

MAEPA 3 Design and Implementation Plan

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ABBREVIATIONS AND ACRONYMS

ANDS	Afghanistan National Development Strategy
ATTE	Australian Teacher Training Expert
AusAID	Australian Agency for International Development
BDHA	Policy and International Relations Division, MoE(M)
BPI	Islamic Education Division, MoE(M)
CDA	Capacity Development Adviser
CF	Competency Field
DAC	Development Assistance Committee (of the OECD)
DACUM	Developing a Curriculum
DAFA	Development Assistance Facility for Afghanistan
DPM	Deputy Project Manager
DT3	District Teacher Training Team
ELT	English Language Training
GoA	Government of Australia
GoAf	Government of Afghanistan
GoM	Government of Malaysia
GRM	GRM International
IAB	<i>Institut Aminuddin Baki</i> / the Aminuddin Baki Institute
ICD	International and Corporate Department (at IPG KBA)
ICT	Information and Communication Technology
INSET	In-service Teacher Training
IPG KBA	<i>Institut Pendidikan Guru, Kampus Bahasa Antarabangsa</i> / Institute of Teacher Education, International Languages Campus (formerly IPBA)
IPG KIK	<i>Institut Pendidikan Guru, Kampus Ilmu Khas</i> / Institute of Teacher Education, Special Education Campus (formerly IPIK)
IPG KPI	<i>Institut Pendidikan Guru, Kampus Pendidikan Islam</i> / Institute of Teacher Education, Islamic Education Campus (formerly IPIS)
LMT	Leadership and Management Training
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
MC	Managing Contractor
MDG	Millennium Development Goals
MoE (Af)	Ministry of Education (Afghanistan)
MoE (M)	Ministry of Education (Malaysia)
MoF	Ministry of Finance (Afghanistan)
MoFA(M)	Ministry of Foreign Affairs (Malaysia)
MPM	Malaysian Project Manager
MTCP	Malaysian Technical Cooperation Programme
MTDP	Master Trainer Development Program
MTT	Master Teacher Trainer
NESP	National Education Strategic Plan
NESP II	National Education Strategic Plan 2
NGO	Non-Government Organisation
OECD	Organisation for Economic Development and Co-operation
OIC	Organisation of Islamic Conference
OJT	On-the-Job Training
PM	Project Manager
SBE	School Based Experience
T&L	Teaching and Learning
TD	Technical Director
TCTP	Third Country Training Programme (Malaysia)
TED	Teacher Education Directorate (of MoE(Afghanistan))
TF	Training Facilitator (Malaysian)
TPC	Training Program Coordinator
TSC	Trilateral Steering Committee
TT	Teacher Trainer
TTC	Teacher Training College (in Afghanistan)
TTE	Teacher Training Expert
WLT	Women's Leadership Training

EXECUTIVE SUMMARY

This *Design and Implementation Plan* for the third phase of the *Malaysia Australia Education Project for Afghanistan (MAEPA 3)* scales up the original MAEPA and integrates it into the institutional settings in the Teacher Education Directorate (TED) of the Ministry of Education of Afghanistan (MoE(Af)) and the 42 Teacher Training Colleges (TTCs) located in the 34 provinces of Afghanistan. The document reflects extensive discussion between representatives of the Governments of Afghanistan, Malaysia and Australia over the past eleven months.

MAEPA is a trilateral project co-financed by Malaysia and Australia through the Malaysian Technical Cooperation Programme (MTCP) and the Australian Agency for International Development's Development Assistance Facility for Afghanistan, with substantial in-kind contributions by the Governments of Afghanistan and Malaysia. The design utilises the comparative advantages each of the three countries have to offer. The relationships created through MAEPA 1 and MAEPA 2 will form a strong foundation for the implementation of the third phase.

MAEPA 1 was implemented from 13 March 2009 to 12 March 2010 and MAEPA 2 from February 2010 to April 2011. The Project has aimed to improve the quality of teacher education through creation of a cadre of Master Teacher Trainers (MTTs) who understand modern learner centred training and are able to train others in these new approaches. Those trained will then train others in a cascade training model.

The proposed design for MAEPA 3 retains the 12-month MTT training program cycle inclusive of preparation in Kabul, 14.5 weeks of customised training in Malaysia and supported application of learning in Afghanistan. There will be four cohorts of 30 MTTs in three cycles. The two discipline streams – Islamic Education and Literacy – will continue. A new teaching team from a third institute of teacher education in Malaysia will be prepared in 2011 to host two groups in 2012.

The radical change in the design is the expansion of capacity development to TED and the TTCs to create an enabling environment which embraces change, leading to overall improvement in the quality of teacher education in Afghanistan. The new activities target the managers of pre-service teacher education, both centrally at the TED and provincially, at the TTCs. This new Capacity Development Program (CDP) has three main elements of ongoing support to be led by an internationally recruited part-time Capacity Development Adviser:

- › an ongoing program of On-the-Job Training (OJT) for TTC Leaders and central TED Officers responsible for TTC development
- › a 4.5 week Leadership and Management Training (LMT) program in Malaysia, for 42 TTC Leaders and 18 central TED Officers responsible for TTC development. The LMT will consist of two cohorts of 30 participants.
- › a two-week Women's Leadership Training (WLT) program in Kabul, for 30 female participants drawn from TTCs and the central TED

A customised curriculum for the one-month LMT will be developed by experts from the three countries. Training in Malaysia will be conducted by the Aminuddin Baki Institute supported by the Institute for Teacher Education – International Languages Campus (IPG KBA).

By the end of MAEPA 3 in March 2013, an additional 180 Afghan participants will have been trained in Malaysia, a six-fold increase on MAEPA 2. A further 680 Teacher Trainers (TTs) will have participated in the Practicums in Kabul, additional Teacher Trainers will have benefitted from MTTs' mentored TTC-based practice and at least 90 TED officials will have participated in capacity development activities. This will bring the total number of Afghan personnel trained in Malaysia under MAEPA to 240, and trained in Kabul to 1,046 comprising 1,016 TTs and 30 WLT participants.

Participating in training in Malaysia is a transformative experience for the Afghan trainees, who benefit from the formal training and the incidental learning gained from living in a peaceful, multicultural and multi-faith, economically advanced society. MAEPA 3 will continue to prioritise the training of women with dual emphases on numbers participating and their full involvement in all stages of the learning process.

The design also includes funding for three alumni activities. It is envisaged that these will be regional workshops convened to produce specific outputs such as production of teaching and learning materials for use by teacher trainers in support of the cascade training model. It is hoped that TED will continue to lead and fund such alumni activities beyond the life of the Project.

Trilateral governance will continue to be based on Exchanges of Letters. The design recommends that the existing group of senior representatives of the three governments which provides strategic oversight and direction to MAEPA be named the Trilateral Steering Committee (TSC). The TSC will meet approximately six-monthly. Project reports will be prepared by the MAEPA team for discussion at each Meeting.

Project management teams will be located within the DAFA office in Kabul and IPG KBA in Kuala Lumpur. Consonant with the expansion in the size and complexity of the Project, new positions for international and national staff have been recommended in the management structure. A new web-based records management system accessible in all project sites will enhance project management efficiency.

The integrated monitoring and evaluation (M&E) practices will continue whereby findings and lessons learned will be applied to future implementation to create a cycle of continuous improvement. The longer time frame within this phase and the elapsing of time since the earlier phases will make impact evaluation possible. An M&E Plan will be developed early in the Project.

Total expenditure is estimated at \$A8,756,651, drawing on funding by Australia through AusAID (73 per cent), Malaysia through the MTCP and in-kind support (22 per cent) and Afghanistan through in-kind support (5 per cent).

Transition strategies are included both for the transition from MAEPA 2 to MAEPA 3 in 2011 and from DAFA to the successor AusAID program in early 2012. The document also highlights success factors from the previous phases which could be used as a check-list if there is consideration for further expansion or replication of the MAEPA model in future. Finally, the document anticipates implementation by including a detailed Work Plan and identifies critical dates in the MAEPA 3 cycle.

1 INTRODUCTION

This *Design and Implementation Plan* for the third phase of the *Malaysia Australia Education Project for Afghanistan (MAEPA 3)* is the result of extensive collaboration and consultation in Afghanistan, Malaysia and Australia over the past nine months. It takes as its starting point the idea of scaling up the original MAEPA and integrating it into the institutional settings centrally in the Teacher Education Directorate (TED) of the Ministry of Education of Afghanistan (MoE(Af) and in TED's 42 Teacher Training Colleges located in the 34 provinces of Afghanistan. Through this expansion, MAEPA aims to continue to strengthen MoE(Af)'s management of quality improvement in education delivery in Afghanistan for the ultimate benefit of Afghanistan's school children.

2 PROJECT ORIGINS AND OBJECTIVES

MAEPA originated through a joint commitment made by the Prime Ministers of Malaysia and Australia to improving teacher training and boosting literacy in Afghanistan. The initiative was announced in Kuala Lumpur on 10 July 2008 by the Prime Ministers at that time, the Hon Kevin Rudd and the Most Honourable Tun Abdullah Hj Ahmad Badawi.

The announcement had been prompted by the situation 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 (from 900,000 in 2001 to 6.4 million in 2008) with a corresponding demand for trained teachers.

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 is a concrete example of the goodwill which exists between the three countries and their mutual desire to contribute to education reform in Afghanistan.

Arrangements for MAEPA 1 and MAEPA 2 were formalised in two mirrored Exchanges of Letters between the Governments of Australia (GoA) and Afghanistan (GoAf), and between the Governments of Australia and Malaysia (GoM).

The original objectives for MAEPA are outlined below in Box 1.

Box 1: Original MAEPA Objective Structure

Strategic purpose:

- › To contribute to the Government of Afghanistan's security, governance and development goals.

Project goal:

- › Master teacher trainers in Afghanistan have appropriate pedagogical and education delivery skills necessary to improve the quality of teaching and learning consistent with priorities in Afghanistan's National Education Strategic Plan.

Objectives:

- › Thirty Master Trainers develop new knowledge of new approaches to pedagogy and improved classroom teaching practices from training delivered in Malaysia.
- › Thirty Master Trainers develop new curriculum for use in Afghan teacher training centres that includes the new pedagogical knowledge acquired in Malaysia and train increasing numbers of new teachers to understand and apply the new teaching approaches to improve learning outcomes of Afghan school children.

Other:

- › The governments of Malaysia and Australia cooperate effectively in joint efforts to boost literacy levels in Afghanistan; and further strengthen Australia – Malaysia relations and increase Organisation of the Islamic Conference (OIC) engagement in Afghanistan.

Outcomes:

- › Immediate or short-term outcome: Strengthened training capacity in Afghan teacher training centres through 30 trained master teacher trainers transferring their new skills to other teacher trainers in teacher training centres in Afghanistan.

MAEPA 1 was implemented from 13 March 2009 to 12 March 2010. MAEPA 2 built on the experience of MAEPA 1. It was developed in the “design and implement” model with a design period from late September 2009 to March 2010 and implementation from February 2010 to April 2011.

3 CONTEXT IN AFGHANISTAN

Three decades of war have left Afghanistan in a state of disrepair: physically, socially and institutionally. Political reform began in Afghanistan with the *Bonn Agreement* in 2001, which set out a roadmap for developing a Constitution and holding democratic elections for political leaders. In 2004, despite significant progress on the political front, the newly elected Government of Afghanistan (GoAf) was faced with enormous challenges.

In 2006, the GoAf entered into a partnership with the international community called the *Afghanistan Compact*, which set new paths and standards for national development, across all sectors. Then as a step towards greater ownership of the development process, the GoAf undertook to create its own ‘roadmap’, the *Afghanistan National Development Strategy* (ANDS), which was launched in 2008. The ANDS established a vision and a framework for guiding national development efforts for the period 2008-2013, under three pillars: Security; Governance, Rule of Law and Human Rights; and Economic and Social Development. International efforts to support Afghanistan’s development, named the *Kabul Process*, have continued with the *London Conference* in January 2010 and the *Kabul Conference* in July 2010.

3.1 Strategic Vision for the Education Sector

Strategic goal setting and planning in the Education Sector is guided by ANDS, which articulates the strategic vision and goal for the Education Sector:

regardless of gender, ethnicity, socio-economic status or religious affiliation, all Afghans will have equal access to quality education to enable them to develop their knowledge and skills and thereby maximize their potential. An education sector that engenders a healthy workforce with relevant skills and knowledge is key to long-term economic growth.

The GoAP's Millennium Development Goal (MDG) for Education is that

by 1399 (2020) all children in the country—boys and girls alike—will be able to complete a full course of primary education.

Three dominant policy goals drive the ANDS Education Sector strategy:

equity, quality and relevance.

In 2006, anticipating ANDS, the Ministry of Education (MoE(Af)) developed and launched its *National Education Strategic Plan for Afghanistan 1385-1389 (2006-2010)*, (NESP). As that Plan reached its conclusion, *NESP II (1389-1393/2010-2014)* was launched in July 2010. TED refined the Teacher Education section of NESP II to produce *NESP II Revision: Teacher Training in October 2010*. The NESP II Revision provides the policy context framing the planned MAEPA 3 project activities.

Box 2: NESP II Goal and Objectives for Teacher Education

Overall Goal

To build a national cadre of qualified school teachers inclusive of both genders and all groups, regardless of ethnicity or geographic location, based on national and Islamic values, with a system for ongoing professional development in place for teaching knowledge and skills that improves the quality of education for all students.

Objectives

Access: by 1393 (2014)

- 1) Recruit, train, employ and retain a new generation of competent teachers who are involved in the delivery of a quality education programme to children and youth through modern and strategic professional development.
- 2) Redress past inequalities of educational opportunity through a range of teacher education programmes targeting the needs of the most remote and neglected areas and populations, such as teachers with less than Grade 12 level, by providing access to quality education for boys and girls through well-trained teachers.

Quality: by 1393 (2014)

- 1) Set national standards for competency levels for teacher certification and at least 70% of teachers pass the national competency test.
- 2) Develop capacity of teacher educators and administrators involved in the delivery of pre-service and in-service training and establish an approach to ongoing institutional and professional development at the central, provincial and district level.
- 3) Develop national standardized, pre-service and in-service curricula based on modern pedagogies and establish a system for continuous curriculum development.

- 4) Strengthen the capacity and improve the service delivery of the 42 existing Teacher Training Colleges by the end of 1391 and establish 364 Teacher Development [Development] Centers, one in each district, by 1393.
- 5) Institutionalize the current modality of the district-based in-service teacher training (DT3) by 1390 (2011) and ensure an ongoing professional development system (including the teacher career ladder) for all existing and new teachers and administrative staff.
- 6) Set national standards for school administrators and provide district-based training to ensure instructional leadership and accountability that will foster student growth and support the learning process in schools.
- 7) Develop an integrated impact evaluation system that carries out evaluation studies using systematic monitoring to provide feedback for sustainable, strategic planning and policy guidance in order to support ongoing capacity building through institutional and organizational development.

Equity: by 1393 (2014)

- 1) To promote greater gender equity throughout the education sector by employing many more women (50%) as teachers at all levels in order to develop the human capital that lies neglected in nearly half of our population, and will address the educational enrolment gap between boys and girls, especially in remote and rural areas.
- 2) To develop a range of alternative teacher education and certification programmes (e.g. distance education, accelerated learning, early childhood education training) targeting the needs of the most remote and disadvantaged regions.

PRIORITY COMPONENTS

- 1) Toward equal access: Pre-service Teacher Training
- 2) Enhancing education quality: In-service Teacher Training
- 3) Achieving equality: Reaching the Underserved
- 4) Management and coordination: Capacity Building, Institutional and Organizational Development
- 5) Continuous improvement: Monitoring and Evaluation
- 6) Building the future: Research and Policy

MAEPA has contributed to achievement of the overall NESP goal, and in particular to achievements of: Access Objective 1; Quality Objectives 2, 3, 4; and Equity Objective 1. (These relate most closely to Priority Component 1, with some elements relating to Priority Component 2.) MAEPA 3 is designed to expand this contribution, as well as support achievement of Quality Objectives 2, 4 and 7, and Equity Objective 1. (Priority Components 4 and 5 will also benefit.)

In order to understand the intentions of the MAEPA 3 project design, it is necessary to understand the education sector, particularly teacher education in Afghanistan, in the context of the TED priority components of the NESP II Revision. This is explained in Annex 1 with highlights summarised in Section 3.2 below.

3.2 The Education Sector: Key Data

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. In 2001, less than one million boys and no girls attended school. The number of children attending school has risen exponentially, with 7.5 million attending in 2010, of which 36 per cent were female. Table 1 shows the rapid growth not only in pupil numbers but also the number of schools and teachers in the seven years following the fall of the Taliban regime.

Table 1: 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 (male)		158,000 (29% female)
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			
*However by 2009, nearly 500 had closed due to insurgent attacks			

This expansion in educational access for children has, in part, been made possible by a rapid expansion in teacher education programs as illustrated in Table 2:

Table 2: Teacher Training College Data, 2001-2008

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

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 the 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.

4 CONTEXT IN MALAYSIA

Malaysia plays a major role in providing the MAEPA learning environment (accommodation, learning facilities and resources) and undertaking the development and facilitation of the structured training programs.

4.1 Malaysian Technical Co-Operation Programme

Malaysia's involvement in MAEPA is part of the Malaysian Technical Co-operation Programme (MTCP) managed by the Ministry of Foreign Affairs (MoFA (M)). The MTCP is open to 140 eligible countries, including ASEAN countries and members of the Organisation of the Islamic Conference (OIC), of which Afghanistan is a member. 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 training. Training has been conducted by 56 different institutions, including the primary host institutions for MAEPA.

Malaysia's current *Five Year Economic Plan* was announced along with the FY2011 Budget on 15 October 2010. MTCP funding was cut by 75 per cent in reflection of tough economic circumstances following the global financial crisis. The budget for each of calendar years 2011 and 2012 is RM10.3 million (\$A3.3m) or RM20.6 million (\$A6.7m) in total, compared to RM40 million (\$A13m) in 2010 alone. MAEPA sits within the Third Country Training Programme (TCTP), which is part of the MTCP.

Through their previous involvement in the MTCP, the Malaysian educators involved in MAEPA have significant experience in working cross-culturally with international educators.

4.2 Malaysia as a Learning Environment for Afghans

By locating the training programs in Malaysia, the MAEPA participants gain experience of an effective education system, which demonstrates the ideals described in the ANDS strategic vision for the Education Sector. Malaysia provides all its citizens with near universal, quality, basic education - regardless of gender, ethnicity, religion and socio-economic status. Malaysia's achievements in the education sector have contributed to sustained long-term economic growth.

Through living and studying at these institutions, the MAEPA participants experience working models of effective education institutions including: effective management, program delivery, resourcing and student services.

Beyond these institutions, the participants also learn through their contact with Malaysian society, its government services, infrastructure and technology. Malaysia is a peaceful, tolerant, multicultural, Islamic country. In fact Malaysian society demonstrates most other ANDS Sector visions. For Afghans who have little experience of peace and prosperity, it can be a powerful and transforming experience. (Source: *MAEPA 1 Case Study*)

4.2.1 Models of Gender Equity

There are many women undertaking senior roles in the institutions hosting MAEPA and throughout Malaysian education. Women are well represented in the student population of these institutions. For example, of the host institution Institute of Teacher Education, International Languages Campus' 1300 students, 874 (67 per cent) are female). Of the 137 lecturers, there are 55 men and 82 women (about 60 per cent female).

In Malaysia, Muslim women enjoy high levels of freedom in their daily life, in terms of mobility and independence in undertaking economic, social and recreational activities. In the Institute of Teacher Education, Islamic Education Campus, in contrast to the situation in Afghanistan, there is a high proportion of female staff and students, with males and females interacting freely in the learning processes.

The MAEPA participants will observe that female students in both teacher education institutes and schools take active roles in class activities as well as in sport and recreation.

4.2.2 Models of Quality

Malaysia's education system provides a useful and relevant model for Afghanistan educators to emulate. Like Afghanistan's, it is a centralised system catering to a diverse population in terms of geography, culture and language. The Ministry of Education (MoE(M)) is responsible for teacher education throughout the country under the Institute of Teacher Education Malaysia.

The teacher education programs offered by the Malaysian institutions are rigorous programs that produce quality teachers. Malaysian teacher educators are highly qualified and skilled, with many holding Masters or PhD degrees.

4.2.3 Model Trainers and Teachers

Malaysian Training Facilitators (TFs) are highly skilled and experienced trainers. Several of them are graduates of the Master Trainer Development Program (MTDP). These trainers studied to become Master Trainers in the teaching of English in the United Kingdom for 3 months, and on their return to Malaysia facilitated cascade training of other trainers throughout Malaysia. They are very familiar with cascade training.

5 MAEPA TO DATE

5.1 Key Stakeholders

One of the key success factors in MAEPA to date is the excellent relationships established between the key stakeholders from the three countries. This Section describes agencies responsible for MAEPA in each country.

5.1.1 *Government of Australia*

While MAEPA was a Prime Ministerial initiative, the Australian Agency for International Development (AusAID) is the Australian agency responsible for its design and implementation. AusAID's aid program aims to support achievement of the United Nations' Millennium Development Goals (MDG). The relevant MDGs for MAEPA are:

- › MDG2: Achieve universal primary education
- › MDG 3: Promote gender equality and empower women

Annex 2 lists the eight MDGs.

