



Aga Khan Foundation, Afghanistan

Job Opportunities

Position Title	: Short term assignment for baseline evaluation of the Afghanistan Quality Learning (AQL) Project
Duty Station	: Kabul and one AQL Province
Announcing Date	: July 15, 2019
Closing Date	: July 28, 2019
Vacancy No	: CS/KBL/07/19/060

The Aga Khan Foundation (AKF) is a non-denominational international development agency established in 1967 by His Highness the Aga Khan. Its mission is to develop and promote creative solutions to problems that impede social development, primarily in Asia and East Africa. Created as a private, non-profit foundation under Swiss law, it has branches and independent affiliates in 19 countries.

AKF seeks to provide sustainable solutions to long-term problems of poverty, hunger, illiteracy, and ill health. In Afghanistan, AKF works with rural communities in mountainous, remote or resource poor areas to improve quality of life in the areas of natural resource management, market development, governance, education and health.

The Aga Khan Foundation, Afghanistan (AKF (Afg)) is an agency of the Aga Khan Development Network (AKDN), a group of international, private, non-denominational development agencies working to improve living conditions and opportunities for people in some of the poorest parts of the developing world. The Network's organizations have individual mandates that range from the fields of health and education to architecture, rural development and promotion of private-sector enterprise and institutions that seek to empower communities and individuals, usually in disadvantaged circumstances, to improve living conditions and opportunities.

Rationale

The Afghanistan Quality Learning Consortium (AQLC) led by the Aga Khan Foundation Afghanistan, with Save the Children and CARE Afghanistan as Consortium Members, is implementing a four-year project, titled the *Afghanistan Quality Learning (AQL)*. The project aims to ensure that all girls and boys in the project target geographies benefit from quality learning in a conducive environment. The project target geographies are 1,100 schools in 39 districts of 8 provinces in Afghanistan: Badakhshan, Takhar, Bamiyan, Jawzjan, Kandahar, Kapisa, Balkh, and Parwan.

This document outlines a request for the Baseline evaluation services (open to both individuals and / or a consultancy firm) for the AQL project to establish the initial status (baseline figures) for the AQL project indicators and build an evidence base for measuring change brought about by the project in Phase 1.

Project Background



Phase I of **Afghanistan Quality Learning** is a four-year (2019-2022) project, funded by the Swiss Agency for Development and Cooperation and implemented by the Afghanistan Quality Learning Consortium.

The project focus will be improving the quality and relevance of education in rural areas in Afghanistan by supporting interventions at school, district, provincial and national levels to strengthen academic supervision, promote the professional development of teachers and improve learning environments. The project adopts a holistic and comprehensive approach to improving the quality of education: on the one hand, it develops the capacities of the Government of Afghanistan's Ministry of Education institutions at national and sub-national levels to assist teachers and principals to provide better, relevant, and meaningful quality education; on the other hand, the project also mobilizes communities to improve school environments, enhance transparency and address access, protection/safety, inclusion, and equity concerns. In doing so, it supports the implementation of the Ministry of Education's National Education Strategic Plan III by contributing to its intermediate outcomes of strengthened supervision and community engagement.

The **overall goal (impact)** of the project is that **all girls and boys in the project target geographies benefit from quality learning in a conducive environment**. The goal will be achieved through two inter-linked **outcomes**: **Outcome 1)** Communities contribute to improved (inclusive, equitable, and safe) learning environments in support of quality education and relevant learning outcomes; and, **Outcome 2)** Educational institutions, especially Academic Supervision, at the national and sub-national levels, provide better services to enhance school performance, quality, and relevancy of learning and equity. **Outcome 1** focuses on enhancing the transparency and accountability of schools and improving school environments through community engagement and mobilization. The project will facilitate and work closely with the Ministry of Education's Directorate of Social Mobilization and Shuras, responsible for mobilising School Management Shuras, to strengthen School Shuras' capacities to enhance the transparency of schools through social auditing and monitoring of teacher and student attendance; to support physical school improvements; and to comprehensively improve inclusion and equity. **Outcome 2** will work with the Ministry of Education's General Directorate of Academic Supervision to improve its systems and capacities at the national and sub-national levels, in order to provide better service delivery to teachers and schools. By providing training, teaching and learning materials to improve education quality, this outcome will reduce absenteeism and improve teacher demonstration of student-centred pedagogy which will ultimately benefit student learning. The project will work toward the institutionalization of approaches, through policy dialogue and participation in working groups, to improve the quality and relevancy of learning, social inclusion, and equity as part of both outcomes.

