 3 operations team in Kabul.

The Terms of Reference for the position are set out below.

RESPONSIBILITIES/ TASKS

1. Establish and maintain good working relations with MoE (Af), particularly TED, MoFA and other Afghanistan-based stakeholders
2. Manage monthly budget allocation for 'in Afghanistan' operations- including establish and maintain system for adherence to all internal audit and DAFA MC requirements
3. Coordinate with Project Manager to prepare monthly, six-monthly and annual financial estimates (for Kabul-based activities)
4. Support Project Manager in preparation of reports, briefing papers, and various other documents in accordance with MAEPA Work Plan and as required by DAFA / AusAID
5. Coordinate with Project Manager to manage Afghanistan-based Work Plan activities and report any potential delays (issues) to the Project Manager
6. Manage performance of Kabul-based MAEPA Project Coordinators and Administrative Assistants.
7. Establish and maintain efficient administrative processes and train other MAEPA team members in their use
8. Have oversight of all Afghanistan-based procurement and take responsibility for adherence to DAFA MC requirements, value for money documentation and transparency of decision making
9. Support the development and maintenance of a new web-based records management system, ensuring that key records, briefing papers, reports, impact data and translated summaries are stored methodically and readily accessible in all project locations
10. Maintain the MAEPA database to ensure it captures all relevant MAEPA data in both Afghanistan and Malaysia
11. Act as the interpreter for the Project Manager where necessary
12. Recruit and manage performance of MAEPA interpreters
13. Visit Malaysia to participate in MAEPA events and discussions, escorting cohorts of trainees if required
14. Contribute to trouble shooting and problem solving as required to achieve Project outcomes
15. Other duties as directed.

REPORTING TO:

The Deputy Project Manager will report to the Project Manager. The Deputy Project Manager will work in a cooperative team environment with other DAFA MC and MAEPA team members.

The Deputy Project Manager will be responsible for the coaching and performance management of Kabul-based MAEPA 3 staff including the Capacity Development Coordinator, MTT Training Coordinator and Administrative Assistants, as well as support staff engaged on a short-term basis.

DURATION AND LOCATION

The Deputy Project Manager will be based in Kabul, full-time from October 2011 until March 2013. The Deputy Project Manager may, on occasion, be required to travel to Malaysia.

QUALIFICATIONS, EXPERIENCE AND SKILLS

1. Graduate qualifications in Business Management, International Development or a relevant field
2. Demonstrated successful experience leading and managing teams in international development projects
3. Demonstrated experience in operational management in international development projects or relevant context
4. Familiar with issues relating to the role of women in Afghanistan and ability to apply gender inclusive practices Experience in performance management, procurement, logistics and financial management
5. Proven high level communication, negotiation and teamwork skills
6. Effective computing skills for management needs; including applications in word processing (MS Word) and spreadsheets (MS Excel)
7. Excellent spoken and written English, Dari and Pashto language skills, and ability to interpret and translate where required
8. Ability to operate at a high level in a complex, changing environment, and respond flexibly to changing circumstances
9. Ability to thrive under pressure and balance several competing tasks at once
10. Demonstrated interest in international development work

Malaysia Australia Education Project for Afghanistan (MAEPA 3)

Terms of Reference

POSITION DESCRIPTION – TEACHER TRAINING EXPERT (INTERNATIONAL POSITION)

MAEPA is a trilateral project of the Malaysian, Australian and Afghanistan Governments and was announced in Kuala Lumpur in July 2008 by the Malaysian and Australian Prime Ministers. The Project has completed two cycles, MAEPA 1 in 2009 and MAEPA 2 in 2010, which have funded the training in Malaysia of Afghan Master Teacher Trainers. The Project has helped them gain an appropriate level of pedagogical and educational delivery skills necessary to improve the quality of teaching and learning in Afghanistan.

MAEPA sits within AusAID's Development Assistance Facility for Afghanistan (DAFA). GRM International is the Australian contractor managing DAFA, and is referred to below as DAFA MC. The current phase of DAFA is due to conclude on 29 February 2012, during MAEPA 3. DAFA may then be replaced by a similar mechanism. This position is expected to transition into the new arrangement without interruption.

MAEPA 3 will continue the Master Teacher Trainer program (MTT) and integrate this with a Capacity Development Program (CDP) for the leaders of Teacher Training Colleges and officers from the Teacher Education Directorate (TED) of the Ministry of Education (Afghanistan).

This position is for a member of the MAEPA 3 Team.

The Teacher Training Expert will take responsibility for training curriculum development to ensure its quality in addressing the learning needs of participants. S/he will provide strong leadership and mentoring support to the Malaysian Training Facilitators in the planning, development, implementation and M&E of the Master Teacher Trainer programs (MTT) and for the Leadership and Management Training programs (LMT). The Teacher Training Expert will also contribute to planning the pre and post 'Malaysia' learning activities in Afghanistan for MTTs, as well as for other training programs. The Teacher Training Expert will coordinate closely with the Project Manager and the Capacity Development Adviser on this.

While engaged on these tasks, the Teacher Training Expert will work in a multinational team drawn mainly from Australia, Afghanistan and Malaysia. This person will have a significant role in ensuring the quality of training program outcomes.

The Terms of Reference for the position are set out below.

RESPONSIBILITIES/ TASKS

1. Provide strong technical advice in relation to the implementation of MAEPA 3 MTT and LMT programs
2. Select and purchase English Language Training (ELT) resources and mentor Afghan and Malaysian ELT trainers in their use.
3. Lead design of the LMT curriculum including design of needs analysis approach and facilitation of the Curriculum Development Workshop in Malaysia
4. Plan and facilitate training preparation activities with Malaysian training facilitators for both the MTT and LMT programs, in line with the project Work Plan
5. Coordinate with the Capacity Development Adviser to support curriculum development for the Women's Leadership Training program (WLT)
6. Oversee the timely development of high quality teaching and learning resources for the MTT and LMT programs, inclusive of review of all English language materials prior to translation
7. Lead development and implementation of the Monitoring and Evaluation (M&E) Plan for the Project, in consultation with the Project Manager and DAFA M&E Adviser.
8. Prepare M&E tools for feedback by training participants and reporting by trainers. Where necessary, train Malaysian Training Facilitators in their use
9. Analyse and report on M&E findings including achievements and risks to the Project Manager
10. Provide mentoring support for Malaysian Training Facilitators and Afghan Interpreters, face-to-face in Malaysia and from home office by email and telephone, for the duration of the training programs
11. Provide capacity development for Malaysian Mentors who will undertake mentoring activities in Malaysia and Afghanistan
12. Play an active role in Malaysian Retreats where the Malaysian MAEPA teaching and coordination teams reflect on completed training at the end of each semester.
13. Coordinate with the Project Manager, the Malaysian Mentors and the Kabul based MAEPA team, to plan and implement the Final Workshop for the MTTs in Kabul and prepare workshop report
14. Coordinate with the Project Manager, the Malaysian Project Manager and the Capacity Development Adviser to ensure Malaysian training programs enhance and integrate with TED operations and Afghanistan based CDP activities, and vice versa
15. Prepare reports as required that will feed into regular project reporting
16. Where possible provide input about the MTT and LMT programs to Trilateral Steering Committee Meetings
17. Any other duties required to fulfill the project objectives as per the *MAEPA 3 Design and Implementation Plan*

REPORTING TO:

The Teacher Training Expert will report to the Project Manager. The Teacher Training Expert will work in a cooperative team environment with other DAFA MC and MAEPA team members.

The Teacher Training Expert will support the Malaysian Project Manager in the management of the training programs in Malaysia; particularly in ensuring quality.

DURATION AND LOCATION

The Teacher Training Expert is expected to provide intermittent inputs in Malaysia, with some home-based work. S/he will also be expected to travel to Kabul for the Final Workshop in March 2013.

The total input is expected to be 218 days, of which 126 days will be in Malaysia, 12 days in Afghanistan, and 80 at home base in Australia during the period May 2011 to March 2013.

