

<b>Requesting Organization :</b>	Agency for Technical Cooperation and Development				
<b>Allocation Type :</b>	1st Standard Allocation				
<b>Primary Cluster</b>	<b>Sub Cluster</b>	<b>Percentage</b>			
PROTECTION	Education in Emergencies (EIE)	100.00			
		<b>100</b>			
<b>Project Title :</b>	Provision of Education in Emergencies for returnee caseloads in Kabul and Nangarhar provinces				
<b>Allocation Type Category :</b>					
<b>OPS Details</b>					
<b>Project Code :</b>		<b>Fund Project Code :</b>	AFG-17/3481/1SA/APC/INGO/5006		
<b>Cluster :</b>		<b>Project Budget in US\$ :</b>	477,390.63		
<b>Planned project duration :</b>	11 months	<b>Priority:</b>			
<b>Planned Start Date :</b>	01/05/2017	<b>Planned End Date :</b>	31/03/2018		
<b>Actual Start Date:</b>	01/05/2017	<b>Actual End Date:</b>	31/03/2018		
<b>Project Summary :</b>	<p>The proposed action will target 5,300 registered and undocumented returnee students in Jalalabad, Behsud, Kama, Kuzkuner and Rodat districts of Nangarhar province and in the Kabul Informal Settlements (KIS), focusing on areas where education supply is insufficient to cater for the needs of returnee populations. Through intensive coordination with the Education in Emergencies (EiE) working group and Kabul and Nangarhar's Provincial Education Departments (PEDs), as well as field surveys in local schools and informal settlements (ISETs), ACTED and Children in Crisis (CIC) have identified high unmet education needs, that expose returnee children to protection threats and reduce their ability to sustainably reintegrate into the Afghan society.</p> <p>ACTED will supply ten existing overcrowded schools in all five identified Nangarhar districts, including five girls' schools, with the materials that they need to properly run classes and integrate returnee caseloads. These schools will benefit from the provision of separate latrine facilities for boys and girls (output 1). In addition, ACTED and CiC will work to set up 75 temporary Community-Based Education (CBE) classrooms in ten underserved ISETs in Behsud, Rodat and Jalalabad districts and in five KIS. These CBE classes will all be properly equipped, with separate latrines for boys and girls. Students enrolling in these ISETs CBEs will receive learning materials (output 2).</p> <p>A total of 85 local and returnee teachers will be recruited, trained and paid to teach in overcrowded schools supported by ACTED (10 teachers), and in ACTED and CIC's CBE classes in ISETs (75 teachers) so that they are equipped and trained to teach CBE curriculum. ACTED will provide all schools with teaching materials for CBE. ACTED and CIC will then run 9-month CBE programmes in their CBE classes in ISETs. This project will particularly aim to promote girls' education, and both ACTED and CIC will mainstream protection principles in all project activities.</p> <p>ACTED will also advocate for the creation of provincial placement staff positions within Nangarhar and Kabul's PEDs to conduct grade equivalency tests across the provinces in order to determine the education level of returnee students who cannot document their current level of education. Currently these placement tests require that the returnee students attend testing in Kabul. Aware that such a journey for a minor is both financially challenging as well as dangerous, ACTED will advocate for the setting up of a province-level placement mechanism for ensuring students are appropriately placed academically.</p>				
<b>Direct beneficiaries :</b>					
	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	42	43	2,650	2,650	5,385
<b>Other Beneficiaries :</b>					
<b>Beneficiary name</b>	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Other	42	43	2,650	2,650	5,385
<b>Indirect Beneficiaries :</b>					
<p>The project will indirectly benefit the wider households of beneficiary students, amounting to an estimated 37,100 individuals (considering a national average of 7 members per household). In addition, while directly benefitting local schools through the provision of essential class materials and training of teachers, the project will also indirectly benefit local students as well as other students from various population groups (e.g. returnees, IDPs, prolonged IDPs) by increasing the availability of proper learning centers and teaching staff.</p>					

**Catchment Population:****Link with allocation strategy :**

This project falls under the second envelope of the CHF 1st allocation for 2017 that aims to address the basic needs of returnees and their hosts. More specifically, the proposed intervention will seek to contribute to the Protection cluster's second objective: "Evolving protection concerns, needs and violations are monitored, analyzed, and responded to, upholding fundamental rights and restoring the dignity and well-being of vulnerable shock-affected populations".

Recent surveys have found that access to education is a key concern for both undocumented and registered returnee households. EiE is of critical importance as it "provides physical, psychosocial and cognitive protection that is both life-saving and life-sustaining" (EiE Response Plan, 2017). Education response can save lives through the provision of protective learning spaces, by shielding children from harm and exploitation, and by broadcasting life-saving messages. It also mitigates the psychosocial impact of displacement and gives children a sense of stability, while largely contributing to their socio-economic integration into the Afghan society.

However, as identified by the CHF 1st standard allocation strategy and the EiE Response Plan for 2017, the capacity of schools in high return areas such as Nangarhar and Kabul provinces is limited and insufficient to absorb returnee students, who are therefore largely left out of school. Other challenges include long distances and lack of transportation between returnees' place of inhabitation and schools, and lack of school supplies and teaching materials. Access to education is particularly problematic for girls due to the lack of female and returnee teachers. In addition, language and curriculum issues form critical barriers to returnee students' enrolment, and there is a lack of referral mechanisms in UNHCR's Encashment Centers and IOM's Transit Center that would encourage households to enroll their children in school. Returnee children often do not have certificates that demonstrate their level of educational attainment in Pakistan, and face administrative challenges as they try to enroll in local schools. The EiE Response Plan identified a need to integrate both returnee students and returnee teachers into the Afghan education system, and to develop "remedial programmes" for returnee children who may have followed different curricula from the general Afghan curriculum. The Ministry of Education (MoE) has instructed Provincial Education Directorates (PEDs) to facilitate the enrolment of returnee students in local schools. According to the government's Guidelines for Enrolment of Returnees, returnee children should be given a period of three months to provide requested certificates, and if these cannot be recovered, they will have to take an equivalency test that will determine in which grade they should enroll.

**Sub-Grants to Implementing Partners :**

Partner Name	Partner Type	Budget in US\$
Children in Crisis	International NGO	143,716.43
		<b>143,716.43</b>

**Other funding secured for the same project (to date) :**

Other Funding Source	Other Funding Amount

**Organization focal point :**

Name	Title	Email	Phone
Thibault Larose	Country Director	thibault.larose@acted.org	+93728427169
Olivier Fabre	Country Finance Manager	olivier.fabre@acted.org	+9328427156
Jan Sindelar	Project Development Manager	jan.sindelar@acted.org	+93 (0) 728 427 171

**BACKGROUND****1. Humanitarian context analysis**

Due to a combination of constraints that include insufficient service delivery, poverty, long distances to schools, insecurity, and lack of female teachers, Afghanistan counts approximately 3.5 million of out-of-school children (EiE Response Plan, 2017). The EMIS School Survey for 2016 has found that existing formal schools are “already overcrowded and (...) short of resources to provide quality education”. Nearly half of existing schools (45%) do not have adequate buildings and facilities, and basic education materials are missing. Classes have 42 students on average, and the Afghan education system would require an additional 42,800 teachers.

Meanwhile, unprecedented levels of displacement have been observed in 2016, notably with the return of approximately 618,291 registered and undocumented Afghans from Pakistan and Iran (OCHA, 2017). As the rate of return of Afghan families increased exponentially since mid-July 2016, the returnee situation has become more prominent on the humanitarian agenda. Returnee populations are now heavily concentrated in and around Nangarhar province (72%), and around 17% of returnees have moved to Kabul province (IOM, 2016). Around 60% of returnee populations are children, and the lack of adequate education service provisions increases their exposure to risks of abuse and exploitation, as well as their and their families' ability to reintegrate into the Afghan socio-economic fabric.

UNHCR has identified several barriers to returnee children's education, including marginalization, discrimination, gender and language barriers, curricula and challenges passing placements tests, as well as complex certification and documentation processes. According to a survey conducted by Save the Children in November 2016, 37% of returnee children in Nangarhar province are not enrolled in schools, and nearly half of those who are have to walk long distances to reach formal schools. “More than 70 percent of (surveyed) returnee parents and community leaders (...) said early marriage and child labour were major risks faced by repatriated children currently not in school”. In October 2016, 18 NGOs, including ACTED, took part in a large-scale survey in the East, and found that the top three barriers to returnees' education were the lack of schools' capacity, the lack of enrolment documentation, and education costs. Many returnees did not possess identification documents, and “only 5% of children belonging to undocumented returnee households had a birth certificate (...), potentially exposing large groups of children to protection risks such as obstructed access to education”. It was also highlighted that 31% of returnee boys were enrolled in school, as opposed to 24% of returnee girls, “with trend data suggesting that boys are enrolled more progressively over time after their arrival in a way that is not visible in the case of girls”. Returnee children are being ‘de-prioritized’ in certain communities as compared to other children due to local social dynamics.

In parallel, high numbers of children remain out-of-school in Nangarhar province that has been particularly affected by a series of attacks on schools and a resulting series of school closures in 2016. In a recent Protection Community Assessment in Nangarhar led by the Protection Cluster in Nangarhar with displaced and returnee groups, Focus Group Discussion participants reported that classrooms were overcrowded (80%), that families prevent pubescent girls from going to school (47.7%), and highlighted the lack of female teachers (15.7%), long distance and lack of transportation as a key reason for girls dropping out of school (16.2%). Provision of EiE for returnees has also been recognized as a priority in the KIS, that are characterized as being in chronic emergency; a situation that has failed to prioritize education and has resulted in children that do not have the capacity or resilience to adapt to their urban surroundings.

## **2. Needs assessment**

In early March 2017, ACTED's AMEU conducted Key Informant Interviews (KII) with representatives of ten schools that were identified by Nangarhar's PED as particularly needy in Jalalabad, Behsud, Kama, Rodat and Kuzkuner (two schools, including one girl school, per district). 10 representatives were interviewed, using an adapted version of the EiE working group assessment tool that included questions on schools' student numbers and staffing. 80% of surveyed schools reported class sizes of 41 to 60 students, and the other 20% reported class sizes of 61 to 80 students. Respondents also indicated that there are many out-of-school children in their respective locations, with an average of 323 girls reported as out-of-school and 133 boys reported as out-of-school per surveyed location.

In addition, ACTED conducted a household-level assessment in seven ISETs of Behsud district (Daman-Muslimabad, Watch Tangai, Hadi Akhunzada, Daman, Saracha Ali Khan, Samar Khail Tagab Camp, Farming Hadid camp), one ISET in Jalalabad district (Zaren Abad) and two ISETs of Rodat district (Hijrat Abad Kabul Camp and Shahidano Mina). A total of 4,212 undocumented returnee households dwell in these locations. ACTED's AMEU interviewed 215 households (5% sample), using an adjusted version of the EiE working group's assessment tool. The survey focused on returnee families with school-aged children, and ACTED hired female enumerators to have private interviews with female respondents. 31% of respondents were female. 62% of surveyed households reported that their school-aged children are not enrolled in school, while 81% of them lived within three kilometers of an education facility. The top three reasons reported for children not attending school were security concerns, overcrowded classes, and long distances to the nearest school. Security concerns particularly affected parents' willingness to send their girls to school. Provision of textbooks was cited among the key activities that could help children return to school, as well as the creation and equipment of additional classrooms either in existing formal schools or other locations.

In addition, in January 2017, an EiE needs assessment was undertaken by CIC in the five KIS, comprising of 55 KIIs and FGD with a cross-section of KIS inhabitants, including children, parents, teachers, local community elders, Wakils, religious leaders, and other community representatives. In total, 277 people were consulted in Block Hai Qasaba, Dewan Begi, Infront of Hewadwal Blocks, Near Kotal Check Point, and Hussain Khil, Bagrami settlements. CIC found that the majority of government schools in the vicinity of the KIS are not accessible for IDP/Returnee children. Children faced discrimination as a challenge in attending government schools. Costs were highlighted as another barrier and a considerable financial burden for KIS households. There is no targeted education or protection interventions directly addressing the complex vulnerabilities facing children, especially girls, in the KIS. Over a period of 6 months in 2016, Kabul has seen a surge of displaced people, with the KIS population growing more than 21% (REACH 2016).

ACTED's AMEU assessment report is uploaded as Annex I. The action was designed based on secondary information collected from various stakeholders (e.g. PED priorities, EiE Response Plan, assessment reports) and on ACTED's and CIC's own assessment findings, which both confirmed the need for proposed activities and their appropriateness with regards to the local context and constraints.

## **3. Description Of Beneficiaries**

This project will reach an estimated 5,300 students, including approximately 50% of girls. Returnee caseloads often left out of school due to a number of factors, that include overcrowding, long distances to nearest schools, lack of school supplies and materials, lack of female and returnee teachers, language and curriculum issue, and lack of awareness. The main objective of the project will therefore be to enhance education supply to address increased needs created by recent influxes of returnees, while alleviating barriers that prevent returnee children, particularly girls, from accessing education.

The target population will primarily include undocumented and registered returnees, but other local groups will not be excluded from the project (e.g. host populations, IDPs and PIDs). This inclusive approach will both help ensure the local acceptance of the project and support the social integration of returnees among the population. ACTED's and CIC's CBE classes will be delivered to approximately 4,500 students (including 2,250 girls) between 7 and 11 of age, and will aim to provide them with essential literacy and numeracy skills that they will then be able to use to enroll into formal schools (output 2). The project will also benefit at least 800 students (including approximately 400 girls) enrolled in the 10 overcrowded formal schools that are to be provided with essential equipment and teachers by ACTED (output 1). In addition, advocacy for the creation of a provincial placement staff positions within the Nangarhar and Kabul PEDs will facilitate the enrolment of returnee students into grades 1 to 9, or in ALP programmes (depending on their age) across the province, and will therefore benefit much larger segments of the returnee population.

Finally, this project will benefit 85 local and returnee teachers (including approximately 43 female teachers) who will be trained and paid by ACTED and CIC to teach in supported hub schools (output 1) or to deliver CBE classes in ACTED's and CIC's temporary classrooms in ISETs (output 2). Teachers will be trained to teach the CBE. Although the ALP curriculum will not be taught by ACTED and CIC as part of this project, teachers will also be able to teach it (the curriculum is the same as the CBE curriculum, but is taught faster), and the project will also indirectly benefit older students who may attend ALP classes organized by hub schools during the lifetime of the project or beyond.

The project will reach a total of 5,385 direct beneficiaries, including:

Output 1:

810 beneficiaries in Nangarhar, including 800 students (400 boys, 400 girls) and 10 teachers (5 men, 5 women)

Output 2:

3,050 beneficiaries in Nangarhar, including 3,000 students (1,500 boys, 1,500 girls) and 50 teachers (25 men, 25 women)

1,525 beneficiaries in Kabul, including 1,500 students (750 boys, 750 girls) and 25 teachers (12 men, 13 women).

There will not be an overlap between beneficiaries of output 1 (teachers and students of already existing overcrowded schools) and beneficiaries of output 2 (teachers and students of newly established CBE classes in ISETs). These beneficiaries have been counted separately in the Logical framework (including in the output indicators for the two outputs) below.

Direct beneficiaries will therefore include 42 male teachers, 43 female teachers, 2,650 boys and 2,650 girls.

#### **4. Grant Request Justification**

In Afghanistan and elsewhere, ACTED has initiated a variety of educational interventions, consistently demonstrating its capacity to raise the educational attainment levels of the most marginalised children, particularly girls, including in areas facing the highest levels of insecurity and gender-based violence. ACTED's DFID-funded "Empowering Marginalised Girls in Afghanistan" project reached 15,637 girls by improving education infrastructure and quality, providing literacy and numeracy courses, as well as vocational training (VT). Along with constant coordination with the MoE, PED, Community Development Councils (CDCs), local stakeholders and community mobilisation endeavours, these key activities contributed to challenging conservative attitudes which limit girls' education. ACTED also implemented a UNICEF-funded "Home-based Education for out-of-school girls in Ghormach district of Faryab province" project, that established community-based schools, distributed supplies, and recruited instructors. ACTED also delivered adult literacy classes to several thousand beneficiaries with funding from the Norwegian Ministry of Foreign Affairs in Faryab. In Balkh, ACTED's Women's Economic Empowerment project funded by the European Commission allowed for the establishment of a YDC in Mazar-e-Sharif, which in July 2015 welcomed 359 girls to participate in VT, numeracy and literacy classes.

Since July 2016, ACTED implements an EiE, ECHO-funded Children of Peace project in Jawzjan province. The project's goal is to enhance access to education for IDP out-of-school children, and provides 1,573 beneficiaries with a 9-month CBE programme aiming to give them the basic literacy and numeracy skills that they need to access formal primary education. Case workers also address barriers to enrollment in formal school among targeted families. Through this project, ACTED will also build 22 classrooms in local schools to ensure that there is sufficient space to allow IDP children to re-enroll in formal education. ACTED has a strong track record of implementing education and EiE programming, and is an active member of the EiE working group. In addition, with OFDA funding, ACTED currently implements a Shelter project across Nangarhar, Kunar and Laghman provinces, and has developed a strong field presence there.

CIC has been operational in Afghanistan since 1998, and has a history of providing high quality education programmes to children and communities that are most vulnerable to the lasting and insidious effects of conflict and poverty. CIC's extensive advocacy experience is coupled with its knowledge of managing and delivering structured, relevant programmes in education, VT and psycho-social support for IDP children and women. A recent USAID review of IDP education cited CIC as a model of good practice, highlighting the effectiveness of its approach, which was grounded in community engagement and was "... demonstrated to add immeasurably to the success of the implementation." CIC led the first countrywide Child Protection Rapid Assessment in 2015, in collaboration with the CPIE and UNICEF, which provided critically needed information on protection threats faced by children and women. CIC has also become the go-to organisation to deal with complex and difficult child protection and abuse cases by strengthening child protection systems within impoverished communities. CIC delivers specialised psychosocial support activities to extremely vulnerable children. From 2007, CIC was an implementing partner in UNICEF's Social Work Coaching Programme in the central region of Afghanistan. An external evaluation of the project (2011) stated that CIC has "clearly contributed to putting social work 'on the map' in Afghanistan". With a proven track record in achieving high performing achievements in conflict-affected environments and of working with a range of NGO partners, CIC's extensive experience will be crucial in the context of this EiE project.

#### **5. Complementarity**

ACTED and CIC's proposed intervention was designed to address gaps in education service delivery, focusing on locations with high needs for EiE service provision that are not covered by other international or national NGOs. The intervention has been specifically designed to align with the EiE approaches of other actors (including Norwegian Refugee Council and International Rescue Committee), that have been met with success in the eastern Afghanistan context, particularly for recent returnees and IDPs. In March 2017, ACTED undertook a survey across five districts of Nangarhar province, based on indications that education service delivery was insufficient and that large caseloads of returnee children were left out of school. This KII and household-level survey confirmed the existence of gaps and high local needs for increased education supply, both in terms of expanding the capacity of local schools to accommodate larger numbers of students and in terms of creating CBE classes in ISETs, and allowed ACTED to confirm proposed activities and target areas for this action. This project will therefore complement the interventions undertaken by other actors across Nangarhar, while building the capacity of local schools, teachers and government to cope with the influx of returnees in the East. In addition, despite the needs in the programme intervention area, there is currently no EiE intervention being implemented in the KIS, therefore this intervention will supplement existing efforts of actors in the KIS. This action reflects the commitments made by humanitarian actors at the World Humanitarian Summit in May 2016, namely, to "leave no-one behind" by addressing displacement, empowerment and protecting girls, eliminating gaps in education for children, adolescents and young people, and enabling them to be agents of positive transformation.

ACTED and CIC will also leverage their complementarity as partners, namely their ability to cover their respective target districts (with ACTED building on its presence in Nangarhar, and CIC building on its presence in Kabul), and the synergies between their respective experience (with ACTED contributing its education expertise and CIC contributing its child protection expertise in both target provinces). The partnership between ACTED and CIC will therefore help ensure the delivery of a high quality, comprehensive programme, as well as a larger and deeper geographical coverage.

## **LOGICAL FRAMEWORK**

### **Overall project objective**

The overall project objective is to increase the availability of education services in areas of Nangarhar and Kabul provinces where large returnee caseloads are currently left out of school, while improving the capacity of teachers, schools and local government to meet these needs in the present and in the longer run.