The target groups are 45 directly targeted Kabul-based staff from the General Directorate of Academic Supervision and Directorate of Social Mobilization and Shuras. These staff will become Master Trainers, assessed on their abilities and subsequently better capacitated to work with a further 485 direct Ministry of Education staff beneficiaries. These additional 485 Ministry of Education staff are: at the province level, 90 academic supervisors and 25 social mobilizers, and at the district level, 330 academic supervisors and 40 social mobilizers. Some province level staff



may also become Master Trainers. Academic supervisors will be facilitated to work with targeted 1,100 schools to assess the performance of 2,200 school administrators and to work with them to improve their monitoring, supervision, and coaching skills. Social mobilizers will be facilitated to work with 3,300 School Management Shura members to assess gaps in schools' learning environments and work to address those gaps. Through the work of the General Directorate of Academic Supervision and Directorate of Social Mobilization and Shuras' staff at the district and community levels, a further 20,700 teachers and 13,200 School Management Shuras will be supported, benefitting 843,875 school students (estimated 55% boys / 45% girls).

Problem Statement and Needs of the Target Groups

In Afghanistan, enrolment, attendance rates, and learning outcomes remain low, especially for girls, children living in remote areas, and children with disabilities. Last year, the primary school attendance fell for the first time since 2002.¹ According to the United Nations International Children's Emergency Fund (UNICEF),² only 42% of school-aged children (aged 5-14) are enrolled in school, leaving an estimated 3.7 million children out of school, of which 2.2 million are girls. The reasons for non-attendance in education are multi-faceted, related not only to issues of access and quality of education, but also to wider socio-economic factors. On the supply side, the following institutional, organizational and individual challenges and needs exist: low capacity of teachers and school administrators; lack of relevant supervision capacity to supervise and provide tailored targeted support to teachers at the district and village levels due to lack of a competency framework, standardized training materials, observation tools, guiding manuals, etc.; insufficient number and qualification level of academic supervisors; lack of school infrastructure, especially in girls' schools (only 16% of schools are girls' schools); distance to schools (no more than 2 out of 5 rural households live within a 2km radius³); shortage of teachers, especially female teachers (32% of teachers are women); lack of quality learning materials; and lack of efficiency in spending development budget and corruption.⁴ On the demand side, the challenges are: limited awareness of education's value, particularly for girls (Steps towards Afghan Girls' Educational Success (STAGES) II project, Baseline); and traditional practices that limit inclusion, such as early marriages.⁵

In the past, efforts of the government and donors were overwhelmingly directed at improving access, but the low quality of education is increasingly recognized as a problem. Of particular concern is the disparity in quality between rural and urban areas.

Needs of the Target Group

A strong link from MoE's national level to community level capacity to oversee and support improved attendance rates and learning outcomes is needed. The group within the MoE that can influence and improve and has responsibility for improving learning outcomes and attendance rates are the General Directorate of Academic Supervision (GDAS) and the Directorate of Social Mobilization and Shuras (DSMS). GDAS and DSMS work closely with the

¹ "Global Initiative on Out-of-School Children All Children in School and Learning – Afghanistan Country Study (2018)", UNICEF.

² UNICEF data 2016. <https://www.unicef.org/afghanistan/education>.

³ Afghanistan Education for All 2015 National Review, p.12.

⁴ NESP III states that the Ministry of Education estimates that up to 42,000 Tashkeel teacher positions would have to be added to ensure the grade-specific student/teacher ratio. However, no new teacher positions have been approved in the national budget since 2012.

⁵ Across the country, girls continue to marry young. Around 17% marry before their 15th birthdays; this causes school dropouts (ALCS 2017).