The AusAID budget allocation to Afghanistan doubled between 2009-2010 and 2010-2011 from \$A53.6 million to \$A109.2 million, signalling the Australian Government's commitment to supporting development in Afghanistan. This makes Afghanistan the fourth largest recipient of Australian aid after near neighbours Papua New Guinea, Indonesia, and the Solomon Islands. In 2011-2012, Afghanistan remains the fourth largest AusAID recipient, with a country program of \$A124.1 million and total Australian Official Development Assistance including spending by other departments of \$A165.1 million.

MAEPA sits within AusAID's Development Assistance Facility for Afghanistan (DAFA). DAFA also expanded during the life of MAEPA, with the total DAFA budget for the three-year period from March 2009- February 2012 growing from \$A12 million to \$A36 million.

When implementation of MAEPA 1 commenced in March 2009, AusAID staff managing the Afghanistan program were based solely in Canberra. The only AusAID presence in Afghanistan at that time was the Development Adviser located in Tarin Kowt in Uruzgan province. Towards the end of MAEPA 1, AusAID opened its Kabul office within the Australian Embassy, staffed by a Minister Counsellor. Over the past year staffing has expanded to now include two first Secretary and a Second Secretary positions as well as locally engaged staff. While the DAFA contract is still managed by AusAID Canberra, the Post has an ongoing complementary role to support and monitor activities on the ground in Afghanistan. For example, the Australian Ambassador and AusAID officials from the Embassy have officiated at MAEPA Closing Ceremonies in Kabul. It is expected that the AusAID Post will take over increased responsibility for the DAFA contract inclusive of MAEPA in the new phase.

AusAID representation in the Australian High Commission in Malaysia ceased at the end of 1994 when Malaysia was ‘graduated’ from receiving Australian aid. Successive High Commissioners, the Education Counsellor and officials from the political section of the High Commission have represented Australia at MAEPA Opening and Closing Ceremonies and at various MAEPA meetings and workshops held in Kuala Lumpur.

The current phase of DAFA is due to conclude on 29 February 2012, during MAEPA 3. This *Design and Implementation Plan* includes a transition plan for early 2012 (refer Section 9.12).

5.1.2 Government of Malaysia

The Ministry of Foreign Affairs (MoFA(M)) is the lead MAEPA agency in Malaysia. The Policy and International Relations Division (BDHA) of MoE(M) is the MAEPA focal point.

MAEPA is funded from the MTCP, managed by MoFA(M). When MAEPA commenced, the Economic Planning Unit (EPU) of the Prime Minister’s Department had been the lead agency, but with the transfer of MTCP from the EPU to MoFA(M) in January 2010, EPU relinquished this responsibility.

Within MoFA(M) the responsible division is the Multilateral Economic Division, although at times representatives from the Afghanistan and Oceania Desks have participated in MAEPA meetings.

The Department of Immigration has been involved with the issuing of visas for Afghan officials attending meetings in Malaysia and for MAEPA participants. BDHA has handled the liaison with the Department in Putrajaya and with MoFA(M) who in turn have liaised with the Malaysian Consulate General in Dubai. In MAEPA 2, the Consulate issued the visas in MTTs’ passports whereas in MAEPA 1 the MTTs received pre-approved visas on arrival.

In early 2010, teacher education was devolved from the Teacher Education Division of MoE(M) to a new umbrella institution, the *Institut Pendidikan Guru Malaysia* / Institute of Teacher Education Malaysia (IPGM). IPGM is responsible for the 27 teacher education institutes (IPGs) in Malaysia. To date, MAEPA activities have been located in two of the 27 institutes:

- › *Institut Pendidikan Guru, Kampus Bahasa Antarabangsa* / Institute of Teacher Education, International Languages Campus (IPG KBA, formerly IPBA), and
- › *Institut Pendidikan Guru, Kampus Pendidikan Islam* / Institute of Teacher Education, Islamic Education Campus (IPG KPI, formerly IPIS).

This design anticipates inclusion of two additional institutes from the MoE(M)’s portfolio:

- › *Institut Pendidikan Guru, Kampus Ilmu Khas* / Institute of Teacher Education, Special Education Campus (IPG KIK, formerly IPIK), and
- › *Institut Aminuddin Baki* / the Aminuddin Baki Institute (IAB).

The International and Corporate Department (ICD) of IPG KBA has managed MTCP training at IPG KBA for the past decade. Therefore, the ICD was assigned responsibility to coordinate MAEPA activities in Malaysia, including oversight of activities located at IPG KPI.

These institutions offer well-resourced campuses with classrooms and auditoriums, learning resource centres, computer laboratories, sports facilities, cafes and small shops which make them self sufficient safe communities highly welcoming of visitors. IPG KBA and IAB will provide accommodation for MAEPA participants in well equipped apartments.

5.1.3 Government of Afghanistan

The Ministry of Finance (MoF) is the coordinating ministry for international aid in Afghanistan, and therefore the focal point for DAFA. However, the focal point for MAEPA has been the Teacher Education Directorate (TED) within the Ministry of Education (MoE(Af)). An English translation of the organisation chart for the TED is attached at Annex 3.

5.2 MAEPA Approach to Learning

5.2.1 Guiding Principles

Central to the MAEPA approach to learning is the commitment to fostering and supporting a learning culture within Afghan teacher education. In order to do this, stakeholders' prior experience and knowledge of their own context must be valued and built upon while introducing new approaches to help them in addressing the significant challenges involved in achieving rapid expansion and modernisation of the sector.

In the design of MAEPA 1 a set of guiding principles was developed which underpinned the training program to ensure that learners would undergo high quality learning experiences specifically tailored around their needs and those of the Afghan education sector. These underpinning principles are presented in Box 3.

Box 3: Principles Guiding the MAEPA Approach to Learning

- › 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 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 (T&L) practices which can be easily adopted

- › 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 bringing about changes in knowledge, skills, attitudes and behaviours.

These principles were intended to shape the choices made by all trainers, workshop facilitators and advisers in determining and developing training content, materials, T&L processes and assessment tasks.

5.3 MAEPA Curriculum and Frameworks

In December 2008 and January 2009, educators from the three countries developed the MAEPA 1 Curriculum through a DACUM (Developing a Curriculum) process where competencies and skills Master Teacher Trainers (MTTs) require to do their jobs were identified. The Curriculum was devised around the needs and priorities expressed by TED for MTTs to be better equipped to do their existing job and to take on a broader role of facilitating and supporting change in teacher education.

Ten of the eleven Curriculum Competency Fields (CFs) covered generic pedagogical topics. One, CF2, was designed to support the teaching of Teacher Trainers specialising in Islamic Education. CF2 was taught every Friday at IPG KPI by IPG KPI and KBA Training Facilitators (TFs), whereas the other ten CFs were taught in blocks Monday-Thursday according to the Academic Schedule at IPG KBA.

In MAEPA 2, a second discipline stream, Literacy, was added given the huge needs in this field in Afghanistan as recognised in the initial Project objectives. By adding the second stream, the pool of eligible female MTT applicants was expanded. CF12 was developed for MAEPA 2 at a workshop in Malaysia in January 2010 and subsequently written up. MAEPA 2 continued the pattern of studying the generic CFs 80 per cent of the time and the specialisation (CF2 or CF 12) for 20 per cent of the time. Annex 4 comprises an updated version of the MAEPA 2 Curriculum inclusive of the twelve CFs.

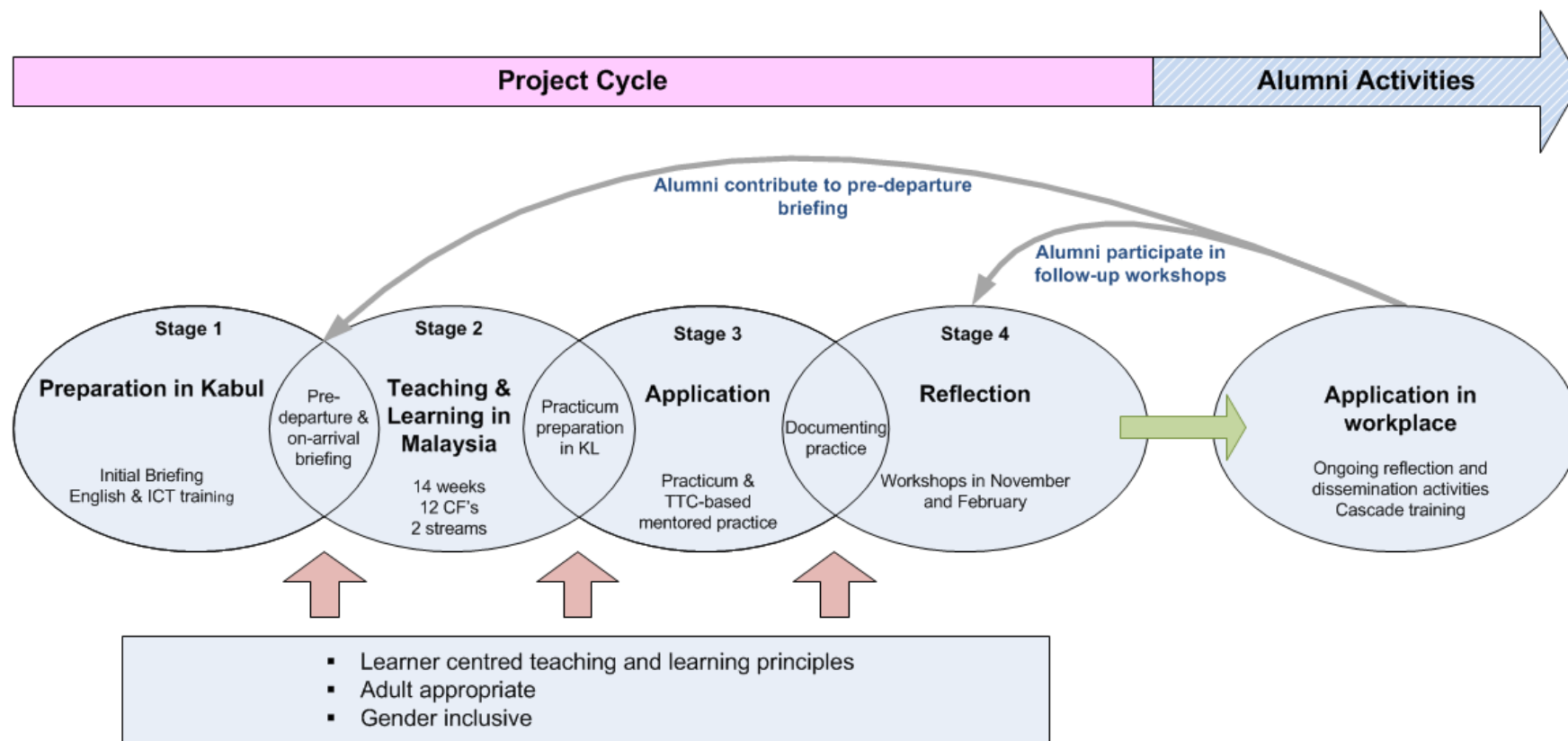
During the workshop held to develop CF12, two Frameworks were developed to guide the training in both Kabul and Kuala Lumpur in English language and Information and Communication Technology (ICT) skills. These Frameworks are attached at Annex 5. Their inclusion came out of recommendations in the lessons learned from MAEPA 1.

5.4 The MAEPA Teaching and Learning Model

A four-stage approach to learning proved successful in MAEPA 1 and MAEPA 2. MAEPA 3 will build on this success by employing a consistent approach. Diagram 1 illustrates the approach to learning used in MAEPA to date.

In Stage 1, the MTTs were introduced to their learning 'journey' –both physical and intellectual – through discussion of the *MAEPA Information Kit* during an *Initial Briefing* in Kabul. Their *Learner Profiles* and *ICT Skills Survey* forms completed at that time were used to gather data about individual needs to further inform planning of training provision including English Language Training (ELT) and ICT Training. MAEPA *Learner Profiles* seek information such as level of education, number of years of experience, current role, Afghan languages spoken, English language skills and specific learning priorities. This information is used by Malaysian TFs during and following the *Induction Workshop* to create the T&L approach and materials for the structured training programs.

Diagram 1 MAEPA's Four-Stage Learning Model to Date



Stage 2 was the 14-week training program in Malaysia inclusive of classroom training in eleven of twelve CFs, a three-day School Based Experience (SBE) program visiting religious schools in a regional location, a three-day visit to Melaka and the surrounding region, and various other shorter educational and social excursions. There was also a social program and guest lectures, activities and events on campus. These included English conversation groups with IPG KBA students, *iftar* (break fast) events during Ramadan and in MAEPA 2, the *MTT Showcase* in Week 14 to share their learning. Six Malaysian Mentors were each assigned a group of five MTTs to support them through the 14 weeks.

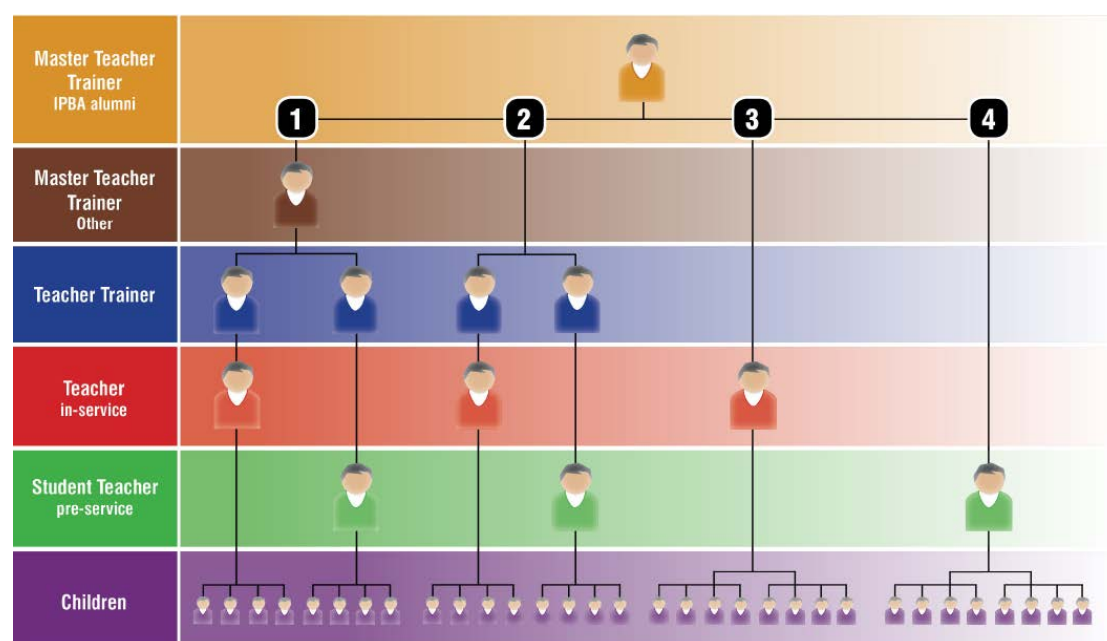
A crucial link between the structured training (Stage 2) and workplace change (Stages 3 and 4) was created through development of Action Plans. The aim of the Action Plan is to create a bridge from the training environment to the real world. By regularly considering how learning might be applied, the MTTs could plan ahead how to apply what they had learned to their own workplace.

Stage 3 involved supported practice so that the MTTs could apply new knowledge and skills with the assistance of Mentors and peers. This took the form of a Practicum where they worked in groups of five MTTs to introduce approximately thirty TTs to the new approaches encountered in Malaysia. Malaysian Mentors, the Australian Teacher Training Expert (ATTE) and Afghan Mentors all observed the Practicum at various times, provided feedback and noted issues to be addressed in the subsequent reflective workshop. In the TTC-based Practical Training Placements, MTTs worked individually rather than in groups. They reflected on twenty sessions of their teaching by completing a feedback form before and after each session. Their training was observed by Afghan Mentors (TED Academic Board Members) who provide detailed feedback to each of the five or six MTTs in their assigned group.

Stage 4 represents the transition from guided project activities to ongoing application of new skills and knowledge in implementing real workplace tasks. The goal of Stage 4 is ongoing improvement through a cycle of planning and implementation of new strategies combined with individual and collective reflection on their effectiveness and identification of barriers and next steps. This stage was guided by a post-Practicum Reflective Workshop in November and a Final Workshop in February, the last formal activity in the MTTs' project cycle.

MAEPA was designed to create a gradual cascade of learning in which MTTs trained in Malaysia would become agents of change on their return by conducting training of: Teacher Trainers (TTs); Teachers undertaking pre-service training through in-service classes; and Student Teachers at TTCs undertaking pre-service training. Each of these trainees then trains others thus delivering a multiplier effect as the training reaches out to the surrounding education community and ultimately Afghanistan's children. Diagram 2, the original cascade model from the MAEPA 1 *Implementation Plan and Curriculum*, illustrates this multiplier effect.

Diagram 2: Original MAEPA Cascade Training Model



5.5 MAEPA Achievements

MAEPA achievements have been significant. Relationships between the three participating governments are now well established and characterised by a high degree of cooperation and respect. Academic, administrative and logistical arrangements throughout the Project have functioned very smoothly, with all project activities being successfully completed on time and within budget.

As a result of MAEPA 1 and 2, sixty skilled practitioners have emerged with a broader and deeper perspective on education than they previously possessed. Establishment of a Mentoring program in MAEPA 2 provided the Malaysian Teaching Team with further insights into the MTTs' progress and opportunities to provide additional learning support. Through these means, all sixty MTTs were able to complete the program and were deemed competent on the basis of their performance.

The MTTs' learning experiences in both Afghanistan and Malaysia have resulted in demonstrable capacity development in the areas of training design, materials development, teaching methodology, learning assessment, evaluation, mentoring, Islamic Education, Literacy Education, curriculum development and English language skills and IT skills. In addition to this focused learning, MAEPA 1 and MAEPA 2 MTTs at their *Final Workshop* in Kabul in February 2011 identified learning outcomes which were indicative of the transformational process triggered by MAEPA. Box 4 lists some interesting examples. Many of the points represent attitudinal shifts which are often the hardest to plan for and achieve through training programs.

Box 4: Selected Feedback from MTTs on Additional Learning Outcomes

- › Through MAEPA we have learnt to love our jobs and also we are able to bring some changes in some aspects of education and we are very eager to do our work
- › Creating a friendly atmosphere among different races and ethnic groups

- › Implementing different kinds of activities in teaching
- › I learned attitude, character and good behaviour
- › I learned that students should learn by own, in this case learning is very effective
- › Starting work on time, finishing on time and showing honesty in our work
- › I learned that education in Afghanistan should be standardised
- › Learning is possible at any time
- › Learning how to use IQRA method in the teaching of Holy Quran
- › How we can support teaching practice, e.g. giving feedback, helping student teachers
- › We should accept other people's ideas in the society
- › We should spend time teaching our own children
- › Respect each other
- › Helping colleagues and partners
- › Bringing positive changes according to the situation and condition of Afghanistan

Some of the above points represent values and practices often taken for granted in Australia and Malaysia but which are essential as Afghanistan's education sector recovers from decades of conflict and disruption.

MAEPA has provided the MTTs with a rich, meaningful and vivid learning experience designed around their specific needs. This contrasts sharply with their previous experiences of predominantly teacher centred programs. Many participants reported on this transformative experience, which had wrought significant changes in them. One MTT summed up this perspective by saying,

Before I went to Malaysia I was one person but now I can see tangible changes in myself.

The impact of MAEPA has been both widespread and diverse. The MTTs have passed on their learning to 336 TTs from across Afghanistan through the Practicums in 2009 and 2010 and to their colleagues and students in TTCs.

While dissemination activities with colleagues and students were planned from the start of the project, others such as the UNICEF-funded training conducted by MAEPA 1 MTTs for 600 TTs in Kabul in February 2010 were initiated later by TED to make use of the MTTs' new skills and knowledge.

An encouraging picture is beginning to emerge of MTTs using their initiative to extend their own learning and connecting with a range of beneficiaries in creative and unanticipated ways. MTTs reported to the *Final Workshop* in Kabul in February 2011 on other activities which included:

- › teaching friends and family members who are teachers how to implement new methods
- › convening information sessions with village schoolteachers
- › meeting with religious leaders to share new methods of teaching Koranic reading
- › conducting after hours English classes for village children
- › undertaking voluntary work in local community schools
- › using proposal writing skills learned in Malaysia to apply successfully to the Provincial Reconstruction Team for 25 computers for the MTT's TTC.

6 STEPS TAKEN TO DEVELOP THE MAEPA 3 DESIGN

6.1 MAEPA 3 Workshop

Formal development of this Plan has taken place over the period from February to June 2011. However the concept of MAEPA 3 was first initiated by AusAID in April 2010, at the *MAEPA 2 Inception Meeting*. It was suggested that the MAEPA model might be ‘scaled up’ for MAEPA 3. Informal discussions amongst the various parties involved in MAEPA 2 followed, and in September 2010 support was provided to the TED to develop and document their vision for MAEPA 3 which resulted in the paper, *Planning for MAEPA 3: The Strategic Issues and Vision of the Teacher Education Department of Afghanistan*, attached as Annex 6.