PROTECTION							
Cluster objectives		Strategic Response Plan (SRP) objectives			Percentage of activities		
Objective 2: Evolving protection concerns, needs and violations are monitored, analysed, and responded to upholding fundamental rights and restoring the dignity and well-being of vulnerable shock affected populations		SO1: Immediate humanitarian needs of shock affected populations are met - including conflict and natural disaster affected and IDPs, refugees and returning Afghans from armed conflict			100		
<p><b>Contribution to Cluster/Sector Objectives :</b> The project will contribute to cluster objectives by tackling the large need for EIE in underserved areas of Nangarhar and Kabul provinces where large numbers of both registered and undocumented returnees have settled over the past months. While the current focus is to enroll returnee children into formal schools and providing them with additional resources, returnee caseloads in certain areas overstretch the capacity of schools, that needs to be increased (EIE Response Plan, 2017). In addition, there is a need to bridge returnee students into the standard grading system by providing them with certified CBE classes that will enable them to reenroll into local schools. Current regular education and CBE provision is not sufficient to cater for the needs of returnee caseloads. Such programmes need to be expanded to cater for education needs of returnee populations, particularly in areas with a high density of returnee populations.</p>							
<b>Outcome 1</b>							
Education service delivery is enhanced in Kabul and Nangarhar province to cope with the influx of returnee students.							
<b>Output 1.1</b>							
<b>Description</b>							
Ten overcrowded formal schools in Rodat, Behsud, Jalalabad, Kama and Kuzkuner districts of Nangarhar province and Nangarhar's PED are supported through the recruitment and training teachers, the provision of essential equipment (including furniture and teaching materials), and the installation of separate latrines for boys and girls. ACTED will advocate for the creation of a provincial placement staff positions within the Nangarhar and Kabul's PEDs.							
<b>Assumptions &amp; Risks</b>							
Given the current humanitarian context in Afghanistan, ACTED assumes no large-scale returnee secondary displacement outside of the target districts that would result in a drastic reduction in target beneficiary caseloads, and no major investment in permanent formal education infrastructure that would significantly reduce current needs for support to the education system across target areas. The willing participation of local schools in the project and the sufficient availability of local and returnee teachers are also important pre-requisites. ACTED also assumes no large-scale humanitarian disaster or deterioration of the security situation in target areas that would affect its ability to conduct the activities depicted below (e.g. community mobilization, recruitment of teachers, delivery of school equipment) or parents' interest in sending their children to school. Finally, ACTED assumes no sudden and major exchange rate or price fluctuations that would impact on its ability to deliver proposed activities under the current budget. However, should such circumstances arise during the lifetime of the project, ACTED will promptly liaise with UNOCHA to discuss potential adjustments in activities, targets or locations.							
<b>Indicators</b>							
Code	Cluster	Indicator	End cycle beneficiaries				End cycle Target
			Men	Women	Boys	Girls	
Indicator 1.1.1	PROTECTION	SA1-Envelope Two: Number of teachers (male/female) recruited in high returnee areas	5	5	0	0	10
<p><b>Means of Verification :</b> Incentive payment records, teaching attendance Please note that this indicator only refers to support provided by ACTED to existing boys' and girls' overflow formal schools in five districts of Nangarhar province. Teachers will also be recruited and trained ACTED's and CiC's CBE classes in the second output, and achievement will be evaluated separately under the second output.</p>							
Indicator 1.1.2	PROTECTION	Number of Teaching Centers provided with classroom equipment and teaching materials					10
<p><b>Means of Verification :</b> Distribution lists, spot-check visits Please note that this indicator only refers to support provided by ACTED to existing boys' and girls' overflow formal schools in five districts of Nangarhar province. Equipment and teaching materials will also be provided ACTED's and CiC's CBE classes in the second output, and achievement will be evaluated separately under the second output.</p>							
Indicator 1.1.3	PROTECTION	Number of children benefiting from classrooms and teachers equipped with adequate supplies, disaggregated by sex.					800
<p><b>Means of Verification :</b> Distribution lists, spot-check visits Boys: 400 Girls: 400 Please note that this indicator only refers to support provided by ACTED to existing boys' and girls' overflow formal schools in five districts of Nangarhar province. Equipment and teaching materials will also be provided ACTED's and CiC's CBE classes in the second output, and achievement will be evaluated separately under the second output.</p>							
Indicator 1.1.4	PROTECTION	Number of children benefiting from safe and equipped temporary classrooms/community based schools with adequate male and female WASH facilities, disaggregated by sex					800

**Means of Verification** : Distribution lists, spot-check visits  
Boys: 400  
Girls: 400

Please note that this indicator only refers to support provided by ACTED to existing boys' and girls' overflow formal schools in five districts of Nangarhar province. Equipment and teaching materials will also be provided ACTED's and CiC's CBE classes in the second output, and achievement will be evaluated separately under the second output.

Indicator 1.1.5	PROTECTION	Custom - Number of teachers trained in basic pedagogy and classroom management, disaggregated by sex							10
-----------------	------------	--	--	--	--	--	--	--	----

**Means of Verification** : Training attendance lists  
Men: 5  
Women: 5

Please note that this indicator only refers to support provided by ACTED to existing boys' and girls' overflow formal schools in five districts of Nangarhar province. Teachers will also be recruited and trained ACTED's and CiC's CBE classes in the second output, and achievement will be evaluated separately under the second output.

Indicator 1.1.6	PROTECTION	Number of teachers receiving incentives, disaggregated by sex							10
-----------------	------------	---	--	--	--	--	--	--	----

**Means of Verification** : Incentive payment records, teaching attendance  
Men: 5  
Women: 5

Please note that this indicator only refers to support provided by ACTED to existing boys' and girls' overflow schools in five districts of Nangarhar province. Teachers will also be recruited and trained ACTED's and CiC's CBE classes in the second output, and achievement will be evaluated separately under the second output.

Indicator 1.1.7	PROTECTION	Number of children benefiting from teachers trained in basic pedagogy and classroom management, disaggregated by sex							800
-----------------	------------	--	--	--	--	--	--	--	-----

**Means of Verification** : Overflow schools enrolment lists  
Boys: 400  
Girls: 400

Please note that this indicator only refers to support provided by ACTED to existing boys' and girls' overflow schools in five districts of Nangarhar province. Teachers will also be recruited and trained ACTED's and CiC's CBE classes in the second output, and achievement will be evaluated separately under the second output.

**Activities**

**Activity 1.1.1**

**Standard Activity : Establishment of TLS/Community Based Schools in Nangarhar, Kabul and Kandahar, provision of learning materials and recruitment of teachers, particularly female teachers;**

**NANGARHAR: PROVISION OF EQUIPMENT TO OVERFLOW SCHOOLS**  
Responding to the advertised needs of the target schools vocalized in EiE working group meetings by the PED in Jalalabad, ACTED aims to maximize the capacity of the PED and local schools to manage the influx of students in overflow classes by providing class kits to schools that will receive tents provided by UNICEF.  
ACTED will procure and provide equipment to two schools, including one girls' school, in each target district (Rodat, Behsud, Jalalabad, Kama and Kuzkuner) of Nangarhar province, that are to receive UNICEF tents for the establishment of temporary classrooms. These ten schools were identified as in need of material support by the Nangarhar PED, and have already shared their equipment requirements (e.g. floor mats, blackboards). This equipment is needed for overcrowded schools to absorb the influx of returnee students. ACTED will support these schools by providing a classroom kit (such as those procured for temporary CBE classes in activity 1.2.1) for each of these 10 schools. As per the EiE working group's recommendation, these kits will include a blackboard, mats, a register with pens and chalk. Kits will also include a first aid kit. ACTED will handover procured equipment to beneficiary schools. In addition, ACTED will install separate latrines for boys and girls for all ten supported overflow schools in Nangarhar province, as will be done for CBE classrooms under activity 1.2.1.

In total, under output 1, ACTED will support 10 schools, benefitting 800 students (including 400 boys and 400 girls), considering an estimated average of 80 students per beneficiary school.

**Activity 1.1.2**

**Standard Activity : Establishment of TLS/Community Based Schools in Nangarhar, Kabul and Kandahar, provision of learning materials and recruitment of teachers, particularly female teachers;**

## NANGARHAR: RECRUITMENT OF TEACHERS FOR OVERFLOW SCHOOLS

ACTED will hire 10 local and returnee teachers to teach in identified overcrowded schools in Kama, Rodat, Jalalabad, Behsud and Kuzkuner (one teacher per school), in addition to the 75 teachers that are to be recruited for ACTED's and CiC's classes set up in ISETs under output 2.

The recruitment of returnee teachers was recognized as a priority by the EiE working group. ACTED will engage the PED and local schools to identify available local male and female teachers, as well as UNHCR and IOM to identify qualified returnee teachers who have settled in target areas. In parallel, ACTED and CiC will advertise teacher positions in target communities through door-to-door community mobilization, advertising a group events, and meetings with local shuras. Teachers will be selected among candidates who fulfil the MoE's basic requirements. Female teachers will need to prove that they have studied up to Grade 9 (or a minimum of Grade 6), and male teachers will have to demonstrate that they have studied at least up to Grade 12. As much as possible, ACTED and its partner will seek to recruit experienced teachers. Given that female teachers can teach both girls and boys while male teachers usually only teach for boys, ACTED will prioritize female teachers over male teachers, and will endeavour to recruit approximately 50% of female teachers coming from both local and returnee populations. Teachers will be paid in accordance with the EiE working group's current established incentive (USD 100 per month).

In total, under output 1, ACTED will recruit 10 teachers, including 5 male and 5 female teachers.

### Activity 1.1.3

#### **Standard Activity : Establishment of TLS/Community Based Schools in Nangarhar, Kabul and Kandahar, provision of learning materials and recruitment of teachers, particularly female teachers;**

## NANGARHAR: PROVISION OF TEACHER TRAINING FOR OVERFLOW SCHOOL TEACHERS

ACTED and CiC will provide a compulsory fifteen-day Training of Trainers (ToT) for newly recruited teachers prior to the start of classes. This ToT will include ten days of training facilitated by a MoE trainer, and five days of in-house training provided by CiC's trainer. This training will include sessions such as methods of teaching and creating an inclusive learning environments, and will target both teachers recruited for overflow schools and teachers recruited to deliver CBE classes in informal settlements (output 2). ACTED and CiC have a long history of delivering such training curricula, and will translate all relevant training materials into Pashto. Given the local displacement context, this ToT will have a strong focus on inclusive education, as well as gender and protection awareness.

Teachers will be trained on how to use CBE text books that will be used as part of the programme. Although only CBE classes will be implemented under this project. Trained teachers will then have the capacity to also teach ALP curriculum, which mirrors the CBE curriculum with the only difference being teaching hours per day.

In addition, an eight-day refresher training will be organized halfway through the programme for teachers to share experiences and discuss challenges that they regularly or occasionally face and discuss solutions. The first five days of this refresher will be facilitated by a MoE trainer, and the last three days will be facilitated by CiC's trainer.

All 10 recruited teachers for overflow schools will benefit from these training sessions, in addition to the 75 teachers for ACTED's and CiC's CBE classes that will be recruited and trained under output 2. ACTED's AMEU will conduct a pre-and post-test in order to assess the increase in teachers' knowledge. After they have followed the initial ToT and prior to the start of classes, all teachers will receive a teacher kit composed by teacher manuals for CBE. 10 kits will be delivered to teachers under this activity, in addition to the 75 kits that will be distributed under output 2 .

In total, under output 1, ACTED will train 10 teachers, including 5 male and 5 female teachers.

### Activity 1.1.4

#### **Standard Activity : Not Selected**

## KABUL AND NANGARHAR: ADVOCACY FOR THE CREATION OF PROVINCIAL PLACEMENT STAFF POSITIONS

The placement and enrollment of returnee students has been identified as a major issue. In its Guidelines for Enrollment of Returnees, the MoE has stated that returnee students who cannot provide any proof of their level of education within three months of registering in school should travel to Kabul to take a grade equivalency test. This test is meant to assess the level of educational attainment of students, based on which placement into grades 1 to 9 of primary school or in ALPs (for students three or more years older than the required age for any grade) will be recommended. However, given the limited financial means of returnee households and challenges associated with travelling to and from Kabul, including protection vulnerabilities for youth, this procedure is highly unlikely to succeed and large numbers of returnee students may be left out of school.

ACTED therefore proposes to advocate for the creation of ministerial placement staff positions within the Nangarhar and Kabul PED. These staff's mandate will be to coordinate with the PED, UNICEF, CBE hub schools, EiE CHF partners and other education I/NGOs across Nangarhar and Kabul provinces to organize grade equivalency tests at the local level, advertise these events as widely as possible among returnee populations, and go from school to school to conduct such tests and facilitate the enrolment of returnee students into their relevant grade.

### Output 1.2

#### **Description**

CBE classes are provided in ten ISETs of Rodat, Behsud, and Jalalabad districts of Nangarhar province, and in five KIS

#### **Assumptions & Risks**

As under the previous output, ACTED and CiC assume no major returnee secondary displacement outside of the target districts that would result in a drastic reduction in target beneficiary caseloads, and no major investment in permanent formal education infrastructure that would cancel the need for temporary education structures and CBE across target areas. ACTED and its partner also assume no large humanitarian disaster or degradation of the security situation in target areas that would affect their ability to deliver classes or parents' interest in sending their children to CBE classes in ISETs. Finally, ACTED assumes no sudden and major exchange rate or price fluctuations that would impact on its ability to deliver proposed activities under the current budget. Should such circumstances arise over the lifetime of the project, ACTED will promptly liaise with UNOCHA to discuss potential adjustments in activities, targets or locations.

#### Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.2.1	PROTECTION	SA1-Envelope Two: Number of TLCs/community schools established in Nangarhar, Kabul and Kandahar provinces					75
<b>Means of Verification</b> : Distribution records, spot check visits							
Indicator 1.2.10	PROTECTION	Number of children benefitting from learning supplies, disaggregated by sex Boys: 2,250 Girls: 2,250					4,500
<b>Means of Verification</b> : Distribution lists, spot-check visits							
Indicator 1.2.2	PROTECTION	Number of children benefitting from safe & equipped temporary classrooms/community based schools with adequate male and female WASH facilities, disaggregated by sex					4,500
<b>Means of Verification</b> : Enrolment lists, spot check visits Boys: 2,250 Girls: 2,250							
Please note that this indicator only refers to CBE creation by ACTED and CiC under output 2, and does not include support provided by ACTED to existing boys' and girls' overflow schools in five districts of Nangarhar province. ACTED's achievements regarding overflow schools will be evaluated separately under the first output.							
Indicator 1.2.3	PROTECTION	Number of CBSs provided with classroom equipment and teaching materials					75
<b>Means of Verification</b> : Distribution records, spot check visits Please note that this indicator only refers to CBE creation by ACTED and CiC under output 2, and does not include support provided by ACTED to existing boys' and girls' overflow schools in five districts of Nangarhar province. ACTED's achievements regarding overflow schools will be evaluated separately under the first output.							
Indicator 1.2.4	PROTECTION	Number of children benefitting from classrooms and teachers equipped with adequate supplies, disaggregated by sex					4,500
<b>Means of Verification</b> : Enrolment lists, spot-check visits Boys: 2,250 Girls: 2,250							
Please note that this indicator only refers to CBE creation by ACTED and CiC under output 2, and does not include support provided by ACTED to existing boys' and girls' overflow schools in five districts of Nangarhar province. ACTED's achievements regarding overflow schools will be evaluated separately under the first output.							
Indicator 1.2.5	PROTECTION	SA1-Envelope Two: Number of teachers (male/female) recruited in high returnee areas	37	38	0	0	75
<b>Means of Verification</b> : Incentive payment records, teaching attendance							
Please note that this indicator only refers to the recruitment of teacher for ACTED and CiC's CBE classes under output 2, and does not include teacher recruitment for boys' and girls' overflow schools supported by ACTED in five districts of Nangarhar province. ACTED's achievements regarding overflow schools will be evaluated separately under the first output.							
Indicator 1.2.6	PROTECTION	Number of teachers trained in basic pedagogy and classroom management, disaggregated by sex					75
<b>Means of Verification</b> : Training records, spot-check visits Men: 37 Women: 38							
Please note that this indicator only refers to the recruitment of teacher for ACTED and CiC's CBE classes under output 2, and does not include teacher recruitment for boys' and girls' overflow schools supported by ACTED in five districts of Nangarhar province. ACTED's achievements regarding overflow schools will be evaluated separately under the first output.							
Indicator 1.2.7	PROTECTION	Number of teachers receiving incentives, disaggregated by sex					75

**Means of Verification** : Incentive payment records, teaching attendance  
Men: 37  
Women: 38

Please note that this indicator only refers to the recruitment of teacher for ACTED and CiC's CBE classes under output 2, and does not include teacher recruitment for boys' and girls' overflow schools supported by ACTED in five districts of Nangarhar province. ACTED's achievements regarding overflow schools will be evaluated separately under the first output.

Indicator 1.2.8	PROTECTION	Number of children benefiting from teachers trained in basic pedagogy and classroom management, disaggregated by sex						4,500
-----------------	------------	--	--	--	--	--	--	-------

**Means of Verification** : Enrolment lists, spot-check visits  
Boys: 2,250  
Girls: 2,250

Please note that this indicator only refers to the recruitment of teacher for ACTED and CiC's CBE classes under output 2, and does not include teacher recruitment for boys' and girls' overflow schools supported by ACTED in five districts of Nangarhar province. ACTED's achievements regarding overflow schools will be evaluated separately under the first output.

Indicator 1.2.9	PROTECTION	SA1-Envelope Two: Number of TLCs/community schools provided with learning materials in Nangarhar, Kabul and Kandahar provinces						75
-----------------	------------	--	--	--	--	--	--	----

**Means of Verification** : Distribution lists, spot check visits

**Activities**

**Activity 1.2.1**

**Standard Activity : Establishment of TLS/Community Based Schools in Nangarhar, Kabul and Kandahar, provision of learning materials and recruitment of teachers, particularly female teachers;**

KABUL AND NANGARHAR: RECRUITMENT OF TEACHERS FOR CBE CLASSES

ACTED and CIC will recruit one teacher for each CBE classroom to be established (50 teachers in Nangarhar and 25 teachers in Kabul). ACTED and CIC will endeavour to reach a one teacher to 30 students ratio in their respective CBE classes, as per the MoE's CBE guidelines. In total, 75 teachers will be recruited under this output.

The recruitment of returnee teachers was recognized as a priority by the EiE working group. ACTED and CIC will engage the PED and local schools to identify available local male and female teachers, as well as UNHCR and IOM to identify qualified returnee teachers who have settled in target areas. In parallel, ACTED and CIC will advertise teacher positions in target communities through door-to-door community mobilization, advertising a group events, and meetings with local shuras.. Teachers will be selected among candidates who fulfil the MoE's basic requirements. Female teachers will need to prove that they have studied up to Grade 9 (or a minimum of Grade 6), and male teachers will have to demonstrate that they have studied at least up to Grade 12. As much as possible, ACTED and its partner will seek to recruit experienced teachers. Given that female teachers can teach both girls and boys while male teachers usually only teach for boys, ACTED will prioritize female teachers over male teachers, and will endeavour to recruit approximately 50% of female teachers coming from both local and returnee populations. Teachers will receive stipends, in accordance with the EiE working group's current established incentive amount (USD 100 per month).

ACTED and CIC will recruit:  
- 50 CBE teachers in ten ISETs of Nangarhar province (including 25 male and 25 female teachers) (ACTED)  
- 25 CBE teachers in five KIS (including 12 male and 13 female), Kabul province (CIC)

In total, under output 2, 75 CBE teachers will be recruited, including 37 male and 38 female teachers.

**Activity 1.2.2**

**Standard Activity : Establishment of TLS/Community Based Schools in Nangarhar, Kabul and Kandahar, provision of learning materials and recruitment of teachers, particularly female teachers;**

## KABUL AND NANGARHAR: TRAINING OF TEACHERS FOR CBE CLASSES IN INFORMAL SETTLEMENTS

ACTED and CIC will provide a compulsory fifteen-day Training of Trainers (ToT) for newly recruited teachers prior to the start of classes. This ToT will include ten days of training facilitated by a MoE trainer, and five days of in-house training provided by CIC's trainer. This training will include sessions such as methods of teaching and creating an inclusive learning environments. This training will be provided jointly with the training of overflow schools teachers under output 1. ACTED and CIC have a long history of delivering such training curricula, and will translate all relevant training materials into Pashto. Given the local displacement context, this ToT will have a strong focus on inclusive education, as well as gender and protection awareness.