Policy and Planning Department and the EMIS Department in the MoE to plan and track relevant indicators. The main target groups of the AQL are the national, province, and district-level professional staff of the MoE, specifically, the GDAS and DSMS staff.

The needs of the main target groups are:

General Directorate of Academic Supervision (GDAS) staff:

General needs:

- Capacity-building and professionalization to perform its functions through finalized competency framework, performance assessment standardization, training on core competencies, coaching to deliver to standard.
- Training on specific roles for different levels (on national role, to be able to train provincial/district staff to carry out their role on provincial role, and district role to work at community / school levels.
- Improved collaboration with DSMS.

Gender considerations:

- GDAS increased numbers of and support for female staff.

Directorate of Social Mobilization and Shuras (DSMS) staff:

General needs

- Capacity-building through finalized competency framework, performance assessment standardization, training on core competencies, coaching to deliver to standard.
- Greater clarity on collaboration with GDAS.

Gender considerations:

- Support to women in School Shuras and improved capacity of School Shuras to consider gender including female students' needs, for greater inclusiveness.

Baseline Evaluation Objective

The main purpose of the baseline evaluation is to collect information to establish the initial status (baseline figures) for the AQL project indicators and build an evidence base for measuring change brought about by the project in Phase 1.

The specific objectives of this baseline evaluation are:

1. To propose needed adjustments to the Project Logical Framework Analysis (LFA), by suggesting refinements and finalizing project indicators.
2. To collect quantitative and qualitative information for project indicators specified in the LFA. All data should be disaggregated by gender, where applicable.
3. Include baseline information in the LFA and refine target values (based on the baseline values).



4. To assist the AQL project team in finalizing the project monitoring and evaluation tools to track project progress implementation.
5. To assist the AQL project team in reviewing the project's M&E plan to ensure all information needs are fulfilled.

Project indicators to be measured:

Key project indicators to be measured (impact and outcome level) and data collection methods are described in **Annex 1 – Project Logical Framework Analysis**. Targets at the output level should also be verified during the baseline phase.

Methodology

The selected consultant/s will be required to propose a detailed baseline methodology in coordination with the AQL Consortium M&E team.

The baseline study should adopt a mixed methods approach, integrating quantitative and qualitative methods to achieve the baseline objectives.

The consultant will use different methods such as desk review, observation, survey(s), KIIs, FGDs to collect data from both, beneficiaries at the community and institutional levels, to add a diverse perspective to the baseline, triangulate results, and to encourage participation of different groups of stakeholders. While developing the methodology, the consultant will consider age, gender and disability status (including urban – rural status) and include gender analysis. It is expected that the survey will be conducted by taking into consideration ethical standards regarding the gathering of data from girls, boys, men and women.

Main Duties and Responsibilities

Pre-Field Phase:

The consultant is expected to:

- Develop a comprehensive baseline methodology and data collection manual(s), including the sampling methods.
- Conduct a desk review through reviewing the project documents.
- Consult with all relevant project stakeholders at various levels.
- Develop quantitative and qualitative data collection tools. This will include:
 - The consultant will review the tools (such as EGRA/ EGMA/ SEGRA/ SEGMA, a school survey) existing in the *Steps Towards Afghan Girls' Educational Success* (STAGES) II project, to be provided by the AQL team, and utilize, with necessary modifications, for the AQL project, as relevant.
 - Additional tools may be developed as necessary, including a potential child-friendly tool to assess the safety of school environments from a child's perspective (such as risk mapping).



- Work with the AKF (Afg) team to develop a plan for using the identified methodologies to carry out the baseline process and designing the analysis framework for the baseline (including how the analysis will enable the project to identify social inclusion in school environments).
- Review Log Frame assumptions, discuss with specified parties to what extent the assumptions will materialize and propose adjustments needed in the Log Frame accordingly.
- Provide an inception report that reflect the above tasks.