The first trilateral meeting dedicated to the development of the MAEPA 3 concept was the *MAEPA 3 Workshop* on 7, 11 and 12 October 2010, in Kuala Lumpur. This Workshop was attended by representatives of the Afghan, Malaysian and Australian governments and GRM, the Australian contractor managing MAEPA 2. TED made a presentation of TED priorities to the Workshop. The Workshop resulted in an agreement by all parties to proceed with the development of MAEPA 3, an understanding of the priorities of each party for MAEPA 3 and a framework guiding its development.

6.2 Concept Paper

A *Concept Paper for MAEPA 3 (2011-2012)* (see Annex 7) was prepared by the MAEPA Technical Team, contracted by GRM. It set out recommendations and suggestions of the parties involved in the October Kuala Lumpur workshop, raised implementation and resource issues, and suggested a timeline and approach for proceeding. It was submitted to AusAID in early November 2010.

6.3 Design Proposal and Approval

GRM submitted the *Proposal for the Design of MAEPA 3* to AusAID in late January 2011 and it was approved in early February 2011. The proposal detailed the scope and nature of the design work needed, as well as the design team nominated to undertake this work.

In terms of scope, the design would incorporate all stages and issues identified in the *Concept Paper*.

The design team consisted of

- › **Ms Jane Perry** – MAEPA 1 and MAEPA 2 ATTE, who had designed the MAEPA teaching, learning and assessment approach, the Monitoring and Evaluation (M&E) plan, coordinated development of the MAEPA Curriculum and led all T&L and M&E aspects of implementation of MAEPA.

- › **Ms Susan Majid** – MAEPA Technical Director (TD) who had a significant role in design and implementation of MAEPA 1 and MAEPA 2, including the development of work plan, budgets and management and coordination, and led the project management aspects of implementation.
- › **Ms Linda Jenkinson** – specialist education consultant with significant Afghanistan experience working with TED including support in preparing the TED vision paper (Annex 6)
- › **Ms Cleo Chadwick** - specialist design consultant with significant Afghanistan experience who had had some early involvement in the design stage of MAEPA 1.

The design process consisted of five phases:

- › Phase 1: Preparatory and Research (10 January to 4 February 2011)
- › Phase 2: Consultation and Fact Gathering (5 February to 27 February 2011)
- › Phase 3: Analysis, Design and Further Consultation (28 February to 23 March 2011)
- › Phase 4: Finalisation of Report (24 March to 31 March 2011)
- › Phase 5: Rescheduling of Work Plan (26 May to 4 July 2011)

Preparation was carried out mainly in Australia: planning of roles, work plan, logistics, draft design format, information gaps and so on. This included a meeting in Canberra on 12 January 2011 with the DFA Facility Manager who had yet to return to Kabul from leave. Initial consultation and fact gathering was undertaken in Kabul and Kuala Lumpur in February 2011.

The *MAEPA 3 Inception Meeting* in Kabul on 12 February 2011 offered a good opportunity to consolidate ideas. Two team members (Cleo Chadwick and Linda Jenkinson) visited Malaysia in late February to meet with key stakeholders including the ‘new’ institutions – IPG KIK and IAB. Annex 8 records the consultation during Phase 2 and Phase 3.

The full team undertook analysis and follow-up fact gathering in Australia, with use of skype/phone meetings to share ideas with the DAFA team in Kabul. Two GoM representatives visited Melbourne for detailed meetings with the design team in early March. The team prepared a paper summarising the design features for discussion with GoAf and GoM in a video conference on 6 March 2011. Following endorsement of the key concepts at that meeting, the writing process for this *Design and Implementation Plan* was undertaken. This involved further discussion and analysis in an iterative process. A Draft of the main text was shared with GoM and GoAf on 21 March and comments incorporated in the final revision and compilation with the Annexes for submission to AusAID on 1 April 2011.

This final version of the *Design and Implementation Plan* has been developed to update the project start date from 2 May to 8 August 2011. It includes a revised Work Plan (Annex 14), revised Budget (Table 8, Section 13) which has been affected by the changed timelines, as well as corresponding changes in the text to ensure consistency. The major changes have been a later than expected start date for the management team and changed

preparatory activities in 2011. The first cohort of the MTT program received interim AusAID approval so implementation has proceeded in accordance with the original Work Plan. The first MTT cohort arrived as scheduled in Malaysia on 13 July 2011. This was made possible by through extension of the MAEPA 2 project team.

7 SITUATIONAL ANALYSIS

7.1 Government of Afghanistan's Priorities

The TED experience of MAEPA 1 and MAEPA 2 and their appreciation of the quality of the outcomes have led the leadership group to request a scaling up of the number of MTTs to be trained in MAEPA 3 to 120, to help achieve a critical mass of teacher educators with these skills.

In addition to MTT training, TED believes that MAEPA 3 offers an opportunity to address other priorities as detailed in the paper *Planning for MAEPA 3: The Strategic Issues and Vision of the Teacher Education Department of Afghanistan* presented by the TED General Director and senior representatives to the October 2010 MAEPA 3 Workshop in Kuala Lumpur (Annex 6).

The document advises that the work of rebuilding systems and institutions at every level, while at the same time rapidly expanding teacher education provision across the country, is overwhelming. It is, therefore, difficult for the TED to make the institutional changes needed in order to maximise the benefits gained through MAEPA. The MAEPA capacity gains to date are at risk of not being effectively used, and not being sustained over the long term, because TED is in need of support in building their management capacity. In particular, the TED priorities for guiding the design of MAEPA 3 are to:

- › focus activities so that they strengthen components of the TED vision
- › strengthen and build TED as an institution
- › build the capacity of managers/leaders to build quality institutions
- › build the capacity of the TED to support and monitor MTTs in application of MAEPA learning, and
- › strengthen the capacity of TED and TTC Leaders to lead and support change.

New MAEPA 3 Capacity Development activities have been designed to undertake this work in the sphere of TED activities that impact on the MTT working environment. The MAEPA 3 design integrates these new elements with the expanded MTT program.

8 UPDATED OBJECTIVES FOR MAEPA 3

The original objective structure for MAEPA (refer Box 1 in Section 2) has been updated for MAEPA 3 in order to broaden the scope and to centre MAEPA on the trilateral relationship which has made the project possible. Box 5 contains the proposed new objective structure.

Box 5: MAEPA 3 Objective Structure

MAEPA 3 Strategic Purpose:

- › The Governments of Afghanistan, Malaysia and Australia cooperate to improve the quality of education in Afghanistan consistent with the priorities of Afghanistan's National Education Strategic Plan II

Project goal:

- › Education in Afghanistan is enhanced through adoption of new approaches to teacher education and institutional leadership in the Teacher Education Directorate and Teacher Training Colleges.

Project objectives:

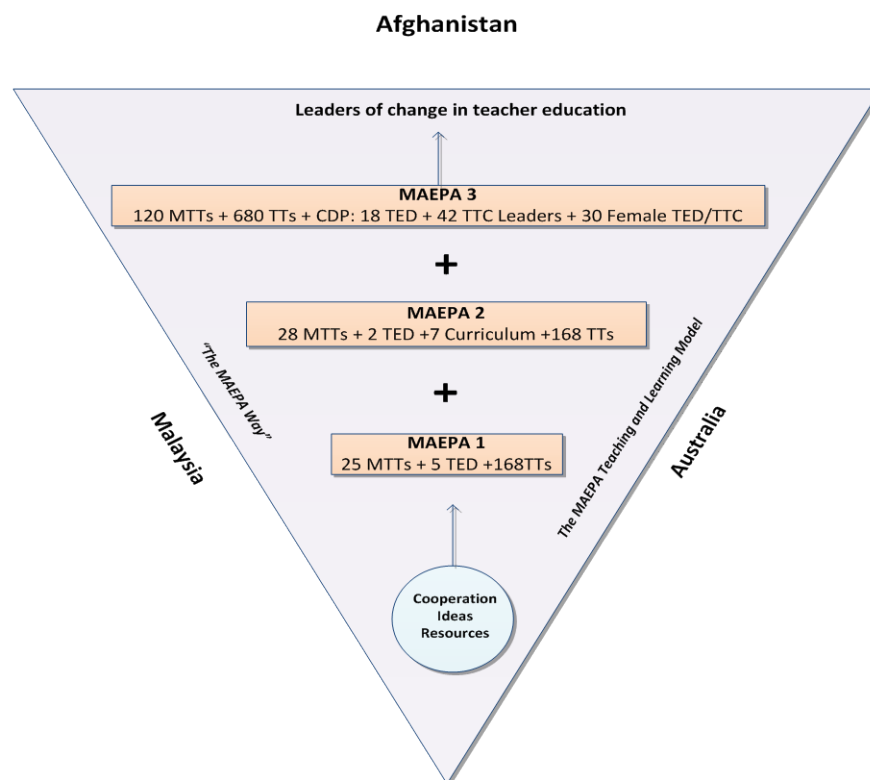
- › Master Teacher Trainers develop knowledge of new educational methods and the skills needed to train others.
- › TTC leaders and central TED staff develop leadership, mentoring and monitoring & evaluation skills necessary to improve the quality of teacher education
- › Selected female TED and TTC staff develop skills necessary to undertake leadership roles
- › A network of MAEPA-trained Master Teacher Trainers and Teacher Trainers throughout Afghanistan contributes to ongoing quality improvement of education through cascade training.

9 PROJECT DESIGN

9.1 Integrated Model

Diagram 3 represents the triangular relationship and the growth of MAEPA through MAEPA 1, MAEPA 2 and MAEPA 3. MAEPA 2 included revision of the Islamic Education Teacher Training Curriculum in Malaysia in addition to one cohort of 30 MTTs.

Diagram 3: Evolution of MAEPA



The design for MAEPA 3 has an expanded MTT program as its starting point and adds a new Capacity Development Program (CDP) to both improve the institutional support offered to MTTs under MAEPA, and more generally to enhance quality of pre-service teacher education offered in TTCs. As shown in Diagram 3, MAEPA 1 and MAEPA 2 included small capacity development elements. For example, there were five senior TED staff (including four Academic Board Members) among the group of 30 MTTs in MAEPA 1 and two TED staff in the MAEPA 2 MTT cohort.

There has been capacity development for these TED staff through workshops in Dubai in November 2009 and Kabul in November 2010 to assist them to support the MTTs as they apply their learning in Afghanistan during and after the Practicum. In MAEPA 2, the five MAEPA 1 TED participants were appointed as Afghan Mentors and each was assigned a group of MTTs to observe and mentor during the practical placements in December 2010 and January 2011. The two MAEPA 2 TED participants also joined the mentoring activities as assistant Mentors.

In addition, the seven Afghan participants who worked with Malaysian counterparts to revise the Islamic Education Teacher Training Curriculum in Malaysia also participated in capacity development - in curriculum revision, negotiation and writing at IPG KPI.

In MAEPA 3, these capacity development aspects will be expanded and shifted into the CDP to:

- › assist in creating enabling environments in both TED and the 42 Teacher Training Colleges (TTCs) for MTTs' dissemination of the new teaching practices learned through MAEPA, and
- › strengthen TED's operations more generally through enhancing leadership and management skills.

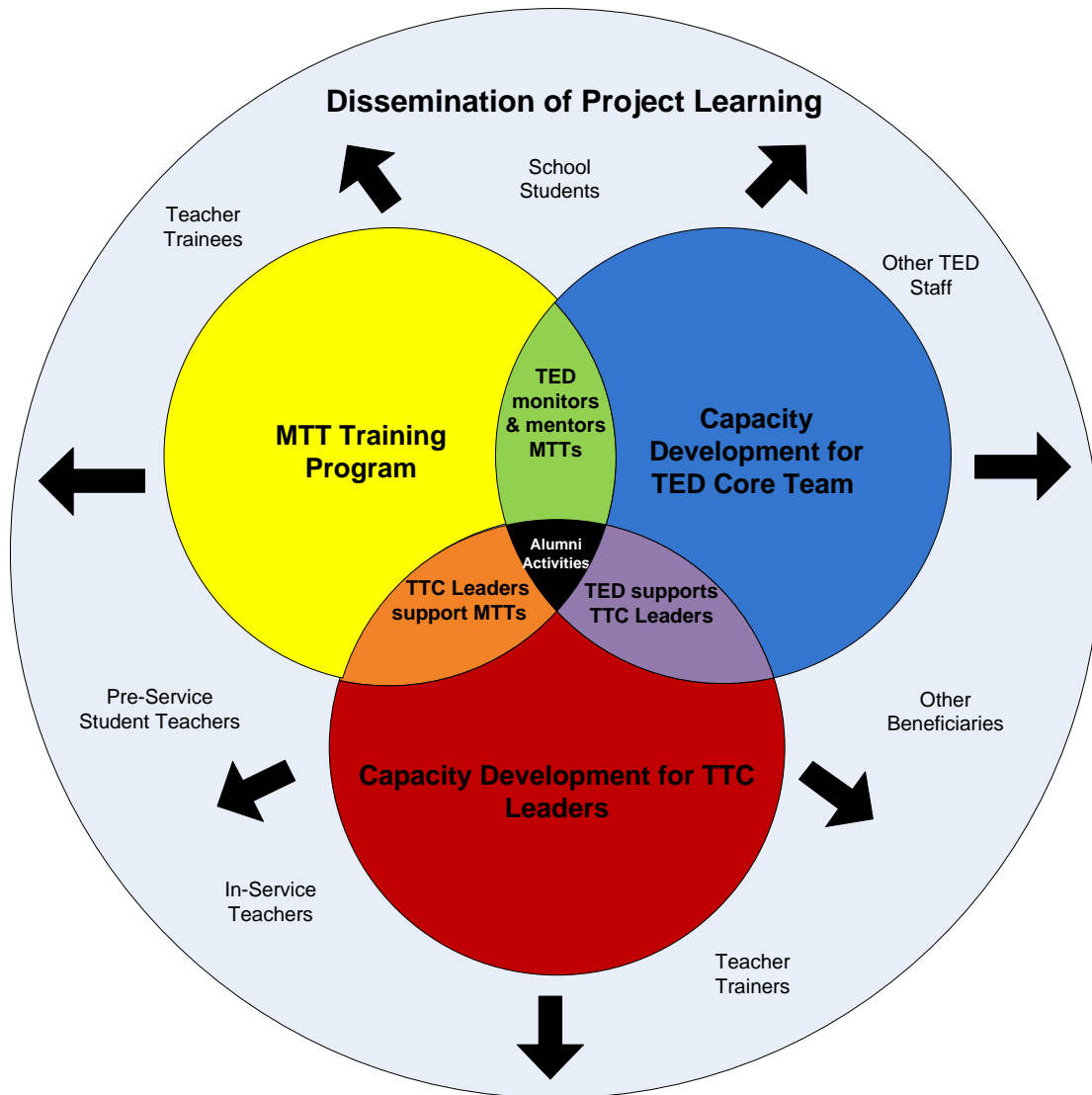
Through greater focus on the institutional settings and capacities, the plan is to overcome the high level of variability of acceptance across TTCs experienced by MTTs to date when they return to their jobs after the MAEPA training and wish to put the new ideas into practice. Through the CDP, the aim is to maximise and sustain project outcomes for the ultimate benefit of the TTC students and their students.

The design for MAEPA 3 proposes:

- › replication and scaling up of the current MAEPA model from 30 MTTs in one year to 120 MTTs over two years
- › a mix of on-the-job informal professional development activities and formal training to support TED's operations
- › new customised leadership and management training (LMT) which includes 4.5 weeks in Malaysia for two cohorts of 30 participants drawn from:
 - Leaders of the 42 TTCs
 - 18 core TED staff who support the development and management of TTCs
- › management training in Kabul for 30 female leaders of the future from TED and the TTCs
- › alumni activities which support cascade training as well as the ongoing professional development and networking among MAEPA-trained educators and managers from MAEPA 1, 2 and 3.

The design intent is to integrate the new CDP activities into one new whole to mirror real world integration, as illustrated in Diagram 4 below.

Diagram 4: MAEPA 3 Integrated Model



The diagram is made up of three intersecting circles where the MTTs, TTC Leaders and TED staff with responsibility for TTC development and management are the main participant groups. The intersections of the circles show the interactions between these groups - these too will be supported by MAEPA as it is these relationships which are central to MAEPA's success.

9.2 The Master Teacher Trainer (MTT) Training Program

9.2.1 Overall Dimensions

The training of Afghan MTTs, which has been the centrepiece of MAEPA 1 and MAEPA 2, will be scaled up in MAEPA 3 in response to TED's request for 120 MTTs to be trained (Annex 6, page 8). Box 6 shows the key parameters of the MTT program in MAEPA 3.

Box 6: Dimensions of the MAEPA 3 MTT Training Program

- › **Trainees:** 120 MTTs divided into 4 cohorts of 30
- › **Curriculum streams:** Islamic Education, Literacy in equal numbers per cohort
- › **Provincial Spread:** Under-represented TTCs to nominate MTTs from other disciplines if necessary
- › **Gender:** Aspirational target of 60 female MTTs (50 per cent) with working target of 33 per cent per cohort if a sufficient pool exists i.e. 40 women overall
- › **Accompanying infants:** as required to allow mothers of babies to participate.
- › **Interpreters:** two or three interpreters per cohort of 30 trainees (at least one man and one woman per cohort)
- › **Malaysian Training Institutions:** IPG KBA, IPG KPI and IPG KIK
- › **Accommodation in Malaysia:** IPG KBA
- › **Opening Ceremony:** in Kuala Lumpur on 18 July 2011
- › **Mentors:** 6 Malaysian Mentors per cohort and 5 Afghan Mentors per cohort
- › **Practicum in Kabul:** MTTs train 680 Teacher Trainers (TTs) with 170 TTs per cohort (gender targets apply), each group for two weeks
- › **Reflective Workshops:** one three-day post-Practicum Reflective Workshop in Kabul per cohort, facilitated by selected Malaysian Mentors and Project Manager (PM)
- › **Practical TTC-based Training:** Each MTT mentored for one fortnight's practice
- › **Final Workshop:** one Final Workshop for 120 MTTs in Kabul in March 2013
- › **Closing Ceremonies:** in Kuala Lumpur on 19 October 2012 and in Kabul on 16 March 2013.

This expansion to four cohorts has been made possible by a decision by GoM to involve a third teacher training institution in training delivery – IPG KIK. Two cohorts of MAEPA 3 MTTs will undertake their generic four days per week training at IPG KIK and their specialist training one day per week at either IPG KPI (Islamic Education) or IPG KBA (Literacy). Table 3 shows the phasing of the four groups in a 1, 1, 2 pattern over three successive IPG semesters.

Table 3: Timing of the MTT Training in Malaysia

Institutions	Malaysian Semester 2 - 2011		Malaysian Semester 1 - 2012		Malaysian Semester 2 - 2012	
IPG KBA + IPG KPI	MTT Cohort 1 (13 Jul – 21 Oct)	holidays		holidays	MTT Cohort 3 (11 Jul – 19 Oct)	holidays
IPG KIK + IPG KPI + IPG KBA			MTT Cohort 2 (9 Feb – 18 May)		MTT Cohort 4 (11 Jul – 19 Oct)	

The dates shown are days in Malaysia so one day extra needs to be added at each end of the 14.5 weeks for the departure and arrival dates from/to Kabul. The dates assume continuation of the pattern established in MAEPA 1 and 2 of an extra half week for on-arrival orientation prior to training commencement. Departure will be on the evening of the final Friday of Week 14.

Each cohort will follow the established twelve-month cycle of activities in three stages- preparation in Afghanistan, training in Malaysia, application in Afghanistan. Two of the original diagrams from the MAEPA 1 *Implementation Plan and Curriculum* are repeated below. Diagram 5 shows the chain of events from the MTTs' perspective and Diagram 6 the Malaysian team's perspective. These are still relevant even though some of the participating agencies in Malaysia have changed.