Teachers will be trained on how to use CBE text books that will be used as part of the programme. Trained teachers will then have the capacity to also teach ALP curriculum, which mirrors the CBE curriculum with the only difference being teaching hours per day.

In addition, an eight-day refresher training will be organized halfway through the programme for teachers to share experiences and discuss challenges that they regularly or occasionally face and discuss solutions. The first five days of this refresher will be facilitated by a MoE trainer, and the last three days will be facilitated by CIC's trainer.

All 75 recruited CBE teachers will benefit from these training sessions, in addition to the 10 overflow school teachers trained under output 1. ACTED's AMEU will conduct a pre-and post-test in order to assess the increase in teachers' knowledge. After they have followed the initial ToT and prior to the start of classes, all teachers will receive a teacher kit composed by teacher manuals for CBE curriculum. A total of 75 kits will be delivered to teachers under this output, in addition to the 10 kits that will be delivered under output 1.

This activity will benefit:

- 50 CBE teachers in ten ISETs of Nangarhar province (including 25 male and 25 female teachers) (ACTED)
- 25 CBE teacher in five KIS, Kabul province (including 12 male and 13 female) (CIC)

In total, under output 2, ACTED and CIC will train 75 CBE teachers, including 37 male and 38 female teachers.

### Activity 1.2.3

#### Standard Activity : Establishment of TLS/Community Based Schools in Nangarhar, Kabul and Kandahar, provision of learning materials and recruitment of teachers, particularly female teachers;

## KABUL AND NANGARHAR: ESTABLISHMENT OF CBE CLASSROOMS IN INFORMAL SETTLEMENTS

ACTED will establish 50 temporary classrooms across ten ISETs in Jalalabad, Rodat and Behsud districts of Nangarhar province (5 classrooms per ISET), and CIC will establish 25 temporary classrooms across five ISETs of Kabul province (5 classroom per ISET). The location of these classrooms will be determined through sustained coordination with the PED, based on the areas of highest need for education in ISETs across target districts, taking into consideration the availability and overcrowding of school infrastructure and the location of returnee caseloads. ACTED and CIC will also closely coordinate with local government, CDCs, host community and ISETs stakeholders to confirm the location of these classrooms. These classrooms will be established in arranged rooms in teachers' homes. Each classroom will accommodate an average of 30 students per class and will be linked to a hub school. In accordance with MoE guidelines, a maximum of five CBEs will be affiliated to each hub school.

For each of these temporary classrooms, ACTED and CIC will provide class kits that will include floor mats, a blackboard, a register with pens and chalk, as well as a first aid kit. ACTED and CIC will provide a class kit for each classroom. 50 classroom kits will be provided in ACTED's CBE classrooms, and 25 will be provided in CIC's CBE classrooms, amounting to a total of 75 classroom kits. Another 10 kits will be provided by ACTED to overflow schools, as part of activity 1.1.1. ACTED and CIC will ensure that these classrooms are located no less than three kilometers away from hub schools and that students do not have to walk long distances to reach the classrooms, thus reducing their exposure to protection risks.

In addition, ACTED and CIC will install separate male and female latrines near these 75 CBE classrooms, and will ensure that class premises are safe and secure for both boys and girls, including students with disabilities. Established classrooms will be properly maintained throughout the project duration. At the end of project, if the need for such CBE provision in target areas has largely decreased or if no funding can be secured for ACTED and CIC to continue implementing their CBE classes, ACTED and CIC will hand over all suitable equipment to local hub schools and the PED.

ACTED and CIC will establish:

- 50 CBE classes in ten ISETs of Nangarhar province (ACTED)
- 25 CBE classes in five KIS, Kabul province (CIC)

In total, under output 2, 75 CBE classrooms will be established.

### Activity 1.2.4

#### Standard Activity : Establishment of TLS/Community Based Schools in Nangarhar, Kabul and Kandahar, provision of learning materials and recruitment of teachers, particularly female teachers;

## KABUL AND NANGARHAR: COMMUNITY MOBILIZATION FOR CBE CLASSES

In parallel with the establishment of temporary classrooms in informal settlements, ACTED and CIC will coordinate with local hub schools to launch community mobilization campaigns across the targeted settlements and in their vicinity. These campaigns will be organized in consultation with local government, returnee and host community stakeholders, and CDCs and will include both public awareness sessions at group events (e.g. after the Friday prayer at mosques), and door-to-door visits. Both ACTED's community mobilizers and recruited teachers will take part in such mobilization activities, that will be implemented over the first two months of the project.

These endeavours will aim to raise the awareness of returnee caseloads on the importance of enrolling their children into school, and will particularly aim to sensitize parents on the benefits and necessity of girls' education. ACTED and CIC will disseminate "Back to Learning" campaign materials, as well as basic information on the project, on the CBE curriculum and on ACTED's Complaints Response Mechanism (CRM) using flyers that will easily be understood by all. Students' enrolment procedure, and the location and schedule of CBE classes and local hub schools will also be clearly explained. Students will be encouraged to enroll either in ACTED's and CIC's CBE classes in settlements or formal schools, depending on their distance from the schools.

### Activity 1.2.5

**Standard Activity : Establishment of TLS/Community Based Schools in Nangarhar, Kabul and Kandahar, provision of learning materials and recruitment of teachers, particularly female teachers;**

**KABUL AND NANGARHAR: ENROLMENT AND PROVISION OF STUDENT KITS FOR CBE STUDENTS**

In coordination with respective hub schools, ACTED and CIC will enroll beneficiary students into their respective CBE classes. Given that these classes will be located in ISETs with high density of returnee households, CBE beneficiaries will mostly be composed by undocumented or registered returnee students, but ACTED and CIC will also enroll IDPs, PIDPs and local students in need of CBE.

Given that CBE certificates can only be delivered to students who have attended 80% of a CBE course, students who enroll into the course up to two months after the start of classes may be eligible to receive a CBE certificate upon completion of the programme. If places are still available in CBE classes after this two-month period, ACTED and CIC will enroll additional students so that they are not left out of school. These students will however not receive a CBE certificate at the end of the course, and will be encouraged to take a grade equivalency test to be able to enroll into primary school.

ACTED and CIC will procure learning materials and provide a student kit to each enrolled student as they enroll and start CBE classes. As per the EIE working group's recommendations, these kits will include MoE-approved CBE learning text books, exercise books, as well as stationery (pencils, sharpeners and rulers). ACTED will distribute 3,000 student kits, and CIC will distribute 1,500 student kits. Part of the kit items (i.e. stationery) will then be re-provided to all enrolled students on a regular basis so as to ensure that they have sufficient materials to properly follow classes.

As ACTED and CIC are limited in their capacity to manage all the identified needs via the CHF, the intervention has aimed to equip students individually in the CBE classrooms where classroom equipment contingent is much less than that of overflow classrooms in formal schools.

Considering a target of 30 students per class, and 2 classes per day (one morning and one afternoon shift), amounting to 60 students per CBE established, and considering 5 CBE classrooms established per ISET, ACTED and CIC will enroll and provide kits to:

- 3,000 students in ten ISETs of Nangarhar province (including 1,500 boys and 1,500 girls) (ACTED)
- 1,500 students in five KIS (including 750 boys and 750 girls) (CIC)

In total, under output 2, 4,500 students will be enrolled in CBE classes, including 2,250 boys and 2,250 girls.

**Activity 1.2.6**

**Standard Activity : Establishment of TLS/Community Based Schools in Nangarhar, Kabul and Kandahar, provision of learning materials and recruitment of teachers, particularly female teachers;**

**KABUL AND NANGARHAR: PROVISION OF CBE CLASSES FOR CBE STUDENTS**

ACTED will provide CBE classes to 3,000 students, including an estimated 1,500 girls (50 % of the total target) in ten informal settlements of Nangarhar province, and CIC will provide CBE classes to 1,500 students, including an estimated 750 girls (50% of the total target) in five settlements of Kabul province. Classes will be offered in both the morning and the afternoon. ACTED will seek to ensure that girls preferably attend morning classes so as to reduce their exposure to potential protection and GBV threats associated with afternoon travel.

ACTED and CIC will use MoE-approved CBE curriculum. CBE courses will follow the CBE policy for classroom time, duration and length. ACTED will take on a key advocacy role with the MoE, and Kabul and Nangarhar PEDs, to ensure that students receive a valid certificate that they can then use to reenroll into formal schools and continue their learning.

The provision of CBE classes will benefit:

- 3,000 students in ten ISETs of Nangarhar province (including 1,500 boys and 1,500 girls) (ACTED)
- 1,500 students in five KIS (including 750 boys and 750 girls) (CIC)

In total, under output 2, the provision of CBE classes will benefit 4,500 students, including 2,250 boys and 2,250 girls.

**Additional Targets :**

**M & R**

**Monitoring & Reporting plan**

Daily monitoring of project activities will be conducted by ACTED and CIC's project team in the field. The project will be overseen by ACTED's Project Manager, who will work under the oversight of ACTED's expatriate Education Technical Coordinator in Kabul. The Project Manager will coordinate both ACTED's and CIC's activities in their respective areas of coverage, and will act as ACTED's focal point in Nangarhar. The project Manager will update ACTED's internal project management tool, the Project Management Framework, on a monthly basis, and will liaise with ACTED's Country Coordination and Kabul-level departments, as well as their focal points in Jalalabad as needed to ensure a smooth delivery of project activities. Beneficiary data (based on enrolment lists, distribution lists) will be provided by the field team and entered in a database by ACTED in Afghanistan's MIS team.

In addition, ACTED's AMEU will play a key monitoring and evaluation role. The Unit will conduct regular spot-check visits in ACTED and CIC's CBEs, using the classroom observation tool that was developed by ACTED, as well as pre- and post-tests to evaluate the impact of the project on teachers' knowledge, and post-distribution monitoring surveys. Post-distribution monitoring surveys will be conducted within a month from equipment and teaching materials distribution in the field. ACTED's AMEU will also monitor the enrolment and drop out of students in ACTED's and CIC's CBE classes. Throughout the project, ACTED's AMEU will independently manage the Complaints Response Mechanism phone line to collect and address beneficiary complaints, feedback or suggestions.

In coordination with CIC, ACTED will regularly report to UNOCHA, to the MoE and Nangarhar and Kabul PED, and to the EiE working group and the Protection Cluster. ACTED will produce and submit interim and a final reports to UNOCHA, and will also provide information as requested, on an ad hoc basis. In terms of communications and visibility, ACTED will publish pictures and case studies to illustrate the project through ACTED global newsletter and website. These materials will be produced in strict adherence to ACTED's own child protection policy and generally accepted child protection standards, and will also be shared with UNOCHA.

**Workplan**

Activitydescription	Year	1	2	3	4	5	6	7	8	9	10	11	12
<b>Activity 1.1.1: NANGARHAR: PROVISION OF EQUIPMENT TO OVERFLOW SCHOOLS</b> Responding to the advertised needs of the target schools vocalized in EiE working group meetings by the PED in Jalalabad, ACTED aims to maximize the capacity of the PED and local schools to manage the influx of students in overflow classes by providing class kits to schools that will receive tents provided by UNICEF. ACTED will procure and provide equipment to two schools, including one girls' school, in each target district (Rodat, Behsud, Jalalabad, Kama and Kuzkuner) of Nangarhar province, that are to receive UNICEF tents for the establishment of temporary classrooms. These ten schools were identified as in need of material support by the Nangarhar PED, and have already shared their equipment requirements (e.g. floor mats, blackboards). This equipment is needed for overcrowded schools to absorb the influx of returnee students. ACTED will support these schools by providing a classroom kit (such as those procured for temporary CBE classes in activity 1.2.1) for each of these 10 schools. As per the EiE working group's recommendation, these kits will include a blackboard, mats, a register with pens and chalk. Kits will also include a first aid kit. ACTED will handover procured equipment to beneficiary schools. In addition, ACTED will install separate latrines for boys and girls for all ten supported overflow schools in Nangarhar province, as will be done for CBE classrooms under activity 1.2.1.  In total, under output 1, ACTED will support 10 schools, benefitting 800 students (including 400 boys and 400 girls), considering an estimated average of 80 students per beneficiary school.	2017					X	X						
	2018												
<b>Activity 1.1.2: NANGARHAR: RECRUITMENT OF TEACHERS FOR OVERFLOW SCHOOLS</b>  ACTED will hire 10 local and returnee teachers to teach in identified overcrowded schools in Kama, Rodat, Jalalabad, Behsud and Kuzkuner (one teacher per school), in addition to the 75 teachers that are to be recruited for ACTED's and CiC's classes set up in ISETs under output 2.  The recruitment of returnee teachers was recognized as a priority by the EiE working group. ACTED will engage the PED and local schools to identify available local male and female teachers, as well as UNHCR and IOM to identify qualified returnee teachers who have settled in target areas. In parallel, ACTED and CIC will advertise teacher positions in target communities through door-to-door community mobilization, advertising a group events, and meetings with local shuras. Teachers will be selected among candidates who fulfil the MoE's basic requirements. Female teachers will need to prove that they have studied up to Grade 9 (or a minimum of Grade 6), and male teachers will have to demonstrate that they have studied at least up to Grade 12. As much as possible, ACTED and its partner will seek to recruit experienced teachers. Given that female teachers can teach both girls and boys while male teachers usually only teach for boys, ACTED will prioritize female teachers over male teachers, and will endeavour to recruit approximately 50% of female teachers coming from both local and returnee populations. Teachers will be paid in accordance with the EiE working group's current established incentive (USD 100 per month).  In total, under output 1, ACTED will recruit 10 teachers, including 5 male and 5 female teachers.	2017					X	X				X		
	2018												

Activity 1.1.3: NANGARHAR: PROVISION OF TEACHER TRAINING FOR OVERFLOW SCHOOL TEACHERS	2017				X	X							
<p>ACTED and CIC will provide a compulsory fifteen-day Training of Trainers (ToT) for newly recruited teachers prior to the start of classes. This ToT will include ten days of training facilitated by a MoE trainer, and five days of in-house training provided by CIC's trainer. This training will include sessions such as methods of teaching and creating an inclusive learning environments, and will target both teachers recruited for overflow schools and teachers recruited to deliver CBE classes in informal settlements (output 2). ACTED and CIC have a long history of delivering such training curricula, and will translate all relevant training materials into Pashto. Given the local displacement context, this ToT will have a strong focus on inclusive education, as well as gender and protection awareness.</p> <p>Teachers will be trained on how to use CBE text books that will be used as part of the programme. Although only CBE classes will be implemented under this project. Trained teachers will then have the capacity to also teach ALP curriculum, which mirrors the CBE curriculum with the only difference being teaching hours per day.</p> <p>In addition, an eight-day refresher training will be organized halfway through the programme for teachers to share experiences and discuss challenges that they regularly or occasionally face and discuss solutions. The first five days of this refresher will be facilitated by a MoE trainer, and the last three days will be facilitated by CIC's trainer.</p> <p>All 10 recruited teachers for overflow schools will benefit from these training sessions, in addition to the 75 teachers for ACTED's and CIC's CBE classes that will be recruited and trained under output 2. ACTED's AMEU will conduct a pre-and post-test in order to assess the increase in teachers' knowledge. After they have followed the initial ToT and prior to the start of classes, all teachers will receive a teacher kit composed by teacher manuals for CBE. 10 kits will be delivered to teachers under this activity, in addition to the 75 kits that will be distributed under output 2 .</p> <p>In total, under output 1, ACTED will train 10 teachers, including 5 male and 5 female teachers.</p>	2018												
Activity 1.1.4: KABUL AND NANGARHAR: ADVOCACY FOR THE CREATION OF PROVINCIAL PLACEMENT STAFF POSITIONS	2017				X	X	X	X	X	X	X	X	X
<p>The placement and enrollment of returnee students has been identified as a major issue. In its Guidelines for Enrollment of Returnees, the MoE has stated that returnee students who cannot provide any proof of their level of education within three months of registering in school should travel to Kabul to take a grade equivalency test. This test is meant to assess the level of educational attainment of students, based on which placement into grades 1 to 9 of primary school or in ALPs (for students three or more years older than the required age for any grade) will be recommended. However, given the limited financial means of returnee households and challenges associated with travelling to and from Kabul, including protection vulnerabilities for youth, this procedure is highly unlikely to succeed and large numbers of returnee students may be left out of school.</p> <p>ACTED therefore proposes to advocate for the creation of ministerial placement staff positions within the Nangarhar and Kabul PED. These staff's mandate will be to coordinate with the PED, UNICEF, CBE hub schools, EIE CHF partners and other education I/NGOs across Nangarhar and Kabul provinces to organize grade equivalency tests at the local level, advertise these events as widely as possible among returnee populations, and go from school to school to conduct such tests and facilitate the enrolment of returnee students into their relevant grade.</p>	2018	X	X	X									

Activity 1.2.1: KABUL AND NANGARHAR: RECRUITMENT OF TEACHERS FOR CBE CLASSES	2017					X	X												
<p>ACTED and CIC will recruit one teacher for each CBE classroom to be established (50 teachers in Nangarhar and 25 teachers in Kabul). ACTED and CIC will endeavour to reach a one teacher to 30 students ratio in their respective CBE classes, as per the MoE's CBE guidelines. In total, 75 teachers will be recruited under this output.</p> <p>The recruitment of returnee teachers was recognized as a priority by the EiE working group. ACTED and CIC will engage the PED and local schools to identify available local male and female teachers, as well as UNHCR and IOM to identify qualified returnee teachers who have settled in target areas. In parallel, ACTED and CIC will advertise teacher positions in target communities through door-to-door community mobilization, advertising a group events, and meetings with local shuras.. Teachers will be selected among candidates who fulfil the MoE's basic requirements. Female teachers will need to prove that they have studied up to Grade 9 (or a minimum of Grade 6), and male teachers will have to demonstrate that they have studied at least up to Grade 12. As much as possible, ACTED and its partner will seek to recruit experienced teachers. Given that female teachers can teach both girls and boys while male teachers usually only teach for boys, ACTED will prioritize female teachers over male teachers, and will endeavour to recruit approximately 50% of female teachers coming from both local and returnee populations. Teachers will receive stipends, in accordance with the EiE working group's current established incentive amount (USD 100 per month).</p> <p>ACTED and CIC will recruit:  - 50 CBE teachers in ten ISETs of Nangarhar province (including 25 male and 25 female teachers) (ACTED)  - 25 CBE teachers in five KIS (including 12 male and 13 female), Kabul province (CIC)</p> <p>In total, under output 2, 75 CBE teachers will be recruited, including 37 male and 38 female teachers.</p>	2018																		
Activity 1.2.2: KABUL AND NANGARHAR: TRAINING OF TEACHERS FOR CBE CLASSES IN INFORMAL SETTLEMENTS	2017					X	X												X
<p>ACTED and CIC will provide a compulsory fifteen-day Training of Trainers (ToT) for newly recruited teachers prior to the start of classes. This ToT will include ten days of training facilitated by a MoE trainer, and five days of in-house training provided by CIC's trainer. This training will include sessions such as methods of teaching and creating an inclusive learning environments. This training will be provided jointly with the training of overflow schools teachers under output 1. ACTED and CIC have a long history of delivering such training curricula, and will translate all relevant training materials into Pashto. Given the local displacement context, this ToT will have a strong focus on inclusive education, as well as gender and protection awareness.</p> <p>Teachers will be trained on how to use CBE text books that will be used as part of the programme. Trained teachers will then have the capacity to also teach ALP curriculum, which mirrors the CBE curriculum with the only difference being teaching hours per day.</p> <p>In addition, an eight-day refresher training will be organized halfway through the programme for teachers to share experiences and discuss challenges that they regularly or occasionally face and discuss solutions. The first five days of this refresher will be facilitated by a MoE trainer, and the last three days will be facilitated by CIC's trainer.</p> <p>All 75 recruited CBE teachers will benefit from these training sessions, in addition to the 10 overflow school teachers trained under output 1. ACTED's AMEU will conduct a pre-and post-test in order to assess the increase in teachers' knowledge. After they have followed the initial ToT and prior to the start of classes, all teachers will receive a teacher kit composed by teacher manuals for CBE curriculum. A total of 75 kits will be delivered to teachers under this output, in addition to the 10 kits that will be delivered under output 1.</p> <p>This activity will benefit:  - 50 CBE teachers in ten ISETs of Nangarhar province (including 25 male and 25 female teachers) (ACTED)  - 25 CBE teacher in five KIS, Kabul province (including 12 male and 13 female) (CIC)</p> <p>In total, under output 2, ACTED and CIC will train 75 CBE teachers, including 37 male and 38 female teachers.</p>	2018																		