Field Phase - Data collection:

Data collection exercise will include:

- Training of the baseline teams to go through the baseline design and develop a schedule for field data collection process in AQL provinces. Baseline teams will be trained in the principles and methodology of the baseline process, and on administering the data collection tools.
- Baseline team members led by an external consultant will review and finalize the data collection tools proposed by the consultant in the pre-phase.
- A pre-test of the data collection tools (tools are to be paper based) will be conducted before the actual data collection. Following this, the tools will be refined and finalized.
- Actual data collection in the field. Databases will be developed to enter the quantitative data.
- Data quality control and supervision will be done by the external consultant and the AQL M&E team.
- Preliminary analysis of findings will be done by the external consultant and shared with the AQL team.
- Meeting with the AQL M&E team to review and refine the draft M&E plan, including the M&E tools (the draft tools will be developed and provided by the AQL M&E team).

Post-Field Phase:

- Analysis of the data will be done by the baseline consultant and the final product of this process will be the baseline report with the summary and interpretation of findings
- First draft of the baseline report will be shared with the AQL Consortium members and subsequently the donor for review and feedback to be provided to the consultant to finalize the report.
- Baseline report will be finalized and submitted by the consultant, including a Power Point presentation with key findings.
- The project's Log frame and the M&E plan will be revised based on the baseline findings and finalized jointly with the AQL M&E team.



- A meeting⁶ will be conducted with project staff and project relevant stakeholders to reflect on the baseline findings and how this data will inform the future project implementation.

Deliverables

- **Inception Report** that includes baseline quantitative and qualitative tools, the plan for the baseline evaluation, and the analysis framework.
- **Draft and final baseline evaluation report** that includes executive summary, a narrative summary of how the baseline evaluation was conducted, a narrative of findings, recommendations and evaluation appendices such as quantitative databases and a matrix with evaluation notes (clean version).
- **A Power Point presentation** of key findings, recommendations and suggestions tailored to education stakeholders (e.g. AKF, Implementing Partners and government).
- **Finalized project's M&E plan, including M&E tools**, that is responsive to the project's M&E needs⁷

Qualifications Required

This assignment is open for individuals/organizations who have the below mentioned competencies with a strong record in conducting evaluations with excellent knowledge of evaluation research and a good understanding of education sector work, particularly in the context of Afghanistan. The consultant(s) should have the following skills and competencies:

- Master's degree in business administration/economics/international development.
- Proven experience of not less than 10 years in evaluating development projects; evaluation of education projects is preferred.
- Demonstrable experience with an array of qualitative and quantitative methodologies, including in the systematic verification and analysis of both quantitative and qualitative data.
- Ability to write concise and analytical reports and a thorough understanding of how to tailor written content to fit different audiences.
- Demonstrable experience of producing high-quality, credible evaluation research (examples required).
- Excellent writing and verbal communication skills in English; knowledge of Dari will be an asset.
- Experience working with gender transformative projects, and in promoting gender equality.
- Experience working in conflict contexts, like Afghanistan.
- Ability to travel, including to project sites in Afghanistan.

Ethical protocols

The assessment approach must consider the safety of participants and especially children at all stages of the assessment. The consultant / organization will need to demonstrate how they have considered the protection of children through the different stages, including recruitment and training of research staff, data collection and data analysis and report writing.

⁶ A virtual meeting.

⁷ The consultant will provide advice to the AQLC team on refinement of the M&E plan and the tools during a joint meeting with the AQL project's team.



The consultant is required to set out their approach to ensuring complete compliance with international good practice with regards to research ethics and protocols particularly with regards to safeguarding children, vulnerable groups (including people with disabilities) and those in fragile and conflict affected states. Consideration should be given to the items listed below. Note that this is not an exhaustive list and therefore, potential contractors should consider additional aspects of ethics. The consultant is also required to include a copy of their ethics policy as part of the package of supporting documents:

- administrative, technical and physical safeguards to protect the confidentiality of those participating in research;
- physical safeguards for those conducting research;
- data protection and secure maintenance procedures for personal information;
- parental consent concerning data collection from minors (participants under 18) or collation of data about minors;
- age- and ability-appropriate assent processes based on reasonable assumptions about comprehension for the ages of minors and minors with disabilities they intend to involve in the research; and
- Age-appropriate participation of minors, including in the development of data collection tools.