QUALIFICATIONS, EXPERIENCE AND SKILLS

1. Post graduate qualifications in Education, and formal train-the-trainer qualifications
2. Extensive experience as a trainer of teachers and trainers
3. Demonstrated knowledge and skills in pedagogy, curriculum development instructional design, and teaching and learning materials development
4. Proven skills in mentoring in cross-cultural contexts
5. Demonstrated successful experience delivering capacity building or training programs in developing countries, including delivery through interpreters
6. Demonstrated high level facilitation skills and people management skills with an ability to coordinate with a diverse range of stakeholders
7. Excellent understanding of issues relating to the education of girls and women and impediments in developing countries to full gender equality
8. Ability to facilitate training in gender awareness and inclusion
9. Good understanding of and demonstrated experience in program evaluation in the education/ training context.
10. Proven high level communication, negotiation and teamwork skills
11. Effective computing skills for training program development needs and reporting; including word processing (MS Word) and spreadsheets (MS Excel)
12. Previous experience in planning for workplace learning, development of leadership or management training, or similar, highly regarded
13. Experience working in Malaysia and / or Afghanistan highly regarded
14. Experience working in conflict and post conflict environments and/or advocacy on gender issues highly regarded
15. Ability to work under pressure to tight deadlines
16. Excellent spoken and written English

Malaysia Australia Education Project for Afghanistan (MAEPA 3)

Terms of Reference

POSITION DESCRIPTION – CAPACITY DEVELOPMENT ADVISER

(INTERNATIONAL POSITION)

MAEPA is a trilateral project of the Malaysian, Australian and Afghanistan Governments and was announced in Kuala Lumpur in July 2008 by the Malaysian and Australian Prime Ministers. The Project has completed two cycles, MAEPA 1 in 2009 and MAEPA 2 in 2010, which have funded the training in Malaysia of Afghan Master Teacher Trainers. The Project has helped them gain an appropriate level of pedagogical and educational delivery skills necessary to improve the quality of teaching and learning in Afghanistan.

MAEPA sits within AusAID's Development Assistance Facility for Afghanistan (DAFA). GRM International is the Australian contractor managing DAFA, and is referred to below as DAFA MC. The current phase of DAFA is due to conclude on 29 February 2012, during MAEPA 3. DAFA may then be replaced by a similar mechanism. This position is expected to transition into the new arrangement without interruption.

MAEPA 3 will continue the Master Teacher Trainer program (MTT) and integrate this with a Capacity Development Program (CDP) for the leaders of Teacher Training Colleges and officers from the Teacher Education Directorate (TED) of the Ministry of Education (Afghanistan).

This position is for a member of the MAEPA 3 Team.

The Capacity Development Adviser will take responsibility for planning and implementing the Afghanistan based Capacity Development Program including an on the job training program (OJT) for TTC/TED managers and a short Women's Leadership Training (WLT) program. It is expected that this will require ongoing negotiation and planning with TED managers so that activities integrate with and strengthen TED operations.

The Capacity Development Adviser will take the lead in undertaking analysis of learning needs; coordinating with the Teacher Training Expert and Malaysian Project Manager in development of the Leadership and Management Training (LMT) program in Malaysia; and working with the DAFA Gender Adviser and Teacher Training Expert in development of the WLT.

While engaged on these tasks, you will work in a multinational team drawn mainly from Australia, Afghanistan and Malaysia. You will have a significant role in ensuring quality of the capacity development outcomes.

You will undertake and complete the duties prescribed in the Terms of Reference below.

RESPONSIBILITIES/ TASKS

1. Provide strong technical advice in relation to the implementation of the MAEPA 3 Capacity Development Program
2. Negotiate a work plan and set goals for capacity development inputs with Senior Managers at TED, in line with the project Work Plan
3. Undertake learning needs analyses of TTC Leaders and TED officers responsible for TTC development, as well as candidates for the WLT program
4. Design, plan and facilitate the OJT program, including on-the-job-training and mentoring, structured short trainings, quality support to TED operations (operational planning, designing and implementing monitoring, reporting, analysis and evaluation)
5. Take on the role as a management resource, and provide formal and informal support to institutional development of TED
6. With support of DAFA Gender Adviser, and Teacher Training Expert design, plan and facilitate the WLT
7. Coordinate with the Teacher Training Expert and selected Training Facilitators from the Aminuddin Baki Institute in the development of the LMT curriculum
8. With support of DAFA M&E Adviser, plan and implement transparent, and where possible participatory, M&E of impact of the CDP. Where appropriate train TED managers to participate in M&E.
9. Coordinate with the Project Manager, the Teacher Training Expert, the Malaysian Project Manager, the Deputy Project Manager and Afghanistan-based Project Coordinators to ensure Afghanistan training programs enhance and integrate with TED operations and Malaysia based programs, and vice versa
10. Coordinate with the Project Manager and CD Project Coordinator to ensure ongoing management of capacity development activities in Afghanistan when CDA is not in country
11. Where possible provide input about the Capacity Development Program to Trilateral Steering Committee Meetings
12. During inputs, provide reports as required that will feed into regular project reporting
13. Any other duties required to fulfill the project objectives as per the Implementation Plan

REPORTING TO:

The Capacity Development Adviser will report to the Project Manager. The Capacity Development Adviser will work in a cooperative team environment with other DAFA MC and MAEPA team members.

The Capacity Development Adviser will work closely with the Capacity Development Coordinator, as well as with the Teacher Training Expert in relation to LMT and WLT curriculum development.

DURATION AND LOCATION

The Capacity Development Adviser position will be based in Kabul for a total duration of 10 months over the life of the project (July 2011 to March 2013).

The CDA is expected to begin with an extended input of four months (Jul-Oct 2011). Followed by four more inputs: 2 months (Jan-Feb 2012); 1.5 months (Jun-Jul 2012); 1.5 months (Oct-Nov 2012); and 1 month (Feb-Mar 2013).

QUALIFICATIONS, EXPERIENCE AND SKILLS

2. Post graduate qualifications in Education, or related field
3. Demonstrated successful experience in management roles, including leading institutional quality improvement processes
4. Extensive experience in providing mentoring and on-the-job training in cross-cultural contexts
5. Demonstrated successful experience designing and implementing capacity development or training programs in developing countries, including delivery through interpreters
6. Proven high level communication, negotiation and teamwork skills in cross-cultural contexts
7. Demonstrated high level facilitation skills and people management skills with an ability to coordinate with a diverse range of stakeholders
8. Excellent understanding of issues relating to the education of girls and women and impediments in developing countries to full gender equality
9. Ability to facilitate training in gender awareness and inclusion
10. Demonstrated experience in program evaluation in the education/ training context.
11. Effective computing skills for training program development needs and reporting; including word processing (MS Word) and spreadsheets (MS Excel)
12. Experience working in Afghanistan or related context highly regarded
13. Experience working in conflict and post conflict environments and/or projects targeting gender issues highly regarded
14. Previous experience in planning for workplace learning, development of leadership or management training, or similar, highly regarded
15. Ability to live under security restrictions and work under pressure to meet tight deadlines
16. Ability to operate at a high level in a complex, changing environment, and respond flexibly to changing circumstances
17. Excellent spoken and written English

Malaysia Australia Education Project for Afghanistan (MAEPA 3)

Terms of Reference

POSITION DESCRIPTION – LEADERSHIP TRAINING SPECIALIST (INTERNATIONAL POSITION)

MAEPA is a trilateral project of the Malaysian, Australian and Afghanistan Governments and was announced in Kuala Lumpur in July 2008 by the Malaysian and Australian Prime Ministers. The Project has completed two cycles, MAEPA 1 in 2009 and MAEPA 2 in 2010, which have funded the training in Malaysia of Afghan Master Teacher Trainers. The Project has helped them gain an appropriate level of pedagogical and educational delivery skills necessary to improve the quality of teaching and learning in Afghanistan.

MAEPA sits within AusAID's Development Assistance Facility for Afghanistan (DAFA). GRM International is the Australian contractor managing DAFA, and is referred to below as DAFA MC. The current phase of DAFA is due to conclude on 29 February 2012, during MAEPA 3. DAFA may then be replaced by a similar mechanism.

MAEPA 3 will continue the Master Teacher Trainer program (MTT) and integrate this with a Capacity Development Program (CDP) for the leaders of Teacher Training Colleges and officers from the Teacher Education Directorate (TED) of the Ministry of Education (Afghanistan).

This position is for short-term support to the development of the curriculum for four weeks' Leadership and Management Training (LMT) in Malaysia, an important component of the CDP. The Leadership Training Specialist will work closely with the MAEPA Teacher Training Expert, who will lead the curriculum development, and with Afghan and Malaysian stakeholders.

You will undertake and complete the duties prescribed in the Terms of Reference below.