Activity 1.2.3: KABUL AND NANGARHAR: ESTABLISHMENT OF CBE CLASSROOMS IN INFORMAL SETTLEMENTS	2017					X	X					
<p>ACTED will establish 50 temporary classrooms across ten ISETs in Jalalabad, Rodat and Behsud districts of Nangarhar province (5 classrooms per ISET), and CIC will establish 25 temporary classrooms across five ISETs of Kabul province (5 classroom per ISET). The location of these classrooms will be determined through sustained coordination with the PED, based on the areas of highest need for education in ISETs across target districts, taking into consideration the availability and overcrowding of school infrastructure and the location of returnee caseloads. ACTED and CIC will also closely coordinate with local government, CDCs, host community and ISETs stakeholders to confirm the location of these classrooms. These classrooms will be established in arranged rooms in teachers' homes. Each classroom will accommodate an average of 30 students per class and will be linked to a hub school. In accordance with MoE guidelines, a maximum of five CBEs will be affiliated to each hub school.</p> <p>For each of these temporary classrooms, ACTED and CIC will provide class kits that will include floor mats, a blackboard, a register with pens and chalk, as well as a first aid kit. ACTED and CIC will provide a class kit for each classroom. 50 classroom kits will be provided in ACTED's CBE classrooms, and 25 will be provided in CIC's CBE classrooms, amounting to a total of 75 classroom kits. Another 10 kits will be provided by ACTED to overflow schools, as part of activity 1.1.1. ACTED and CIC will ensure that these classrooms are located no less than three kilometers away from hub schools and that students do not have to walk long distances to reach the classrooms, thus reducing their exposure to protection risks.</p> <p>In addition, ACTED and CIC will install separate male and female latrines near these 75 CBE classrooms, and will ensure that class premises are safe and secure for both boys and girls, including students with disabilities. Established classrooms will be properly maintained throughout the project duration. At the end of project, if the need for such CBE provision in target areas has largely decreased or if no funding can be secured for ACTED and CIC to continue implementing their CBE classes, ACTED and CIC will hand over all suitable equipment to local hub schools and the PED.</p> <p>ACTED and CIC will establish:  - 50 CBE classes in ten ISETs of Nangarhar province (ACTED)  - 25 CBE classes in five KIS, Kabul province (CIC)</p> <p>In total, under output 2, 75 CBE classrooms will be established.</p>	2018											
Activity 1.2.4: KABUL AND NANGARHAR: COMMUNITY MOBILIZATION FOR CBE CLASSES	2017					X	X					
<p>In parallel with the establishment of temporary classrooms in informal settlements, ACTED and CIC will coordinate with local hub schools to launch community mobilization campaigns across the targeted settlements and in their vicinity. These campaigns will be organized in consultation with local government, returnee and host community stakeholders, and CDCs and will include both public awareness sessions at group events (e.g. after the Friday prayer at mosques), and door-to-door visits. Both ACTED's community mobilizers and recruited teachers will take part in such mobilization activities, that will be implemented over the first two months of the project.</p> <p>These endeavours will aim to raise the awareness of returnee caseloads on the importance of enrolling their children into school, and will particularly aim to sensitize parents on the benefits and necessity of girls' education. ACTED and CIC will disseminate "Back to Learning" campaign materials, as well as basic information on the project, on the CBE curriculum and on ACTED's Complaints Response Mechanism (CRM) using flyers that will easily be understood by all. Students' enrolment procedure, and the location and schedule of CBE classes and local hub schools will also be clearly explained. Students will be encouraged to enroll either in ACTED's and CIC's CBE classes in settlements or formal schools, depending on their distance from the schools.</p>	2018											

Activity 1.2.5: KABUL AND NANGARHAR: ENROLMENT AND PROVISION OF STUDENT KITS FOR CBE STUDENTS	2017					X	X	X				
<p>In coordination with respective hub schools, ACTED and CIC will enroll beneficiary students into their respective CBE classes. Given that these classes will be located in ISETs with high density of returnee households, CBE beneficiaries will mostly be composed by undocumented or registered returnee students, but ACTED and CIC will also enroll IDPs, PIDPs and local students in need of CBE.</p> <p>Given that CBE certificates can only be delivered to students who have attended 80% of a CBE course, students who enroll into the course up to two months after the start of classes may be eligible to receive a CBE certificate upon completion of the programme. If places are still available in CBE classes after this two-month period, ACTED and CIC will enroll additional students so that they are not left out of school. These students will however not receive a CBE certificate at the end of the course, and will be encouraged to take a grade equivalency test to be able to enroll into primary school.</p> <p>ACTED and CIC will procure learning materials and provide a student kit to each enrolled student as they enroll and start CBE classes. As per the EiE working group's recommendations, these kits will include MoE-approved CBE learning text books, exercise books, as well as stationery (pencils, sharpeners and rulers). ACTED will distribute 3,000 student kits, and CIC will distribute 1,500 student kits. Part of the kit items (i.e. stationery) will then be re-provided to all enrolled students on a regular basis so as to ensure that they have sufficient materials to properly follow classes.</p> <p>As ACTED and CIC are limited in their capacity to manage all the identified needs via the CHF, the intervention has aimed to equip students individually in the CBE classrooms where classroom equipment contingent is much less than that of overflow classrooms in formal schools.</p> <p>Considering a target of 30 students per class, and 2 classes per day (one morning and one afternoon shift), amounting to 60 students per CBE established, and considering 5 CBE classrooms established per ISET, ACTED and CIC will enroll and provide kits to:</p> <ul style="list-style-type: none"> <li>- 3,000 students in ten ISETs of Nangarhar province (including 1,500 boys and 1,500 girls) (ACTED)</li> <li>- 1,500 students in five KIS (including 750 boys and 750 girls) (CIC)</li> </ul> <p>In total, under output 2, 4,500 students will be enrolled in CBE classes, including 2,250 boys and 2,250 girls.</p>	2018											
Activity 1.2.6: KABUL AND NANGARHAR: PROVISION OF CBE CLASSES FOR CBE STUDENTS	2017						X	X	X	X	X	X
<p>ACTED will provide CBE classes to 3,000 students, including an estimated 1,500 girls (50 % of the total target) in ten informal settlements of Nangarhar province, and CIC will provide CBE classes to 1,500 students, including an estimated 750 girls (50% of the total target) in five settlements of Kabul province. Classes will be offered in both the morning and the afternoon. ACTED will seek to ensure that girls preferably attend morning classes so as to reduce their exposure to potential protection and GBV threats associated with afternoon travel.</p> <p>ACTED and CIC will use MoE-approved CBE curriculum. CBE courses will follow the CBE policy for classroom time, duration and length. ACTED will take on a key advocacy role with the MoE, and Kabul and Nangarhar PEDs, to ensure that students receive a valid certificate that they can then use to reenroll into formal schools and continue their learning.</p> <p>The provision of CBE classes will benefit:</p> <ul style="list-style-type: none"> <li>- 3,000 students in ten ISETs of Nangarhar province (including 1,500 boys and 1,500 girls) (ACTED)</li> <li>- 1,500 students in five KIS (including 750 boys and 750 girls) (CIC)</li> </ul> <p>In total, under output 2, the provision of CBE classes will benefit 4,500 students, including 2,250 boys and 2,250 girls.</p>	2018	X	X	X								

**OTHER INFO**

**Accountability to Affected Populations**

ACTED and CIC take multiple steps to ensure accountability to affected populations, starting at project design stage with the direct consultation of beneficiaries and local stakeholders. The proposed intervention was elaborated based on actual needs communicated by Nangahar provincial authorities and observed in the field, taking into consideration the specific constraints faced by girls. The project was also designed taking into consideration gaps in service delivery and the needs of Kabul and Nangarhar's PED, schools and teachers. Project beneficiaries will be consulted throughout project implementation so as to collect feedback and make any necessary adjustment.

ACTED is committed to upholding a Do No Harm approach throughout all of its projects, and will strive to ensure the safety and security of beneficiaries and nearby communities. ACTED and CIC closely adhere to protection standards, notably by bringing education as close as possible to beneficiary caseloads and by ensuring that temporary classes are setup in accordance with relevant safety and protection standards. Girls' protection needs will particularly be taken into consideration in daily project implementation. ACTED and CIC will notably follow the Inter-agency Network for Education in Emergencies' Minimum Standards for Education contextualized for Afghanistan regarding community participation, coordination and analysis.

In addition, in line with its core values, ACTED has established an Anti-fraud and Whistle-blowing policy that promotes prevention and detection and identifies a pathway for investigation, as well as a series of preventative mechanisms and internal control systems that are designed to detect any fraudulent activity. ACTED has elaborated a set of procedures that incorporate effective internal control mechanisms (e.g. segregation of duties to ensure that errors are prevented). ACTED also has a Code of Conduct, that provides clear guidance on the standards of behaviour that all staff are required to abide by. ACTED accepts and take allegations for fraud, waste or abuse that might involve ACTED's operations, programme or personnel very seriously. ACTED encourages anyone to express its concern about any gaps through a complaints mechanism that is administered by ACTED's Transparency Team at HQ level. The complaint is evaluated based on the existence of fraud, waste, or abuse by an ACTED employee or within an ACTED programme or premises. This may give rise to an internal investigation and, when needed, a specific audit procedure. ACTED in Afghanistan's staff is well aware of this policy and fraud reporting mechanisms. In addition, ACTED in Afghanistan has a CRM through which both beneficiaries and non-beneficiaries can submit complaints, suggestions and comments. This CRM is a key and efficient component of ACTED's transparency and accountability strategy, and will be advertised throughout the project.

### **Implementation Plan**

Upon contract signature, ACTED and CIC will set up their project teams, recruiting qualified professionals and providing them with a full explanation on the project, under the supervision of ACTED's Education Technical Coordinator who will oversee the overall implementation of the project by both ACTED and CIC and regularly take part in all relevant coordination mechanisms (e.g. EiE working group, Protection Cluster, etc.). ACTED's project team will be composed by a dedicated Project Manager, based in Jalalabad, who will oversee the implementation of all activities in Nangarhar. In addition, ACTED will have 10 project officers (one per ISET), who will be assisted by 30 locally-recruited community mobilizers (three per ISET) during the first two months of the project. Similarly, CIC will have a project manager in Kabul, supported by 5 project officers (one per ISET). These officers will be assisted by 15 community mobilizers for a duration of two months. ACTED's Project Manager will collaborate with ACTED's departments (finance, audit, project development, logistics, administration and human resources, security, AMEU), Country Coordination and ACTED's Education Technical Coordinator in Kabul on a regular basis to ensure a smooth delivery of project activities and address any issue that may arise over the course of the project. Under ACTED's oversight, CIC will be responsible for the implementation of Output 2 activities in Kabul (1.2.1 to 1.2.6), and will also take part in the delivery of teachers' ToT and refresher trainings in Nangarhar (1.2.2 and 1.1.3).

In the early stages of the project, ACTED's Logistics team will procure equipment and materials to be supplied to identified overcrowded hub schools (output 1), and to CBE temporary classrooms to be established in ISETs (output 2). The nature and quantity of necessary materials were determined based on needs communicated by the PED and observed by ACTED in each target area. In parallel, ACTED and CIC will liaise with Nangarhar and Kabul PEDs, schools, UNHCR and IOM to recruit 85 teachers for both ten target hub schools and 75 CBE classes. ACTED and CIC will particularly aim to recruit qualified female and returnee teachers. All recruited teachers will go on a fifteen-day ToT for CBE prior to the start of classes, and will receive teacher kits. ACTED will advocate towards the MoE and PEDs for the creation of a provincial placement staff positions in both Kabul and Nangarhar provinces.

The location of CBE classes to be established in ISETs will be determined based on coordination with hub schools, government, local communities, CDCs and ISETs' stakeholders. Sustained community mobilization endeavours will be launched in ISETs to encourage parents to send their children, especially girls, to school. ACTED and CIC will then enroll students in their temporary CBE classrooms, provide them with learning materials, and supervise the delivery of the 9-month CBE curriculum. Students will be enrolled up to two months after the start of classes, and will receive stationery every six weeks. At the end of the project, should the need for such increased education service delivery persist, ACTED and CIC will seek to hand over CBE classes equipment to local hub schools and PEDs.

Throughout the project, ACTED and CIC will coordinate with the local government and education authorities, schools and local communities (e.g. host and ISET community stakeholders, CDCs, etc.) to ensure the continued acceptance, relevance and sustainability of activities. ACTED will also coordinate closely with UNOCHA, Clusters (including the Protection cluster and EiE and CPIE working groups), and other CHF EiE implementing partners, as well as national and international NGOs involved in education service delivery in Nangarhar and Kabul. These endeavours will help limit the risk of geographical overlap among partners, and harmonize education service delivery for returnee caseload across the provinces.

### **Coordination with other Organizations in project area**

Name of the organization	Areas/activities of collaboration and rationale
UNOCHA	Throughout the implementation of the project, ACTED will keep coordinating closely with UNOCHA, as is currently done under other CHF grants, and will bring any relevant matter to its attention. Constant coordination will help ensure that project activities do not overlap with those of other organizations in the same target areas. Besides regular reporting, ACTED will share assessment reports as requested so as to contribute to humanitarian or early recovery coordination and to longer-term education programming.
Protection cluster, EiE and CPIE working groups	ACTED is an active participant in the EiE working group and Protection cluster. ACTED will regularly report to the cluster and working group and will share any relevant information with these coordination bodies. ACTED will also coordinate with the Cluster, EiE and Child Protection in Emergencies (CPIE) working groups if potential cases of child abuse come to its attention.

Other CHF implementing partners and EiE I/NGOs	ACTED will regularly coordinate with other NGOs implementing projects in Nangarhar province (e.g. Save the Children and the Norwegian Refugee Council) so as to ensure that there is no coverage overlap or major programmatic divergences that would require harmonization. ACTED will strive to ensure that beneficiary caseloads receive the same level of EiE assistance across Nangarhar province, and will therefore closely coordinate with other CHF-funded EiE partners and education NGOs.
--	--

**Environment Marker Of The Project**

B: Medium environmental impact with NO mitigation

**Gender Marker Of The Project**

2a-The project is designed to contribute significantly to gender equality

**Justify Chosen Gender Marker Code**

This action is premised on the recognition that girls face higher constraints in accessing education than boys (e.g. lack of female teachers, etc.), and are more often affected by household negative coping mechanisms that prevent them from going or staying in school (e.g. early marriage). The project will contribute to greater gender equality by identifying and addressing the needs of girls in terms of access to education. Community mobilization endeavours will notably aim to sensitize returnee and other local groups on the importance and benefits of girls' education. ACTED and CIC will aim to enroll at least 50% of girls in their respective CBE classes in informal settlements. ACTED and CIC will provide adequate, easily and safely accessible premises, including separate latrines for boys and girls, and will prioritize the recruitment of female teachers. A gender awareness module will be compulsory as part of teachers' ToT to ensure that they can best include and interact with girls in their classrooms.

**Protection Mainstreaming**

ACTED and CIC will follow INEE's Minimum Standards for Education. Given the sensitivity of girls' education in certain target areas, ACTED and CIC will secure community buy-in through intensive community and multi-stakeholder mobilization endeavours, and will preferably recruit experienced female teachers. The location of classrooms will be decided in coordination with hub schools, government and key community stakeholders in ISETs in order to avoid creating tensions within the ISETs and with nearby communities. ACTED and CiC will seek to ensure that classes are easily and safely accessible to children, especially girls. ACTED and CIC will ensure that facilities and routes to facilities are away from threats (i.e. AOG or other violence, including GBV). CBE classes will be located within ISETs so that students do not have to travel long distances. The premises used will be set up in accordance with safety standards and will be regularly maintained and cleaned. ACTED will seek to ensure that suitable sanitation facilities are available in the close vicinity of classrooms, and that CBE premises and sanitation facilities are accessible to children with disabilities. CBE classes and hub schools will all be equipped with first aid kits. Classes will preferably be given in the morning so as to reduce children's (and especially girls') exposure to threats associated with night time travel.

CIC's protection and psychosocial support experience in Afghanistan will be leveraged, notably as part of teachers' ToTs and refreshers. ACTED and CIC will liaise with protection stakeholders so as to provide psychosocial support or undertake referrals as necessary. ACTED and CIC will report any protection concerns to relevant stakeholders, the Protection cluster and CPIE. Teachers will be trained on protection, notably on how to refer cases of abuse, and will sign a Code of Conduct. Corporal punishment will be prohibited. Students will be made aware of the Code of Conduct, and of how to report any case of exploitation or abuse. Should any occurrence of abuse be brought to ACTED or CiC's attention, they will promptly investigate the issue and take necessary action (e.g. replacing teachers). ACTED will encourage the uptake of such approaches by local schools so that these protection measures remain in place beyond the end of the project.

ACTED and CiC will perform a security risk assessment at each location where CBE classes are to be established, and background checks through community inquiries (e.g. local shuras, community elders) as part of the recruitment of teachers. ACTED and CiC will perform broad-based mobilization to reach out to all segments of population, and will use measures to prevent the occurrence of discriminations (e.g. gender-based, ethnic, religious, disability, ...) during the teachers' recruitment and students' enrolment. Community mobilization will use both written materials and face-to-face mobilization (i.e. group events and door-to-door visits), so as to reach both literate and illiterate families.

In addition, teachers will receive an inclusive education training from the Swedish Committee for Afghanistan (SCA), notably focusing on disabilities (e.g. reduced mobility; intellectual disability; sight and hearing disorders; blindness). ACTED and CiC will engage local structures to identify children with disabilities so as to further reach out to them and ensure their enrolment. A referral mechanism for specific needs will be in place to allow teachers to connect higher needs students with SCA run schools where necessary.

ACTED and CiC will facilitate the enrolment of children with limited or no civil and education documentation in accordance with MoE guidelines, and will disseminate information to students and their families regarding related administrative processes. ACTED will advocate for the creation of placement staff positions within the PEDs to solve the gaps in the current placement system for returnees.

**Country Specific Information**

**Safety and Security**

ACTED has an active presence in Nangarhar province and is therefore familiar with local stakeholders, local culture and the security situation. ACTED is aware of the presence of armed groups, including the Taliban, Al Qaeda, the Islamic State, the Haqqani network, etc. Attacks and armed clashes are commonplace in Afghanistan, and particularly target the Afghan National Security Forces (ANSF) and government officials. The primary security risk present in the KIS are anti-government attacks, banditry and theft. While security will continue to pose a challenge, the vested interest of the communities and authorities will assure minimal disturbance during implementation. As such, ACTED and CiC assume no erosion of security situation that would pose a direct threat to staff and beneficiaries, and anticipate their acceptance and willing participation in the intervention. However, given the volatile security environment of districts that will be targeted, partners will continuously work towards maintaining local acceptance and engage local interlocutors and powerbrokers, and will make sure that some prior coordination with the local community is undertaken in each target area. The purpose, aim and the methodology of the project will be thoroughly explained in order not to raise doubts or suspicions. As mentioned above, recognizing that the type of programming that is envisioned here may prove to be culturally sensitive and that a variety of protection concerns need to be considered, particularly with regards to girls' education, partners will seek to ensure that CBE classrooms are located in safe and easily accessible locations; that premises are safe and secure; that classes take place at suitable times and that teachers are properly trained to ensure the safety and security of students. Community mobilization and acceptance will be a key component of partners' security strategy.

All ACTED national and international staff receive a security briefing prior to their deployment in the field. ACTED staff members will dress appropriately and avoid displaying items that might attract unwanted attention. ACTED encourages staff to follow security policies even when off-duty, including maintaining a low profile, and limits the movement of international staff. ACTED's Security department in each area monitors and logs all movements and submit detailed information to the Country Security team in Kabul on a daily basis. ACTED's Radio Room is responsible for knowing staff whereabouts at any time. ACTED has a Country Security Plan for Afghanistan. All ACTED staff are covered by and aware of the plan. ACTED distinguishes several security phases that assist country and area office staff in implementing countermeasures to respond to changes in the threat level. ACTED has Minimum Operational Security Standards for each phase, and area-specific Security Action Plans, including for Nangarhar province. In urban centers where ACTED has offices, such as Jalalabad, ACTED regularly reviews security procedures. The risks inherent to ACTED's operations are assessed on a daily basis. ACTED receives live updates from the International NGO Safety Organisation (INSO). Security updates are discussed at base-level during Weekly Meetings, and area coordinators submit Weekly Security Reports. This system allows fast and effective action to adapt to a change in the level of risk, and the implementation of SOPs. In addition, ACTED follows strict procedures in case of any incident.