Reporting line

The consultant will report to the Knowledge Management Coordinator Education, who will coordinate field activities with regional managers and regional M&E officers. The consultant will work in close coordination and consultation with the Grants Coordinator (AQL project), AKF (Afg) Education team.

Work location(s)

The consultant will spend time in Kabul for consultation meetings with staff, and will train the M&E teams of Implementing Partners. Then, the consultant will travel to the field (one of the target provinces) to pilot the tools (including mentoring of M&E team). Subsequently, the field data collection will be done by AKF (Afg), CARE and Save the Children's project teams.

Schedule (including number assignment days, total assignment days, total payable days)

The baseline evaluation should start on **August 10th, 2019** with final deliverables handed over to AKF (Afg) by September 30th, 2019. The total number of days for the consultancy is **33** days over three month period.

The following table is a tentative schedule within the assignment period, outlining major deadlines for deliverables, responsible party and estimated number of work days.

Activities	Responsible	Work Days	Start & Completion Dates (tentative)
Pre-Field Phase:	Consultant	10	By August 15 th
- Conduct a desk review of the project documents.		Days	



<ul style="list-style-type: none"> - Develop quantitative and qualitative data collection tools - Work with the AKF (Afg) team to develop a plan for using the identified methodologies to carry out the baseline process. - Provide an inception report 			
Note: 10-13 August 2019 - Eid Al Adha			
Field Phase: Data collection: <ul style="list-style-type: none"> - Train baseline teams - Test and finalize tools and baseline evaluation schedule - Conduct select interviews - Meet with the AQL M&E team to review and refine the draft M&E plan, including the M&E tools - Preliminary analysis of findings 	Consultant	10 Days	20-31 August
Post-Field Phase: <ul style="list-style-type: none"> - Analyze data and submit the 1st draft report (including other project deliverables) - Consider comments provided by Implementing Partners - Submit final report and other project deliverables - Hold a meeting with project partners and stakeholders 	Consultant	13 Days	15 September 25 September 30 September TBD
Total assignment days:		33	



Budget Source

SDC 50 grant in below described budget line:

- Consultant for AQL Baseline Study

Terms of Payment

Payment will be processed 100% after the service delivery, and subject to the production of documents developed to the highest quality standards as deemed by the AKF (Afg) Education.

Additional Significant Information

All travel related expenses (a flight to / from Kabul, accommodation, local travel expenses inside Afghanistan and international health insurance) will be borne by AKF (Afg). Two days will be considered for international travel and can be added to the total number of consultancy days.



Annex A: Project Logical Framework Analysis (LFA)

The consultant should consider the below Logical Framework Analysis (LFA) to assess the project progress and achievements:



Hierarchy of objectives Strategy of Intervention	Key Indicators	Data Sources Means of Verification
Impact (Overall Goal)	Impact Indicators	Impact Sources/Mean of Verification
All girls and boys in the project target geographies benefit from quality learning in a conducive environment	<p>Indicator a: % of students in target schools with improved learning outcomes in: a) literacy and numeracy rates at grades 3 and 6 (disaggregated by age, gender and social group); b) examination results (disaggregated by grades 3 and 6, age and gender) (target: at least 50% from baseline; baseline: NA)</p> <p>Indicator b: % of schools demonstrating positive perceptions and attitudes on quality learning and social inclusion environment (disaggregated by province) (target: at least 70% of target schools; baseline: NA)</p>	<p>Data Sources</p> <ul style="list-style-type: none">• Baseline, Midterm, End-line• Self-reporting survey(s)• Schools statistics• EMIS <p>Means of Verification</p> <ul style="list-style-type: none">• Review of Survey(s)• EGRA and EGMA• FGDs and KIIs• Review of MoE data (EMIS)
Outcomes	Outcome Indicators	Outcome Sources/Mean of Verification
Outcome 1 Communities contribute to improved (inclusive, equitable and safe) learning environments in support of quality education and relevant learning outcomes.	<p>Indicator 1.a: # of active and inclusive⁸ school shuras (disaggregated by province) (target: at least 80% of school shuras (out of 1,100); baseline: NA)</p> <p>Indicator 1.b: % schools with safe and conducive learning environments⁹ based on school improvement plans (disaggregated by province) (target: at least 80% of schools (out of 1,100); baseline: NA)</p> <p>Indicator 1.c: Improved perceptions of community members (men, women, boys and girls) towards quality education and issues of inclusion and social cohesion (target: at least 70% of community members; baseline: NA)</p>	<p>Data Sources</p> <ul style="list-style-type: none">• Baseline, Midterm, End-line• Schools statistics• School shura records• School improvement plans• Monitoring tools• Internal/external studies• Community perception Survey(s)