RESPONSIBILITIES/ TASKS

1. Provide technical input into the development of the customised curriculum for four weeks' Leadership and Management Training for Afghan Teacher Training College Leaders and selected senior staff from the Teacher Education Directorate
2. Prepare for the assignment by: reading selected documents including information about the MAEPA program, the intended training and the Malaysian training provider, the Aminuddin Baki Institute

3. Meet (in person or electronically) with the Teacher Training Expert to plan the Curriculum Development Workshop
4. Play a key role at a five-day Curriculum Development Workshop in Malaysia which will bring together LMT stakeholders from Afghanistan, Australia and Malaysia to analyse the learners' needs and develop the curriculum framework
5. Review and make comments on the full LMT curriculum drafted by staff of the Aminuddin Baki Institute to ensure it reflects agreements made at the Curriculum Development Workshop, includes relevant topics and themes, and the planned content is deliverable in the time allocated.
6. Other duties as required to ensure that the LMT is well designed.

REPORTING TO:

The Leadership Training Specialist will report to the Teacher Training Expert.

DURATION AND LOCATION

The Leadership Training Specialist will be based in home office for the preparatory 2 days and the 4-day review period, and in Malaysia for 5 days (plus 2 days' travel), a total of 13 days in September-October 2011. The Malaysian input inclusive of travel is scheduled for 18-25 September 2011. The preparation will take place in the week commencing 12 September 2011 and the document review will take place approximately one month after the Workshop.

QUALIFICATIONS, EXPERIENCE AND SKILLS

1. Post graduate qualifications in Leadership Development, Organisational Development, Education Management or a related field
2. Demonstrated successful experience in design and delivery of leadership training in a developing country context
3. Demonstrated ability to coordinate with a diverse range of stakeholders
4. High level communication skills in cross-cultural environments
5. Familiar with issues relating to active participation of women in the workplace in developing countries and the need to integrate gender inclusive values in training design
6. Effective computing skills, particularly in word processing (MS Word)
7. Experience working in Afghanistan and/or Malaysia highly regarded
8. Experience working in conflict and post conflict environments highly regarded
9. Excellent spoken and written English

Malaysia Australia Education Project for Afghanistan (MAEPA 3)

Terms of Reference

POSITION DESCRIPTION – MASTER TEACHER TRAINER (MTT) TRAINING COORDINATOR

(NATIONAL POSITION)

MAEPA is a trilateral project of the Malaysian, Australian and Afghanistan Governments and was announced in Kuala Lumpur in July 2008 by the Malaysian and Australian Prime Ministers. The Project has completed two cycles, MAEPA 1 in 2009 and MAEPA 2 in 2010, which have funded the training in Malaysia of Afghan Master Teacher Trainers. The Project has helped them gain an appropriate level of pedagogical and educational delivery skills necessary to improve the quality of teaching and learning in Afghanistan.

MAEPA sits within AusAID's Development Assistance Facility for Afghanistan (DAFA). GRM International is the Australian contractor managing DAFA, and is referred to below as DAFA MC. The current phase of DAFA is due to conclude on 29 February 2012, during MAEPA 3. DAFA may then be replaced by a similar mechanism. This position is expected to transition into the new arrangement without interruption.

MAEPA 3 will continue the Master Teacher Trainer program (MTT) and integrate this with a Capacity Development Program (CDP) for the leaders of Teacher Training Colleges and officials from the Teacher Education Directorate (TED) of the Ministry of Education (Afghanistan).

This position is for a member of the MAEPA 3 Team.

The MTT Training Coordinator will contribute to the implementation of MAEPA 3, with his/her main responsibilities being for provision of the 'in Afghanistan' coordination of activities and resources for the MTT program and the MAEPA Alumni program. This is an operational role with responsibility for coordination of the administration, logistics, provision of goods and services, records management and so on associated with implementing these programs.

While engaged on these tasks, you will work in a multicultural team drawn mainly from Australia, Afghanistan and Malaysia. You will play a significant role in liaising with key stakeholders in Afghanistan on operational matters.

You will undertake and complete the duties prescribed in the Terms of Reference below.

RESPONSIBILITIES/ TASKS

1. Contribute to overall MAEPA project planning and development, and coordinate with the Project Manager and Deputy Project Manager to ensure coordination activities adhere to needs of the project Work Plan
2. Act as the interpreter for the Project Manager where necessary
3. Coordinate the administrative and logistical support to technical teams and project management for MAEPA (bookings and arrangements for program events, disbursement and acquittals of travel and per diem monies, assist in identifying providers of goods and services, assist in selection and procurement process, etc)
4. Coordinate with the Capacity Development Coordinator to maintain efficient and effective coordination between TED and the MAEPA team; and liaise with TED in regards to the MTT program
5. Coordinate with the Capacity Development Coordinator to maintain effective support to the TED in relation to MAEPA activities
6. Support TED in the selection of the Master Teacher Trainer cohorts and accompanying interpreters, and coordinate preparation for their study in Malaysia, (development of Learner Profiles, manage Pre-Departure Briefing, medicals and applications for travel documents, etc)
7. Coordinate preparation of the *MAEPA Information Kits* for MTTs
8. Facilitate Pre-Departure Briefing & logistics, including liaising on visa issues
9. Coordinate the translation of MAEPA training materials
10. Coordinate with TED to oversee the preparation for the in-Afghanistan Practicum, TTC-Based placements and mentoring program
11. Support coordination of Trilateral Steering Committee Meetings as required
12. Take responsibility for maintaining up to date records for the MTT program (contracts, insurances, travel etc), and provide information to the Project Manager and Deputy Project Manager, as required, for project planning and reporting
13. Manage MTT section of the MAEPA database
14. Supervise Project Administrative Assistant and contracted translators: delegating duties, supporting and guiding them to undertake these and managing performance
15. Escort cohorts of trainees to Malaysia as appropriate
16. Identify opportunities for administrative process improvement and work with colleagues to implement improvements
17. Contribute to trouble shooting and problem solving as required to achieve Project outcomes
18. Other duties as directed.

REPORTING TO:

The MTT Training Coordinator will usually report to the Deputy Project Manager, but for some matters will also need to coordinate directly with the Project Manager, the Teacher Training Expert or the Malaysia based MAEPA Project Coordinator. The MTT Training Coordinator will work in a cooperative team environment with other DAFA MC and MAEPA team members.

The MTT Training Coordinator will supervise a MAEPA Administrative Assistant, as well as support staff engaged on a short-term basis during busy periods.

DURATION AND LOCATION

The MTT Training Coordinator will be based in Kabul, full time from May 2011 until March 2013. The MTT Training Coordinator, on occasion, may also need to travel to Malaysia.

QUALIFICATIONS, EXPERIENCE AND SKILLS

1. Tertiary qualification in Administration, Education, Development or relevant field
2. Demonstrated successful experience working in operational role in development projects, or similar
3. Strong analytical skills and the ability to understand complex issues
4. Excellent English, Dari and Pashto language skills, and ability to interpret and translate where required
5. Strong interpersonal and communication skills, with proven ability to liaise with government, donor and partner organisations in a professional and effective manner
6. Familiar with issues relating to the education of girls and women in Afghanistan and ability to apply gender inclusive practices
7. Proven capacity to work independently and use strong initiative to seek out opportunities
8. Capacity to facilitate meetings and workshops
9. Proven high level time management and organisational skills
10. Excellent skills in Microsoft Office (Word, Excel, Outlook and Access)
11. Ability to thrive under pressure and balance several competing tasks at once
12. Demonstrated interest in education and international development work
13. Ability to supervise other team members

Malaysia Australia Education Project for Afghanistan (MAEPA 3)

Terms of Reference

POSITION DESCRIPTION – CAPACITY DEVELOPMENT COORDINATOR

(NATIONAL POSITION)

MAEPA is a trilateral project of the Malaysian, Australian and Afghanistan Governments and was announced in Kuala Lumpur in July 2008 by the Malaysian and Australian Prime Ministers. The Project has completed two cycles, MAEPA 1 in 2009 and MAEPA 2 in 2010, which have funded the training in Malaysia of Afghan Master Teacher Trainers. The Project has helped them gain an appropriate level of pedagogical and educational delivery skills necessary to improve the quality of teaching and learning in Afghanistan.

MAEPA sits within AusAID's Development Assistance Facility for Afghanistan (DAFA). GRM International is the Australian contractor managing DAFA, and is referred to below as DAFA MC. The current phase of DAFA is due to conclude on 29 February 2012, during MAEPA 3. DAFA may then be replaced by a similar mechanism. This position is expected to transition into the new arrangement without interruption.