CiC has extensive experience working in Afghanistan and security is premised on working closely with local partners and building positive relationships prior to implementation. This mitigates the potential for security incidents, and provides an immediate localised support system. CiC is signed up to INSO, as well as having dedicated staff to assess and analyse the security situation. CiC does not anticipate that a rapid deterioration in security will affect the KIS.

#### Access

Thanks to its current programming in Nangarhar province in partnership with International Medical Corps, ACTED has developed ties with local communities in the province and enjoys access to proposed districts of intervention. As part of the elaboration of this proposal, ACTED has mobilized its Security department to collect any necessary information on specific security and safety threats in target districts and specific target locations within them, and it was confirmed that target areas were accessible, and that both ACTED's AMEU assessment and proposed activities could be implemented there. As mentioned above, access to the KIS does not normally pose specific challenges. CiC has a long experience of implementing projects in Kabul, and is therefore familiar with local constraints and stakeholders.

The ISETs of Behsud, Jalalabad and Rodat districts (Nangarhar) where ACTED is planning to establish its CBE classes are within close distance from Jalalabad city, the provincial center, and can be reached using main roads leading to and from the city. These roads and areas are highly strategic for the Afghan government and are therefore secure, as opposed to districts such as Khogyani or more remote areas of Rodat that are located further away from the provincial center. ACTED therefore does not expect significant disruption in the accessibility of target ISETs in Nangarhar province. ACTED also currently implements shelter programming in nearby locations and has access to these districts. However, should any access issue arise, ACTED will leverage its network of local authorities, stakeholders and community elders in target areas to get real time information, adjust its security measures and secure access. While international staff access to ISETs is not expected to come as a major issue in Kabul province, it will require cautious planning in Nangarhar province. International staff will be able to visit project sites in Nangarhar on a punctual basis and only during day time, after clearance from ACTED's security department that will be given on a case-by-case basis and after a thorough security analysis. In addition, the Nangarhar PED and local authorities in target districts are highly supportive of education interventions, including in ISETs and notably targeting girls. At the onset on the project, both ACTED in Nangarhar and CiC in Kabul will first secure the buy-in of ISET stakeholders (e.g. mullahs, elders, etc.), and conduct broad-based community mobilization, raising local awareness on the importance and benefits of education, including girls'. Coordination and sensitization endeavours will be maintained and strengthened as needed. ACTED and CiC will seek to locally recruit their teachers and community mobilizers within target ISETs and their close vicinity, further ensuring the acceptance of the project, and therefore their access to target areas.

#### BUDGET

Code	Budget Line Description	D / S	Quantity	Unit cost	Duration Recurrence	% charged to CHF	Total Cost
1.1	ACTED - Program - Technical Coordinator - Education (International)	D	1	5,500.00	11	17.00	10,285.00
	<i>ACTED employs international staff managers based in Kabul. The Technical coordinator (Education) supervise all the Education project, coordinate the action with partners, Education cluster, and EIEWG. He will directly supervise the Project Manager in Jalalabad, and the implementing partner (Children In Crisis) in Kabul. 1 person*11 months*5,500 USD (including salary + 300 USD per diem + 5 USD Food Allowance per day + 50 USD of insurance costs) *17% = 10,285 USD</i>						
1.2	ACTED - Program - Project Manager	D	1	950.00	11	100.00	10,450.00

	<p>"The project manager will be charge to follow the project implementation of the overall project, coordinating the team, and consolidating information from his area of intervention. He will be also the focal point between field and capital, and will directly respond to the Technical Coordinator (Education) and ACTED's Country Director. The unit cost includes base salary as per ACTED's pay scale as well as all applicable benefits in line with ACTED's HR Manual. 1 person*11 months*950 USD*100% = 10,450 USD"</p>						
1.3	ACTED - Program - Project Officer	D	10	450.00	11	100.00	49,500.00
	<p>"ACTED will hire 10 project officers (1 per ISETs in Nangarhar province) to support the implementation of the programme on the ground throughout its duration. These officers will be paid in accordance with ACTED's payscale (USD 450 per month and per officer). 10 persons*11 months*450 USD*100% = 49,500 USD"</p>						
1.4	ACTED - Program - AMEU Officer	D	2	550.00	11	27.00	3,267.00
	<p>"Responsible for managing the assessment at a Base Level, consolidating the data and reporting to AMEU Manager. Allocated to the project to ensure a consistent coordination of the beneficiary verification, assessments and the monitoring of the implementation. 2 persons*11 months*550 USD*27% = USD 3,267"</p>						
1.5	ACTED - Program - Driver	D	3	450.00	11	100.00	14,850.00
	<p>"One driver per each ACTED car allocated for this project. 3 persons*11 months*450 USD*100% = 14,850 USD"</p>						
1.6	ACTED - Program - Local Community Mobilizer (Incentive)	D	30	50.00	2	100.00	3,000.00
	<p>"Community mobilizers will be in charge of mobilizing communities for sending kids to CBEs, they will me in the project for 2 months at the beginning of the project. A benefit of 50 USD per month will be given. 30 persons*2 months*50 USD*100% = 3,000 USD"</p>						
1.7	ACTED - Program - Teacher (Incentive)	D	60	100.00	10	95.00	57,000.00
	<p>"ACTED will recruit 10 teachers for its supported overflow formal schools in Nangarhar province and 50 teachers for its CBE classes in Nangarhar ISETs (total: 60 teachers). These teachers will be paid in accordance with the EiE working group's current incentive established rate (USD 100 per month and per teacher), for a period of 9.5 months (9-month CBE curriculum, and 2 weeks of training prior to the start of classes). 60 teachers * USD 100 per month per teacher * 9.5 months per teacher = 57,000 USD"</p>						
1.8	ACTED - Kabul - Country Director (International)	S	1	9,000.00	11	9.00	8,910.00
	<p>"ACTED employs international staff managers based in Kabul. The Country Director is responsible for ACTED's mission in Afghanistan. The unit cost includes base salary as per ACTED's pay scale as well as all applicable benefits in line with ACTED's HR Manual. 1 person*11 months*9,000 USD (including salary + 500 USD per diem + 5 USD Food Allowance per day + 50 USD of insurance costs) *9% = 8,910 USD"</p>						
1.9	ACTED - Kabul - Support Managers (Log, Fin, Admin, Sec, Audit...)	S	1	2,000.00	11	9.00	1,980.00
	<p>"ACTED employs support staff managers based in Kabul, including finance, logistics, human resources, audit ... to ensure project procurement and administration is properly maintain, respecting donors compliancy, and internal procedures. They are responsible for Kabul office and also all the field offices. The unit cost includes base salary as per ACTED's pay scale as well as all applicable benefits in line with ACTED's HR Manual. 1 person*11 months*2,000 USD*9% = 1,980 USD"</p>						
1.10	ACTED - Nangarhar - Base Manager	S	1	1,600.00	11	40.00	7,040.00
	<p>ACTED base manager is in charge of the overall supervision in his province ensuring activities are running according to the plan, as well as context analysis in term of security. The unit cost includes base salary as per ACTED's pay scale as well as all applicable benefits in line with ACTED's HR Manual. 1 person*11 months*1,600 USD*40% = 7,040 USD</p>						
1.11	ACTED - Nangarhar - Support Officers (Log, Fin, Admin, Sec, Audit...)	S	2	700.00	11	40.00	6,160.00
	<p>ACTED employs support staff officers based in Nangarhar including finance and logistics to ensure project procurement and administration is properly maintain, respecting donors compliancy, and internal procedures. They are responsible for their field office and sub-bases. The unit cost includes base salary as per ACTED's pay scale as well as all applicable benefits in line with ACTED's HR Manual. 2 persons*11 months*700 USD*40% = 6,160 USD</p>						
1.12	ACTED - Nangarhar - Support Staff (Guard, Cook, Cleaner...)	S	4	350.00	11	40.00	6,160.00
	<p>ACTED employs national staff such as guards, cooks and cleaners for its premises. The unit cost includes base salary as per ACTED's pay scale as well as all applicable benefits in line with ACTED's HR Manual. 4 persons*11 months*350 USD*40% = 6,160 USD</p>						

	<b>Section Total</b>							<b>178,602.00</b>
<b>Supplies, Commodities, Materials</b>								
2.1	ACTED - Act. 1.1.1 - Overflow Schools - Class Kit + First Aid Kit	D	10	177.00	1	100.00		1,770.00
	"ACTED will procure 10 class kits composed by a blackboard, floor mats, registers with pens and chalk for ten overcrowded formal schools in Nangarhar province (one boy school and one girl school in 5 districts), in accordance with current EiE working group recommendations. These classkits will also include a USD 50 first aid-kit, and will be worth USD 177 each in total, and the total amount for class kits to be supplied to supported overflow schools will therefore be USD 1,770 1 kit x 10 overcrowded schools x 177 USD = 1,770 USD"							
2.2	ACTED - Act. 1.1.1 - Overflow Schools - Latrine	D	10	500.00	1	100.00		5,000.00
	"ACTED will install latrines in all 10 overcrowded formal schools in Nangarhar province (one boy school and one girl school in 5 districts). In accordance with current EiE working group/WASH Cluster recommendations, ACTED budgeted USD 500 for latrines in each school, amounting to a total of USD 5,000 for these 10 latrines in overflow schools. 1 latrine x 10 overcrowded schools x 500 USD = 5,000 USD"							
2.3	ACTED - Act. 1.1.3 & Act. 1.2.2 - ToT - MoE Trainer	D	1	20.00	15	100.00		300.00
	"A MoE trainer will be invited to deliver a 10-day workshop prior to the the start of classes in Nangarhar province (for the 10 teachers recruited to teach in overcrowded schools and for the 50 teachers recruited to teach in CBE in ISETs). The trainer will also be invited to facilitate a 5-day refresher training halfway through the programme. This trainer will therefore facilitate a total of 15 days of training across the programme in Nangarhar, and will receive a compensation of USD 20 per day, amounting to a total of USD 300. 1 MoE trainer x USD 20 per day x 15 days = USD 300"							
2.4	ACTED - Act. 1.1.3 & Act. 1.2.2 - ToT - Allowance for participants	D	61	3.00	23	100.00		4,209.00
	"All teachers recruited by ACTED to teach in supported overcrowded schools (10 teachers) and in ACTED's CBE classes in Nangarhar province (50 teachers) will be invited to take part in a 15-day ToT prior to the start of classes and in a 8-day refresher training halfway through the programme. 60 teachers will be entitled to receiving a USD 3 transport, food and accomodation allowance for a total of 23 days. The MoE trainer (10 days as part of ToT and 5 days as part of refresher: 15 days total) and CIC's protection specialist (5 days as part of ToT and 3 days as part of refresher) will be entitled to receiving the same USD 3 allowance. 61 participants * 23 days * USD 3 = USD 4,209"							
2.5	ACTED - Act. 1.1.3 & Act. 1.2.2 - ToT - Other expenditures (room rental, refreshment, ...)	D	1	1,044.00	1	100.00		1,044.00
	"Other expenditure for the provision of a 15-day ToT prior to the start of classes and of a 8-day refresher ToT halfway through the programme by ACTED in Nangarhar province will include room rental and refreshments. 800 USD for renting a room (4 training session x 200 USD rental cost for a place) + 244 USD for refreshment and office supplies (61 persons x 4 training session x 1 USD for refreshment and office supplie) = 1,044 USD"							
2.6	ACTED - Act. 1.1.3 & Act. 1.2.2 - ToT - Teacher Kit	D	60	35.00	1	100.00		2,100.00
	ACTED will procure 60 teacher kits composed by teacher manuals for the 10 teachers who will be recruited to teach the ten supported overflow schools in Nangarhar province (one boy school and one girl school in 5 districts) and for the 50 teachers who will be recruited to teach in ACTED's CBE classes in Nangarhar ISETs, in accordance with current EiE working group recommendations. These classkits will be worth USD 35 each, and the total amount for class kits to be supplied to supported overflow schools will therefore be USD 2,100. 60 teacher kits * USD 35 = USD 2,100							
2.7	ACTED - Act. 1.2.3 - CBE - Class Kit + First Aid Kit	D	50	177.00	1	100.00		8,850.00
	"ACTED will procure 50 class kits composed by a blackboard, floor mats, registers with pens and chalk for its 50 CBE classrooms in Nangarhar province, in accordance with current EiE working group recommendations. These classkits will also include a USD 50 first aid-kit, and will be worth USD 177 each in total, and the total amount for class kits to be supplied to ACTED's CBE classes will therefore be USD 8,850 50 class kits * USD 177 = USD 8,850"							
2.8	ACTED - Act. 1.2.3 - CBE - Latrine	D	50	500.00	1	100.00		25,000.00
	"ACTED will install separate boys and girls latrines for all of its 50 CBE classrooms in Nangarhar province. In accordance with current EiE working group/WASH Cluster recommendations, ACTED budgeted USD 500 for latrines in each CBE amounting to a total of USD 25,000 for these 50 latrines in ISETs. 50 latrines * USD 500 per latrine = USD 25,000"							
2.9	ACTED - Act. 1.2.5 - CBE - Student Kit	D	3000	11.00	1	100.00		33,000.00
	"ACTED will procure 3,000 student kits composed by exercise books, curriculum books, pencils, sharpener and rules for the 3,000 students who will enrol in ACTED's CBE classes in Nangarhar province, in accordance with current EiE working group recommendations. These classkits will be worth USD 11 each, and the total amount for student kits to be supplied to CiC's CBE students will therefore be USD 33,000. Please note that the 800 beneficiary students from output 1 will not receive such student kits. 3,000 students kits * USD 11 per kit = USD 33,000"							

2.10	ACTED - Transversal - Assessment, Monitoring & Evaluation	D	0.01	499,000.00	1	50.00	2,495.00
	"Each ACTED project require Monitoring and Evaluation from the AMEU departement. A percentage of 0.5% of the total amount of the project has been choosen. 499,000 USD (total amount of the present proposition) x 0.5% = 2,495 USD"						
2.11	ACTED - Transversal - Printing cost (leaflets, certificates ...)	D	1	3,030.00	1	100.00	3,030.00
	"ACTED will print Back to Learning campaign leaflets (10,000 for Nangarhar), valued at USD 0.15 each. ACTED will also print teacher training certificates (60 for Nangarhar), valued at USD 0.5 each; ACTED will finally print students certificates (3,000 in Nangarhar), valued at USD 0.5 each. (10,000 leaflets * USD 0.15 per leaflet) + (60 teacher certificate * USD 0.5 per certificate) + ( 3,000 student certificates * USD 0.5 per certificate) = USD 3,030)"						
	<b>Section Total</b>						<b>86,798.00</b>
<b>Equipment</b>							
3.1	ACTED - Laptop	S	1	900.00	1	100.00	900.00
	"ACTED will purchase 1 computer for staff to use for this project, including for all project-related email communication, analysis of data, database management, and creating reports and analyses. 1 computer x 900 USD per computer x 100% = 900 USD"						
	<b>Section Total</b>						<b>900.00</b>
<b>Contractual Services</b>							
4.1	ACTED - Act. 1.1.3 & Act. 1.2.2 - ToT - Translation of the ToT training material	D	1	50.00	10	100.00	500.00
	"ACTED will translate ToT materials from Dari to Pashto so that they are accessible to all ACTED and CiC trained teaches in both Kabul and Nangarhar provinces. ACTED will pay a consultant for this translation. The USD 500 amount was determined based on previous experience. 10 days of consultancy x 50 USD per day x 1 translation session = 500 USD"						
	<b>Section Total</b>						<b>500.00</b>
<b>Travel</b>							
5.1	ACTED - International travel	S	1	1,800.00	1	100.00	1,800.00
	"ACTED will fly expatriate staffs to Kabul. One flight per expatriate. 1 international flights (Round trips) x 1,800 USD per flight x 100% = 1,800 USD"						
5.2	ACTED - Vehicles costs - Fuel, Maintenance ...	D	3	450.00	11	100.00	14,850.00
	"ACTED will provide vehicles for staff use during the project. Vehicle cost includes fuel, maintenance, legal documents... 3 vehicles x 450 USD per vehicle per month x 11 months x 100%= 14,850 USD"						
	<b>Section Total</b>						<b>16,650.00</b>
<b>Transfers and Grants to Counterparts</b>							
6.1	CiC - Subgrant	D	20	7,185.82	1	100.00	143,716.43
	"ACTED will partner with Children in Crisis to implement the project in Kabul area. Under ACTED's oversight, CiC will be responsible for the implementation of Output 2 activities in Kabul (1.2.1 to 1.2.6), and its Protection Specialist will also take part in the delivery of teachers' ToT and refresher trainings in Nangarhar province (1.2.2 and 1.1.3). As requested, CiC's complete budget was moved to this chapter. The line was broken down using the "Edit budget breakdown" function. CiC's full budget and budget narrative is also uploaded in the "Documents" tab".						
	<b>Section Total</b>						<b>143,716.43</b>
<b>General Operating and Other Direct Costs</b>							
7.1	ACTED - Kabul - Building rental	S	0.5	16,000.00	11	9.00	7,920.00
	ACTED's offices, guesthouses and workshop in Kabul will be used during this project. The rent will be paid on a monthly basis. 0.5 office x 16,000 USD per month representing the 4 premises (1 office at 4,500 USD + 1 guesthouse at 11,500 USD + 1 workshop 400 USD = 16,400 USD round down to 16,000 USD) x 11 months x 9% = 7,920 USD						
7.2	ACTED - Nangarhar - Office Supplies	S	1	166.60	11	40.00	733.04
	Office consumable and stationnaries for the Faryad office and sub-offices. 1 province x 166.60 USD per month x 11 months x 40% = 733.04 USD						

7.3	ACTED - Nangarhar - Communication Costs	S	1	250.00	11	40.00	1,100.00
<i>ACTED will provide staff from Nangarhar province with internet, a phone, and 3G service for this project. 1 province x 250 USD per month x 11 months x 40% = 1,100 USD</i>							
7.4	ACTED - Nangarhar - Subsistence Allowance for National Staff	S	14	50.00	11	40.00	3,080.00
<i>ACTED will provide allowance (50 USD per month) to cover food cost for staff in Nangarhar province. 14 persons x 50 USD x 11 months x 40% = 3,080 USD</i>							
7.5	ACTED - Nangarhar - Office rental & monthly fees (energy ...)	S	1	1,400.00	11	40.00	6,160.00
<i>ACTED's offices, guesthouses and sub-offices in Nangarhar province will be use during this project. The rent, energy, maintenance, and utilities will be paid on a monthly basis. 1 province x 1,400 USD per month x 11 months x 40%= 6,160 USD</i>							
<b>Section Total</b>							<b>18,993.04</b>
<b>SubTotal</b>			3,403.51				<b>446,159.47</b>
Direct							394,216.43
Support							51,943.04
<b>PSC Cost</b>							
PSC Cost Percent							7.00
PSC Amount							31,231.16
<b>Total Cost</b>							<b>477,390.63</b>

Project Locations							
Location	Estimated percentage of budget for each location	Estimated number of beneficiaries for each location					Activity Name
		Men	Women	Boys	Girls	Total	
Kabul -> Kabul	34	12	13	750	750	1,525	<p>Activity 1.1.4 : KABUL AND NANGARHAR: ADVOCACY FOR THE CREATION OF PROVINCIAL PLACEMENT STAFF POSITIONS</p> <p>The placement and enrollment of returnee students has been identified as a major issue. In its Guidelines for Enrollment of Returnees, the MoE has stated that returnee students who cannot provide any proof of their level of education within three months of registering in school should travel to Kabul to take a grade equivalency test. This test is meant to assess the level of educational attainment of students, based on which placement into grades 1 to 9 of primary school or in ALPs (for students three or more years older than the required age for any grade) will be recommended. However, given the limited financial means of returnee households and challenges associated with travelling to and from Kabul, including protection vulnerabilities for youth, this procedure is highly unlikely to succeed and large numbers of returnee students may be left out of school.</p> <p>ACTED therefore proposes to advocate for the creation of ministerial placement staff positions within the Nangarhar and Kabul PED. These staff's mandate will be to coordinate with the PED, UNICEF, CBE hub schools, EIE CHF partners and other education I/NGOs across Nangarhar and Kabul provinces to organize grade equivalency tests at the local level, advertise these events as widely as possible among returnee populations, and go from school to school to conduct such tests and facilitate the enrolment of returnee students into their relevant grade.</p> <p>Activity 1.2.1 : KABUL AND NANGARHAR: RECRUITMENT OF TEACHERS FOR CBE CLASSES</p>

ACTED and CIC will recruit one teacher for each CBE classroom to be established (50 teachers in Nangarhar and 25 teachers in Kabul). ACTED and CIC will endeavour to reach a one teacher to 30 students ratio in their respective CBE classes, as per the MoE's CBE guidelines. In total, 75 teachers will be recruited under this output.