⁸ According to the Social Mobilization strategy of the Ministry of Education, active school shuras are those that fulfill their mandate of awareness raising, monitoring, and supporting schools, including facilitating ongoing operations of schools in challenging environments. Inclusive shuras are those that include participation of students and women, and in line with the Social Mobilization strategy, have at least one woman in a leading role.

⁹ According to the National Education Strategy Plan, schools that are safe and conducive have "adequate facilities", "laboratories and libraries". For SDC, "adequate facilities" notably includes drinking water and sanitation facilities. The improvements to be implemented are defined in school-level plans.



Outcome 2 Educational institutions, especially Academic Supervision, at national and sub-national level provide better services to enhance school performance, quality and relevancy of learning and equity.		<p>Indicator 2.a: % schools receive improved¹⁰ academic supervision support (disaggregated by type, province) (target: at least 80% of 1,100 targeted schools; baseline: NA)</p> <p>Indicator 2.b: % schools implement peer-learning practices (within the school and among clustered schools) (disaggregated by province) (target: at least 80% of 1,100 targeted schools; baseline: NA)</p> <p>Indicator 2.c: % of teachers demonstrating improved teaching practices in alignment with MoE Teachers' Competencies and Standards Framework (disaggregated by province, disaggregated by gender) (target: at least 50% of teachers; baseline: NA)</p>	<p>Means of Verification</p> <ul style="list-style-type: none"> • FGDs / KIIs • Data review at school level • Monitoring of SIP implementation • Classroom observations / monitoring visits <p>Teacher self-reflections/ self-assessments</p>
Outputs (per outcome)		Output Indicators	Sources / Means of Verification
For outcome1: Communities contribute to improved (inclusive, equitable and safe) learning environments in support of quality education and relevant learning outcomes.			
Output 1.1	DSMS national and sub-national staff trained and mentored to strengthen communities' support for quality education	<p>Indicator 1.1.a: # of DSMS national, provincial and district staff trained and mentored (disaggregated by province and gender) (target: 75¹¹; baseline: 0)</p> <p>Indicator 1.1.b: # of exchange visits conducted with DSMS national and sub-national staff (disaggregated by district) (target: 1 per district per year starting from Year 2; baseline: 0)</p>	<p>Data Sources</p> <ul style="list-style-type: none"> • Training records • Exchange visits reports • School environment assessment reports • School shura reports • School SIPs • Campaign records • AQLC monitoring tools <p>Means of Verification</p> <ul style="list-style-type: none"> • Review of training records / reports • School monitoring visits • Photos
Output 1.2	School management shuras trained and mentored by DSMS staff to undertake monitoring of education services and engage in school improvement initiatives	<p>Indicator 1.2a: # SMS members trained and mentored on monitoring education services and conducting interventions enabling safe and conducive learning environments (disaggregated by province) (target: 3,300 (3 per school); baseline: 0)</p> <p>Indicator 1.2.b: # of social audits conducted by SMS (disaggregated by province) (target: at least 1 social audit per year per school starting from Year 2; baseline: 0)</p> <p>Indicator 1.2.c: # of schools with physical school improvement plans as part of school development plans (disaggregated by province) (target: at least 80% of schools targeted in this activity; baseline: NA).</p>	
Output 1.3	Communities mobilized by SMS to support inclusive, equitable & safe learning environment,	Indicator 1.3.a: # of SMS members trained in social mobilization, protection, social cohesion and inclusion (disaggregated by province) (target: 3,300 (3 per school); baseline: 0)	

¹⁰ Improved support encompasses: a) more frequent visits of academic supervisors and b) higher quality mentoring / advice by academic supervisors. Note: definition of this indicator will need to be defined more precisely in the project's M&E plan.