MAEPA 3 will continue the Master Teacher Trainer program (MTT) and integrate this with a Capacity Development Program (CDP) for the leaders of Teacher Training Colleges and officials from the Teacher Education Directorate (TED) of the Ministry of Education (Afghanistan).

This position is for a member of the MAEPA 3 Team.

The Capacity Development Coordinator will contribute to the implementation of MAEPA 3, with her/his main responsibilities being for provision of the 'in Afghanistan' coordination of activities and resources for the Capacity Development Program which includes: the On-the-Job-Training (OJT) program, the Leadership and Management Training (LMT) program and the Women's Leadership Training (WLT) program. This is an operational role with responsibility for coordination of the administration, logistics, provision of goods and services, records management and so on associated with implementing these programs.

While engaged on these tasks, you will work in a multicultural team drawn mainly from Australia, Afghanistan and Malaysia. You will play a significant role in liaising with key stakeholders in Afghanistan on operational matters.

You will undertake and complete the duties prescribed in the Terms of Reference below.

RESPONSIBILITIES/ TASKS

1. Contribute to overall MAEPA project planning and development, and coordinate with the Project Manager and Deputy Project Manager to ensure coordination activities adhere to needs of the project Work Plan
2. Act as the interpreter for the Capacity Development Adviser in implementation of the CDP and the LMT programs when the CDA is in Afghanistan
3. Coordinate the administrative and logistical support to technical teams and project management for MAEPA (bookings and arrangements for program events, disbursement and acquittals of travel and per diem monies, assist in identifying providers of goods and services, assist in selection and procurement process, etc)
4. Coordinate with the Master Teacher Trainer Training Coordinator to maintain efficient and effective coordination between TED and the MAEPA team; and liaise with TED in regards to the OJT, LMT and WLT programs
5. Coordinate with the Master Teacher Trainer Training Coordinator to maintain effective support to the TED in relation to MAEPA activities.
6. In coordination with the Capacity Development Adviser, provide support to TED in the selection of the LMT and WLT cohorts, and coordinate preparation for LMT study in Malaysia and WLT in Kabul, (development of Learner Profiles, manage Pre-Departure Briefing, medicals and applications for travel documents, etc)
7. Coordinate preparation of the *MAEPA Information Kits* for WLT and LMT participants
8. Facilitate Pre-Departure Briefing and logistics for LMT, including liaising on visa issues
9. Coordinate the translation of MAEPA training materials for the LMT and WLT
10. Support coordination of Trilateral Steering Committee Meetings as required
11. Take responsibility for maintaining up to date records for the WLT program and LMT program (contracts, insurances, travel etc), and CDP where required, and provide information to the Project Manager and Deputy Project Manager, as required, for project planning and reporting
12. Manage the CDP section of the MAEPA database
13. Supervise Project Administrative Assistant and contracted translators: delegating duties, supporting and guiding them to undertake these and managing performance
14. Identify opportunities for administrative process improvement and work with colleagues to implement improvements
15. Contribute to trouble shooting and problem solving as required to achieve Project outcomes
16. Other duties as directed.

REPORTING TO:

The Capacity Development Coordinator will usually report to the Deputy Project Manager, but for some matters will also need to coordinate directly with the Capacity Development Adviser. The

Capacity Development Coordinator will work in a cooperative team environment with other DAFA MC and MAEPA team members.

The Capacity Development Coordinator will supervise a MAEPA Administrative Assistant, as well as support staff engaged on a short-term basis during busy periods.

DURATION AND LOCATION

The Capacity Development Coordinator will be based in Kabul, full-time from July 2011 until March 2013.

QUALIFICATIONS, EXPERIENCE AND SKILLS

1. Tertiary qualification in Administration, Education, Development or relevant field
2. Demonstrated successful experience working in an operational role in international development projects, or similar
3. Strong analytical skills and the ability to understand complex issues
4. Excellent English, Dari and Pashto language skills, and ability to interpret and translate where required
5. Strong interpersonal and communication skills, with proven ability to liaise with government, donor and partner organisations in a professional and effective manner
6. Familiar with issues relating to the education of girls and women in Afghanistan and ability to apply gender inclusive practices
7. Proven capacity to work independently and use strong initiative to seek out opportunities
8. Proven high level time management and organisational skills
9. Excellent skills in Microsoft Office (Word, Excel, Outlook and Access)
10. Ability to thrive under pressure and balance several competing tasks at once
11. Demonstrated interest in education and international development work
12. Ability to supervise other team members

Malaysia Australia Education Project for Afghanistan (MAEPA 3)

Terms of Reference

POSITION DESCRIPTION – MALAYSIAN MAEPA COORDINATOR

(MALAYSIAN NATIONAL)

MAEPA is a trilateral project of the Malaysian, Australian and Afghanistan Governments and was announced in Kuala Lumpur in July 2008 by the Malaysian and Australian Prime Ministers. The Project has completed two cycles, MAEPA 1 in 2009 and MAEPA 2 in 2010, which have funded the training in Malaysia of Afghan Master Teacher Trainers. The Project has helped them gain an appropriate level of pedagogical and educational delivery skills necessary to improve the quality of teaching and learning in Afghanistan.

MAEPA sits within AusAID's Development Assistance Facility for Afghanistan (DAFA). GRM International is the Australian contractor managing DAFA, and is referred to below as DAFA MC. The current phase of DAFA is due to conclude on 29 February 2012, during MAEPA 3. DAFA may then be replaced by a similar mechanism. This position is expected to transition into the new arrangement without interruption.

MAEPA 3 will continue the Master Teacher Trainer program (MTT) and integrate this with a Capacity Development Program (CDP) for the leaders of Teacher Training Colleges and officials from the Teacher Education Directorate of the Ministry of Education (Afghanistan). Under the MTT program, four groups of 30 Afghan MTTs will be trained in Malaysia in a 14.5-week training program inclusive of On-Arrival Orientation. Under the CDP, two groups of 30 Afghans will each participate in a 4.5-week Leadership and Management Training (LMT) program inclusive of On-Arrival Orientation.

This position is for a member of the MAEPA 3 Team.

The Malaysian MAEPA Coordinator will contribute to the implementation of MAEPA 3, with her/his main responsibilities being for provision of the 'in Malaysia' coordination of activities and resources for the MTT and LMT programs. This is an operational role with responsibility for coordination of the administration, logistics, provision of goods and services and so on associated with implementing these programs.

While engaged on these tasks, you will work in a multicultural team drawn from mainly from Australia, Afghanistan and Malaysia. You will play a significant role in liaising with key stakeholders in Malaysia on operational matters.

You will undertake and complete the duties prescribed in the Terms of Reference below.

RESPONSIBILITIES/ TASKS

1. Contribute to overall MAEPA project planning and development in Malaysia, and coordinate with the Malaysian Project Manager and the MAEPA Teams based in Kabul and Kuala Lumpur to ensure activities follow the Project Work Plan
2. Support the Malaysian Project Manager and Teacher Training Expert (TTE) in organising and running the Induction and Preparatory Workshops for the Malaysian teaching teams for the MTT and LMT programs
3. In coordination with the Malaysian Project Manager, provide logistical support to the teaching teams from participating Malaysian institutions and the Teacher Training Expert (TTE)
4. Coordinate the production of translated MAEPA teaching and learning materials
5. Coordinate with the MTT Training Coordinator and Capacity Development Coordinator to contribute to the preparation of the Pre-Departure Briefing of training participants
6. Travel to Afghanistan if required (and if approved by the Government of Malaysia) to brief participants and escort them to Malaysia.
7. Coordinate preparation of the MAEPA Starter Kits and develop the On-Arrival Orientation program for MTTs and LMT participants
8. In coordination with others in the MAEPA Team, provide MTTs and LMT participants with ongoing support, information and advice to support a successful study experience
9. Support coordination of social and educational activities for the training participants and, where feasible, accompany groups on excursions
10. With mentoring by the TTE, prepare reports on social and educational activities to contribute to Project Monitoring and Evaluation
11. Support the Malaysian Project Manager and TTE in organising and running the Retreats to reflect on the effectiveness and efficiency of MAEPA activities in Malaysia.
12. Support the Malaysian Project Manager to produce the MAEPA 3 commemorative booklet
13. Support coordination of Trilateral Steering Committee Meetings as required
14. Take responsibility for maintaining up to date records for all in Malaysia MAEPA programs using the MAEPA records management system, and provide information to the Project Manager and TTE, as required, for project planning and reporting
15. Ensure that relevant data from Malaysian activities is entered on to the MAEPA database
16. Supervise the MAEPA Administrative Assistant: delegating duties, supporting and guiding her/him to undertake these and managing performance
17. Identify opportunities for administrative process improvement and work with colleagues to implement improvements
18. Contribute to trouble shooting and problem solving as required to achieve Project outcomes
19. Other duties as directed.