Diagram 5: Original MAEPA 1 Diagram 3 Showing the MTTs' Path through MAEPA

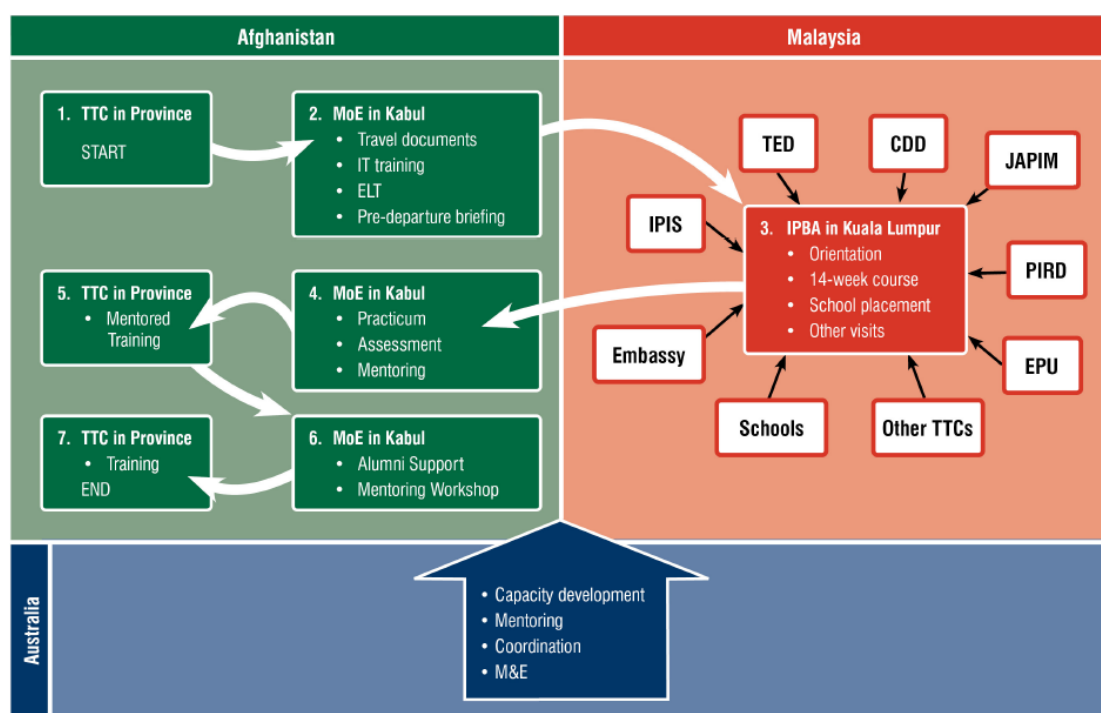
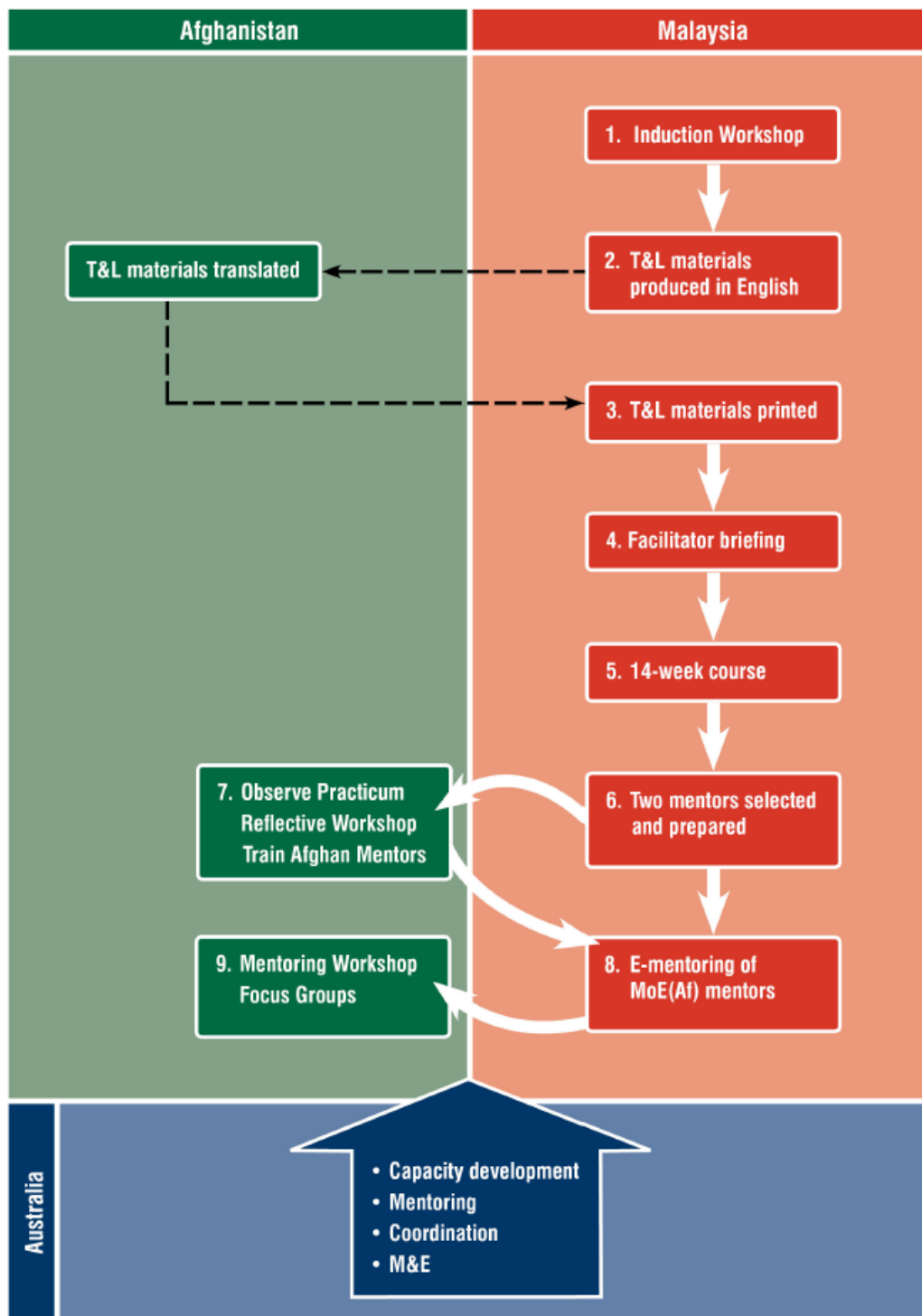


Diagram 6: Original MAEPA 1 Diagram 4 Showing the Training Facilitators' Path through MAEPA



9.2.2 MTT Selection

The MAEPA team will work closely with TED to support MTT and TT selection according to agreed selection criteria. Criteria used for MAEPA 1 and MAEPA 2 MTT selection were as listed in Box 7 below:

Box 7: MTT Selection Criteria for MAEPA 1 and MAEPA 2

MAEPA 1 MTT Selection Criteria

- › Current involvement in teacher training and willingness to learn
- › Suitable medical history
- › Gender
- › Qualifications, minimum of a Bachelor's degree
- › Demonstrated experience in contributing to the professional practice of others in the field
- › Credibility/Capacity to influence, must have demonstrated ability in leadership
- › Current involvement in the education sector reconstruction.
- › Must be less than 50 years old, preference will be given to younger trainers
- › Evidence of effective performance
- › Capacity to effectively teach adult learners
- › Previous experience of contributing to the professional development of colleagues
- › Sufficient time on their return to undertake cascading training (in their working week/year)
- › Suitability to provide a model of female leadership to colleagues and students (a proportion)
- › Demonstrated capacity to produce teaching, learning and assessment material
- › Record of innovation in teaching, desirable not mandatory

Criteria additional to the above for MAEPA 2

- › Provinces under-represented in MAEPA 1
- › Discipline stream - either Islamic Education or Literacy

The data relating to MTT and TTs trained in MAEPA to date (refer Annex 9) will be helpful when looking at provincial spread.

9.2.3 Additional Features

There will be some differences to the established MTT Training Program model due to both the expansion and the need for integration. One example is the plan to run only one Final Workshop in Kabul for all four cohorts rather than one per cycle. The Workshop's mentoring and M&E objectives can still be met for all four groups by delaying it until March 2013. Cost efficiencies and greater networking opportunities will be achieved through this approach. This year's successful MAEPA 2 Final Workshop, attended by most of the 60 MAEPA 1 and MAEPA 2 MTTs, is a good precedent for the planned MAEPA 3 Final Workshop for 120.

A second example is the decision that each Practicum will run for two weeks which is just over half the length of the Practicums in previous phases. The rationale for this change is that the MTTs' group practise in the Practicum is supplemented by individual mentored practice in the subsequent two-week TTC-based training.

The latter was introduced successfully in MAEPA 2. In total, each MTT will still have one month of practical training after the Malaysian program. From the TTs' perspective a month away from their TTC is a long commitment. The greater number of MTT and TT alumni within each TTC should be able to provide ongoing support for TTs returning from their two-week Practicum exposure. The new model is seen to be effective from a teaching and learning viewpoint and efficient from a management and budgetary perspective.

The IPG KIK teaching team will be thoroughly prepared and ready to commence in February 2012. An IPG KIK Coordinator was appointed in November 2010 and she has been attending MAEPA meetings in Kuala Lumpur since November. In order to prepare the teaching team, the IPG KIK TFs will *shadow* the IPG KBA TFs during Semester 2, 2011 using a process designed by the Teacher Training Expert (TTE) with templates for observation and plans for debriefing and sharing their learning. In accordance with the usual MTT Work Plan, the IPG KIK team will have its own Induction Workshop. This will take place in the week starting 10 October 2011. Following the workshop, the TFs will review and revise the T&L materials. It is expected that the materials used for the first cohort should not need substantial change.

A two-day Preparatory Workshop will be held at IPG KIK on 9-10 February 2012, simultaneously with the second cohort's On-Arrival Orientation. IPG KBA staff and the TTE will mentor the IPG KIK TFs during Semester 1, 2012. By Semester 2, 2012, when IPG KBA will also be hosting its own cohort, IPG KIK should be well able to manage with ongoing support by the TTE as normally provided under MAEPA.

In Malaysia, all MTTs will reside at the International Block at IPG KBA. MTTs will commute by bus to their classes on the other IPG Campuses. In order to house 60 MTTs at once as well as Interpreters and any babies, MAEPA will be supporting some refurbishment such as purchase of air-conditioners and water heaters for the apartments.

9.3 The New Capacity Development Program

Feedback from MAEPA MTTs on their ability to apply new teacher training methods in their TTCs following their return from Malaysia indicates that supportive TTC leadership is important. To date, TTC Directors have had only one short briefing in December 2010 on MAEPA, focussing in particular on the MTTs' TTC-based practical placements, but no capacity development. MAEPA 3 includes a new CDP that aims to strengthen leadership and management capacity within TED, of TTC Leaders from the 42 TTCs and of central TED Officers who are responsible for TTC development.

The MAEPA 3 CDP has four main elements:

- › appointment of an international part-time Capacity Development Adviser (CDA) who has regular inputs in Kabul to lead the 'in Afghanistan' activities of the following programs
- › an ongoing On-the-Job Training (OJT) program for TTC Leaders and central TED Officers responsible for TTC development, implemented through strategic inputs of the CDA. (The CDA will use implementation of the TED annual planning cycle as the training context.)
- › a structured, customised LMT program of 4.5 weeks' duration in Malaysia for 42 TTC Leaders and 18 TED Officers responsible for TTC development
- › a two-week Women's Leadership Training (WLT) program in Kabul, for 30 female participants drawn from TTCs and the central TED.

9.3.1 Capacity Development Adviser

A Capacity Development Adviser (CDA) will be appointed to work with TED senior managers to ensure that CDP activities are aligned with and provide support to the ongoing TED operations. The CDA will:

- › conduct learning needs analyses with the identified beneficiaries of the CDP components
- › design and deliver OJT and Kabul-based workshops
- › lead the implementation of the LMT to ensure its learning objectives are achieved support the TED in selecting the female TTC staff and central TED Officers to participate in the WLT, and design and deliver this program.

The CDA will provide training inputs related to key competency areas associated with leading and managing quality improvement (e.g. setting objectives, activity planning, resource planning, managing implementation, monitoring, reporting, analysis and evaluation, re-planning based on learning).

With skills in institutional development, educational management and leadership, the CDA will work part-time, for a total of ten months of strategically timed inputs throughout the duration of MAEPA 3. It is expected that the TED will nominate a focal point person for CDP activities, and that this person will support management and implementation while the CDA is in Afghanistan, and oversee ongoing activities between CDA inputs.

The CDA will make six inputs totalling nine months between October 2011 and March 2013 to lead key CDP activities.

A Capacity Development Coordinator and MAEPA Administrative Assistant will work closely with the CDA, and will maintain administrative support for CDP activities throughout the duration of MAEPA 3.

9.3.2 On-the-Job Training

MAEPA 3 will offer the OJT in leadership, mentoring/coaching and M&E, for TTC Leaders and central TED Officers responsible for TTC development. The CDA will provide this support to the TTC Leadership during their participation in Kabul in the key TED operational activities associated with the annual planning cycle. The CDA will provide similar support to the TED Officers as they plan and implement their support of TTC development. The CDA will also facilitate joint training activities where both groups work together to develop shared visions for TTCs and develop improved systems and processes for achieving this.

9.3.3 Leadership and Management Training

The LMT should not be viewed as ‘stand alone’ training. The participants come out of the ongoing OJT and go back into it on completion of the LMT. From the perspective of the LMT, involvement in the OJT is preparation for the LMT, and the key site of application for LMT participants on their return to Afghanistan. From the perspective of the OJT program, the LMT provides an intense learning experience to be harnessed by the OJT as a resource in the ongoing learning process leading to institutionalisation of good management practice. Annex 10 describes this integration further.

The new LMT program in Malaysia will meet the formal learning needs of TTC Leaders and TED Officers responsible for TTC development. LMT curriculum development will be modelled on the successful MTTC Training Program development experience. In accordance with TED's requirements discussed in the October 2010 MAEPA 3 Workshop, it will focus on educational leadership, mentoring / coaching and monitoring and evaluation (M&E). Box 8 provides a summary of the key features of the LMT program.

Box 8: Dimensions of the MAEPA 3 LMT Program

- › **Trainees:** 60 LMT participants divided into 2 cohorts of 30. 42 TTC Leaders and 18 TED Officers will be in mixed groups (notionally 21 TTC leaders and 9 TED officers per cohort).
- › **Curriculum streams:** Generic leadership and management topics for 60 per cent (3 days per week); separate streams in *TTC Leadership* and *TED Operational Support of TTCs* for 40 per cent of the program (2 days per week)
- › **Provincial Spread:** Each of the 42 TTCs to be represented
- › **Gender:** Eligible female TTC leaders and TED Officers to be encouraged to participate but numbers are expected to be low reflecting the small number of women in senior positions.
- › **Accompanying infants:** as required to allow mothers of babies to participate
- › **Interpreters:** two interpreters per cohort of 30 trainees (at least one man and one woman, if there are female participants)
- › **Malaysian Training Institutions:** Institut Aminuddin Baki (IAB) and IPG KBA
- › **Accommodation in Malaysia:** IAB and IPG KBA
- › **Action Plans:** Participants to develop Action Plans for application of new learning in the workplace, supported by TED and CDA
- › **Follow-Up Workshop:** one three-day Reflective Workshop in Kabul, 17-19 June 2012 for both cohorts together, facilitated by the CDA to reflect on learning and the implementation of Action Plans (This will be facilitated as an OJT activity)

Table 4 below shows the dates that the two LMT cohorts will be in Malaysia (one day extra to be added before and after to indicate Kabul departure and arrival dates). It can be seen that both groups overlap with MTTC Cohort 2. This is seen to be advantageous as the MTTCs will be able to help LMT participants settle in and find their way around. The departures are staggered so that LMT Cohort 2 departs Malaysia one week after MTTC Cohort 2 which should work well from a management perspective.

Table 4: Timing of the Leadership & Management Training in Malaysia

Institutions	Malaysian Semester 2 – 2011		Malaysian Semester 1 - 2012		Malaysian Semester 2 - 2012	
IPG KBA + IPG KPI	MTT Cohort 1 (13 Jul – 21 Oct)	holidays		holidays	MTT Cohort 3 (11 Jul – 19 Oct)	holidays
IPG KIK + IPG KPI + IPG KBA			MTT Cohort 2 (9 Feb – 18 May)		MTT Cohort 4 (11 Jul – 19 Oct)	
IAB + IPG KBA			LMT 1 (22 Feb – 23 Mar)	LMT 2 (25 Apr – 25 May)		

One Leader from each of the 42 TTCs will be selected to participate in the LMT program. Selection will be dependent on the needs of the institution and the career profile and availability of individual leaders. The Project Manager (PM) will support TED's selection of the TTC Leaders and TED officials in September 2011. Selection will be made at this time for both cohorts. It is suggested that 75 people be nominated so there is a reserve list. Those who do not meet the criteria or who are ruled out on medical grounds may still participate in the Afghanistan-based OJT activities relevant to TTC leadership.

The planned preparatory steps for development of the LMT curriculum have been changed in this version of the *Design and Implementation Plan* to fit the shortened time available in 2011 (eight months reduced to five). An assumption has been made that the two LMT cohorts will travel to Malaysia on the original dates in 2012, as those timeslots were identified with a lot of care to ensure they fitted Malaysian academic calendars and public holidays, and that the overlaps with MTT Cohort 2 would be smooth, and in fact synergistic.

The TTE will lead the curriculum design process supported by an international Leadership Training Specialist and key staff from host institutions IAB (involved in MAEPA for the first time) and IPG KBA.

The revised LMT design steps will include:

- i) a Learning Needs Analysis Workshop in Kabul
 - ii) a Curriculum Development Workshop in Malaysia
 - iii) detailed preparation of the LMT Curriculum in Malaysia
 - iv) review of the LMT Curriculum by the TTE and Leadership Specialist,
- as described below.
- i) A Learning Needs Analysis is required to hear in their own voice what potential participants identify as their training needs. TED holds regular meetings in Kabul with TTC Directors. If the timing were convenient, the needs analysis could be

conducted as an 'add-on' session to this meeting. All 42 TTCs would be represented. If not, there is funding in the revised budget to run a Learning Needs Analysis Workshop attended by six TTC Leaders, six relevant TED officers and MAEPA GRM project staff. It is anticipated the Melbourne-based TTE will develop the workshop content and the new Project Manager (PM) will facilitate the Workshop with support by MAEPA Kabul staff. This workshop is scheduled to be held in the week commencing 3 September 2011.

- ii) The results of the Learning Needs Analysis will be documented to share at a Curriculum Development Workshop in Malaysia from 19 to 24 September 2011. This workshop will aim to understand the individual and institutional needs to be addressed by LMT and use these to guide development of the curriculum. The TTE, supported by the Leadership Training Specialist, will facilitate this Workshop which will be attended by key TED, IAB and IPG KBA staff. They will use a DACUM (Developing a Curriculum) process which mirrors that used for development of the MTT curriculum.

The Curriculum Development Workshop will be located in Malaysia for cost and efficiency reasons as: it is halfway between Melbourne and Kabul and there will be attendees from both; more Malaysians will be able to attend than if it had been in Kabul (a specific TED request); logistics of travel to Malaysia should be less time-consuming to organise than to Kabul; and travel will be less vulnerable to security concerns which would affect Malaysians travelling to Kabul. Both GoAf and GoM have agreed with this new arrangement although the proposed dates have yet to be discussed.

- iii) Writing up of the full curriculum will be completed after this workshop by relevant IAB staff during the period from 19 September to 21 October 2011.
- iv) This detailed curriculum will be reviewed by the Leadership Training Specialist the following week (commencing 24 October).

The IAB teaching team will participate in an LMT Induction Workshop (one workshop for both cohorts) in Malaysia from 31 October to 4 November 2011. This will be a residential workshop which maximises available contact time, as there is a large amount to cover including of briefing and capacity development of the teaching team as well as development of T&L materials. As has been the practice in the MTT program, the T&L materials will be prepared in English, quality controlled by the TTE and then sent to Kabul for translation into Dari and Pashto. In the Work Plan all materials will be translated by 25 January 2012.

In addition, there will also be a one-day Preparatory Workshop for LMT Training Facilitators (TFs) held simultaneously with the On-Arrival Orientation for each group of LMT participants. One day has been allocated to the Preparatory Workshop (24 February and 27 April 2012) rather than the usual two days, in recognition of the shorter training duration. However, the LMT participants' orientation will be similar to that offered to the MTTs as the same level of understanding and familiarisation is required whether Afghan participants are in-country for 4 weeks or 14 weeks.

IPG KBA will coordinate the LMT program and will offer to co-host the two cohorts so that they can have the experience of learning within a functioning teacher training institution. Accommodation will be available at both IAB and IPG KBA as MAEPA is

supporting refurbishment of the IPG KBA International Block so that two groups can be accommodated in both Semesters 1 and 2. Once the curriculum has been designed, final decisions can be made regarding the length of time the LMT cohorts spend at IPG KBA and the length at IAB. Provision has been made in the budget for IAB lecturers to drive to IPG KBA to teach for some of the time the participants are based there. Similarly, it is expected that IPG KBA staff will drive to the IAB campus to observe and participate in the training there.

9.3.4 Women's Leadership Training

In order to meet the target of attracting more women to teaching and teacher education, it is vital that role models are available to them. At present, only two TTC Directors in Afghanistan are women. Given the current staffing profile in both the TTCs and TED, it is expected that there will be very few women eligible to participate in the LMT program in Malaysia. For this reason, MAEPA 3 will include a Kabul-based program of leadership and management training for 30 high achieving female TTC and TED staff who show potential to become leaders in teacher education in future. As in all MAEPA activities involving women travelling to and from Kabul, funding will be available for *muharam*/chaperones.

The CDA will lead development and delivery of this program, drawing on expertise available in Kabul. The training will comprise two weeks of formal training in Kabul (1-12 September 2012). The CDA and PM will facilitate the workshop and be supported by guest trainers including female LMT and MTT alumni, in a 'patchwork delivery' model.

The whole MAEPA team will have an underlying focus on female inclusion throughout all training programs. This will contribute to establishing learning needs. Further information gathering by the CDA and PM will occur through OJT and through targeted meetings with key TED Directors.

The curriculum and T&L materials will be developed to respond to these established needs at a five-day workshop in Kabul in June 2012 led by the CDA, and attended by the PD, selected female alumni, senior TED staff and MAEPA CDP staff. While the CDA's T&L materials will be developed in English and later translated into Dari/Pashto, the materials developed by the LMT/MTT alumni will be developed directly in Dari or Pashto.