The recruitment of returnee teachers was recognized as a priority by the EiE working group. ACTED and CIC will engage the PED and local schools to identify available local male and female teachers, as well as UNHCR and IOM to identify qualified returnee teachers who have settled in target areas. In parallel, ACTED and CIC will advertise teacher positions in target communities through door-to-door community mobilization, advertising a group events, and meetings with local shuras.. Teachers will be selected among candidates who fulfil the MoE's basic requirements. Female teachers will need to prove that they have studied up to Grade 9 (or a minimum of Grade 6), and male teachers will have to demonstrate that they have studied at least up to Grade 12. As much as possible, ACTED and its partner will seek to recruit experienced teachers. Given that female teachers can teach both girls and boys while male teachers usually only teach for boys, ACTED will prioritize female teachers over male teachers, and will endeavour to recruit approximately 50% of female teachers coming from both local and returnee populations. Teachers will receive stipends, in accordance with the EiE working group's current established incentive amount (USD 100 per month).

ACTED and CIC will recruit:  
- 50 CBE teachers in ten ISETs of Nangarhar province (including 25 male and 25 female teachers) (ACTED)  
- 25 CBE teachers in five KIS (including 12 male and 13 female), Kabul province (CIC)

In total, under output 2, 75 CBE teachers will be recruited, including 37 male and 38 female teachers.

#### Activity 1.2.2 : KABUL AND NANGARHAR: TRAINING OF TEACHERS FOR CBE CLASSES IN INFORMAL SETTLEMENTS

ACTED and CIC will provide a compulsory fifteen-day Training of Trainers (ToT) for newly recruited teachers prior to the start of classes. This ToT will include ten days of training facilitated by a MoE trainer, and five days of in-house training provided by CIC's trainer. This training will include sessions such as methods of teaching and creating an inclusive learning environments. This training will be provided jointly with the training of overflow schools teachers under output 1. ACTED and CIC have a long history of delivering such training curricula, and will translate all relevant training materials into Pashto. Given the local displacement context, this ToT will have a strong focus on inclusive education, as well as gender and protection awareness.

Teachers will be trained on how to use CBE text books that will be used as part of the programme. Trained teachers will then have the capacity to also teach ALP curriculum, which mirrors the CBE curriculum with the only difference being teaching hours per day.

In addition, an eight-day refresher training will be organized halfway through the programme for teachers to share experiences and discuss challenges that they regularly or occasionally face and discuss solutions. The first five days of this refresher will be facilitated by a MoE trainer,

and the last three days will be facilitated by CIC's trainer.

All 75 recruited CBE teachers will benefit from these training sessions, in addition to the 10 overflow school teachers trained under output 1. ACTED's AMEU will conduct a pre-and post-test in order to assess the increase in teachers' knowledge. After they have followed the initial ToT and prior to the start of classes, all teachers will receive a teacher kit composed by teacher manuals for CBE curriculum. A total of 75 kits will be delivered to teachers under this output, in addition to the 10 kits that will be delivered under output 1.

This activity will benefit:

- 50 CBE teachers in ten ISETs of Nangarhar province (including 25 male and 25 female teachers) (ACTED)
- 25 CBE teacher in five KIS, Kabul province (including 12 male and 13 female) (CIC)

In total, under output 2, ACTED and CIC will train 75 CBE teachers, including 37 male and 38 female teachers.

#### Activity 1.2.3 : KABUL AND NANGARHAR: ESTABLISHMENT OF CBE CLASSROOMS IN INFORMAL SETTLEMENTS

ACTED will establish 50 temporary classrooms across ten ISETs in Jalalabad, Rodat and Behsud districts of Nangarhar province (5 classrooms per ISET), and CIC will establish 25 temporary classrooms across five ISETs of Kabul province (5 classroom per ISET). The location of these classrooms will be determined through sustained coordination with the PED, based on the areas of highest need for education in ISETs across target districts, taking into consideration the availability and overcrowding of school infrastructure and the location of returnee caseloads. ACTED and CIC will also closely coordinate with local government, CDCs, host community and ISETs stakeholders to confirm the location of these classrooms. These classrooms will be established in arranged rooms in teachers' homes. Each classroom will accommodate an average of 30 students per class and will be linked to a hub school. In accordance with MoE guidelines, a maximum of five CBEs will be affiliated to each hub school.

For each of these temporary classrooms, ACTED and CIC will provide class kits that will include floor mats, a blackboard, a register with pens and chalk, as well as a first aid kit. ACTED and CIC will provide a class kit for each classroom. 50 classroom kits will be provided in ACTED's CBE classrooms, and 25 will be provided in CIC's CBE classrooms, amounting to a total of 75 classroom kits. Another 10 kits will be provided by ACTED to overflow schools, as part of activity 1.1.1. ACTED and CIC will ensure that these classrooms are located no less than three kilometers away from hub schools and that students do not have to walk long distances to reach the classrooms, thus reducing their exposure to protection risks.

In addition, ACTED and CIC will install separate male and female latrines near these 75 CBE classrooms, and will ensure that class premises are safe and secure for both boys and girls, including students with disabilities. Established classrooms will be properly maintained throughout the project duration. At the end of project, if the need for such CBE provision in target areas has largely decreased or if no funding can be secured for ACTED and CIC to continue implementing their CBE classes, ACTED and CIC will hand over all suitable

equipment to local hub schools and the PED.

ACTED and CIC will establish:

- 50 CBE classes in ten ISETs of Nangarhar province (ACTED)
- 25 CBE classes in five KIS, Kabul province (CIC)

In total, under output 2, 75 CBE classrooms will be established.

**Activity 1.2.4 : KABUL AND NANGARHAR:  
COMMUNITY MOBILIZATION FOR CBE  
CLASSES**

In parallel with the establishment of temporary classrooms in informal settlements, ACTED and CIC will coordinate with local hub schools to launch community mobilization campaigns across the targeted settlements and in their vicinity. These campaigns will be organized in consultation with local government, returnee and host community stakeholders, and CDCs and will include both public awareness sessions at group events (e.g. after the Friday prayer at mosques), and door-to-door visits. Both ACTED's community mobilizers and recruited teachers will take part in such mobilization activities, that will be implemented over the first two months of the project.

These endeavours will aim to raise the awareness of returnee caseloads on the importance of enrolling their children into school, and will particularly aim to sensitize parents on the benefits and necessity of girls' education. ACTED and CIC will disseminate "Back to Learning" campaign materials, as well as basic information on the project, on the CBE curriculum and on ACTED's Complaints Response Mechanism (CRM) using flyers that will easily be understood by all. Students' enrolment procedure, and the location and schedule of CBE classes and local hub schools will also be clearly explained. Students will be encouraged to enroll either in ACTED's and CIC's CBE classes in settlements or formal schools, depending on their distance from the schools.

**Activity 1.2.5 : KABUL AND NANGARHAR:  
ENROLMENT AND PROVISION OF STUDENT  
KITS FOR CBE STUDENTS**

In coordination with respective hub schools, ACTED and CIC will enroll beneficiary students into their respective CBE classes. Given that these classes will be located in ISETs with high density of returnee households, CBE beneficiaries will mostly be composed by undocumented or registered returnee students, but ACTED and CIC will also enroll IDPs, PIDPs and local students in need of CBE.

Given that CBE certificates can only be delivered to students who have attended 80% of a CBE course, students who enroll into the course up to two months after the start of classes may be eligible to receive a CBE certificate upon completion of the programme. If places are still available in CBE classes after this two-month period, ACTED and CIC will enroll additional students so that they are not left out of school. These students will however not receive a CBE certificate at the end of the course, and will be encouraged to take a grade equivalency test to be able to enroll into primary school.

ACTED and CIC will procure learning materials and provide a student kit to each enrolled student as they enroll and start CBE classes. As per the EiE working group's recommendations, these kits will include MoE-approved CBE learning text books, exercise books, as well as stationery (pencils, sharpeners and rulers). ACTED will

								<p>distribute 3,000 student kits, and CIC will distribute 1,500 student kits. Part of the kit items (i.e. stationery) will then be re-provided to all enrolled students on a regular basis so as to ensure that they have sufficient materials to properly follow classes.</p> <p>As ACTED and CIC are limited in their capacity to manage all the identified needs via the CHF, the intervention has aimed to equip students individually in the CBE classrooms where classroom equipment contingent is much less than that of overflow classrooms in formal schools.</p> <p>Considering a target of 30 students per class, and 2 classes per day (one morning and one afternoon shift), amounting to 60 students per CBE established, and considering 5 CBE classrooms established per ISET, ACTED and CIC will enroll and provide kits to:</p> <ul style="list-style-type: none"> <li>- 3,000 students in ten ISETs of Nangarhar province (including 1,500 boys and 1,500 girls) (ACTED)</li> <li>- 1,500 students in five KIS (including 750 boys and 750 girls) (CIC)</li> </ul> <p>In total, under output 2, 4,500 students will be enrolled in CBE classes, including 2,250 boys and 2,250 girls.</p> <p>Activity 1.2.6 : KABUL AND NANGARHAR: PROVISION OF CBE CLASSES FOR CBE STUDENTS</p> <p>ACTED will provide CBE classes to 3,000 students, including an estimated 1,500 girls (50 % of the total target) in ten informal settlements of Nangarhar province, and CIC will provide CBE classes to 1,500 students, including an estimated 750 girls (50% of the total target) in five settlements of Kabul province. Classes will be offered in both the morning and the afternoon. ACTED will seek to ensure that girls preferably attend morning classes so as to reduce their exposure to potential protection and GBV threats associated with afternoon travel.</p> <p>ACTED and CIC will use MoE-approved CBE curriculum. CBE courses will follow the CBE policy for classroom time, duration and length. ACTED will take on a key advocacy role with the MoE, and Kabul and Nangarhar PEDs, to ensure that students receive a valid certificate that they can then use to reenroll into formal schools and continue their learning.</p> <p>The provision of CBE classes will benefit:</p> <ul style="list-style-type: none"> <li>- 3,000 students in ten ISETs of Nangarhar province (including 1,500 boys and 1,500 girls) (ACTED)</li> <li>- 1,500 students in five KIS (including 750 boys and 750 girls) (CIC)</li> </ul> <p>In total, under output 2, the provision of CBE classes will benefit 4,500 students, including 2,250 boys and 2,250 girls.</p>
Nangarhar -> Jalalabad	8	3	4	230	230	467	<p>Activity 1.1.1 : NANGARHAR: PROVISION OF EQUIPMENT TO OVERFLOW SCHOOLS</p> <p>Responding to the advertised needs of the target schools vocalized in EiE working group meetings by the PED in Jalalabad, ACTED aims to maximize the capacity of the PED and local schools to manage the influx of students in overflow classes by providing class kits to schools that will receive tents provided by UNICEF.</p> <p>ACTED will procure and provide equipment to two schools, including one girls' school, in each target district (Rodat, Behsud, Jalalabad, Kama and Kuzkuner) of Nangarhar province, that are to receive UNICEF tents for the establishment of temporary classrooms. These ten schools were</p>	

identified as in need of material support by the Nangarhar PED, and have already shared their equipment requirements (e.g. floor mats, blackboards). This equipment is needed for overcrowded schools to absorb the influx of returnee students. ACTED will support these schools by providing a classroom kit (such as those procured for temporary CBE classes in activity 1.2.1) for each of these 10 schools. As per the EIE working group's recommendation, these kits will include a blackboard, mats, a register with pens and chalk. Kits will also include a first aid kit. ACTED will handover procured equipment to beneficiary schools. In addition, ACTED will install separate latrines for boys and girls for all ten supported overflow schools in Nangarhar province, as will be done for CBE classrooms under activity 1.2.1.

In total, under output 1, ACTED will support 10 schools, benefitting 800 students (including 400 boys and 400 girls), considering an estimated average of 80 students per beneficiary school.  
**Activity 1.1.2 : NANGARHAR: RECRUITMENT OF TEACHERS FOR OVERFLOW SCHOOLS**

ACTED will hire 10 local and returnee teachers to teach in identified overcrowded schools in Kama, Rodat, Jalalabad, Behsud and Kuzkuner (one teacher per school), in addition to the 75 teachers that are to be recruited for ACTED's and CiC's classes set up in ISETs under output 2.

The recruitment of returnee teachers was recognized as a priority by the EIE working group. ACTED will engage the PED and local schools to identify available local male and female teachers, as well as UNHCR and IOM to identify qualified returnee teachers who have settled in target areas. In parallel, ACTED and CIC will advertise teacher positions in target communities through door-to-door community mobilization, advertising a group events, and meetings with local shuras. Teachers will be selected among candidates who fulfil the MoE's basic requirements. Female teachers will need to prove that they have studied up to Grade 9 (or a minimum of Grade 6), and male teachers will have to demonstrate that they have studied at least up to Grade 12. As much as possible, ACTED and its partner will seek to recruit experienced teachers. Given that female teachers can teach both girls and boys while male teachers usually only teach for boys, ACTED will prioritize female teachers over male teachers, and will endeavour to recruit approximately 50% of female teachers coming from both local and returnee populations. Teachers will be paid in accordance with the EIE working group's current established incentive (USD 100 per month).

In total, under output 1, ACTED will recruit 10 teachers, including 5 male and 5 female teachers.

**Activity 1.1.3 : NANGARHAR: PROVISION OF TEACHER TRAINING FOR OVERFLOW SCHOOL TEACHERS**

ACTED and CIC will provide a compulsory fifteen-day Training of Trainers (ToT) for newly recruited teachers prior to the start of classes. This ToT will include ten days of training facilitated by a MoE trainer, and five days of in-house training provided by CIC's trainer. This training will include sessions such as methods of teaching and creating an inclusive learning environments, and will target both teachers recruited for overflow schools and teachers recruited to deliver CBE classes in informal settlements (output 2). ACTED and CIC have a

long history of delivering such training curricula, and will translate all relevant training materials into Pashto. Given the local displacement context, this ToT will have a strong focus on inclusive education, as well as gender and protection awareness.

Teachers will be trained on how to use CBE text books that will be used as part of the programme. Although only CBE classes will be implemented under this project. Trained teachers will then have the capacity to also teach ALP curriculum, which mirrors the CBE curriculum with the only difference being teaching hours per day.

In addition, an eight-day refresher training will be organized halfway through the programme for teachers to share experiences and discuss challenges that they regularly or occasionally face and discuss solutions. The first five days of this refresher will be facilitated by a MoE trainer, and the last three days will be facilitated by CIC's trainer.

All 10 recruited teachers for overflow schools will benefit from these training sessions, in addition to the 75 teachers for ACTED's and CiC's CBE classes that will be recruited and trained under output 2. ACTED's AMEU will conduct a pre-and post-test in order to assess the increase in teachers' knowledge. After they have followed the initial ToT and prior to the start of classes, all teachers will receive a teacher kit composed by teacher manuals for CBE. 10 kits will be delivered to teachers under this activity, in addition to the 75 kits that will be distributed under output 2 .

In total, under output 1, ACTED will train 10 teachers, including 5 male and 5 female teachers.

#### Activity 1.1.4 : KABUL AND NANGARHAR: ADVOCACY FOR THE CREATION OF PROVINCIAL PLACEMENT STAFF POSITIONS

The placement and enrollment of returnee students has been identified as a major issue. In its Guidelines for Enrollment of Returnees, the MoE has stated that returnee students who cannot provide any proof of their level of education within three months of registering in school should travel to Kabul to take a grade equivalency test. This test is meant to assess the level of educational attainment of students, based on which placement into grades 1 to 9 of primary school or in ALPs (for students three or more years older than the required age for any grade) will be recommended. However, given the limited financial means of returnee households and challenges associated with travelling to and from Kabul, including protection vulnerabilities for youth, this procedure is highly unlikely to succeed and large numbers of returnee students may be left out of school.

ACTED therefore proposes to advocate for the creation of ministerial placement staff positions within the Nangarhar and Kabul PED. These staff's mandate will be to coordinate with the PED, UNICEF, CBE hub schools, EIE CHF partners and other education I/NGOs across Nangarhar and Kabul provinces to organize grade equivalency tests at the local level, advertise these events as widely as possible among returnee populations, and go from school to school to conduct such tests and facilitate the enrolment of returnee students into their relevant grade.

#### Activity 1.2.1 : KABUL AND NANGARHAR: RECRUITMENT OF TEACHERS FOR CBE

## CLASSES

ACTED and CIC will recruit one teacher for each CBE classroom to be established (50 teachers in Nangarhar and 25 teachers in Kabul). ACTED and CIC will endeavour to reach a one teacher to 30 students ratio in their respective CBE classes, as per the MoE's CBE guidelines. In total, 75 teachers will be recruited under this output.

The recruitment of returnee teachers was recognized as a priority by the EiE working group. ACTED and CIC will engage the PED and local schools to identify available local male and female teachers, as well as UNHCR and IOM to identify qualified returnee teachers who have settled in target areas. In parallel, ACTED and CIC will advertise teacher positions in target communities through door-to-door community mobilization, advertising a group events, and meetings with local shuras.. Teachers will be selected among candidates who fulfil the MoE's basic requirements. Female teachers will need to prove that they have studied up to Grade 9 (or a minimum of Grade 6), and male teachers will have to demonstrate that they have studied at least up to Grade 12. As much as possible, ACTED and its partner will seek to recruit experienced teachers. Given that female teachers can teach both girls and boys while male teachers usually only teach for boys, ACTED will prioritize female teachers over male teachers, and will endeavour to recruit approximately 50% of female teachers coming from both local and returnee populations. Teachers will receive stipends, in accordance with the EiE working group's current established incentive amount (USD 100 per month).

ACTED and CIC will recruit:

- 50 CBE teachers in ten ISETs of Nangarhar province (including 25 male and 25 female teachers) (ACTED)
- 25 CBE teachers in five KIS (including 12 male and 13 female), Kabul province (CIC)

In total, under output 2, 75 CBE teachers will be recruited, including 37 male and 38 female teachers.

### Activity 1.2.2 : KABUL AND NANGARHAR: TRAINING OF TEACHERS FOR CBE CLASSES IN INFORMAL SETTLEMENTS

ACTED and CIC will provide a compulsory fifteen-day Training of Trainers (ToT) for newly recruited teachers prior to the start of classes. This ToT will include ten days of training facilitated by a MoE trainer, and five days of in-house training provided by CIC's trainer. This training will include sessions such as methods of teaching and creating an inclusive learning environments. This training will be provided jointly with the training of overflow schools teachers under output 1. ACTED and CIC have a long history of delivering such training curricula, and will translate all relevant training materials into Pashto. Given the local displacement context, this ToT will have a strong focus on inclusive education, as well as gender and protection awareness.

Teachers will be trained on how to use CBE text books that will be used as part of the programme. Trained teachers will then have the capacity to also teach ALP curriculum, which mirrors the CBE curriculum with the only difference being teaching hours per day.

In addition, an eight-day refresher training will be organized halfway through the programme for teachers to share experiences and discuss challenges that they regularly or occasionally face and discuss solutions. The first five days of

this refresher will be facilitated by a MoE trainer, and the last three days will be facilitated by CIC's trainer.

All 75 recruited CBE teachers will benefit from these training sessions, in addition to the 10 overflow school teachers trained under output 1. ACTED's AMEU will conduct a pre-and post-test in order to assess the increase in teachers' knowledge. After they have followed the initial ToT and prior to the start of classes, all teachers will receive a teacher kit composed by teacher manuals for CBE curriculum. A total of 75 kits will be delivered to teachers under this output, in addition to the 10 kits that will be delivered under output 1.

This activity will benefit:

- 50 CBE teachers in ten ISETs of Nangarhar province (including 25 male and 25 female teachers) (ACTED)
- 25 CBE teacher in five KIS, Kabul province (including 12 male and 13 female) (CIC)

In total, under output 2, ACTED and CIC will train 75 CBE teachers, including 37 male and 38 female teachers.