¹¹ # of DSMS target staff includes district level academic supervisors playing the role of social mobilizers.



	particularly for marginalized groups (i.e. girls, crises-affected children, etc.)	Indicator 1.3.b : # of community mobilization and awareness campaigns conducted on inclusive, equitable, socially cohesive and safe school environments and student enrolments (disaggregated by province) (target: at least one campaign per school shura per year starting from Year 3; baseline: 0)	
For outcome 2: Educational institutions, especially Academic Supervision, at national and subnational level provide better services to enhance school performance, quality and relevancy of learning and equity.			
Output 2.1	GDAS /DSMS national competency frameworks, manuals and data management system developed	Indicator 2.1.a : # of National Competency Frameworks for GDAS and DSMS developed and approved by MoE (target: 2 national frameworks (for GDAS and for DSMS); baseline: 0) Indicator 2.1.b : # of standardized integrated training packages developed and approved by MoE (target: 2 standardized integrated training packages for GDAS and for DSMS; baseline: 0) Indicator 2.1.c : # of ICT resources developed (target: at least 2 types of resources; baseline: 0) Indicator 2.1.d : # EMIS/GDAS data management system improvements (target: at least one improvement; baseline: 0)	Data Source <ul style="list-style-type: none"> • GDAS and DSMS training packages and documents • ICT resources • GDAS MIS • Training records • Exchange visits reports • Monitoring tools • School records • TLC /school cluster plans and meeting minutes • Studies • Meeting minutes • Event reports
Output 2.2	GDAS national and sub-national academic supervisors trained and mentored to deliver better services to schools	Indicator 2.2.a : # of GDAS national, provincial and district staff trained and mentored (disaggregated by province and gender) (target: 455; baseline: 0) Indicator 2.2.b : # of exchange visits conducted with GDAS national and sub-national staff (disaggregated by district) (target: one per province per year; one per district per year starting from Year 3; baseline: 0) Indicator 2.2.c : % of trained GDAS staff who demonstrate improved knowledge of academic supervision (target: at least 80%; baseline: 0)	Means of Verification <ul style="list-style-type: none"> • Review of documents, materials and EMIS • Review of training records / reports (including pre /post- tests) • Review of meeting minutes / event reports • Monitoring visits by implementing partners • Review of studies/ reports
Output 2.3	School administrators and teachers trained and mentored by GDAS staff to provide quality and relevant teaching	Indicator 2.3.a : # of school administrators and teachers trained and mentored on quality and relevant teaching (disaggregated by province) (target: 2,200 (2 per school); baseline: 0) Indicator 2.3.b : # of TLCs established (disaggregated by province) (target: one TLC per school; baseline: NA) Indicator 2.3.c : # of school clusters established (disaggregated by province) (target: TBD; baseline: NA) Indicator 2.3.d : # of school development plans developed (disaggregated by district) (target: at least 80% of target schools with plans; baseline: NA)	
Output 2.4	Policy dialogues on quality and relevancy of learning and social inclusion and equity informed by research, evidence-based lessons learned and best practices	Indicator 2.4.a : # of research / lessons learned studies conducted in support of policy dialogue (target: at least two studies; baseline: 0) Indicator 2.4.b : # of events held to share lessons learned and best practises (target: at least 2, starting in Year 3)	



Application

Individuals/organizations interested in leading this consultancy must submit their CVs/fact sheets and a technical and cost proposal through electronic mail by COB July 28 2019 to jobs.afghanistan@akdn.org

Important Notes:

Please quote the Vacancy Number as the Subject of the e-mail when sending your application.

Supporting documents, e.g. diplomas, recommendation letters, identification card(s) etc., are not required at this stage, therefore not to be sent along with the application.

Only short listed candidates will be contacted for further assessment.

Female candidates are encouraged to apply. Aga Khan Foundation Afghanistan recruitment and selection procedures reflect our commitment to equal opportunity, safe guarding of children from abuse and zero tolerance to sexual-harassment.

Your details and information shared on this advertisement shall remain confidential.