REPORTING TO:

The Malaysian MAEPA Coordinator will usually report to the Malaysian Project Manager, but for some matters will also need to coordinate directly with the Project Manager and the Teacher Training Expert. The Malaysian MAEPA Coordinator will work in a cooperative team environment with other MAEPA Team members and other key stakeholders.

The Malaysian MAEPA Coordinator will supervise a part time Project Administrator.

DURATION AND LOCATION

The Malaysian MAEPA Coordinator position will be based within the International and Corporate Department of the Institute of Teacher Education, International Languages Campus in Kuala Lumpur, full time from May 2011 until March 2013. The Malaysian MAEPA Coordinator may, on occasion, also need to travel to Kabul.

QUALIFICATIONS, EXPERIENCE AND SKILLS

1. Tertiary qualification in Administration, Education, Development or relevant field
2. Demonstrated successful experience working in an operational role in international development projects, or similar
3. Strong analytical skills and the ability to understand complex issues
4. Excellent English and Bahasa Malaysia language skills, and ability to interpret and translate where required
5. Strong interpersonal and communication skills, with proven ability to liaise with government and partner organisations in a professional and effective manner
6. Capacity to facilitate meetings and workshops
7. Familiar with issues relating to the education of girls and women in developing countries and ability to apply gender inclusive practices
8. Proven capacity to work independently and use strong initiative to seek out opportunities
9. Proven high level time management and organisational skills
10. Excellent skills in Microsoft Office (Word, Excel, Outlook and Access)
11. Ability to thrive under pressure and balance several competing tasks at once
12. Demonstrated interest in education and international development work
13. Ability to supervise other team members

Annex 12

Lessons Learned

Annex 12: Lessons Learned

Number	Lesson Learned in MAEPA 2	Treatment in MAEPA 3
Stage 1	Project Establishment	
1.1	Implementation of MAEPA 2 overlapped with finalisation of MAEPA 1 activities and reporting. This required strong management and agility in team roles. The overlap is expected to happen again in 2011 and will need resourcing.	A transition plan has been included in the MAEPA 3 design to cover the early implementation period (April to June 2011) while the design of MAEPA 3 is being approved and MAEPA 3 team recruited and mobilised.
Stage 2	Preparation in Afghanistan	
2.1	Badghis, the only province not to have sent an MTT to Malaysia, should be prioritised in MAEPA 3 MTT selection .	Under-represented provinces to have priority in MTT (and TT) selection. Notion of equitable distribution to be used so that future numbers are proportionate to TTC size and needs.
2.2	Five MTTs from other discipline areas such as Maths and Biology were selected to participate in MAEPA 2 as they came from TTCs in under-represented provinces lacking suitable nominees in either Literacy or Islamic Education. These five joined the Literacy stream in Malaysia. There was a lack of clarity about how they would use this element of the training program. More attention to this issue will be needed in future as it is likely that this situation will recur.	To be acted upon during implementation as required.
2.3	Having detailed preparatory briefing of MTTs in two stages was done for the first time in 2010. It worked well and the results were that the MTT group was better informed and more cohesive as a group even before leaving Kabul.	The Work Plan has built this two-stage process in for all MTT and LMT groups.
2.4	Thorough medical examinations resulted in exclusions of five nominated MTTs on medical grounds which created problems in the preparatory period but led to a healthier group being selected. A private clinic should continue to be used in future but timelines should be better managed so medical test results are reported more promptly.	The cost of a private clinic has been assumed in the budget and the Work Plan has allocated time for medicals for each cohort. The Kabul team will need to ensure that medical reports are received promptly from the clinic, as some may lead to withdrawals of nominated MTTs. Time is needed so that withdrawals on medical grounds are handled sensitively and the final MTT list determined efficiently. For each selection process an extra ten nominations will be sought so there are reserve applicants to fill the places vacated on medical and other grounds.

Number	Lesson Learned in MAEPA 2	Treatment in MAEPA 3
2.5	Following excessive use of Malaysian clinics by MAEPA 1 MTTs, strict rules were developed for MAEPA 2 on the use of the clinic in Malaysia . These rules were included in a new agreement between TED and MTTs drafted by the MAEPA team, translated into Dari and Pashto and signed before MTTs' departure from Kabul. Clinic use was not an issue in MAEPA 2 which meant there was less disruption to classes, less need for IPG KBA staff to drive MTTs to the clinic and reduced expense (to GoM) of clinic visits. It is recommended that pre-departure briefings should continue to explain the expectations regarding use of clinics and a similar TED-MTT agreement covering this and other issues be used in future.	MAEPA 3 implementation to be informed by MAEPA 2 experience. TED-MTT and TED-LMT Agreements to be prepared and signed. These will include expectations regarding the use of clinics (and other matters).
2.6	The issuing of Afghan passports was problematic and delays put pressure on the timing of the application for Malaysian visas. In future, it would be good if MoE(Af) could drive this process and liaise at high level with the MoFA (Af) if bottlenecks arise.	In MAEPA 3, a smooth processing system will be essential as there are 180 MAEPA 3 participants in six groups along with 12+ Interpreters who will all need either new or extended service passports. It is recommended that additional letters between the Australian Embassy and MoFA(Af) (<i>Note Verbale</i>) and between DAFA and MoE(Af) be prepared to supplement the Exchange of Letters between AusAID and MoF. It is hoped that these letters will assist in the issuing of participants' passports.
2.7	There is scope to improve the pre-course English Language Training in Kabul so that it is designed and delivered in accordance with the <i>MAEPA English Language Training Framework</i> developed in MAEPA 2.	For the first cohort the plan is to replicate but improve the ELT model used in MAEPA 2 where the Interpreters also ran the ELT. The TTE has been scheduled to start working on preparation of new ELT materials in April and to be in email communication with the Interpreters to provide extra training in their use and to support them to customise their T&L materials to the <i>MAEPA ELT Framework</i> . For future cohorts it may be necessary to outsource ELT as the Interpreters may not be available. The PD will explore options on how to deliver customised training for the remaining three MTT cohorts.

Number	Lesson Learned in MAEPA 2	Treatment in MAEPA 3
2.8	During the <i>Meeting of Minds Workshop</i> in November 2010, the Malaysian TFs said that the MTTs had seemed unclear about their future roles after the MAEPA training and that they did not see themselves as potential change agents. The TFs felt that his lack of self-belief had impeded the MTTs' learning. The TFs suggested that TED provide clearer direction to the MTTs in the pre-departure period which could be reinforced in Malaysia.	To be followed up for all MAEPA participants by the MAEPA team (particularly the CDA) during implementation.
Stage 2	Planning in Malaysia	
2.9	Having Malaysian visas affixed to MTT and Interpreter passports prior to their departure from Kabul (a different approach from MAEPA 1) worked well. However, a replacement MTT who travelled three days later, accompanied by a TED official who had been to Malaysia for MAEPA many times previously, encountered difficulty on arrival at Kuala Lumpur International Airport. While they had valid Malaysian visas in their passports, they were detained for 3 hours until the TED official was able to contact the TD and she was able to speak by phone to the Immigration officer.	<p>With 193 Afghans requiring Malaysian visas and smooth entry into Malaysia it will be important to establish efficient processes. In future, it is recommended that MoE (M) brief the Airport Immigration officials of planned MAEPA arrivals. In addition, an MoE(M) or IPG KBA staff member should be inside the secure area of the airport to meet MTTs and LMT participants on arrival and ensure their safe passage through the airport.</p> <p>The MAEPA PM should liaise with MoFA(M), MoE(M) and the Project Manager (Malaysia) regarding visa issue and airport arrival arrangements well in advance of travel. The MAEPA 3 design has factored in visits to KL by the PM for project management discussions.</p>