#### Activity 1.2.3 : KABUL AND NANGARHAR: ESTABLISHMENT OF CBE CLASSROOMS IN INFORMAL SETTLEMENTS

ACTED will establish 50 temporary classrooms across ten ISETs in Jalalabad, Rodat and Behsud districts of Nangarhar province (5 classrooms per ISET), and CIC will establish 25 temporary classrooms across five ISETs of Kabul province (5 classroom per ISET). The location of these classrooms will be determined through sustained coordination with the PED, based on the areas of highest need for education in ISETs across target districts, taking into consideration the availability and overcrowding of school infrastructure and the location of returnee caseloads. ACTED and CIC will also closely coordinate with local government, CDCs, host community and ISETs stakeholders to confirm the location of these classrooms. These classrooms will be established in arranged rooms in teachers' homes. Each classroom will accommodate an average of 30 students per class and will be linked to a hub school. In accordance with MoE guidelines, a maximum of five CBEs will be affiliated to each hub school.

For each of these temporary classrooms, ACTED and CIC will provide class kits that will include floor mats, a blackboard, a register with pens and chalk, as well as a first aid kit. ACTED and CIC will provide a class kit for each classroom. 50 classroom kits will be provided in ACTED's CBE classrooms, and 25 will be provided in CIC's CBE classrooms, amounting to a total of 75 classroom kits. Another 10 kits will be provided by ACTED to overflow schools, as part of activity 1.1.1. ACTED and CIC will ensure that these classrooms are located no less than three kilometers away from hub schools and that students do not have to walk long distances to reach the classrooms, thus reducing their exposure to protection risks.

In addition, ACTED and CIC will install separate male and female latrines near these 75 CBE classrooms, and will ensure that class premises are safe and secure for both boys and girls, including students with disabilities. Established classrooms will be properly maintained throughout the project duration. At the end of project, if the need for such CBE provision in target areas has largely decreased or if no funding can be secured for ACTED and CIC to continue implementing their CBE classes,

ACTED and CIC will hand over all suitable equipment to local hub schools and the PED.

ACTED and CIC will establish:

- 50 CBE classes in ten ISETs of Nangarhar province (ACTED)
- 25 CBE classes in five KIS, Kabul province (CIC)

In total, under output 2, 75 CBE classrooms will be established.

#### Activity 1.2.4 : KABUL AND NANGARHAR: COMMUNITY MOBILIZATION FOR CBE CLASSES

In parallel with the establishment of temporary classrooms in informal settlements, ACTED and CIC will coordinate with local hub schools to launch community mobilization campaigns across the targeted settlements and in their vicinity. These campaigns will be organized in consultation with local government, returnee and host community stakeholders, and CDCs and will include both public awareness sessions at group events (e.g. after the Friday prayer at mosques), and door-to-door visits. Both ACTED's community mobilizers and recruited teachers will take part in such mobilization activities, that will be implemented over the first two months of the project.

These endeavours will aim to raise the awareness of returnee caseloads on the importance of enrolling their children into school, and will particularly aim to sensitize parents on the benefits and necessity of girls' education. ACTED and CIC will disseminate "Back to Learning" campaign materials, as well as basic information on the project, on the CBE curriculum and on ACTED's Complaints Response Mechanism (CRM) using flyers that will easily be understood by all. Students' enrolment procedure, and the location and schedule of CBE classes and local hub schools will also be clearly explained. Students will be encouraged to enroll either in ACTED's and CIC's CBE classes in settlements or formal schools, depending on their distance from the schools.

#### Activity 1.2.5 : KABUL AND NANGARHAR: ENROLMENT AND PROVISION OF STUDENT KITS FOR CBE STUDENTS

In coordination with respective hub schools, ACTED and CIC will enroll beneficiary students into their respective CBE classes. Given that these classes will be located in ISETs with high density of returnee households, CBE beneficiaries will mostly be composed by undocumented or registered returnee students, but ACTED and CIC will also enroll IDPs, PIDPs and local students in need of CBE.

Given that CBE certificates can only be delivered to students who have attended 80% of a CBE course, students who enroll into the course up to two months after the start of classes may be eligible to receive a CBE certificate upon completion of the programme. If places are still available in CBE classes after this two-month period, ACTED and CIC will enroll additional students so that they are not left out of school. These students will however not receive a CBE certificate at the end of the course, and will be encouraged to take a grade equivalency test to be able to enroll into primary school.

ACTED and CIC will procure learning materials and provide a student kit to each enrolled student as they enroll and start CBE classes. As per the EiE working group's recommendations, these kits will include MoE-approved CBE learning text books, exercise books, as well as stationery

								<p>(pencils, sharpeners and rulers). ACTED will distribute 3,000 student kits, and CIC will distribute 1,500 student kits. Part of the kit items (i.e. stationery) will then be re-provided to all enrolled students on a regular basis so as to ensure that they have sufficient materials to properly follow classes.</p> <p>As ACTED and CIC are limited in their capacity to manage all the identified needs via the CHF, the intervention has aimed to equip students individually in the CBE classrooms where classroom equipment contingent is much less than that of overflow classrooms in formal schools.</p> <p>Considering a target of 30 students per class, and 2 classes per day (one morning and one afternoon shift), amounting to 60 students per CBE established, and considering 5 CBE classrooms established per ISET, ACTED and CIC will enroll and provide kits to:</p> <ul style="list-style-type: none"> <li>- 3,000 students in ten ISETs of Nangarhar province (including 1,500 boys and 1,500 girls) (ACTED)</li> <li>- 1,500 students in five KIS (including 750 boys and 750 girls) (CIC)</li> </ul> <p>In total, under output 2, 4,500 students will be enrolled in CBE classes, including 2,250 boys and 2,250 girls.</p> <p>Activity 1.2.6 : KABUL AND NANGARHAR: PROVISION OF CBE CLASSES FOR CBE STUDENTS</p> <p>ACTED will provide CBE classes to 3,000 students, including an estimated 1,500 girls (50 % of the total target) in ten informal settlements of Nangarhar province, and CIC will provide CBE classes to 1,500 students, including an estimated 750 girls (50% of the total target) in five settlements of Kabul province. Classes will be offered in both the morning and the afternoon. ACTED will seek to ensure that girls preferably attend morning classes so as to reduce their exposure to potential protection and GBV threats associated with afternoon travel.</p> <p>ACTED and CIC will use MoE-approved CBE curriculum. CBE courses will follow the CBE policy for classroom time, duration and length. ACTED will take on a key advocacy role with the MoE, and Kabul and Nangarhar PEDs, to ensure that students receive a valid certificate that they can then use to reenroll into formal schools and continue their learning.</p> <p>The provision of CBE classes will benefit:</p> <ul style="list-style-type: none"> <li>- 3,000 students in ten ISETs of Nangarhar province (including 1,500 boys and 1,500 girls) (ACTED)</li> <li>- 1,500 students in five KIS (including 750 boys and 750 girls) (CIC)</li> </ul> <p>In total, under output 2, the provision of CBE classes will benefit 4,500 students, including 2,250 boys and 2,250 girls.</p>
Nangarhar -> Behsud	39	19	18	1,130	1,130	2,297	<p>Activity 1.1.1 : NANGARHAR: PROVISION OF EQUIPMENT TO OVERFLOW SCHOOLS</p> <p>Responding to the advertised needs of the target schools vocalized in EIE working group meetings by the PED in Jalalabad, ACTED aims to maximize the capacity of the PED and local schools to manage the influx of students in overflow classes by providing class kits to schools that will receive tents provided by UNICEF.</p> <p>ACTED will procure and provide equipment to two schools, including one girls' school, in each target district (Rodat, Behsud, Jalalabad, Kama and Kuzkuner) of Nangarhar province, that are to receive UNICEF tents for the establishment of</p>	

temporary classrooms. These ten schools were identified as in need of material support by the Nangarhar PED, and have already shared their equipment requirements (e.g. floor mats, blackboards). This equipment is needed for overcrowded schools to absorb the influx of returnee students. ACTED will support these schools by providing a classroom kit (such as those procured for temporary CBE classes in activity 1.2.1) for each of these 10 schools. As per the EiE working group's recommendation, these kits will include a blackboard, mats, a register with pens and chalk. Kits will also include a first aid kit. ACTED will handover procured equipment to beneficiary schools. In addition, ACTED will install separate latrines for boys and girls for all ten supported overflow schools in Nangarhar province, as will be done for CBE classrooms under activity 1.2.1.

In total, under output 1, ACTED will support 10 schools, benefitting 800 students (including 400 boys and 400 girls), considering an estimated average of 80 students per beneficiary school.  
Activity 1.1.2 : NANGARHAR: RECRUITMENT OF TEACHERS FOR OVERFLOW SCHOOLS

ACTED will hire 10 local and returnee teachers to teach in identified overcrowded schools in Kama, Rodat, Jalalabad, Behsud and Kuzkuner (one teacher per school), in addition to the 75 teachers that are to be recruited for ACTED's and CiC's classes set up in ISETs under output 2.

The recruitment of returnee teachers was recognized as a priority by the EiE working group. ACTED will engage the PED and local schools to identify available local male and female teachers, as well as UNHCR and IOM to identify qualified returnee teachers who have settled in target areas. In parallel, ACTED and CIC will advertise teacher positions in target communities through door-to-door community mobilization, advertising a group events, and meetings with local shuras. Teachers will be selected among candidates who fulfil the MoE's basic requirements. Female teachers will need to prove that they have studied up to Grade 9 (or a minimum of Grade 6), and male teachers will have to demonstrate that they have studied at least up to Grade 12. As much as possible, ACTED and its partner will seek to recruit experienced teachers. Given that female teachers can teach both girls and boys while male teachers usually only teach for boys, ACTED will prioritize female teachers over male teachers, and will endeavour to recruit approximately 50% of female teachers coming from both local and returnee populations. Teachers will be paid in accordance with the EiE working group's current established incentive (USD 100 per month).

In total, under output 1, ACTED will recruit 10 teachers, including 5 male and 5 female teachers.

Activity 1.1.3 : NANGARHAR: PROVISION OF TEACHER TRAINING FOR OVERFLOW SCHOOL TEACHERS

ACTED and CIC will provide a compulsory fifteen-day Training of Trainers (ToT) for newly recruited teachers prior to the start of classes. This ToT will include ten days of training facilitated by a MoE trainer, and five days of in-house training provided by CiC's trainer. This training will include sessions such as methods of teaching and creating an inclusive learning environments, and will target both teachers recruited for overflow schools and teachers recruited to deliver CBE classes in informal

settlements (output 2). ACTED and CIC have a long history of delivering such training curricula, and will translate all relevant training materials into Pashto. Given the local displacement context, this ToT will have a strong focus on inclusive education, as well as gender and protection awareness.

Teachers will be trained on how to use CBE text books that will be used as part of the programme. Although only CBE classes will be implemented under this project. Trained teachers will then have the capacity to also teach ALP curriculum, which mirrors the CBE curriculum with the only difference being teaching hours per day.

In addition, an eight-day refresher training will be organized halfway through the programme for teachers to share experiences and discuss challenges that they regularly or occasionally face and discuss solutions. The first five days of this refresher will be facilitated by a MoE trainer, and the last three days will be facilitated by CIC's trainer.

All 10 recruited teachers for overflow schools will benefit from these training sessions, in addition to the 75 teachers for ACTED's and CiC's CBE classes that will be recruited and trained under output 2. ACTED's AMEU will conduct a pre-and post-test in order to assess the increase in teachers' knowledge. After they have followed the initial ToT and prior to the start of classes, all teachers will receive a teacher kit composed by teacher manuals for CBE. 10 kits will be delivered to teachers under this activity, in addition to the 75 kits that will be distributed under output 2 .

In total, under output 1, ACTED will train 10 teachers, including 5 male and 5 female teachers.

#### Activity 1.1.4 : KABUL AND NANGARHAR: ADVOCACY FOR THE CREATION OF PROVINCIAL PLACEMENT STAFF POSITIONS

The placement and enrollment of returnee students has been identified as a major issue. In its Guidelines for Enrollment of Returnees, the MoE has stated that returnee students who cannot provide any proof of their level of education within three months of registering in school should travel to Kabul to take a grade equivalency test. This test is meant to assess the level of educational attainment of students, based on which placement into grades 1 to 9 of primary school or in ALPs (for students three or more years older than the required age for any grade) will be recommended. However, given the limited financial means of returnee households and challenges associated with travelling to and from Kabul, including protection vulnerabilities for youth, this procedure is highly unlikely to succeed and large numbers of returnee students may be left out of school.

ACTED therefore proposes to advocate for the creation of ministerial placement staff positions within the Nangarhar and Kabul PED. These staff's mandate will be to coordinate with the PED, UNICEF, CBE hub schools, EIE CHF partners and other education I/NGOs across Nangarhar and Kabul provinces to organize grade equivalency tests at the local level, advertise these events as widely as possible among returnee populations, and go from school to school to conduct such tests and facilitate the enrolment of returnee students into their relevant grade.

Activity 1.2.1 : KABUL AND NANGARHAR:

## RECRUITMENT OF TEACHERS FOR CBE CLASSES

ACTED and CIC will recruit one teacher for each CBE classroom to be established (50 teachers in Nangarhar and 25 teachers in Kabul). ACTED and CIC will endeavour to reach a one teacher to 30 students ratio in their respective CBE classes, as per the MoE's CBE guidelines. In total, 75 teachers will be recruited under this output.

The recruitment of returnee teachers was recognized as a priority by the EiE working group. ACTED and CIC will engage the PED and local schools to identify available local male and female teachers, as well as UNHCR and IOM to identify qualified returnee teachers who have settled in target areas. In parallel, ACTED and CIC will advertise teacher positions in target communities through door-to-door community mobilization, advertising a group events, and meetings with local shuras. Teachers will be selected among candidates who fulfil the MoE's basic requirements. Female teachers will need to prove that they have studied up to Grade 9 (or a minimum of Grade 6), and male teachers will have to demonstrate that they have studied at least up to Grade 12. As much as possible, ACTED and its partner will seek to recruit experienced teachers. Given that female teachers can teach both girls and boys while male teachers usually only teach for boys, ACTED will prioritize female teachers over male teachers, and will endeavour to recruit approximately 50% of female teachers coming from both local and returnee populations. Teachers will receive stipends, in accordance with the EiE working group's current established incentive amount (USD 100 per month).

ACTED and CIC will recruit:

- 50 CBE teachers in ten ISETs of Nangarhar province (including 25 male and 25 female teachers) (ACTED)
- 25 CBE teachers in five KIS (including 12 male and 13 female), Kabul province (CIC)

In total, under output 2, 75 CBE teachers will be recruited, including 37 male and 38 female teachers.

### Activity 1.2.2 : KABUL AND NANGARHAR: TRAINING OF TEACHERS FOR CBE CLASSES IN INFORMAL SETTLEMENTS

ACTED and CIC will provide a compulsory fifteen-day Training of Trainers (ToT) for newly recruited teachers prior to the start of classes. This ToT will include ten days of training facilitated by a MoE trainer, and five days of in-house training provided by CIC's trainer. This training will include sessions such as methods of teaching and creating an inclusive learning environments. This training will be provided jointly with the training of overflow schools teachers under output 1. ACTED and CIC have a long history of delivering such training curricula, and will translate all relevant training materials into Pashto. Given the local displacement context, this ToT will have a strong focus on inclusive education, as well as gender and protection awareness.

Teachers will be trained on how to use CBE text books that will be used as part of the programme. Trained teachers will then have the capacity to also teach ALP curriculum, which mirrors the CBE curriculum with the only difference being teaching hours per day.

In addition, an eight-day refresher training will be organized halfway through the programme for teachers to share experiences and discuss challenges that they regularly or occasionally

face and discuss solutions. The first five days of this refresher will be facilitated by a MoE trainer, and the last three days will be facilitated by CIC's trainer.

All 75 recruited CBE teachers will benefit from these training sessions, in addition to the 10 overflow school teachers trained under output 1. ACTED's AMEU will conduct a pre-and post-test in order to assess the increase in teachers' knowledge. After they have followed the initial ToT and prior to the start of classes, all teachers will receive a teacher kit composed by teacher manuals for CBE curriculum. A total of 75 kits will be delivered to teachers under this output, in addition to the 10 kits that will be delivered under output 1.

This activity will benefit:

- 50 CBE teachers in ten ISETs of Nangarhar province (including 25 male and 25 female teachers) (ACTED)
- 25 CBE teacher in five KIS, Kabul province (including 12 male and 13 female) (CIC)

In total, under output 2, ACTED and CIC will train 75 CBE teachers, including 37 male and 38 female teachers.

#### Activity 1.2.3 : KABUL AND NANGARHAR: ESTABLISHMENT OF CBE CLASSROOMS IN INFORMAL SETTLEMENTS

ACTED will establish 50 temporary classrooms across ten ISETs in Jalalabad, Rodat and Behsud districts of Nangarhar province (5 classrooms per ISET), and CIC will establish 25 temporary classrooms across five ISETs of Kabul province (5 classroom per ISET). The location of these classrooms will be determined through sustained coordination with the PED, based on the areas of highest need for education in ISETs across target districts, taking into consideration the availability and overcrowding of school infrastructure and the location of returnee caseloads. ACTED and CIC will also closely coordinate with local government, CDCs, host community and ISETs stakeholders to confirm the location of these classrooms. These classrooms will be established in arranged rooms in teachers' homes. Each classroom will accommodate an average of 30 students per class and will be linked to a hub school. In accordance with MoE guidelines, a maximum of five CBEs will be affiliated to each hub school.

For each of these temporary classrooms, ACTED and CIC will provide class kits that will include floor mats, a blackboard, a register with pens and chalk, as well as a first aid kit. ACTED and CIC will provide a class kit for each classroom. 50 classroom kits will be provided in ACTED's CBE classrooms, and 25 will be provided in CIC's CBE classrooms, amounting to a total of 75 classroom kits. Another 10 kits will be provided by ACTED to overflow schools, as part of activity 1.1.1. ACTED and CIC will ensure that these classrooms are located no less than three kilometers away from hub schools and that students do not have to walk long distances to reach the classrooms, thus reducing their exposure to protection risks.

In addition, ACTED and CIC will install separate male and female latrines near these 75 CBE classrooms, and will ensure that class premises are safe and secure for both boys and girls, including students with disabilities. Established classrooms will be properly maintained throughout the project duration. At the end of project, if the need for such CBE provision in target areas has largely decreased or if no funding can be secured for ACTED and CIC to

continue implementing their CBE classes, ACTED and CIC will hand over all suitable equipment to local hub schools and the PED.

ACTED and CIC will establish:

- 50 CBE classes in ten ISETs of Nangarhar province (ACTED)
- 25 CBE classes in five KIS, Kabul province (CIC)

In total, under output 2, 75 CBE classrooms will be established.

#### Activity 1.2.4 : KABUL AND NANGARHAR: COMMUNITY MOBILIZATION FOR CBE CLASSES

In parallel with the establishment of temporary classrooms in informal settlements, ACTED and CIC will coordinate with local hub schools to launch community mobilization campaigns across the targeted settlements and in their vicinity. These campaigns will be organized in consultation with local government, returnee and host community stakeholders, and CDCs and will include both public awareness sessions at group events (e.g. after the Friday prayer at mosques), and door-to-door visits. Both ACTED's community mobilizers and recruited teachers will take part in such mobilization activities, that will be implemented over the first two months of the project.

These endeavours will aim to raise the awareness of returnee caseloads on the importance of enrolling their children into school, and will particularly aim to sensitize parents on the benefits and necessity of girls' education. ACTED and CIC will disseminate "Back to Learning" campaign materials, as well as basic information on the project, on the CBE curriculum and on ACTED's Complaints Response Mechanism (CRM) using flyers that will easily be understood by all. Students' enrolment procedure, and the location and schedule of CBE classes and local hub schools will also be clearly explained. Students will be encouraged to enroll either in ACTED's and CIC's CBE classes in settlements or formal schools, depending on their distance from the schools.

#### Activity 1.2.5 : KABUL AND NANGARHAR: ENROLMENT AND PROVISION OF STUDENT KITS FOR CBE STUDENTS

In coordination with respective hub schools, ACTED and CIC will enroll beneficiary students into their respective CBE classes. Given that these classes will be located in ISETs with high density of returnee households, CBE beneficiaries will mostly be composed by undocumented or registered returnee students, but ACTED and CIC will also enroll IDPs, PIDPs and local students in need of CBE.

Given that CBE certificates can only be delivered to students who have attended 80% of a CBE course, students who enroll into the course up to two months after the start of classes may be eligible to receive a CBE certificate upon completion of the programme. If places are still available in CBE classes after this two-month period, ACTED and CIC will enroll additional students so that they are not left out of school. These students will however not receive a CBE certificate at the end of the course, and will be encouraged to take a grade equivalency test to be able to enroll into primary school.