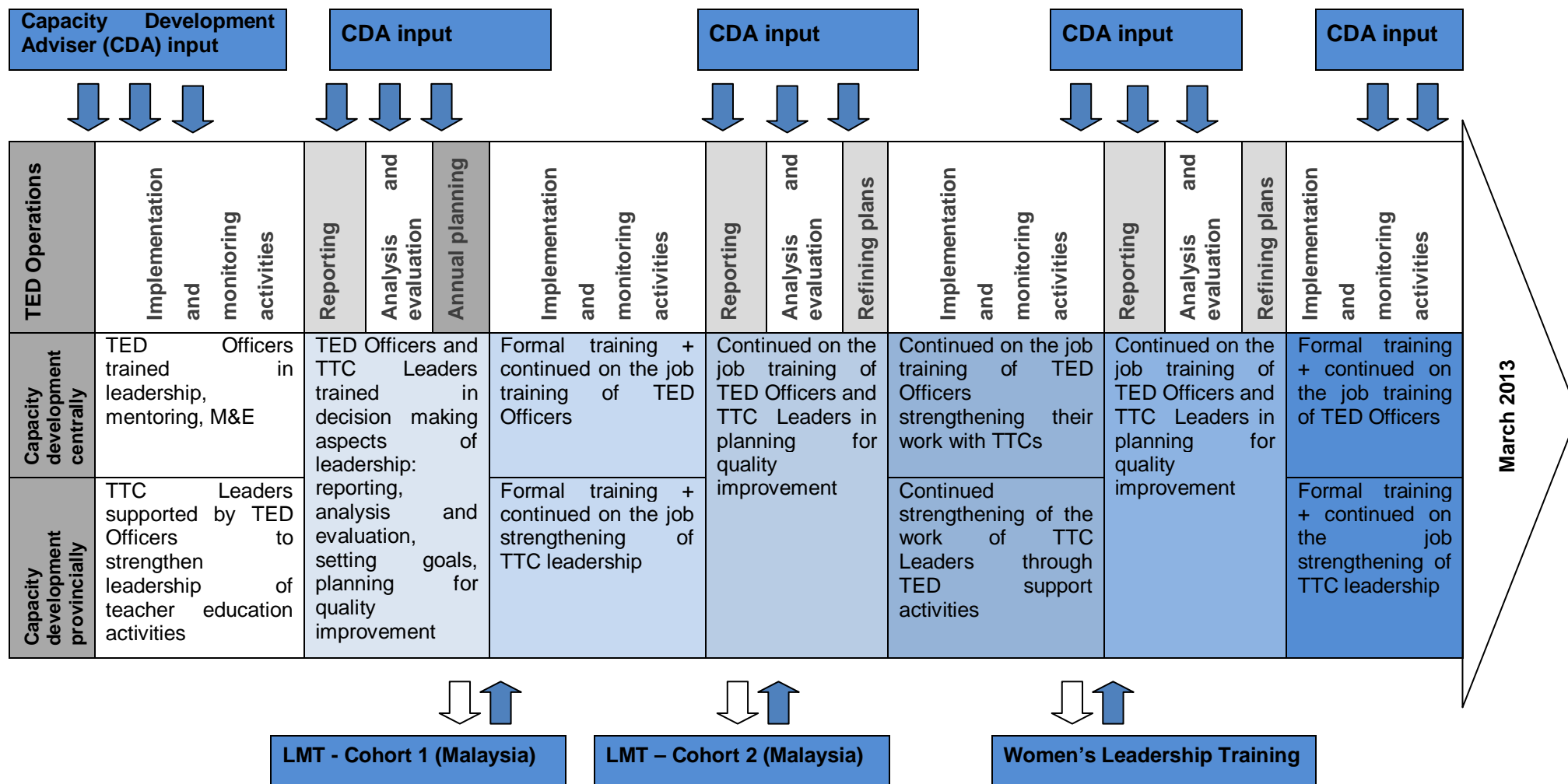
In accordance with the MAEPA T&L model (Diagram 1), the training will be followed by on-the-job application and a follow-up Reflective Workshop (25-26 November 2012), where the participants will reflect on their learning and devise additional strategies to overcome any issues encountered during the period of application.

9.3.5 The Integration of the Capacity Development Program Elements

Diagram 7 illustrates the integration of MAEPA capacity development with TED operations, centrally and at TTCs. The three horizontal bands in the centre of the diagram represent the TED annual operations cycle on top, and below this the increasing capacity development resulting from MAEPA at TED centrally and at the provincial level (TTC based). CDP inputs by the CDA are shown above these bands, with decreasing length of input over time. The capacity development inputs from the more structured training programs (LMT and WLT) are shown below these bands.

The integrated model has been designed to respond to the need to keep MoE(Af)'s development requirements as the central driver of all MAEPA 3 activities. It recognises that no group within the TED or TTC works in isolation from others. MAEPA therefore will mirror this workplace integration by bringing together people who need to interact to do their jobs well from both TED and the TTCs. Fostering of relationships and networks is an important aspect of MAEPA which will support quality improvement.

Diagram 7: Integration of MAEPA 3 Capacity Development Inputs with Teacher Education Directorate Operations



9.4 MAEPA Alumni

At the start of MAEPA 3 there are 398 MAEPA alumni including the 60 MTTs, 336 TTs and two Islamic Education curriculum experts who had not been MTTs previously. By the end of MAEPA 3 in March 2013, there will be 1,326 MAEPA alumni comprising:

- › 180 MTTs
- › 1,016 TTs
- › 60 LMT participants (42 TTC Leaders and 18 TED core staff)
- › 30 WLT participants

Alumni activities will serve the purpose of:

- › providing opportunity for further professional development
- › promoting dissemination of MAEPA ideas and practices
- › creating a mechanism for MAEPA participants to continue to develop within their current roles
- › strengthening links between these individuals and their institutions
- › producing new outputs of use to TTCs and the cascade training model.

The PM will guide development of these opportunities which in most cases will consist of regional workshops led by TED or particular alumni. Workshops will be designed to meet specific needs of ongoing cascade training such as production of teaching and learning materials. The number of eligible participants will grow as the project progresses. There should be no expectation that all alumni will be able to participate. Three small workshops have been assumed in the MAEPA 3 Budget and Work Plan. However, it is hoped that alumni activities can continue in 2013 as needs arise, with TED leadership and funding.

9.5 Cross-Cutting Issues

9.5.1 Gender

Gender disparities in Afghanistan are significant and affect progress towards both MDGs 2 and 3 (refer Annex 2). As described above in Section 3.2.1, a large proportion of the 4.5 million children of school age who do not attend school is female. For girls to go to school in Afghanistan there need to be more girls' schools and therefore female teachers.

MAEPA aims to support capacity development of both male and female MTTs, TTC Leaders and TED officials. Targets for female inclusion in participant groups have been mentioned earlier. While ideally it would be good to have women making up 50 per cent of each cohort, a more realistic target is 33 per cent.

However, having a targetted participation rate is only the start. It will be important that female participants are fully integrated and active in their respective programs.

In MAEPA 2, there were ten female MTTs (33 per cent of the total) and one female Interpreter. Ironically, in MAEPA 2 the larger number of women permitted greater gender segregation than in MAEPA 1 when there were only three women (10 per cent of the cohort). It may have provided them with advantages such as security though, and allowed less assertive women the confidence to participate. It is recommended that gender awareness be included in each Induction Workshop program for the Malaysian teaching teams. In these sessions they should develop strategies to promote gender inclusion in MAEPA training and all teaching teams should follow these agreed practices.

In 2010, TED appointed a female co-leader of the MTT group. She performed most effectively her roles both in the classroom and in wider public spheres, providing a positive model of female leadership which was valuable for both male and female classmates. It is recommended that if there are female participants in each MTT and LMT cohort that this practice of appointing a male and female co-leader continue and that they be offered equal leadership roles.

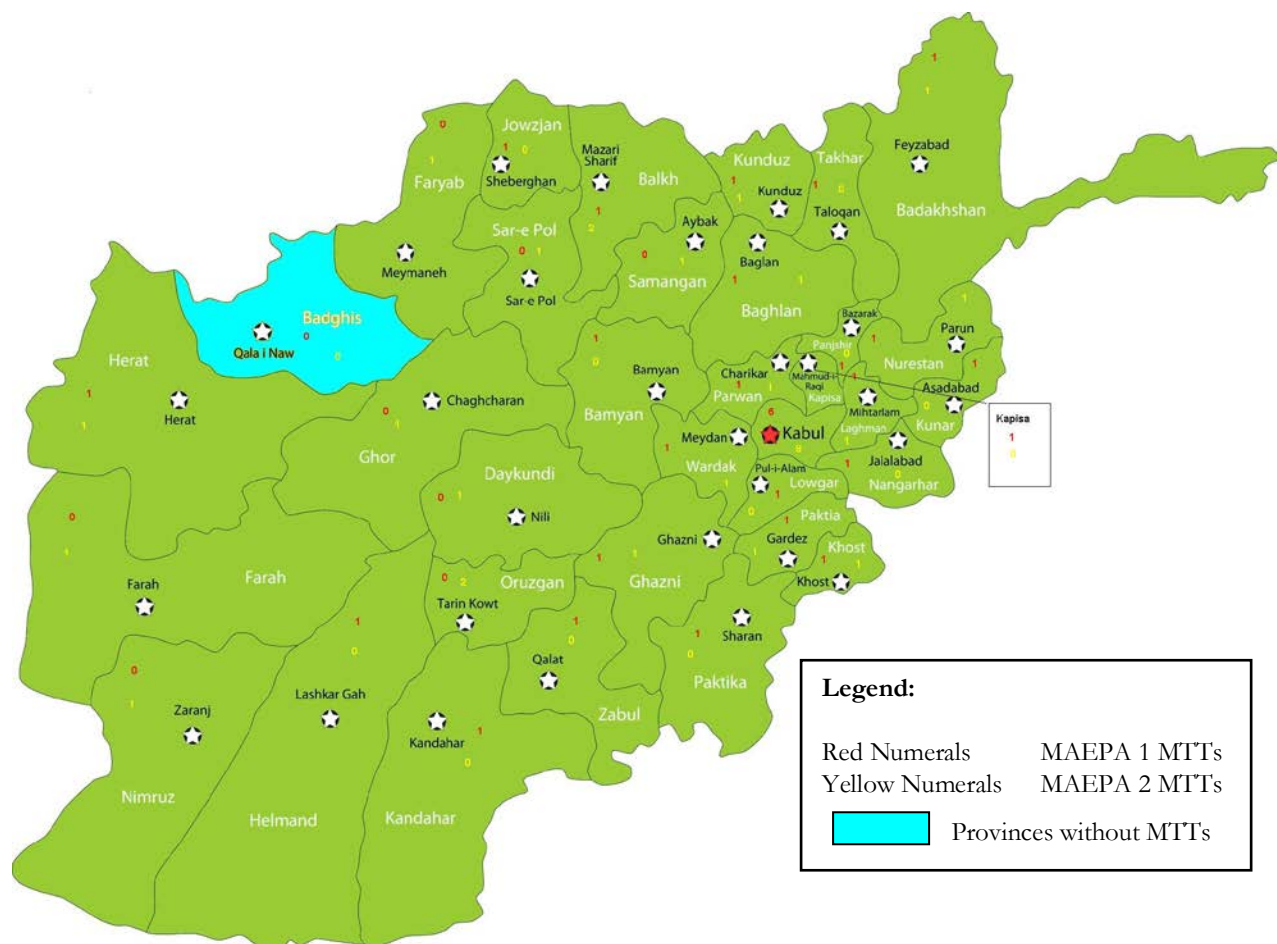
The 180 participants in MAEPA 3 training in Malaysia will observe that women occupy many senior positions in the Malaysian Ministries, teacher education institutes and schools. Schools, including Islamic schools, are attended by both boys and girls who are taught by a mix of female and male teachers. This immersion experience will contribute to the participants' transformative MAEPA experience.

Section 9.3.4 described the WLT program to be offered to female leaders of the future.

9.5.2 Poverty

Consistent with NESP II, MAEPA aims to have outreach across the country so that education reform is well distributed and service delivery enhanced. TTCs in all 34 provinces now have TTs with MAEPA experience, and all but Badghis have MTT alumni. Map 1 below shows the distribution of MTTs in MAEPA 1 (red) and MAEPA 2 (yellow).

Map 1: Map of Afghanistan Showing the Distribution of MTTs to Date



MAEPA 3 will continue to place importance on an equitable geographic spread guiding selection of participants - including MTTs, TTs, LMT participants and women for the leadership training. This is not necessarily equal, but proportionate to the size of TTCs and the population served by each TTC.

9.5.3 Security

All international development projects in Afghanistan are implemented in a difficult security context. Security will continue to be a major factor in planning and decision-making regarding MAEPA activities in Afghanistan.

MAEPA is dependent on DAFA for organising secure office and guest-house accommodation, ground transport, phone/radio communication, additional security for visiting delegations and security advice and updates, with costs borne by MAEPA. The design assumes that the new umbrella program in place from March 2012 will continue this service provision.

Malaysian officials and Mentors were able to visit Kabul and participate fully in workshops and meetings in MAEPA 2 in November 2010 and February 2011, but not during MAEPA 1. Malaysian participation in Kabul-based activities is assumed in the design of MAEPA 3. However, it is understood that each visit will need approval by MoFA(M) and that this will be dependent on the security situation prevailing at the time.

Poor security in provincial Afghanistan is also expected to impact on MAEPA 3:

- › MTTs travel to Kabul five times in the course of the MAEPA project cycle and TTC Leaders four times. For participants from insecure areas, each journey contains risks. Some will have to fly to avoid insecure roads and flight availability can be difficult which may result in them being late for or missing scheduled sessions.
- › TED officials and Afghan Mentors may be unable to fulfill project mentoring and M&E roles in particular provinces like Uruzgan, Helmand, Farah and Nimruz. The Project will make alternative arrangements to support MTTs and TTC Leaders in insecure provinces.

Contingency planning and flexibility in project implementation will be important in all of the above situations. Section 12 presents further risk analysis.

MTT alumni have reported that one of the most positive experiences in Malaysia has been the opportunity to live and work in a peaceful environment where different ethnic groups respect each other and work together harmoniously. This is another important aspect of the model which Malaysia provides for MAEPA participants for the future.

9.6 Trilateral Governance and Project Coordination

9.6.1 Exchanges of Letters

Once this design is approved it will be important to progress the governance arrangements for MAEPA 3. As the timelines are very tight, it is expected that the model of mirrored bilateral Exchanges of Letters (EoLs) will continue. The GoA-GoAf EoL will sit under the DAFA until DAFA concludes and then be novated to the new arrangement governing the DAFA successor program. The GoA-GoM EoL will sit under the new *Memorandum of Understanding on Education Cooperation* between Malaysia and Australia, signed in Canberra on 3 March 2011.

9.6.2 Coordination to Date

It is recommended that the governance arrangements for MAEPA 3 continue the practices established in MAEPA 1 and MAEPA 2 but adapt them to meet the new project scope and size.

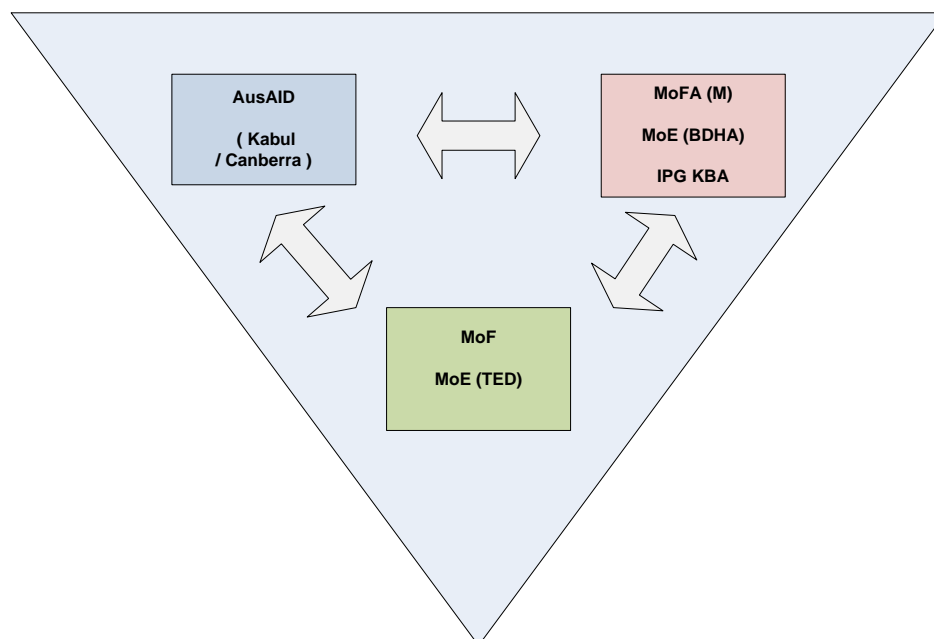
Project coordination in each 12-month MAEPA project cycle to date has been structured around a series of three meetings and reporting by the project team at those meetings:

- › an *Inception Meeting* in Malaysia in April a few weeks after project commencement
- › a *Mid-Project Meeting* in Malaysia while the MITTs were in country, and
- › a *Final Meeting* in February in Kabul (Dubai in MAEPA 1) after the Final Workshop and Closing Ceremony.

9.6.3 The Trilateral Steering Committee

The inter-governmental group coordinating MAEPA has not had a name. In MAEPA 3 it is recommended the group be known as the Trilateral Steering Committee (TSC). It should comprise representatives from agencies of the three Governments involved in MAEPA. Diagram 8 represents the membership of the TSC.

Diagram 8: The MAEPA Trilateral Steering Committee



The TSC will provide strategic oversight and decision-making regarding the direction and progress of MAEPA in the context of both the design and adapting to new needs and circumstances as they arise.

9.6.4 Coordination Meetings

MAEPA 3 is a “design and implement” project where there have already been meetings between the three governments. Coordination meetings during the implementation phase commenced with the Inception Meeting held at TED in Kabul on 12 February 2011. For the period from February 2011 to project conclusion in March 2013 the design has made provision for four further meetings at roughly six-monthly intervals. It is also recommended that at least one Meeting be held in each partner country, resulting in the indicative schedule summarised in Table 5:

Table 5: Indicative Schedule of MAEPA 3 TSC Meetings

No.	Date	Meeting	Location
1	12 Feb 2011	<i>Inception Meeting</i>	Kabul
2	Nov 2011	<i>First Progress Meeting</i>	Kabul
3	May 2012	<i>Second Progress Meeting</i>	Putrajaya
4	Nov 2012	<i>Third Progress Meeting</i>	Canberra
5	March 2013	<i>Final Meeting</i>	Kabul

As Meetings generally last about half a day, they have been timed to coincide with other MAEPA events:

- › The November 2011 TSC Meeting is timed to follow the first MTT Practicum and Reflective Workshop in Kabul.
- › The May 2012 Meeting will be held in Kuala Lumpur allowing the TSC members to observe both the second MTT cohort (at IPG KIK) and second LMT group (at IAB)
- › The November 2012 Meeting is proposed to be held in Canberra. This will be the first MAEPA meeting located in Australia. By that time, the trilateral partners will have been working together for three years. It is suggested that a short Study Tour for the international TSC members be organised to follow the meeting based on an abbreviated version of the model developed for MAEPA 2 (31 March -13 April 2011). The MAEPA 2 program included meetings with State Departments of Education, school visits, visits to teacher education faculties within two universities, and various meetings with AusAID, NGOs and academics active in Afghanistan and AusAID-funded scholars from MoE(Af).
- › The Final Meeting in Kabul will follow the Final Workshop and MAEPA 3 Closing Ceremony in March 2013.

The focal point in the host country will chair the respective Meetings and the MAEPA team will provide secretariat services before, during and after the meeting. These will include consultation on the draft Agenda, preparing and circulating meeting documents, organising travel, accommodation and (in Kabul) security for international participants and consulting with the host organisation on meeting arrangements. The team will take minutes and prepare the Summary Record for each Meeting.

9.6.5 Project Reporting

Project reporting will be aligned with this timetable. Six Monthly Reports will be prepared by the MAEPA team, distributed at least a week prior to Meetings and tabled and discussed at the Meetings. A Draft Completion Report will be prepared for the Final Meeting and finalised after that Meeting to incorporate a report on events in the final weeks and comments made by TSC members on the Draft.