Number	Lesson Learned in MAEPA 2	Treatment in MAEPA 3
2.10	There are some signs of fatigue in the Malaysian Teaching Team which will need to be addressed. This was discussed during the MAEPA 3 Workshop and the solution suggested was for institutional reward through AusAID funding of upgrade of facilities. While beneficial to the institutions and staff, if this solution proceeds, it still does not directly address the long hours of work and multiple priorities being juggled by dedicated TFs.	Upgrading of IPG facilities to be used by MTTs and LMT participants was discussed in detail in meetings between the design team and Malaysian representatives, particularly during the Melbourne consultations. The AusAID portion of the MAEPA 3 budget will fund purchase and installation of items such as air-conditioners and water heaters to apartments in the IPG KBA International Block. The Design therefore recommends introduction in Malaysia of standardised MAEPA procurement processes and training in their use. This will ensure procurement decisions are fully documented and value for money is obtained. The issue of individual fatigue will need to be monitored by the respective Campus coordinators and Malaysian Program Manager. Introduction of the new Campus (IPG KIK) and the shadowing arrangements planned will add further staffing resources to some of the cohorts which hopefully alleviates the fatigue issue.
2.11	There is need for succession planning in selection of the MAEPA 3 Teaching Team to overcome gaps which will be created by a number of key staff retiring in 2012. These issues were discussed at both the 18 November 2010 <i>Meeting of Minds Workshop</i> and the <i>Melaka Retreat</i> .	IPG KBA has advised that Teaching Team selection will include additional staff to shadow more experienced staff so that there will be sufficient experienced MAEPA Training Facilitators to manage the required teaching load for all CFs for all three cohorts in 2012.

Number	Lesson Learned in MAEPA 2	Treatment in MAEPA 3
2.12	<p>A wider range of training strategies needs to be modelled in Malaysia in order to provide the best experience for MTTs. The Teaching Team has identified a range of areas for improvement through a detailed evaluation of each CF. In 2011, the TTE should focus more attention on assisting TFs during preparatory workshops to ensure that the following aspects are addressed:-</p> <ul style="list-style-type: none"> ➤ diversity of delivery strategies as an explicit aspect of teaching plans ➤ systematic and regular reflection on both process and content- more active participation ➤ establishing expectations of behaviour ➤ strategies to enhance women's participation ➤ stronger linking between CFs, and ➤ enhancing MTTs' understanding of the Curriculum as a whole. <p>There has been a tendency in the past for TFs to focus during the Induction Workshop on production of teaching and learning materials ready for translation rather than on the bigger picture.</p>	<p>The TTE plans to adjust the program for the <i>Induction Workshop</i> to be held on 10-13 May 2011 during the transition period to ensure greater focus is given to these aspects. Her work with the Malaysian Mentors will also reinforce their role in promoting diversity of approaches. These points will need to be reinforced in future Induction and Preparatory Workshops during full project implementation.</p>
2.13	<p>During the <i>Induction Workshop</i> in May, the Malaysian Teaching Team should be briefed in more detail about TED's expectations of the MTTs post-MAEPA so that they can tailor their training to meet these needs.</p>	<p>This is linked to Lesson 2.8. Information from the <i>Initial Briefing</i> in Kabul can be shared by the acting PM (former Technical Director) with the TTE and KL-based Teaching Team at the <i>Induction Workshop</i>. Information will include the MTTs' <i>Learner Profiles</i> and <i>ICT Skills Surveys</i> as well as reporting on the MTTs' workplace contexts.</p>
2.14	<p>Gender integration during training in Malaysia could be improved through greater awareness in Malaysia.</p>	<p>Gender awareness and gender integration should be topics for inclusion in all MAEPA training in both countries. A gender awareness session should be included in the <i>Induction Workshop</i> program which draws on MAEPA experience to date and develops strategies for the future. There may also be requirement for capacity development of the Malaysian MTT and LMT Teaching Teams by the TTE during the preparatory period.</p>

Number	Lesson Learned in MAEPA 2	Treatment in MAEPA 3
Stage 3	Training Delivery in Malaysia	
3.1	MTTs' punctuality and their sense of freedom to walk in and out of class were both issues which the Malaysian TFs identified as interfering with effectiveness of teaching and learning.	Punctuality is to be promoted in all training in both Kabul and Kuala Lumpur. There is a need to work with MTTs and LMT participants to set "ground rules" on punctuality, absence from class, use of mobile phones, tidiness of the training room etc, and for the teaching teams to enforce them through having a uniform approach. This could be planned during the Preparatory Workshops. The MAEPA 2 pre-departure briefing in Kabul included punctuality as a topic and this should continue in 2011 and 2012.
3.2	During the Practicum, MTTs only allocated one day for CF2 and CF12 , which was at odds with the length of time spent in Malaysia learning teaching strategies in their discipline stream. This may have been due to their lack of knowledge of the discipline specialisations of the TTs. The six TT groups had not been organised by stream, and for the day on CF2 and CF 12 needed to be reorganised. In planning the next Practicum thought needs to be put into these aspects to ensure that CF2 and CF12 receive adequate coverage.	To be followed up during implementation.
3.3	The introduction of intensive ICT skills training in the first two weeks in Malaysia and continuing training thereafter was valued by the MTTs. However, it would be even more effective if problems with laptops could be allocated to a help desk outside of ICT class hours so that teaching and learning time could be maximised. The MAEPA 3 design team should look into IT support options for MTT and Interpreter laptops to keep all 33 laptops functioning effectively. CF leaders could liaise with the ICT trainers so that ICT sessions are better integrated into the mainstream program which would support both TFs and MTTs.	The MAEPA 3 design includes procurement in Kuala Lumpur of a set of 65 laptops for use by MTTs, LMT participants and Interpreters. The procurement specifications will include after sales service of the laptops so that hardware and software problems can be dealt by technicians on a regular basis.
3.4	The Malaysian Teaching Team expressed concern that the timing of SBE during Ramadan was difficult. They believed that MTT energy levels were insufficient to cope with the rigours of the program. This should be taken into account if possible when the Academic Schedule is developed for MAEPA 3.	To be considered during implementation when the Academic Schedule is developed for Cohorts 1, 3 and 4.

Number	Lesson Learned in MAEPA 2	Treatment in MAEPA 3
3.5	The MTT Showcase was a new feature introduced in MAEPA 2. It proved a valuable opportunity for the participants to demonstrate new skills and present their teaching and learning materials to Government representatives visiting Kuala Lumpur in Week 14 and the IPG KBA community. It should be retained in MAEPA 3. However, sufficient preparation time for the Showcase should be factored into the Academic Schedule in future (not all within teaching hours).	The TTE is scheduled to be in Kuala Lumpur for Week 14 of each cohort to support the MTT Showcase. The audience for the <i>MTT Showcase</i> will differ each time and program adapted accordingly.
3.6	There was concern that MTTs had not prepared adequately in Malaysia for the Practicum. Detailed Practicum planning should be commenced no later than Week 9 and be shared with TED via regular emails to both TED and the Project Officer to ensure that the Practicum accords with TED expectations and that TED Mentors start becoming involved early. Malaysian Mentors should be briefed on Practicum planning requirements and monitor that adequate preparation is underway.	The MAEPA 3 Work Plan has allowed two days in Kabul for Practicum Preparation. In addition, the Academic Schedule for each MTT group, which will be negotiated at the relevant <i>Induction Workshop</i> , will include timetabled time for Practicum preparation for the first time. This means this aspect will have greater focus while the MTTs are in Malaysia.
3.7	Recording microteaching during the <i>MTT Showcase</i> proved valuable. Video footage of training facilitation can provide valuable material for critical reflection by both MTTs and TFs. Collection of such footage should be incorporated into the TTE's M&E and mentoring visits in future.	MAEPA 3 budget includes funding for the upgrading of the micro-teaching lab on the IPG KBA campus. This will include recording facilities.
3.8	The use of Emirates airlines was good in two ways. Firstly, arrival and departure times were better for IPG KBA. The MTTs and Interpreters arrived at 2.15pm in 2010 (compared to 6.00am in 2009), and departed at 7.30pm (rather than midnight). Secondly, Emirates have more generous excess baggage limits which was important when MTTs are leaving Kuala Lumpur after 3.5 months having accumulated a lot of T&L materials (apart from the inevitable shopping for gifts to take home).	The Work Plan has assumed an afternoon arrival (Emirates flights) but actual flight booking decisions will be made during implementation.
3.9	The MTT leadership model trialled in MAEPA 2 where TED appointed one male and one female co-leader worked very well.	It is recommended that TED follow the model in MAEPA 3 by appointing one male and one female co-leader for each future MTT or LMT cohort.

Number	Lesson Learned in MAEPA 2	Treatment in MAEPA 3
3.10	Having three Interpreters , including one female, worked well. There was an issue with one Interpreter being young and quite inexperienced. However, she was a replacement after the original TED nominated female interpreter had dropped out.	It is recommended that decisions about the number of Interpreters per cohort be decided in the preparatory period of each training cycle on a case by case basis. If there are female participants there should be a female interpreter in case there is a need to deal with personal issues including accompanying women to the clinic. However, when there are two cohorts at the one time the number of male and female interpreters needs to be determined according to availability of high quality individuals with high level language skills in the education sector. If there is an insufficient pool of female interpreters it may be that one of four interpreters is female when there are two cohorts overlapping.
Stage 4	Training Application in Afghanistan	
4.1	TT selection in future should take account of patterns to date as provided in Annex 9. Two provinces have yet to send TTs to a Practicum. A few have been over-represented. The number of female TTs in 2010 (20, or 12 per cent of the total) was the same as in 2009. It is hoped that more women could participate in a Practicum in future.	To be followed up during implementation.
4.2	The Practicum venue was a wedding hall which proved inadequate because teaching spaces had to be created by curtaining off sections of large rooms. Without walls, the noise levels from concurrent sessions affected both the MTTs conducting training and the concentration of their learners. In 2011, a venue with six separate training rooms and a central meeting space would be preferred, if available.	Options to be followed up during implementation. Budget included for venue hire if required.
4.3	Leadership of the Practicum preparation and implementation needs to be clarified. The design had assumed that leadership was vested in TED but this had not been communicated clearly or understood. There was minimal TED involvement until the final week when the Technical Team and Malaysian Mentors met with them and they joined the observation of MTT training.	To be followed up during implementation.

Number	Lesson Learned in MAEPA 2	Treatment in MAEPA 3
4.4	The Practicum planning time in Kabul was only two days which had been intended for meetings with TED, production of teaching and learning materials and final planning. It should have been sufficient if adequate planning had been achieved in Malaysia. Feedback from MTTs was that it was insufficient.	The MAEPA team will need to anticipate the planning for the Practicum in both countries and guide Malaysian and Afghan actors to ensure the Practicum is well organised and MTTs and Afghan Mentors adequately prepared and involved.
4.5	Alumni support will become even more necessary as MAEPA grows both due to expansion in numbers and the length of time elapsed since earlier cohorts were in Malaysia. The Final Workshop in 2011 was designed to bring together MAEPA 1 and MAEPA 2 MTTs for the first time both to share their experience since their last MAEPA workshop (February 2010 for MAEPA 1 MTTs and November 2010 for MAEPA 2 MTTs) and draw on these so that the ATTE and Malaysian Mentors could provide capacity building to assist MTTs to apply their MAEPA learning in future.	Three alumni workshops have been included in the design. The details will be worked out during implementation. It is expected that these will be held in regional centres and targetted to produce outputs needed for the cascade training eg additional T&L materials. The MAEPA 3 design also includes one Final Workshop for all 120 MTTs building on the success of the 2011 workshop.
4.6	Support to TTs after their return home has not been factored in to the MAEPA design to date. With completion of MAEPA 2 there are now 336 TTs who have experienced the Practicum and could be further supported alongside their MTT colleagues as they develop cascade training in their TTC.	TTs can be included in alumni workshops. Furthermore, the topics to be covered in alumni workshops should be of relevance to TTs and offer ongoing professional development for them. The idea of producing T&L materials for use by TTs (and others) has also been suggested in the design. As numbers of MAEPA MTT and CDP alumni grow in each TTC it is hoped that MTTs and TTs will work together for their mutual benefit.
Stage 5	Coordination and Review	
5.1	The M&E strategy worked well. However, one issue in MAEPA 2 was that the timetable was so full that it was difficult for the ATTE to have time with MTTs during her regular M&E visits. In future, the Academic Schedule should allocate time for feedback sessions during the TTE's visits.	To be followed up during implementation when the Academic Schedule is negotiated.
5.2	In MAEPA 2 the ATTE made five visits to Malaysia in Stage 3 to mentor the Malaysian team and Interpreters and undertake M&E. In future, fewer M&E /mentoring visits would probably be sufficient given that the IPG KBA and KPI teaching teams have more MAEPA experience behind them.	This recommendation has been factored in to the Work Plan. With larger participant numbers in Malaysia in 2012 ,particularly in Semester 1 when there will be one MTT cohort and two LMT cohorts, the TTE's visits will need careful planning to ensure the meet both M&E and mentoring objectives. It may be that while the number of visits is less per cycle the length of visits is longer. This will achieve costs savings in terms airfares.

Number	Lesson Learned in MAEPA 2	Treatment in MAEPA 3
5.3	M&E by the Malaysian Teaching Team has recommended the curriculum and approach for CF2 (Islamic Education) and CF12 (Literacy) be reviewed. There has also been a request for a change in the day of the week for these concurrent CFs from Friday to another day.	To be followed up during implementation, particularly during the Induction Workshop in May 2011 which would then guide the CFs not just for Cohort 1 but for all four groups.
5.4	Moving the Mid-Project Meeting to Week 14 and including the Showcase that week were both very effective but probably put more strain on both the Malaysian team and MTTs. Adequate preparation time for the Showcase needs to be factored in. With the three MAEPA 2 events and Day 1 of the MAEPA 3 Workshop all occurring that week the Malaysian Closing Ceremony had a very high level representation from both GoAf and GoA.	Under the new schedule for coordination meetings, the Trilateral Steering Committee Meetings do not align as they did previously so this conflict should not arise.
5.5	A trilateral project requires greater coordination than a bilateral one and staff in multiple locations to handle project activities often being implemented simultaneously in two countries. The management model designed in 2008 for a one-off pilot project was used in 2009 and 2010 and delivered the results. However, the workload for the key individuals in the three countries was intense at peak periods and heavy for most of the MTT project cycle. The model needs reconsidering and greater resourcing for MAEPA 3 given the longer time duration, the changes in DAFA including a trebling of the Facility, the overlapping of future MTT cohorts and the introduction of the new short course training element.	An expanded management team is proposed with extra resources in both Kabul and Kuala Lumpur. The MAEPA leadership position has now been moved from Melbourne to Kabul and renamed as Project Manager with an expanded local support team. Section 9.7 of the main document describes the management model.

Annex 13

Risk Matrix

Annex 13: Risk Matrix

KEY	Likelihood (L) - the level of probability of the risk eventuating			Consequences (C) - the level of impact on the project if the risk eventuates			Risk Level
	5	Almost certain	expected to occur in most circumstances	5	Severe	would stop achievement of functional goals and objectives	Extreme (E)
	4	Likely	will probably occur in most circumstances	4	Major	would threaten goals and objectives; requires close management	High (H)
	3	Possible	might occur at some time	3	Moderate	would necessitate significant adjustment to the overall function	Medium (M)
	2	Unlikely	could occur at some time	2	Minor	would threaten an element of the function	Low (L)
	1	Rare	may occur only in exceptional circumstances	1	Negligible	routine procedures sufficient to deal with the consequences	

Risk	L	C	R	Impact on Project	Responsibility	Risk Mitigation Strategies
Project Risks: In Afghanistan						
Complexity of education context in Afghanistan results in its inability to respond to and use MAEPA inputs	2	3	M	Some project activities inappropriate for the context Some project gains not applicable in current environment Project impact reduced	All stakeholders	<ul style="list-style-type: none"> All parties participate in design process Project design aligned with MoE(Af) inputs, and fully negotiated TED focal point for each component of the project identified, and participates in ongoing management Detailed planning occurs early in the project Flexibility in designed activities allows for contingency planning
'Best practice' assumptions driving project design do not work in Afghanistan	2	2	L	Some project gains not applicable in current environment Project impact reduced	MoE (Af) DAFA MC	<ul style="list-style-type: none"> All parties participate in design process Project design aligned with MoE(Af) inputs, and fully negotiated TED focal point for each component of the project identified, and participates in ongoing management of implementation Detailed planning occurs early in the project Flexibility in designed activities allows for contingency planning
Unable to recruit appropriate international staff to work in Afghanistan	3	5	H	Activities unable to go ahead	DAFA MC	<ul style="list-style-type: none"> Recruitment of staff begins as early as possible Interim team (from MAEPA 2) organises MTT Cohort 1 and Project start-up DAFA MC creates staffing contingency plan
Activities fall behind the Work Plan schedule	3	5	H	Activities do not happen as planned and outcomes reduced Unplanned overlaps of activities	All stakeholders	<ul style="list-style-type: none"> On-site management presence allows for prompt and flexible responses to issues Proactive project management and coordination