9.7 MAEPA 3 Team

9.7.1 Management Team

In designing the team structure for MAEPA 3, the following factors were considered:

- › The significant increase in numbers of participants in formal training in Malaysia from 30 per year to 180 (plus Interpreters and infants) in six groups over 16 months
- › The corresponding increase in Kabul-based activities before and after each cohort travels to Malaysia
- › The new Afghanistan-based CDP activities inclusive of formal Kabul-based training and informal OJT
- › The overlaps between various activities. For example, the preparation for the second MTT cohort and LMT will overlap with both the Practicum, Reflective Workshop and TTV-Based practical placements for the first MTT group
- › The fact that there will be far less “down-time” in the project cycle given that activities in Malaysia will occur in three consecutive semesters with preparatory activities in the three months prior and four months following return to Kabul of the final cohorts
- › The increasing devolution of MAEPA management from AusAID Canberra to AusAID Kabul which means that more MAEPA team/AusAID communication and face-to-face meetings will take place in Kabul than previously
- › The fact that MAEPA sits within DAFA (and the successor program) with attendant economies of scale in service provision
- › The increased complexity of operations and corresponding complexity and size of the financial management in both Kabul and Kuala Lumpur
- › IPG KBA will be the coordination point in Malaysia for all MAEPA activities occurring on all three IPG Campuses and at IAB
- › The IPG KBA management team is sizeable but all inputs to MAEPA by staff are part-time as they also have teacher training and other responsibilities
- › Continuity in staffing from MAEPA 2 will be important where possible to capitalise on the individuals’ knowledge of the MAEPA program and systems
- › At the same time, opportunity for professional development and personal growth is important to ensure the work on MAEPA remains interesting and challenging for the valued team members in all countries
- › In Malaysia, the IPG KBA management team will need to prepare for succession by having extra staff “shadow” the team in 2011 as three members of the ICD MAEPA team will be retiring in 2012. Also the IPG KBA Director and Deputy Director are both due to retire at separate times during MAEPA 3.

Diagram 9: MAEPA 3 Management Structure

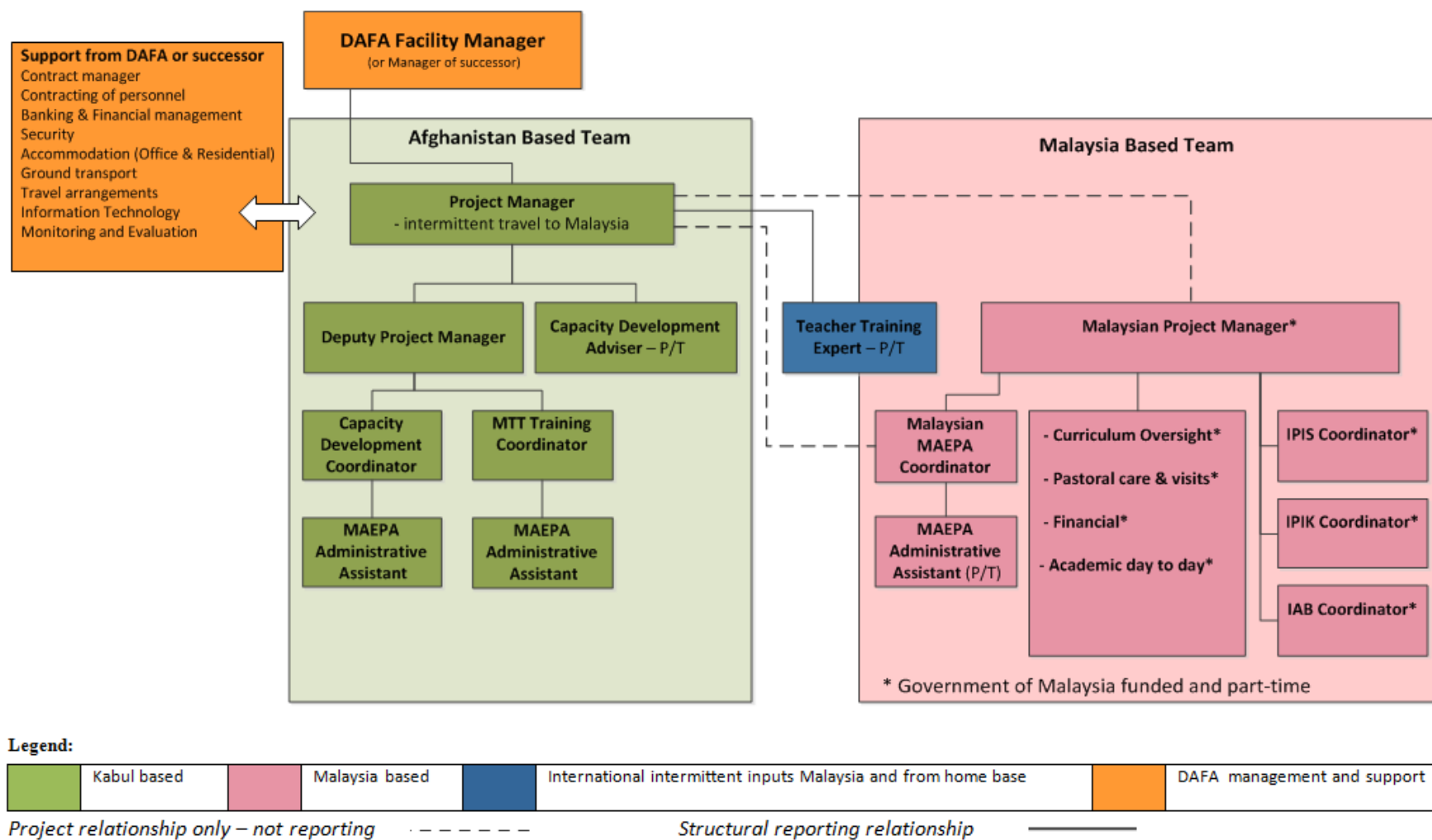


Diagram 9 illustrates the proposed team structure for MAEPA 3

Notable features of the new structure are:

- › Project management in Afghanistan will be led by a full-time internationally recruited *Project Manager (PM)*. The PM will also have project oversight responsibility for MAEPA's activities in Malaysia to ensure close integration in Work Plan activities in both locations. The PM will be located in Kabul, with substantial inputs in Malaysia (approximately 16 weeks over two years)
- › The nationally recruited *Deputy Project Manager (DPM)* will support the PM and manage the MAEPA team in Kabul. The DPM will deputise for him/her during the PM's absences from Kabul in Malaysia or on leave
- › Project management in Malaysia will be led by the MAEPA 1 and MAEPA 2 Training Program Coordinator. This position has now been renamed and will be called the *Malaysian Project Manager (MPM)*
- › Management teams in both Kabul and Kuala Lumpur will be expanded with new coordination and administrative positions. The three Coordinators - the *MTT Training Coordinator*, *Capacity Development Coordinator* and *Malaysian MAEPA Coordinator* - will play critical roles in the detailed logistics, planning and implementation of this expanded program.

This diagram does not show the extensive communication links between the various groups. Creation of productive working relationships within and between country teams will be essential to the efficient management of MAEPA.

The two locally engaged staff (one each in Kabul and Kuala Lumpur) who have supported the program to a high standard to date should be retained as Coordinators reporting to the DPM and MPM respectively. They will each have administrative support to allow them to focus on higher level tasks. The PM, DPM and MPM should ensure that both individuals have the opportunity to learn and grow in their new positions so that they continue to make valuable contributions to MAEPA.

9.7.2 *Technical Team*

The two-person Technical Team will be comprised of:

- › The *Teacher Training Expert (TTE)* who will lead all teaching and learning (T&L) aspects of MAEPA, including both the MTT and CDP to ensure they are integrated and align with MAEPA T&L principles;
- › The *Capacity Development Adviser (CDA)* who will be located within TED during regular inputs in Afghanistan to drive the capacity development part of the program including oversight of informal and formal training.

While their primary roles are in project implementation, the TTE will also be involved in the early design aspects of the LMT program as described in Section 9.3.3 above.

It is recommended that the MAEPA ATTE who has designed and implemented the technical aspects of MAEPA to date, be retained as the TTE on MAEPA 3. Continuity is vital for this position.

The PM will also make technical inputs e.g. facilitating workshops. This person will have both technical skills in teacher education and high level experience in implementing international education projects.

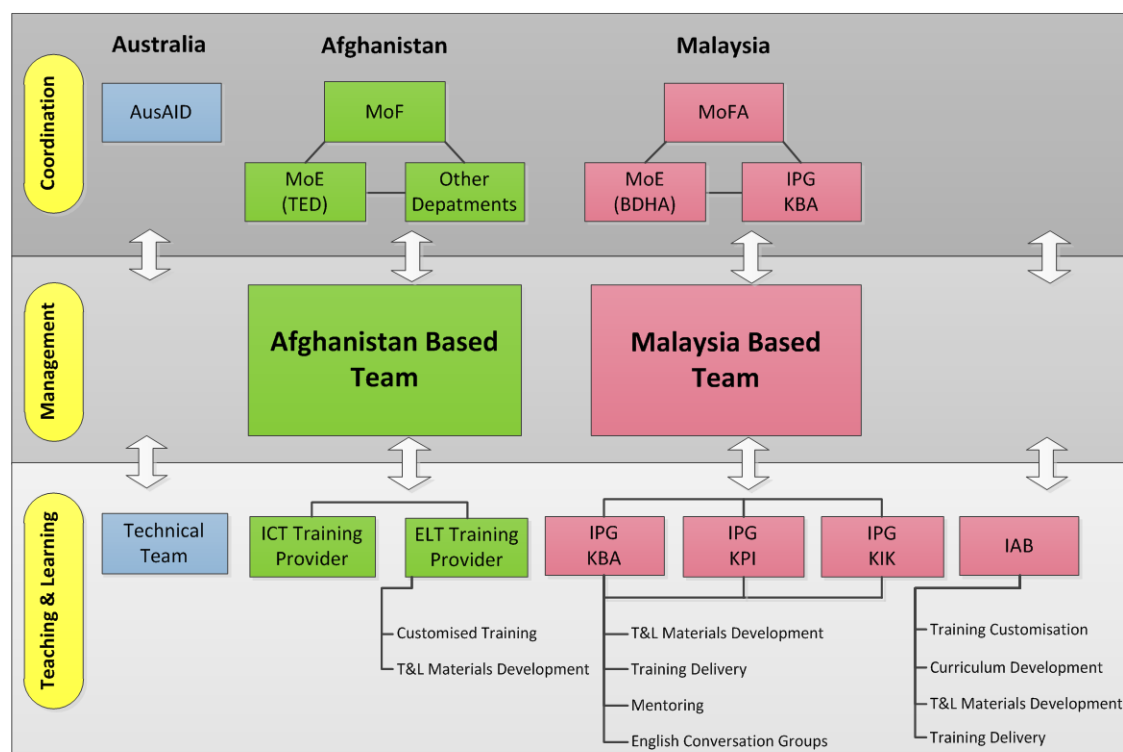
Full position descriptions for key positions are included in Annex 11. The TTE, CDA, DPM and MPM will report to the PM, and maintain regular communication with each other.

9.8 Overall MAEPA 3 Structure

Diagram 10 brings together the stakeholders from the three layers of MAEPA involvement – the Coordination (Section 9.6), Management (9.7.1) and Teaching and Learning (Section 10). The latter includes the Technical Team (9.7.2) and training providers in both Afghanistan and Malaysia.

With so many stakeholders, effective formal and informal communication will be essential.

Diagram 10: MAEPA Layers of Involvement



9.9 Project Operations

9.9.1 Records Management

To date in MAEPA, project personnel in four countries (including GRM's Dubai office in the United Arab Emirates) have shared information by email and each maintained

their own filing system. This was appropriate for a one-off project (MAEPA 1) which later was extended to MAEPA 2. It is now recommended that a shared web-based records management system be established for MAEPA so that the team can access records from any of the four countries.

Off the shelf systems exist to meet this need. For example, *Dropbox* is a web-based information system which would allow multi country access. It would be possible to work on- or off-line (e.g. when the internet is down in Kabul). Once connected to the internet, the system would synchronise to add material entered off-line. It would be necessary to set it up in a way that different people have different levels of access to ensure system integrity and privacy. It appears that no additional hardware is required to set up this system and that it can operate in countries like Afghanistan with low bandwidth.

Dropbox has an on-line training tutorial. That would need to be supplemented by face-to-face training to make sure that all team members were confident in using the system and saving and accessing information. Funds have been allocated in the budget for such a system.

9.9.2 MAEPA Operations Manual

An early task for the project team will be to develop an Operations Manual for the expanded MAEPA which includes relevant systems and processes. It will be important to include financial delegations and procurement processes and documents to be used in Malaysia where expenditure will be significantly greater than in previous years, due both to the increase in participant numbers and to the changed cost-sharing model described in Section 13.

9.9.3 Database

Specifications have been drawn up in MAEPA 2 for creation of a database to capture relevant data relating to MTTs, TTs, TFs, etc. The database design will need to be expanded to include data on the new CDP elements. It has been designed to be compatible with MoE(Af) needs and systems. This either needs to be web-based or accessible on the knowledge management system described above so that it can be accessed by all team members. There will be different levels of access by different users.

9.10 Response to Lessons Learned

A trademark of MAEPA has been the early identification of lessons learned and application of any improvements where practicable during the Project, or in the subsequent phase. The *MAEPA 2 Completion Report* identified 38 lessons. Annex 12 lists these lessons and suggested treatment in MAEPA 3. Examples of the responses include the following:

- › For each selection process for training in Malaysia an extra ten nominations will be sought so there are reserve applicants to fill the places vacated on medical and other grounds (Lesson 2.4)
- › In MAEPA 3, a smooth passport application system will be essential as there will be 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) and between DAFA and MoE(Af) be prepared to supplement the EoL between AusAID and MoF. It is hoped that these letters will assist in the issuing of participants' passports (2.6)

- › An output of the MAEPA 3 Workshop in October 2010 was a table of Incentives for the participating IPG Campuses. This table was discussed in detail in meetings between the design team and Malaysian representatives, particularly during the Melbourne consultations in early March 2011. The AusAID portion of the MAEPA 3 budget includes funding for upgrading of facilities to be used by MTTs and LMT participants. (2.10)
- › The MAEPA design includes procurement in Kuala Lumpur of a set of laptops for use by MTTs, LMT participants and Interpreters. The procurement specifications should include after sales service of the laptops on a regular basis (3.3)

9.11 AusAID Program Contract Transition

The AusAID DAFA contract is due to finish on 29 February 2012. Diagram 9 shows the services provided by DAFA to MAEPA. The expectation is that AusAID will fund a successor program to DAFA. This program is being designed concurrently with AusAID's appraisal of MAEPA 3 and following the design, its management is expected to be tendered out to a Managing Contractor.

The MAEPA cycle will be at a peak period in February 2012 as the second MTT group will depart Kabul on 8 February 2012 and the first LMT group will depart on 21 February 2012. It will be essential that MAEPA not be interrupted due to the change in contracts, which may or may not involve a change in Managing Contractor.

Transition will affect:

- › all MAEPA staff and advisers whose contracts should be novated to the incoming Managing Contractor
- › financial and management systems
- › office accommodation for all Kabul-based staff
- › ownership of MAEPA assets such as laptop computers in Malaysia and Afghanistan which will be handed over along with Asset Registers
- › guest house accommodation of international staff in Kabul, and
- › provision of security and ground transport in Kabul.

This design recommends that there be a one-month MAEPA contract transition period straddling February and March 2012 which includes a two-week planning period, a transition date for each affected aspect with alignment so that all transition happens in a one-week period, and one week for handover training and bedding down of new arrangements. Every effort should be made to ensure transition does not drag on as it could lead to inefficiencies and potentially poor staff morale as they cope with changed conditions.

Importantly, it is assumed that the new AusAID program would have an M&E component and M&E Adviser who would continue to support the integrated M&E recommended for MAEPA.

9.12 Sustainability

An innovation in MAEPA 3 is the CDP which will be designed to closely support the needs of TED and TTC Leaders to do their jobs in accordance with the TED planning cycle. The plan is that MAEPA benefits are sustained during and beyond the life of the project through close integration of the various MAEPA 3 activities with each other and with TED's operations.

The MAEPA 3 design continues the practice established in MAEPA 1 and MAEPA 2 of supporting application of learning when MTTs return to Afghanistan from Malaysia through the Practicum, TTC-based mentored practice and follow-up workshops facilitated by Training Facilitators from Malaysia and the TTE. Action Plans and follow-up activities will become a feature of the new LMT and WLT in order to maximise effectiveness and sustainability.

As described in Section 9.4, the two-year timeframe of MAEPA 3 adds opportunity for involving previous MTT cohorts in MAEPA alumni activities designed to support their teaching practice and therefore the ongoing dissemination of project learning. A strong MAEPA alumni network of MTTs, TTs, TTC Leaders, senior female staff and the core TED staff should be able to maintain the momentum beyond project conclusion in March 2013.

There is also evidence that MAEPA alumni have been skilled up to receive higher level training which will position them to make an even greater contribution to the Afghan teacher education sector in future. The two MAEPA 2 MTTs from Uruzgan have qualified by passing an examination in English for a customised Masters of Education program funded by the Swedish government.

It is expected that the Afghan Mentors trained under MAEPA will continue to guide the cascade training as they hold senior positions in the Academic Board which has ongoing authority over teacher education.

By training TTC Leaders, it is hoped that they will advocate for greater dissemination of the new T&L approaches within their TTCs both during the project and after project support has finished. It is expected that there will be a multiplier effect as MTTs and TTs train others who in turn train their students. This cascade model is central to MAEPA's sustainability.

Capacity development in Malaysia of the teaching teams should also lead to sustained benefits. For example, enhanced skills in customising T&L materials to learner needs and teaching through an interpreter could well be useful for effective training of other MTCP groups in future.

10 TEACHING AND LEARNING

10.1 Key Understandings

There has been significant learning by all parties over the past two years. The following key understandings in Box 9 below have arisen from the earlier MAEPA phases. MAEPA 3 will strive to embed this distilled wisdom in the teaching and learning aspects throughout.

Box 9: Key Understandings Arising from MAEPA 1 and MAEPA 2

- › Participants are likely to be at different stages of readiness to learn and change so planning must address this
- › Establishing a conducive learning environment in which growth is fostered is vital.
- › Female participation needs to be explicitly supported and strengthened
- › A combination of self, peer and trainer assessment will assist in developing professional judgement and building trust
- › All T&L processes should be treated as modelling
- › Structured reflection is integral to the learning process but is likely to be unfamiliar to participants
- › Mentor support should be provided both in Malaysia and Afghanistan where possible
- › Teaching teams should consciously model and focus on the desired behaviours, e.g. gender awareness, respect for diverse viewpoints.
- › Documentation and record keeping need to be encouraged at all stages in order to capture key insights, issues and questions.
- › In order to maximise learning and strengthen the shared vision, opportunities for sharing across cohorts and learning groups and facilitator groups must be created.
- › Monitoring and evaluation is a key component of project learning so it must be integrated into activities wherever possible (see Section 11 for further detail)
- › Status and 'face' issues (especially among TTC/TED leadership groups) could constrain learning unless risk taking and making mistakes are understood as essential for learning.

10.2 MAEPA 3 Learning Model

The MAEPA 3 design is characterised by a model of learning derived from analysis of what has worked well in MAEPA 1 and MAEPA 2. The learning model includes a strong emphasis on the learners planning for the future application of new skills and knowledge. The model consists of a cycle of activities described in detail above in Section 5.2 and illustrated in Diagram 1. In short, the four stages involve preparation, structured learning experiences, supported practice and ongoing application.

10.2.1 MTT Training Program

The MTTs' learning cycle will continue according to the MAEPA 2 model described in Section 5. The only substantive change is that all MTTs will come together for their Final Workshop in March 2013 which means they will have varying lengths of time between their completion of TTC-based Practical Training Placements and the Final Workshop from about a year for Cohort 1 to one or two months for Cohorts 2 and 3 (Stage 4).

10.2.2 The Capacity Development Program

The capacity development program learning cycle will be very similar. However, it will have a longer Stage 1 as there will be a need to analyse workplace operations in the context of TED's annual planning cycle and the TTCs' academic calendar before developing the T&L strategy. A detailed description of Stage 1 activities has been given in 9.3.3 above where the four preparatory LMT activities were described and in 9.3.4 for the WLT.

The strategy for Stage 2 learning will include several strands including not only the LMT in Malaysia and the WLT in Kabul, but also on-the-job workplace learning through coaching by the CDA and ad hoc meetings and workshops relating to the TED/TTC planning cycles. In all capacity development strands, participants will apply their learning through practice in the work place following Action Plans developed during their training (Stage 3) and have opportunity to reflect on learning and develop new approaches through reconvening in a Kabul-based workshop (Stage 4).

For participants in LMT and WLT, structured practice will involve applying their new skills and knowledge to workplace tasks with guidance from the CDA and support from each other. For female LMT graduates there will be opportunity to be involved in the design and delivery of WLT if that matches individuals' career needs. Reflection on implementation of Action Plans is a critical element of learning during Stage 3 and 4. Participants will use standardised processes for documenting their reflections for subsequent analysis and discussion with others to draw out what has been learnt and the implications for future work.

As is the case for the MTTs, application of new learning (in leadership and management) is expected to continue in the workplace beyond the participant's own formal involvement with MAEPA. There will be opportunities for some (though not all) alumni to participate in targetted needs-based MAEPA alumni activities once their own project cycle is completed.

10.2.3 Integration

The MAEPA 3 design prioritises consistency in order to maximise integration and shared learning across Project activities, so this four-stage cycle will be used as the basis of each of the learning programs. Preparation and periodic review of Action Plans, in which participants detail how they plan to apply changes in the workplace, support they will call upon and how they will gauge progress, will also be common to each group. This means that while the content of the T&L may have been quite different for say MTTs and LMT participants, alumni should have a shared language to communicate about the MAEPA learning process they experienced (ie shared discourse).