				creating excessive demand on resources		<ul style="list-style-type: none"> Expedite project agreement process and recruitment at project startup Clearly defined roles and responsibilities across sites of activity
TED managers lack ability to provide level of active management needed in moving project activities forward	3	3	H	Coordination breaks down Activities do not happen as planned and outcomes reduced	MoE (Af) DAFA MC	<ul style="list-style-type: none"> Detailed planning occurs early in the project TED focal point for each component of the project identified, regular communication and strong relationship maintained Regular transparent reporting against plans is part of M&E Flexibility in designed activities allows for contingency planning DAFA MC supports TED team as appropriate
Inappropriate participants selected for training (role, status or aptitude results in inability to apply)	2	3	M	Project impact reduced	MoE (Af) DAFA MC	<ul style="list-style-type: none"> Selection criteria for all trainees developed and applied Project expectations explicit in the design Design includes relevant, workplace based pre and post training tasks
TED managers who understand and support project move to new position	3	2	M	Delay in progress or level of support while new manager inducted. May be some regression	MoE (Af) DAFA MC	<ul style="list-style-type: none"> Project plans and reporting inaccessible, simple English Key agreements, plans and reports summarised and translated TED focal point kept fully engaged and up to date
TED / TTC staff identified for Malaysia training do not pass health checks	3	2	M	Selected trainee would need to be replaced.	MoE (Af) DAFA MC	<ul style="list-style-type: none"> Selection for training undertaken early, with more than the required number nominated to provide some back Health checks undertaken early In LMT, need TED agreement that replacement nominee must be in a position where he/she can implement change on return to Afghanistan
Passports, visas, etc for trainees travelling to Malaysia do not get processed in time	3	2	M	Delay in travel Activities do not happen as planned and outcomes reduced Unplanned overlaps of activities creating excessive demand on resources	All stakeholders	<ul style="list-style-type: none"> Expedite governance arrangements including: Exchange of Letters between GoA and GoAf; Note Verbale between the Australian Embassy and MoFA; and Letter from DAFA to TED. Latter two are new for MAEPA 3. Trainees identified early in project and applications done early Obtain official letters to support facilitation of passports and visa Additional staff on the MAEPA team to deal with the increased volume of passports and visas and other travel arrangements. Commit project administrative staff full-time to task
Translators' skills are below the standard needed	3	3	H	Quality of T&L materials affected	MoE(Af) DAFA MC	<ul style="list-style-type: none"> Selection process undertaken early Translators well briefed on their roles

						<ul style="list-style-type: none"> Translators given the latest version of the <i>MAEPA Trilingual Glossary of Educational Terms</i> to guide their work Quality checks of translated documents made either by MAEPA team or other Translators.
TED work plan activities that Capacity Development Program depends on, do not happen (funding issues, security issues, changing priorities, etc)	3	3	H	Some project activities do not happen as planned Project impact reduced	MoE (Af) DAFA MC	<ul style="list-style-type: none"> Detailed planning occurs early in the project Flexibility in designed activities allows for contingency planning Contingency budget to fund limited number of key activities
Appropriate trainees for the female leadership training cannot be identified	2	3	M	Activities do not happen as planned and outcomes reduced	MoE (Af) DAFA MC	<ul style="list-style-type: none"> Selection for training undertaken early, with some back up selections Budget to fund chaperones
Project Risks: In Malaysia						
Delayed upgrading of IPG KBA facilities to accommodate 60 trainees	2	4	M	Delay in start of Leadership Training, and consequent delay in start of follow up activities	GoA, GoM DAFA MC	<ul style="list-style-type: none"> Expedite process for official procedures: exchange of letters, etc Expedite availability of funding Expedite approval process for purchasing and tendering work Contingency plan is prepared for any delay in Leadership training
Interpreters' skills are below the standard needed	3	3	H	Training quality affected	MoE(Af) DAFA MC	<ul style="list-style-type: none"> Selection process undertaken early Interpreters well briefed on their roles TTE mentors Interpreters and encourages experienced Interpreters to mentor new MAEPA Interpreters Translators/Interpreters given the latest version of the <i>MAEPA Trilingual Glossary of Educational Terms</i> to guide their work
Training materials not produced on time	2	3	M	Delays to work plan or lower quality of training	DAFA MC IPG KBA IPG KPI IPG KIK IAB	<ul style="list-style-type: none"> TTE and Coordinators in three countries regularly communicate and monitor timing of document production, quality control of English version, translation, quality control of Dari/Pashto versions, distribution and printing. <i>Translation Register</i> which tracks all documents through the quality control and translation process regularly updated so that progress can be monitored
The MAEPA administrative load overwhelms the training institutions	2	3	M	Delays to work plan or lower quality of logistic support	IPG KBA DAFA MC	<ul style="list-style-type: none"> Regular and effective communications established between core MAEPA teams in DAFA Kabul and IPG KBA Adequate support for preparation for large groups (sufficient information, timely availability of necessary funds, extra administrative resources) is planned and provided by MAEPA team

						<ul style="list-style-type: none"> Regular visits to Malaysia by PM and TTE allow oversight and discussion and early resolution of any issues
The MAEPA training load overwhelms the Training Facilitators	2	3	M	Training quality and therefore outcomes reduced Unplanned substitution of teaching team members during the program	MoE (M) IPG KBA TTE	<ul style="list-style-type: none"> Effective briefing and preparation through Induction and Preparatory Workshops equips team well to take on their MAEPA roles Non-monetary incentives to encourage TFs are provided eg their participation is held in high esteem in Malaysia; locating residential workshops in attractive venues No institution has more than two cohorts
New institutions lack capacity to provide appropriate training	1	3	M	Training outcomes reduced	MoE (M) IPG KBA IPG KIK IAB TTE	<ul style="list-style-type: none"> Adequate preparation and induction of TFs is planned and provided through Induction and Preparatory Workshops Thorough 'shadowing' process developed and implemented Adequate ongoing support and oversight for both administrative arrangements and teaching is planned and provided by IPG KBA, PM and TTE
Project Risks: Trilateral						
Governance arrangements including Exchanges of Letters delayed	2	3	M	Delays caused in project implementation	GoAf, GoA, GoM DAFA MC	<ul style="list-style-type: none"> All parties participate in design process and negotiate responsibilities in detail Project design includes detail needed for preparation of the Exchanges of Letters
Some unanticipated costs	2	2	L	Shortfall in funds	GoAf, GoA, GoM DAFA MC	<ul style="list-style-type: none"> All parties participate in design process Detailed costing based on experience from previous MAEPA phases Details of cost-sharing arrangements agreed during design process Contingency included in budget for unanticipated essential expenditure
Costs change due to exchange rate fluctuation	3	3	H	Shortfall in funds	GoAf, GoA, GoM DAFA MC	<ul style="list-style-type: none"> All parties participate in design process Contingency for this built into project budget
External Risks						
Security incidents occur and Project operations in Afghanistan go into temporary lock down	3	2	M	Delays planned project activities, or hampers ability to undertake them as per Work Plan International MAEPA team and Malaysian Mentor /Official travel to	MoE(Af) DAFA MC	<ul style="list-style-type: none"> On-site management presence allows for prompt and flexible responses to issues Proactive project management and coordination Contingency in budget to cover necessary changes in approach to some activities Malaysia-based activities immune

				Kabul may be delayed or cancelled Domestic travel by TED and TTC participants may be impeded		
Security situation becomes worse	3	5	H	Prevents safe travel within Afghanistan Prevents international MAEPA team working in Afghanistan Malaysian Mentor /Official travel to Kabul may be delayed or cancelled Activities do not happen as planned and impact reduced	MoE(Af) DAFA MC	<ul style="list-style-type: none"> Proactive project management and coordination to anticipate changed status and develop an appropriate response International team members manage project from Dubai DAFA office if necessary Contingency in budget to cover necessary changes in approach to some activities Afghanistan-based activities relocated or retimed as required Malaysia-based activities immune
Severe winter weather impacts on travel or other activities in Afghanistan	3	2	M	Delays planned travel	MoE(Af) DAFA MC	<ul style="list-style-type: none"> On-site management presence allows for prompt and flexible responses to issues Final Workshop and Final Meeting have been timed in March not February 2013 to reduce this risk