Consistency of approach is vital to both the workplace based and formal training activities to ensure that they engage the emotions of participants and assist them to examine their preconceptions and find their way to new understandings through critical reflection. This kind of powerful, transformative learning arises not from being told information but from working with others to collectively analyse issues such as barriers to change and actively deciding how the new knowledge might be applied to solving real workplace problems. Establishment of a supportive environment and highly skilled facilitation will be required in all elements of the Project for maximum learning to occur.

Training program participants are not expected to have English language skills as English is not required for them to do their jobs. Instruction in Malaysia will be conducted through Interpreters who will accompany the group from Afghanistan. Materials will be developed by TFs and translated by team of translators in Kabul.

10.3 Curriculum

10.3.1 Introduction

The Curriculum for each element will be based on the competencies that the participants 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. As they are already working in the field, a needs based, competency based curriculum is the most appropriate model to address their capacity development requirements. A DACUM (Developing a Curriculum) process will be undertaken for each of the new elements to ensure content and processes relevant to the workplace and the learners.

10.3.2 MTT Training Program

The curriculum developed and used in MAEPA 1 and 2 has consistently been evaluated as relevant and useful by TED, MTTs and other stakeholders. Knowing that this curriculum addresses GoAf priorities and meets learner needs, the existing twelve CFs including the two specialist streams of Islamic Education and Literacy will continue to be offered under MAEPA 3. While minor refinements are likely to be made, consistency will be retained to ensure a shared experience and a common focus across all six cohorts (MAEPA 1, 2 and 3). Box 10 lists the 12 CFs. It should be noted that one of the changes made between MAEPA 2 and MAEPA 3 has been to rename CFs 8 and 9 following the decisions made at the Cohort 1 Induction Workshop in Malaysia, 10 - 13 May 2011. The full MAEPA 3 MTT Curriculum and the original Introduction from the MAEPA 1 *Implementation Plan and Curriculum* which explains the principles and rationale are at Annex 4.

Box 10: Competency Fields in the MTT Training Program Curriculum

- › CF1: Introductory Module – Comparative Education Overview
- › CF2: Deliver Pre-service Teacher Training in Islamic Education
- › CF3: Design Training Programs
- › CF4: Develop Teaching and Learning Resources
- › CF 5: Assess Learning
- › CF 6: Train Master Teacher Trainers
- › CF 7: Supervise Practicum
- › CF 8: Plan and Manage Training
- › CF9: Conduct Peer Coaching and Mentoring
- › CF10: Evaluate Program Effectiveness
- › CF11: Review and Revise Curriculum.
- › CF12: Deliver Pre-service Literacy Teacher Training

Based on feedback recommending minor changes, ongoing quality improvement will be undertaken in the following aspects of the MTT training:

- › More explicit attention to the principles underpinning the curriculum – for both MTTs and TFs
- › Continuing focus on gender dynamics in T&L
- › Greater focus on expectations of Literacy Education participants as specialists in facilitating children’s development of first language literacy. Within the stream there will be stronger emphasis on approaches to child literacy and less on adult and systemic literacy initiatives, though family and community literacy programs will be retained.
- › Renewed emphasis on capturing the reality of what is taught so that the IPG KBA delivery can serve as a model for IPG KIK
- › Regular reflection on both content and its applicability to Afghanistan
- › Analysis of T&L processes and their suitability for particular kinds of learning outcomes
- › Shifting the specialist streams from Friday to another day of the week
- › Stronger planning for the Practicum and how MTTs can work with TTs afterwards.

10.3.3 Leadership and Management

TTC Leaders who understand the vision behind MAEPA will be better able to utilise the new skills of their staff to improve the quality of teacher education in their institutions. Without a shared vision of change for all TTCs, teacher education in Afghanistan may not be equipped to respond to the need for rapid expansion and modernisation. To address these issues, a structured program of capacity development for TTC leaders and the TED staff with whom they work is proposed. While common competencies will be covered jointly wherever possible in order to strengthen capacity to work together, competencies which are relevant only to TTC Leaders or TED staff will form a separate strand of the learning program.

The CDP will be aimed at strengthening skills in strategic planning, monitoring and evaluation and leadership among selected TED staff and TTC Leaders. It includes the structured four-week LMT program conducted in Malaysia by IAB with support from IPG KBA. Facilitation of the LMT in Malaysia is likely to involve a small group of IAB staff whose skills will be supplemented by the expertise of practising IPG Directors and managers. From previous MAEPA programs it is evident that powerful learning arises not only from what is taught, but how and by whom. To this end, it is vital that the delivery team and guest speakers represent a gender balance to enhance the learning impact.

Having mixed groups drawn from TTCs and TED (notionally 21 from TTCs and 9 from TED per cohort) will foster communication and integration through this shared learning experience.

The LMT in Malaysia will draw on the experience of Malaysian teacher education institutions which have recently made the transition from being institutions under the Teacher Education Division of MoE(M) to being a network of teacher education campuses under a new Teacher Education Institute (IPGM). This shift has necessitated greater consistency and standardisation across providers which should have considerable relevance to developments underway in the Afghan teacher education system.

The Capacity Development Program for Leaders will need to develop skills and knowledge in a range of areas including the following:

- › Definitions of leadership and management
- › Different approaches to leadership
- › Models of IPG leadership in Malaysia
- › Working effectively across genders
- › Managing diversity
- › Change management
- › Strategic planning
- › Creating an enabling work environment
- › Preparing budgets
- › Mentoring
- › Monitoring and evaluation – purposes, methods and analysis
- › Evidence based quality improvement
- › Engaging staff in quality improvement
- › Compliance and reporting

The DACUM process, to be led by the TTE and supported by the Leadership Specialist, will substantiate the fields to be included. While this list forms some of the likely content of the LMT, decisions will need to be made about which aspects are best addressed in Afghanistan and which in Malaysia. The challenge for this short course and the one described in the following section is to achieve strong impact while making the best use of a relatively short time. By linking effectively with the preparation phase, participants can be primed and ready to draw maximum learning from the structured training in Malaysia. Clearly focussed supported practice and application processes after the structured training will help to extend the learning and embed it into the participants' ongoing work in Afghanistan.

10.3.4 Women's Leadership Training (WLT)

WLT will prepare women in the teacher education sector to undertake decision-making and leadership roles. The WLT Curriculum will be developed by the CDA and PM with support from LMT and MTT alumni as described in Section 9.3.4.

The delivery model will conform to the four-stage learning model outlined in Section 5 and 10.2.2 above. The structured training element will be conducted in Kabul over two

weeks for one group of thirty women. The delivery team will include the CDA, PM and the selected MAEPA alumni. While the program will be designed in full once a needs analysis has been completed, the structured learning activities will reflect the priorities determined for the LMT. In addition to the topics outlined above, the learning experiences should also focus on:

- › models of female leadership
- › dealing with resistance
- › assertive communication skills, and
- › conflict management.

10.4MTT Teaching and Learning Frameworks

10.4.1 English Language Training (ELT)

Due to the length of their stay in Malaysia and the need to use ICT (including the predominantly English language based internet) in preparing T&L materials, the MTTs will receive ELT both in Kabul and Malaysia as in previous years. The aim is for rapid acquisition of key education and ICT related vocabulary and functional language for day-to-day living while in Malaysia. Learners will be divided into two or three groups according to proficiency levels.

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. In order to ensure this outcome, a revised version of the *English Language Training Framework* prepared for MAEPA 2 will be followed.

ELT in Kabul will be conducted in half-day sessions over four weeks. This provides a potentially intensive learning opportunity which can form the foundation of further learning in Malaysia. It is anticipated that the MAEPA Interpreters will be ELT trainers. The TTE will support the English language trainers to develop T&L materials designed specifically to meet the needs of the MTTs and provide e-mentoring from home office. A key goal of the pre-course training will be to ensure the MTTs develop enough basic oral fluency that they can begin interacting with IPG KBA staff, students and the community early in their time in Malaysia. This in turn will maximise their opportunities for learning inside and outside the training environment. The TTE will also support the Malaysian English language trainers by assisting with initial assessment and grouping, observing classes and providing feedback.

While in Malaysia, MTTs will attend two classes per week as well as informal conversation groups facilitated by Malaysian student teachers in the host institution. 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. Both Malaysian and Afghan trainers will actively demonstrate language use and employ visual and concrete aids wherever possible to support and strengthen understanding.

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 making oral presentations.

Developing learners' capacity to understand spoken Malaysian English will need to draw attention to variations in accent/pronunciation.

MTTs will be encouraged to reflect on their own learning preferences and habits and plan how to maximise their own language learning. Each MTT will have access to a laptop and electronic T&L materials if they are motivated to further their own learning through independent study outside of course hours.

10.4.2 Information and Communication Technology (ICT)

Participants in LMT and MTT programs will initially undertake ICT training in Kabul. For MTTs, this will be followed up with regular ICT classes as part of their training program in Malaysia.

An integrated *ICT Skills Development Framework* has been developed to link ICT training in Kabul and Malaysia via forward planning and an agreed set of common goals. The learners will have the advantage of acquiring basic ICT skills and building their confidence with the technology while being taught in their mother tongue. The aim of integrated ICT planning is to ensure that all participants develop sufficient technological literacy to be able to fulfill the ICT related aspects of their job, including accessing resources on the internet, keeping electronic records needed for compliance, creating T&L resources and communicating with other professionals by email. While some participants currently do not have access to computers in the workplace, the MAEPA exposure will provide them with readiness for a time in the future when computers are introduced.

It is highly likely that there will be varying levels of skill amongst MTTs and LMT participants, from complete beginners to those who from the outset can already use some basic computer functions such as word processing and email. Training will need to be flexible enough to address and build upon these varying levels of competency.

Prior to commencing structured training, participants in MTT and LMT training will complete a pre-course *ICT Skills Survey*. Because past experience shows that about half the MTTs in previous phases had not previously used a computer, the instrument will use self-assessment rather than practical tasks to establish the level of skills. 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. The MTTs' results will be communicated to the Malaysian ICT TFs, along with information about any difficulties encountered, in order to inform finalisation of planning in Malaysia.

The focus of ICT training in Malaysia 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. Likely priority areas for ICT training are basic internet skills, Word, Excel and PowerPoint.

As the LMT participants will only have a month's training in Malaysia they will not continue their ICT training there. However, those with sufficient ICT skills will have access to MAEPA laptops for the duration of their training.

10.5 Preparing the New Institutions

Two new host institutions (IPG KIK and IAB) will begin training delivery in 2012. New Malaysian TFs will need to understand the current education context in Afghanistan including familiarity with the new Afghan NESP II's goals for the teacher education sector and the contexts in which the MTTs and LMT participants work.

As the TFs at IPG KIK and IAB have not previously conducted training through interpreters or prepared customised programs for Afghan learners, they will require support from the experienced training team at IPG KBA and the TTE. These capacity development needs will be addressed in several ways:

- › Shadowing of IPG KBA staff in 2011 by IPG KIK TFs where T&L strategies and responses can be reviewed
- › Induction Workshops focussing on building skills in working with interpreters, designing varied training approaches and preparation of T&L materials suitable for translation.
- › Preparatory Workshops for TFs at the commencement of the MTT and LMT programs in Malaysia. A key theme will be the need for all training to be appropriate to Afghan standards and resources, rather than Malaysian standards and resources.
- › Support to the new training providers prior to and during training delivery from IPG KBA staff.
- › Face-to-face and e-mentoring by the TTE

MTT training will include English language and computer training in Kabul. For other groups, the preparation phase will lay the groundwork for structured training through discussion and analysis of the participants' current workplace goals, issues and needs. Each group travelling to Malaysia will be given both a Pre-Departure Briefing and On-Arrival Orientation by the MAEPA team.

Training delivery in Malaysia will include both in-class and out-of-class learning. For MTTs, this will involve School Based Experience and other educational visits to broaden their understanding of how education and teacher training are implemented in Malaysia. In leadership training, participants will be based for part of their time at IPG KBA, so that they can experience and analyse the reality of TTC management in a working teacher education institute in Malaysia. TFs will assist learners and guide them in developing Action Plans to ensure that goals are realistic and feasible.

On completion of formal training, whether in Afghanistan or Malaysia, participants will begin a period of structured practice with assistance from TED and the CDA. Attention will be given to ensuring that learning continues throughout all four stages of the learning cycle.

10.6 Ongoing Professional Development

10.6.1 Planned

While the pool of trained MTTs and Teacher Education specialists will be rapidly expanding under MAEPA 3, MAEPA alumni can play an important role in anchoring and strengthening the network of potential change agents available to support

improvement of the system. As each cohort finishes its program, the network will expand to accommodate them. As the critical mass of potential change agents grows and learns to work together more strategically and effectively, so the likelihood of widespread systemic quality improvement increases. However, it is a challenge to keep the alumni motivated, continuing to grow professionally and actively engaged in implementing change.

Alumni workshops will offer avenues for professional development both for participants and for organisers. Workshops are expected to be held regionally to produce teaching and learning resources for a particular subject or competency field or to address a specific issue pertinent to their region. TTC Leaders and/or MITT alumni will be selected to convene and facilitate such working meetings. Participants in the leadership capacity development can use their role in guiding the alumni activities as part of their Action Plan. They could also support alumni activities by conducting and contributing to evaluation of the outcomes (ie applying their learning in a real world example).

For Malaysian TFs and others involved in MAEPA implementation, continuing professional skill development will occur through participation in Induction Workshops, Preparatory Workshops and Retreats, through working together with colleagues on developing and refining T&L materials and conducting monitoring and development tasks including reflection and evaluation of their units/competency fields. Malaysian Mentors who have been or will go to Kabul will learn first-hand about the Afghan context. On their return, they will contribute to the professional growth of the Malaysian TFs in the host organisations by sharing their learning from these experiences.

10.6.2 Incidental

Participation in trilateral meetings, in project design and implementation and informal cross-cultural contact will provide useful opportunities for incidental professional growth for all project stakeholders.

Learning in MAEPA 3 will not be confined solely to participants in the training programs. Because MAEPA 3 is significantly larger in scope and will be addressing new occupational groups, everyone involved in implementation will be learning. To facilitate learning by all parties, there will need to be mechanisms developed so that learning can be captured and rapidly shared across the Project.

11 MONITORING AND EVALUATION

11.1 Introduction

In order to maximise potential learning and opportunities for continuous improvement, Monitoring and Evaluation (M&E) must gauge the success of all key aspects of the Project including:

- › relationships
- › learning
- › management
- › achievement of cross cutting dimensions
- › project impact

It will continue the M&E practices used in MAEPA to date but have scope for expansion given the extended Project duration and scope.

11.2 Continuous improvement

M & E in MAEPA to date has been strongly integrated with project planning so that findings from all sources can be incorporated into ongoing decision making and implementation without delay. If unanticipated risks emerged, they have been brought to the attention of the appropriate stakeholders and dealt with promptly in order to minimise negative effects.

The M & E approach proposed in MAEPA 3 should continue to be responsive to emerging issues which could affect the quality of the learning experiences or Project outcomes. Given the two-year duration of MAEPA 3 and the capacity to apply learnings across cohorts and activities, it will be important to document, share and act upon M&E findings.

11.3 M&E Plan

In a complex project like MAEPA 3 with a schedule of diverse and overlapping activities, it is essential that detailed planning is given to M & E. An M&E Plan, to be developed by the TTE in consultation with the DAFA M&E Adviser early in MAEPA 3, will specify the responsibilities, sources of data, and procedures to be used for data collection, analysis and reporting. It is proposed that a devolved approach to data gathering be adopted so that M & E capacity and sustainability can be built by stakeholders at various levels and to ensure information is gathered efficiently from the diverse activities that make up MAEPA 3. This strategy will also overcome limitations on movement by international staff to regional TTCs for data collection.

MAEPA 3 M&E will build on data from the two earlier MAEPA phases, to create an evolving body of evidence about change and development within Afghan teacher education, which can help inform future planning and decision-making. The MAEPA database currently under development will be an essential resource for M&E.

While M&E for the MT'T program is well established, it will be important to develop a comparable strategy for the new CDP, inclusive of OJT, LMT and WLT.

The Plan will need to be compatible with and draw from the M&E being conducted in TED and in the IPGs and IAB.

It is expected that the TTE will lead ongoing Project monitoring including in particular M&E of learning, while the PM on relationships and management aspects, the CDA on capacity development in Afghanistan and the DAFA M & E Adviser on evaluating impact. The common aim is to ensure that the Project can make full and timely use of any findings.

11.4 Methods

The M & E Plan will include all processes and instruments to be used in data collection. The Plan will not be starting with a blank sheet. A useful starting point will be the methods used in MAEPA to date which are summarised in Table 6 below. These can be supplemented by methods appropriate to any new elements of the Plan such as expanded impact evaluation.

Table 6: Summary of MAEPA 2 M & E Methods

Stakeholder Group	Data Sources	Methods
Project partners <ul style="list-style-type: none"> Malaysia MoE MoFA Australia AusAID DAFA Management MAEPA Technical Team Afghanistan MoF MoE (TED) DAFA 	Emails Telephone calls Meeting records Planning documents Reports	Analysis of issues Incidental feedback Review of handling of critical incidents Reflection Ongoing joint identification of issues
MTTs	Journals Work samples Written and oral feedback Video evidence of microteaching Microteaching feedback forms Portfolios Portfolio assessment reports Teaching and learning materials produced by MTTs Performance at MTT Showcase Practicum performance Feedback from TTs in Practicum	Analysis of evidence Focus groups Questionnaires Informal interaction Observation <ul style="list-style-type: none"> Microteaching Practicum performance Workshop participation MTT Showcase Classroom participation Practicum training Observation of individual MTTs providing feedback to TTs'

Malaysian Team <ul style="list-style-type: none"> Trainers (IPG KBA and IPG KPI) Core competencies English IT skills Coordination Team MAEPA Administrator Mentors 	Teaching and learning materials for translation Emails Training sessions Meeting records Weekly Mentor Reports Informal discussion	Analysis of teaching and learning materials Structured observation of training Questionnaires Meetings Informal discussion Participation in training delivery and Mentoring (ATTE)
Interpreters	Journals Performance	Meetings Informal discussion Observation
Afghan TTs involved in Practicum	Verbal and written feedback	Focus group with English speakers Key evaluation questions
Schools and others involved in Training Program	Photographic evidence SBE reports Informal feedback	Analysis Discussion
TTC Directors, colleagues and trainee teachers in MAEPA 2 MTTs' colleges	Verbal responses	Project Officer meetings with TTC Directors in Kabul at TED meeting Feedback from TED Mentors following practical placements

MAEPA M&E will be conducted by a range of people involved in Project implementation: the CDA; Training Facilitators; TTE; PM; Deputy Project Manager (DPM); Coordinators; and Malaysian and Afghan Mentors. Additional resources have been allocated in the MAEPA 3 budget (relative to previous MAEPA budgets) for analysis and documentation of M&E findings thereby expanding the evidence base for Project reporting.

In order to ensure that MAEPA 3 activities benefit from those that occur earlier, the Technical Team will encourage all those involved in implementation to use a standard process to immediately flag any issues which could affect the quality of project outcomes. To be effective, the system must be simple to use and signal clearly the nature of the problem while making minimal demands on English so it can be used by native and non native speakers.

Alumni activities designed to bring MAEPA 1 and MAEPA 2 alumni together for ongoing professional development will provide valuable opportunities for ongoing monitoring of impact. As these MTTs will have been back in their workplaces for considerable periods, data can be collected about any outcomes stemming from application of the learning to their work.

Findings of the monitoring and evaluation will be captured in six monthly MAEPA reports and the Completion Report.

11.5 Relationships

A key area of interest will be the trilateral partnership which is the cornerstone of Project success. Close monitoring of these relationships is required by the PM. In the past, this has been successfully undertaken through analysis of communications, meeting records and weekly coordination phone calls to identify and address any emerging issues. These methods will continue to be used and strengthened in MAEPA 3.

11.6 M&E of Learning

M&E of learning in MAEPA 3 will draw on the four-level model proposed by Kirkpatrick for evaluating the success of training. This model specifies that each level is more complex than the previous one and the time and resources required increase with each level. The levels are as follows in Table 7.

Table 7: The Kirkpatrick Training Evaluation Model

Level	Stage of Learning	Question
1	Response	How did the participants respond to the training?
2	Learning	What did they learn?
3	Application	Has the learning been applied and if so, how?
4	Impact or Results	What outcomes have resulted from the application of learning?

While this model was used in MAEPA 1 and 2, the relatively short project duration meant that most attention was focussed on levels 1 to 3.

In MAEPA 3, Level 1 monitoring will be conducted during learning activities, whether these consist of structured training programs or workplace support and mentoring provided by the CDA. Simple methods will be used to gauge the participants' responses. Questions could include whether they were satisfied with the focus of the activity, the duration, timing and processes used.

Level 2 will involve determining what has been learnt by the participants and will become evident both during and after learning activities. In the MTT program, work samples such as portfolios, microteaching and Action Plans provide strong evidence of the nature and extent of learning. Parallel tasks related to their work will be used to garner evidence in the LMT and WLT programs.

Level 3 M&E tasks will be conducted in Stage 3 when participants are starting to apply new learning. Data collection concerning the results of learning being applied will commence in Stage 4 and continue to be collected through impact assessment processes such as the MAEPA 1 Case Study. Ideally, impact data will form part of TED's ongoing work as it will provide vital information about receptiveness and capacity for change in TTCs.

The TTE will make mentoring and monitoring visits to the training providers during training delivery in Malaysia. Monitoring will include discussions with the Malaysian Project Manager on progress to date and the findings of the weekly Mentor reporting. Discussions with Training Facilitators, while primarily designed for mentoring purposes,

will also provide feedback on how training might be enhanced. These visits will occur early enough to apply findings and make changes in the ensuing weeks and with subsequent cohorts.

11.7 Management

Management of a trilateral project with activities occurring simultaneously in four locations is challenging. It will be important for the PM to apply a continuous improvement lens to the new scaled up management model by reflecting on what is working well and what is not. This applies to many aspects - people (the team), relationships, systems, finances and the audit trail, project data - with the goal being to maximise efficiency and effectiveness through management strategies. Applying solutions to lessons learned in a timely manner is an important strategy.

11.8 Cross Cutting Issues

Gender and cross cutting issues will be integrated into all aspects of MAEPA 3, including M&E. All instruments and processes will be scrutinised to ensure that they are inclusive in their wording and address the specific issues of women and other potentially vulnerable groups. Data will be gender disaggregated to allow reporting of gender patterns.

As special arrangements will be made to facilitate participation of women, these measures will be monitored to determine their effectiveness.

11.9 Project Impact

By March 2013 there will be a four-year window to look back through and reflect on what has changed as a result of MAEPA and to consider the likely prognosis for the future. The M&E Plan will make provision for impact evaluation. The Final Workshop in March 2013 will be an important data collection point for gauging Project impact.

In addition, the methodology used for the Case Study of MAEPA 1, prepared by DAFA in 2010, is a good model for the future. It relied on local Afghan staff being able to go out to regional centres (Herat and Mazaar) to meet TTC Leaders, MTTs, their TTC colleagues and students to collect information through structured interviews. Information was collated, analysed and translated into English and the Case Study report produced.

The M&E Plan will describe the kinds of impact to be measured. These are likely to include:

- › Evidence of change in leadership practices in TTCs
- › Changed teaching approaches and practices in TTCs
- › Changes in women's participation in leadership and management.

11.10 Opportunity for Practical Work

MAEPA 3 will include structured capacity development in M&E. MAEPA M&E implementation therefore offers an opportunity for CDP participants to apply their learning through practical work and at the same time to contribute to M&E. It is

expected that the participants in LMT and WLT will play a part in conducting and analysing data in order to develop their competency in these areas and gain new perspectives. They will be supported in these tasks by the M & E Adviser and the CDA. It may also be possible to gain further support from the TED Monitoring and Evaluation Section, thus contributing to Project integration with mainstream TED operations.

12 RISKS

As MAEPA now enters its third phase, more is known about the operating environment and about working together trilaterally. However, risks remain. A risk analysis for MAEPA 3 has been prepared and included in the matrix at Annex 13. It identifies 24 risks and categorises them into High (8), Medium (14) and Low (2). Risk mitigation strategies are proposed. Section 12 describes some of these risk strategies.

12.1 Security

For implementation of any project in Afghanistan, the ongoing state of insecurity, and the potential for escalation of insecurity during the life of the project, presents the greatest project risk. This risk existed throughout the implementation of MAEPA 1 and MAEPA 2. Fortunately, insecurity impacted only moderately on some of the planned project activities. Where insecurity concerns have coincided with key activities, the application of prompt management and flexibility in approach has mitigated the impact to some degree, and ensured that some quality activity has taken place; although this usually resulted in some increase to costs.

Having structured training activities located in Malaysia substantially reduces the risks for these central activities. However, the travel, training and other activities within Afghanistan prior to and after the training will increase with the larger number of MTT cohorts, plus the new LMT and WLT cohorts. The Capacity Development activities located in Afghanistan will be ongoing with a significant increase in numbers of activities and level of international adviser presence.

Even if the security environment is unchanged, this will mean a significant increase in project exposure to incidents requiring prompt and flexible management. The proposed MAEPA 3 management structure increases the number of management positions and locates them in Kabul (with intermittent travel to Malaysia) thus enhancing capacity to mitigate security risk.

12.2 Institutional Risks

As this is a trilateral project rather than the usual bilateral arrangement, the risk of changing circumstances for one partner impacting on agreements is increased. In the preparation of this *Design and Implementation Plan*, a great deal of effort has already been expended to ensure shared understanding amongst all three partners about the contribution they will make to MAEPA 3.

However, there are significant institutional risks for this project within the Afghan partner institutions. The TED is the MoE(Af) focal point in the partnership, and the direct recipient of project inputs. Like other government institutions in Afghanistan, the TED operates under constant duress due to the difficulties of the Afghanistan environment, and the enormity of the demands on individuals and systems in undertaking the work of nation building which includes responding to rapid growth in demand for education services.

Success in all project activities hinges on there being active and timely TED support and management of planned activities. In MAEPA to date, there has been a high level of

continuous, active and timely support by the MAEPA team to ensure that key events on the Work Plan went ahead as scheduled. However, this has been, in part, due to project staff guiding/managing the TED involvement and going to great lengths sometimes to engage TED attention on tasks at hand (understandable in such a work environment, but often frustrating). With the scaling up of the MTT program and introduction of the Capacity Development Program, MAEPA 3 is likely to have a greater presence in TED. The activities will make greater ongoing demands on management resources, remove staff for training programs and require extra activities from them when they return. The absorptive capacity risk is therefore quite significant.

To reduce these risks, the TED will be asked to identify a focal point person for Capacity Development activities, who will plan in detail with the CDA and then be responsible for driving activities forward. The CDA will use a participatory approach in undertaking his/her role, and explicitly design inputs to support ongoing operations, while using them as teaching/learning opportunities.

The female leadership training activity (WLT) is a pilot, and risks being unsuccessful because there are still many unknowns including the learner profiles of the participant pool. This risk will be mitigated through allowing more time for the nature of program to be designed using inputs from expertise in this field.

12.3 Management, Administration and Resource Risks

The risks associated with tight timelines in the Work Plan and the availability/quality of translators/interpreters were identified as the main risks after security for MAEPA 1. These types of operational issues were effectively dealt with in both MAEPA 1 and MAEPA 2. Proactive management has been a successful approach to mitigating operational risks and additional administrative resources were applied at peak periods.

In MAEPA 3, the risks increase because of the expansion in participant numbers and diversity of activities. More technical, management and administrative resources in Kabul / Kuala Lumpur have been added in MAEPA 3 to assist in overcoming these risks. However, there is still a risk related to timing as there is a need to start preparations in Kabul and Kuala Lumpur for the first MTT cohort before this design is approved and new team appointed. Interim arrangements have been approved so that this can be managed effectively.

There will be some urgency in recruiting the new team positions, briefing team members, establishing new operational systems in multiple locations and training staff in their use. As this is an ongoing Project there is no lead time for these activities which will happen simultaneously with Project implementation (particularly the departure of the first MTT cohort for Kuala Lumpur on 12 July 2011). DAFA's support of MAEPA will be important in these months of transition from MAEPA 2 arrangements to having a full MAEPA 3 team on board.

This *Design and Implementation Plan* has anticipated the other transition - from the DAFA contract to the successor arrangement in February-March 2012. The Plan suggests a strategy to plan for and implement at the time so that MAEPA activities proceed smoothly.

13 MAEPA 3 BUDGET

13.1 The MAEPA Cost-Sharing Model

The MAEPA 1 cost-sharing model involved GoA and GoM funding MAEPA activities in parallel. Originally, GoM funded all in-Malaysia costs except for payment of per diem living allowance for MTTs. GoA funded the MTT per diems, costs of child-minding and all international (non-Malaysia) costs.

In MAEPA 2, this cost sharing model continued with a slight modification. GoA funded several additional items in Malaysia – including costs of an administrative assistant in the IPG KBA ICD, MTT accommodation and transport for the SBE and production of the MAEPA 2 commemorative booklet.

In the MAEPA 3 design, the MAEPA 2 model will continue. In addition, GoA will make a one-off contribution towards some minor works in the host IPG campuses and in the IPG KBA International Block in order to cater for 60 trainees, Interpreters and infants in Malaysia simultaneously. There will also be contributions relating to transport, accommodation for Malaysian staff attending residential workshops and retreats, MTT and accompanying staff accommodation at the SBE and during the three-day social visit as well as bus transport for these visits.

In addition, the design also funds procurement of 65 laptops and IT support services in Malaysia, for the MTT and LMT training. In MAEPA 1 and MAEPA 2, GoA funded laptops were purchased in Kabul and trainees transported them to and from Malaysia. This created technology compatibility and servicing issues when the MTTs were in Malaysia. As in previous MAEPA cost-sharing models, laptops will be funded through the GoA contribution.

GoAf has provided, and will continue to provide, substantial in-kind contributions inclusive of MoE(Af) staff time, MTT salaries while they attend MAEPA training, the training venue for pre-course and post-course training and workshops, and accommodation for MTTs in Kabul (MAEPA 1, only as the accommodation had been converted into offices by 2010).

13.2 MAEPA 3 Budget

13.2.1 Summary of Contributions by the Three Governments

Table 8 shows the respective contributions by the three MAEPA partners for MAEPA 3.

Table 8: Partner Contributions to MAEPA 3 Budget

Partner	GoA AusAID	GoM MTCP & in-kind	GoAf in-kind contribution	Total including in-kind
Amount (AUD)	6,389,761	1,902,000	464,890	8,756,651
Per Cent of Total	73	21.7	5.3	100

The GoM funding profile has increased to be commensurate with the expansion of the program and the increase in administrative and training experts as well as more facilities and education institutions involved in realising MAEPA goals. GoM's contribution also includes significant in-kind contributions such as the salaries of TFs and officials, and cost of training venues and facilities.

The anticipated in-kind contribution by GoAf in MAEPA 3 includes:

- › time of the TED leadership team for consultation during implementation and attendance at TSC Meetings
- › the TED officials involved in supporting the development and delivery of the CDP
- › the time of TED officials involved in the OJT component of the CDP
- › salaries of participants in the WLT program
- › salaries for all 180 MIT and LMT training participants, while in training in Afghanistan and Malaysia
- › TED facilities used as venues for training, briefings and workshops.

It should be noted that 47 per cent of the AusAID MAEPA budget relates to training and workshops. MAEPA 3 will fund 15,477 training person days in Malaysia (inclusive of both MIT and LMT programs) and 21,445 training person days in Afghanistan (this includes ELT and ICT training, Practicum training for 680 TTs and WLT).

13.2.2 Parallel Cofinancing Model

The MTCP and AusAID components of the MAEPA budget have been managed separately in parallel to date. The DAFA MC has managed the AusAID component and IPG KBA the MTCP component. It is recommended that these practices continue (with the successor contractor continuing from March 2012).

14 PRE-CONDITIONS FOR REPLICATION

An important step in development of the MAEPA 3 design was the three-day brainstorming workshop in Kuala Lumpur in October 2010 which brought together representatives of the three governments and the MAEPA team to reflect on MAEPA to date and develop the shape of MAEPA in the future. At that workshop the concept of *MAEPA X* was floated. MAEPA X was to be an expanded MAEPA which could potentially replicate the MAEPA model in another sector (e.g. health), involve new partners in Malaysia in the education sector (e.g. universities) or even involve another partner country.

If these ideas are to be further considered and developed in future it would be a good starting point to consider the success factors from MAEPA 1 and MAEPA 2 which could serve as a checklist of pre-conditions for replication. The list set out in Box 11 is drawn from discussions at the October workshop and the Technical Team's experience in MAEPA. It is not an exhaustive list but does give the essential factors.

Box 11: MAEPA Success Factors Relevant to Future MAEPA Replication

- › **Triangular project model¹:** with a traditional Organisation for Economic Development and Co-operation (OECD) Development Assistance Committee (DAC) *donor* (Australia), a *pivotal country* engaged in South-South cooperation (Malaysia) and an aid *beneficiary* which in this case is also a *fragile state* (Afghanistan)
- › **Project design:** aligned to the beneficiary country's needs where each of the three partners contributes expertise based on complementary comparative advantage
- › **Trilateral Partnership:** creation and maintenance of excellent relationships between representatives of the three partner governments and regular opportunity for face-to-face contact through coordination meetings
- › **Strong project team recruited:** key members in all three countries have the requisite skills, experience and high level cross-cultural communication skills
- › **Strong team relationships:** creation and maintenance of excellent relationships within the MAEPA team working in the three countries and between the MAEPA team and MAEPA focal points in each country
- › **Relevant curriculum:** curriculum customised by a consultative process to the needs of learners and their workplace
- › **Effective teaching and learning model:** learner centred adult appropriate model with ongoing focus on application in the workplace and opportunities for mentored practice
- › **Strong teaching team:** team well informed of learner needs and of appropriate teaching methodologies implying need for thorough briefing, capacity development in new skills, team building and mentoring
- › **Cascade training model:** understood and experienced in Malaysia through key MAEPA team members' own experience as Master Trainers in the Master Trainer Development Program (MTDP) for train-the-trainer training in English language teaching

¹ Yamashiro Fordelone, Talita (2009) *Triangular Co-operation and Aid Effectiveness*, OECD Development Co-operation Directorate

- › **Malaysia experience is transformative:** for Afghan participants learning in Malaysia happens inside and outside the training room through experiencing life in a different but highly relevant society which is multicultural, multilingual, tolerant, progressively Islamic, peaceful and economically advanced – the *1 Malaysia* model being an aspiration for Afghan visitors.
- › **Gender:** designing creative solutions to enhance women's participation including babysitting for accompanying infants and adjustment of the curriculum design to broaden the eligible pool of applicants. Concern that women fully engaged as independent learners.
- › **Language:** accommodating to workplace needs by not requiring training participants to have English. However, the Training Facilitators do need English and skills in designing and delivering training via Interpreters.
- › **Inclusive selection:** which ensures all 42 TTCs benefit from MAEPA eg nomination of MTTs from discipline streams other than Islamic Education or Literacy from TTCs in under-represented provinces in recognition that 80 per cent of the MTT training is generic
- › **Integrated M&E:** continuous reflection, documentation, analysis and application of lessons learned through M&E as soon as practicable in a cycle of continuous improvement
- › **Cost sharing model:** with agreed parameters for allocating costs in the MAEPA budget which result in cost effectiveness.
- › **Expenditure:** based on parallel co-financed implementation with separate accounts in each contributing country.
- › **A detailed Work Plan:** to guide project implementation which needs to be meticulous and timely
- › **Flexibility in implementation:** any bilateral project has sticking points, but a trilateral project operating out of Afghanistan has a higher likelihood of problems arising due to both security (with parts of the country remaining under military conflict) and lack of physical/social infrastructure after decades of war. The team needs to be creative and flexible when encountering problems (e.g. repatriation of an MTT on the first day of Eid)
- › **Responsive financial management:** flexibility in implementation may require financial flexibility with delayed or additional expenditure. Contingency in the budget is recommended.
- › **Ownership and belief in the Project:** MAEPA has many examples of stakeholders in all three countries working "over and above" to ensure successful outcomes. Developed through "right fit" of design and opportunities to communicate vision of success through regular face-to-face and electronic communication.

15 WORK PLAN

15.1 Project Duration

The MAEPA 3 Work Plan at Annex 14 has been developed for a 20-month period from 8 August 2011 to 29 March 2013. The start date follows the ‘pre-approved’ interim period of five months between the original end² of MAEPA 2 (25 February 2011) and assumed approval date (29 July 2011) of this *Design and Implementation Plan*. Implementation activities are ongoing during these five months to ensure MAEPA 3 MTT Cohort 1 activities are not delayed.

15.2 Components

The MAEPA 3 Work Plan has five distinct components:

1. The delivery of MTT Cohort 1 training
2. The delivery of MTT Cohort 2 training
3. The delivery of MTT Cohorts 3 and 4 training
4. The development and delivery of CDP including two cohorts of LMT and one group of WLT while simultaneously strengthening the TED annual planning cycle, and
5. MAEPA 3 trilateral coordination.

The MTT program cycles for Cohorts 1, 3 and 4 mirror the experience of previous years. MTT Cohort 2 will be trained in Malaysia during the first semester (February to May 2012) which is a departure from previous practice. Similar timings have been allowed for each stage of this new MTT cycle.

Diagram 11 presents a summary of the Work Plan, showing key events. The detailed Gantt charts in Annex 15 provide more precision regarding dates and additional tasks but the summary has the advantage of showing the overlapping of activities in Malaysia and Afghanistan across the MAEPA components.

² The Study Tour originally scheduled for February 2011, took place 31 March- 13 April 2011, thus extending MAEPA 2.

Diagram 11: MAEPA 3 Work Plan Summary

		Interim Phase - MTT Cohort 1 Only					A u s t r a l i a A p p r o v a l	Full Implementation - MTT Cohorts 1-4 & CDP						
Project Timing		Mar-11	Apr-11	May-11	Jun-11	Jul-11		Aug-11	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12
Project Month		-5	-4	-3	-2	-1		1	2	3	4	5	6	7
MTT Cohort 1 Afghanistan				Initial Briefing Workshop	ELT/ ICT Training						Practicum 2 weeks Reflective Workshop	TTC-Based Practical Training 2 weeks		
Malaysia				Induction Workshop		Training (Depart Kabul July 12th)		Training	Training	Training (Arrive Kabul 22 Oct)				
MTT Cohort 2 Afghanistan										Initial Briefing Workshop			ELT/ ICT Training	
Malaysia										Induction Workshop				Training (Depart Kabul 7 Feb)
MTT Cohorts 3 & 4 Afghanistan														Initial Briefing Workshop
Malaysia														
Capacity Development Afghanistan									LMT Learning Needs Analysis	LMT Initial Briefing Workshop			LMT 1 Preparatory Training	
Malaysia								LMT Curriculum Workshop	LMT Curriculum Preparation	LMT Induction Workshop			Training LMT 1 (Depart Kabul 21 Feb)	
Coordination										TSC Meeting Kabul				

MAEPA 3 - WORK PLAN SUMMARY (MARCH 2012 to MARCH 2013)													
Project Timing	Mar-12	Apr-12	May-12	Jun-12	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13
Project Month	8	9	10	11	12	13	14	15	16	17	18	19	20
MTT Cohort 1 Afghanistan													Final Workshop
MTT Cohort 2 Afghanistan				Practicum 2 weeks Reflective Workshop	TTC-Based Practical Training 2 weeks								Final Workshop
Malaysia	Training	Training	Training (Arrive Kabul 19 May)										
MTT Cohorts 3 & 4 Afghanistan				ELT/ ICT Training					Practicum 2 weeks Reflective Workshop	TTC-Based Practical Training 2 weeks			Final Workshop
Malaysia	Induction Workshop				Training (Depart Kabul 10 Jul)	Training	Training	Training (Arrive Kabul 20 Oct)					
Capacity Development Afghanistan	LMT 2 Preparatory Training			WLT LNA & Curriculum LMT 1 Reflective			WLT Training LMT 2 Workshop	Alumni Activity	WLT Reflective Workshop	Alumni Activity		Alumni Activity	
Malaysia	Training LMT 1 (Arr Kabul 24 Mar)	Training LMT 2 (Dep Kabul 23 Apr)	Training LMT 2 (Arr Kabul 26 May)										
Coordination			TSC Meeting Putrajaya					TSC Meeting Putrajaya					TSC Meeting Kabul

15.3 Critical Dates

It will be important that Work Plan dates are adhered to once the full MAEPA 3 design is approved by AusAID. The critical dates for each of the components are set out in Table 10.

Table 10: Critical Dates in MAEPA 3 Work Plan

Component	Date
MTT Training (14.5 weeks) in Malaysia	
Cohort 1 (30 Trainees)	Depart Kabul 12 Jul 2011
Cohort 2 (30 Trainees)	Depart Kabul 7 Feb 2012
Cohort 3 & 4 (60 Trainees)	Depart Kabul 10 Jul 2012
LMT Training (4.5 weeks) in Malaysia	
Cohort 1 (30 Trainees)	Depart Kabul 21 Feb 2012
Cohort 2 (30 Trainees)	Depart Kabul 24 Apr 2012
Women's Leadership Training (2 weeks) in Kabul	
Cohort 1 (30 Trainees)	Commence 1 Sep 2012
Capacity Development Adviser (CDA)	
Intermittent inputs by CDA	Oct/Nov 2011, Jan/Feb 2012, May/Jul 2012, Sep 2012, Nov/Dec 2012, Mar 2013

The revised critical path dates assume that the full MAEPA team will be in place by 8 October 2011.

The plan is for the interim staffing arrangements, drawing on the MAEPA 2 team, to remain in place until the MAEPA 3 team is recruited.

16 CONCLUSION

This *Design and Implementation Plan* provides a blueprint for the next MAEPA phase. It is a stand-alone document incorporating key elements of the original design including the MTT Training Program Curriculum. It aims to build on the experience of MAEPA 1 and MAEPA 2 to achieve further advances in teacher education in Afghanistan. The focus has broadened to include capacity development of leaders and managers in TTCs and TED, including women with potential to be leaders in the future.