ACTED and CIC will procure learning materials and provide a student kit to each enrolled student as they enroll and start CBE classes. As per the EiE working group's recommendations, these kits will include MoE-approved CBE learning text

							<p>books, exercise books, as well as stationery (pencils, sharpeners and rulers). ACTED will distribute 3,000 student kits, and CIC will distribute 1,500 student kits. Part of the kit items (i.e. stationery) will then be re-provided to all enrolled students on a regular basis so as to ensure that they have sufficient materials to properly follow classes.</p> <p>As ACTED and CIC are limited in their capacity to manage all the identified needs via the CHF, the intervention has aimed to equip students individually in the CBE classrooms where classroom equipment contingent is much less than that of overflow classrooms in formal schools.</p> <p>Considering a target of 30 students per class, and 2 classes per day (one morning and one afternoon shift), amounting to 60 students per CBE established, and considering 5 CBE classrooms established per ISET, ACTED and CIC will enroll and provide kits to:</p> <ul style="list-style-type: none"> <li>- 3,000 students in ten ISETs of Nangarhar province (including 1,500 boys and 1,500 girls) (ACTED)</li> <li>- 1,500 students in five KIS (including 750 boys and 750 girls) (CIC)</li> </ul> <p>In total, under output 2, 4,500 students will be enrolled in CBE classes, including 2,250 boys and 2,250 girls.</p> <p>Activity 1.2.6 : KABUL AND NANGARHAR: PROVISION OF CBE CLASSES FOR CBE STUDENTS</p> <p>ACTED will provide CBE classes to 3,000 students, including an estimated 1,500 girls (50 % of the total target) in ten informal settlements of Nangarhar province, and CIC will provide CBE classes to 1,500 students, including an estimated 750 girls (50% of the total target) in five settlements of Kabul province. Classes will be offered in both the morning and the afternoon. ACTED will seek to ensure that girls preferably attend morning classes so as to reduce their exposure to potential protection and GBV threats associated with afternoon travel.</p> <p>ACTED and CIC will use MoE-approved CBE curriculum. CBE courses will follow the CBE policy for classroom time, duration and length. ACTED will take on a key advocacy role with the MoE, and Kabul and Nangarhar PEDs, to ensure that students receive a valid certificate that they can then use to reenroll into formal schools and continue their learning.</p> <p>The provision of CBE classes will benefit:</p> <ul style="list-style-type: none"> <li>- 3,000 students in ten ISETs of Nangarhar province (including 1,500 boys and 1,500 girls) (ACTED)</li> <li>- 1,500 students in five KIS (including 750 boys and 750 girls) (CIC)</li> </ul> <p>In total, under output 2, the provision of CBE classes will benefit 4,500 students, including 2,250 boys and 2,250 girls.</p>
Nangarhar -> Rodat	13	6	6	380	380	772	<p>Activity 1.1.1 : NANGARHAR: PROVISION OF EQUIPMENT TO OVERFLOW SCHOOLS</p> <p>Responding to the advertised needs of the target schools vocalized in EiE working group meetings by the PED in Jalalabad, ACTED aims to maximize the capacity of the PED and local schools to manage the influx of students in overflow classes by providing class kits to schools that will receive tents provided by UNICEF.</p> <p>ACTED will procure and provide equipment to two schools, including one girls' school, in each target district (Rodat, Behsud, Jalalabad, Kama and Kuzkuner) of Nangarhar province, that are to</p>

receive UNICEF tents for the establishment of temporary classrooms. These ten schools were identified as in need of material support by the Nangarhar PED, and have already shared their equipment requirements (e.g. floor mats, blackboards). This equipment is needed for overcrowded schools to absorb the influx of returnee students. ACTED will support these schools by providing a classroom kit (such as those procured for temporary CBE classes in activity 1.2.1) for each of these 10 schools. As per the EiE working group's recommendation, these kits will include a blackboard, mats, a register with pens and chalk. Kits will also include a first aid kit. ACTED will handover procured equipment to beneficiary schools. In addition, ACTED will install separate latrines for boys and girls for all ten supported overflow schools in Nangarhar province, as will be done for CBE classrooms under activity 1.2.1.

In total, under output 1, ACTED will support 10 schools, benefitting 800 students (including 400 boys and 400 girls), considering an estimated average of 80 students per beneficiary school.  
Activity 1.1.2 : NANGARHAR: RECRUITMENT OF TEACHERS FOR OVERFLOW SCHOOLS

ACTED will hire 10 local and returnee teachers to teach in identified overcrowded schools in Kama, Rodat, Jalalabad, Behsud and Kuzkuner (one teacher per school), in addition to the 75 teachers that are to be recruited for ACTED's and CiC's classes set up in ISETs under output 2.

The recruitment of returnee teachers was recognized as a priority by the EiE working group. ACTED will engage the PED and local schools to identify available local male and female teachers, as well as UNHCR and IOM to identify qualified returnee teachers who have settled in target areas. In parallel, ACTED and CIC will advertise teacher positions in target communities through door-to-door community mobilization, advertising a group events, and meetings with local shuras. Teachers will be selected among candidates who fulfil the MoE's basic requirements. Female teachers will need to prove that they have studied up to Grade 9 (or a minimum of Grade 6), and male teachers will have to demonstrate that they have studied at least up to Grade 12. As much as possible, ACTED and its partner will seek to recruit experienced teachers. Given that female teachers can teach both girls and boys while male teachers usually only teach for boys, ACTED will prioritize female teachers over male teachers, and will endeavour to recruit approximately 50% of female teachers coming from both local and returnee populations. Teachers will be paid in accordance with the EiE working group's current established incentive (USD 100 per month).

In total, under output 1, ACTED will recruit 10 teachers, including 5 male and 5 female teachers.

Activity 1.1.3 : NANGARHAR: PROVISION OF TEACHER TRAINING FOR OVERFLOW SCHOOL TEACHERS

ACTED and CIC will provide a compulsory fifteen-day Training of Trainers (ToT) for newly recruited teachers prior to the start of classes. This ToT will include ten days of training facilitated by a MoE trainer, and five days of in-house training provided by CIC's trainer. This training will include sessions such as methods of teaching and creating an inclusive learning environments, and will target both teachers recruited for overflow schools and teachers

recruited to deliver CBE classes in informal settlements (output 2). ACTED and CIC have a long history of delivering such training curricula, and will translate all relevant training materials into Pashto. Given the local displacement context, this ToT will have a strong focus on inclusive education, as well as gender and protection awareness.

Teachers will be trained on how to use CBE text books that will be used as part of the programme. Although only CBE classes will be implemented under this project. Trained teachers will then have the capacity to also teach ALP curriculum, which mirrors the CBE curriculum with the only difference being teaching hours per day.

In addition, an eight-day refresher training will be organized halfway through the programme for teachers to share experiences and discuss challenges that they regularly or occasionally face and discuss solutions. The first five days of this refresher will be facilitated by a MoE trainer, and the last three days will be facilitated by CIC's trainer.

All 10 recruited teachers for overflow schools will benefit from these training sessions, in addition to the 75 teachers for ACTED's and CiC's CBE classes that will be recruited and trained under output 2. ACTED's AMEU will conduct a pre-and post-test in order to assess the increase in teachers' knowledge. After they have followed the initial ToT and prior to the start of classes, all teachers will receive a teacher kit composed by teacher manuals for CBE. 10 kits will be delivered to teachers under this activity, in addition to the 75 kits that will be distributed under output 2 .

In total, under output 1, ACTED will train 10 teachers, including 5 male and 5 female teachers.

#### Activity 1.1.4 : KABUL AND NANGARHAR: ADVOCACY FOR THE CREATION OF PROVINCIAL PLACEMENT STAFF POSITIONS

The placement and enrollment of returnee students has been identified as a major issue. In its Guidelines for Enrollment of Returnees, the MoE has stated that returnee students who cannot provide any proof of their level of education within three months of registering in school should travel to Kabul to take a grade equivalency test. This test is meant to assess the level of educational attainment of students, based on which placement into grades 1 to 9 of primary school or in ALPs (for students three or more years older than the required age for any grade) will be recommended. However, given the limited financial means of returnee households and challenges associated with travelling to and from Kabul, including protection vulnerabilities for youth, this procedure is highly unlikely to succeed and large numbers of returnee students may be left out of school.

ACTED therefore proposes to advocate for the creation of ministerial placement staff positions within the Nangarhar and Kabul PED. These staff's mandate will be to coordinate with the PED, UNICEF, CBE hub schools, EIE CHF partners and other education I/NGOs across Nangarhar and Kabul provinces to organize grade equivalency tests at the local level, advertise these events as widely as possible among returnee populations, and go from school to school to conduct such tests and facilitate the enrolment of returnee students into their relevant grade.

Activity 1.2.1 : KABUL AND NANGARHAR:  
RECRUITMENT OF TEACHERS FOR CBE  
CLASSES

ACTED and CIC will recruit one teacher for each CBE classroom to be established (50 teachers in Nangarhar and 25 teachers in Kabul). ACTED and CIC will endeavour to reach a one teacher to 30 students ratio in their respective CBE classes, as per the MoE's CBE guidelines. In total, 75 teachers will be recruited under this output.

The recruitment of returnee teachers was recognized as a priority by the EIE working group. ACTED and CIC will engage the PED and local schools to identify available local male and female teachers, as well as UNHCR and IOM to identify qualified returnee teachers who have settled in target areas. In parallel, ACTED and CIC will advertise teacher positions in target communities through door-to-door community mobilization, advertising a group events, and meetings with local shuras.. Teachers will be selected among candidates who fulfil the MoE's basic requirements. Female teachers will need to prove that they have studied up to Grade 9 (or a minimum of Grade 6), and male teachers will have to demonstrate that they have studied at least up to Grade 12. As much as possible, ACTED and its partner will seek to recruit experienced teachers. Given that female teachers can teach both girls and boys while male teachers usually only teach for boys, ACTED will prioritize female teachers over male teachers, and will endeavour to recruit approximately 50% of female teachers coming from both local and returnee populations. Teachers will receive stipends, in accordance with the EIE working group's current established incentive amount (USD 100 per month).

ACTED and CIC will recruit:  
- 50 CBE teachers in ten ISETs of Nangarhar province (including 25 male and 25 female teachers) (ACTED)  
- 25 CBE teachers in five KIS (including 12 male and 13 female), Kabul province (CIC)

In total, under output 2, 75 CBE teachers will be recruited, including 37 male and 38 female teachers.

Activity 1.2.2 : KABUL AND NANGARHAR:  
TRAINING OF TEACHERS FOR CBE CLASSES  
IN INFORMAL SETTLEMENTS

ACTED and CIC will provide a compulsory fifteen-day Training of Trainers (ToT) for newly recruited teachers prior to the start of classes. This ToT will include ten days of training facilitated by a MoE trainer, and five days of in-house training provided by CIC's trainer. This training will include sessions such as methods of teaching and creating an inclusive learning environments. This training will be provided jointly with the training of overflow schools teachers under output 1. ACTED and CIC have a long history of delivering such training curricula, and will translate all relevant training materials into Pashto. Given the local displacement context, this ToT will have a strong focus on inclusive education, as well as gender and protection awareness.

Teachers will be trained on how to use CBE text books that will be used as part of the programme. Trained teachers will then have the capacity to also teach ALP curriculum, which mirrors the CBE curriculum with the only difference being teaching hours per day.

In addition, an eight-day refresher training will be organized halfway through the programme for teachers to share experiences and discuss

challenges that they regularly or occasionally face and discuss solutions. The first five days of this refresher will be facilitated by a MoE trainer, and the last three days will be facilitated by CIC's trainer.

All 75 recruited CBE teachers will benefit from these training sessions, in addition to the 10 overflow school teachers trained under output 1. ACTED's AMEU will conduct a pre-and post-test in order to assess the increase in teachers' knowledge. After they have followed the initial ToT and prior to the start of classes, all teachers will receive a teacher kit composed by teacher manuals for CBE curriculum. A total of 75 kits will be delivered to teachers under this output, in addition to the 10 kits that will be delivered under output 1.

This activity will benefit:

- 50 CBE teachers in ten ISETs of Nangarhar province (including 25 male and 25 female teachers) (ACTED)
- 25 CBE teacher in five KIS, Kabul province (including 12 male and 13 female) (CIC)

In total, under output 2, ACTED and CIC will train 75 CBE teachers, including 37 male and 38 female teachers.

#### Activity 1.2.3 : KABUL AND NANGARHAR: ESTABLISHMENT OF CBE CLASSROOMS IN INFORMAL SETTLEMENTS

ACTED will establish 50 temporary classrooms across ten ISETs in Jalalabad, Rodat and Behsud districts of Nangarhar province (5 classrooms per ISET), and CIC will establish 25 temporary classrooms across five ISETs of Kabul province (5 classroom per ISET). The location of these classrooms will be determined through sustained coordination with the PED, based on the areas of highest need for education in ISETs across target districts, taking into consideration the availability and overcrowding of school infrastructure and the location of returnee caseloads. ACTED and CIC will also closely coordinate with local government, CDCs, host community and ISETs stakeholders to confirm the location of these classrooms. These classrooms will be established in arranged rooms in teachers' homes. Each classroom will accommodate an average of 30 students per class and will be linked to a hub school. In accordance with MoE guidelines, a maximum of five CBEs will be affiliated to each hub school.

For each of these temporary classrooms, ACTED and CIC will provide class kits that will include floor mats, a blackboard, a register with pens and chalk, as well as a first aid kit. ACTED and CIC will provide a class kit for each classroom. 50 classroom kits will be provided in ACTED's CBE classrooms, and 25 will be provided in CIC's CBE classrooms, amounting to a total of 75 classroom kits. Another 10 kits will be provided by ACTED to overflow schools, as part of activity 1.1.1. ACTED and CIC will ensure that these classrooms are located no less than three kilometers away from hub schools and that students do not have to walk long distances to reach the classrooms, thus reducing their exposure to protection risks.

In addition, ACTED and CIC will install separate male and female latrines near these 75 CBE classrooms, and will ensure that class premises are safe and secure for both boys and girls, including students with disabilities. Established classrooms will be properly maintained throughout the project duration. At the end of project, if the need for such CBE provision in target areas has largely decreased or if no

funding can be secured for ACTED and CIC to continue implementing their CBE classes, ACTED and CIC will hand over all suitable equipment to local hub schools and the PED.

ACTED and CIC will establish:  
- 50 CBE classes in ten ISETs of Nangarhar province (ACTED)  
- 25 CBE classes in five KIS, Kabul province (CIC)

In total, under output 2, 75 CBE classrooms will be established.

#### Activity 1.2.4 : KABUL AND NANGARHAR: COMMUNITY MOBILIZATION FOR CBE CLASSES

In parallel with the establishment of temporary classrooms in informal settlements, ACTED and CIC will coordinate with local hub schools to launch community mobilization campaigns across the targeted settlements and in their vicinity. These campaigns will be organized in consultation with local government, returnee and host community stakeholders, and CDCs and will include both public awareness sessions at group events (e.g. after the Friday prayer at mosques), and door-to-door visits. Both ACTED's community mobilizers and recruited teachers will take part in such mobilization activities, that will be implemented over the first two months of the project.

These endeavours will aim to raise the awareness of returnee caseloads on the importance of enrolling their children into school, and will particularly aim to sensitize parents on the benefits and necessity of girls' education. ACTED and CIC will disseminate "Back to Learning" campaign materials, as well as basic information on the project, on the CBE curriculum and on ACTED's Complaints Response Mechanism (CRM) using flyers that will easily be understood by all. Students' enrolment procedure, and the location and schedule of CBE classes and local hub schools will also be clearly explained. Students will be encouraged to enroll either in ACTED's and CIC's CBE classes in settlements or formal schools, depending on their distance from the schools.

#### Activity 1.2.5 : KABUL AND NANGARHAR: ENROLMENT AND PROVISION OF STUDENT KITS FOR CBE STUDENTS

In coordination with respective hub schools, ACTED and CIC will enroll beneficiary students into their respective CBE classes. Given that these classes will be located in ISETs with high density of returnee households, CBE beneficiaries will mostly be composed by undocumented or registered returnee students, but ACTED and CIC will also enroll IDPs, PIDPs and local students in need of CBE.

Given that CBE certificates can only be delivered to students who have attended 80% of a CBE course, students who enroll into the course up to two months after the start of classes may be eligible to receive a CBE certificate upon completion of the programme. If places are still available in CBE classes after this two-month period, ACTED and CIC will enroll additional students so that they are not left out of school. These students will however not receive a CBE certificate at the end of the course, and will be encouraged to take a grade equivalency test to be able to enroll into primary school.

ACTED and CIC will procure learning materials and provide a student kit to each enrolled student as they enroll and start CBE classes. As per the EiE working group's recommendations, these kits

							<p>will include MoE-approved CBE learning text books, exercise books, as well as stationery (pencils, sharpeners and rulers). ACTED will distribute 3,000 student kits, and CIC will distribute 1,500 student kits. Part of the kit items (i.e. stationery) will then be re-provided to all enrolled students on a regular basis so as to ensure that they have sufficient materials to properly follow classes.</p> <p>As ACTED and CIC are limited in their capacity to manage all the identified needs via the CHF, the intervention has aimed to equip students individually in the CBE classrooms where classroom equipment contingent is much less than that of overflow classrooms in formal schools.</p> <p>Considering a target of 30 students per class, and 2 classes per day (one morning and one afternoon shift), amounting to 60 students per CBE established, and considering 5 CBE classrooms established per ISET, ACTED and CIC will enroll and provide kits to:</p> <ul style="list-style-type: none"> <li>- 3,000 students in ten ISETs of Nangarhar province (including 1,500 boys and 1,500 girls) (ACTED)</li> <li>- 1,500 students in five KIS (including 750 boys and 750 girls) (CIC)</li> </ul> <p>In total, under output 2, 4,500 students will be enrolled in CBE classes, including 2,250 boys and 2,250 girls.</p> <p><b>Activity 1.2.6 : KABUL AND NANGARHAR: PROVISION OF CBE CLASSES FOR CBE STUDENTS</b></p> <p>ACTED will provide CBE classes to 3,000 students, including an estimated 1,500 girls (50 % of the total target) in ten informal settlements of Nangarhar province, and CIC will provide CBE classes to 1,500 students, including an estimated 750 girls (50% of the total target) in five settlements of Kabul province. Classes will be offered in both the morning and the afternoon. ACTED will seek to ensure that girls preferably attend morning classes so as to reduce their exposure to potential protection and GBV threats associated with afternoon travel.</p> <p>ACTED and CIC will use MoE-approved CBE curriculum. CBE courses will follow the CBE policy for classroom time, duration and length. ACTED will take on a key advocacy role with the MoE, and Kabul and Nangarhar PEDs, to ensure that students receive a valid certificate that they can then use to reenroll into formal schools and continue their learning.</p> <p>The provision of CBE classes will benefit:</p> <ul style="list-style-type: none"> <li>- 3,000 students in ten ISETs of Nangarhar province (including 1,500 boys and 1,500 girls) (ACTED)</li> <li>- 1,500 students in five KIS (including 750 boys and 750 girls) (CIC)</li> </ul> <p>In total, under output 2, the provision of CBE classes will benefit 4,500 students, including 2,250 boys and 2,250 girls.</p>
Nangarhar -> Kama	3	1	1	80	80	162	<p><b>Activity 1.1.1 : NANGARHAR: PROVISION OF EQUIPMENT TO OVERFLOW SCHOOLS</b></p> <p>Responding to the advertised needs of the target schools vocalized in EIE working group meetings by the PED in Jalalabad, ACTED aims to maximize the capacity of the PED and local schools to manage the influx of students in overflow classes by providing class kits to schools that will receive tents provided by UNICEF.</p> <p>ACTED will procure and provide equipment to two schools, including one girls' school, in each target district (Rodat, Behsud, Jalalabad, Kama</p>

and Kuzkuner) of Nangarhar province, that are to receive UNICEF tents for the establishment of temporary classrooms. These ten schools were identified as in need of material support by the Nangarhar PED, and have already shared their equipment requirements (e.g. floor mats, blackboards). This equipment is needed for overcrowded schools to absorb the influx of returnee students. ACTED will support these schools by providing a classroom kit (such as those procured for temporary CBE classes in activity 1.2.1) for each of these 10 schools. As per the EiE working group's recommendation, these kits will include a blackboard, mats, a register with pens and chalk. Kits will also include a first aid kit. ACTED will handover procured equipment to beneficiary schools. In addition, ACTED will install separate latrines for boys and girls for all ten supported overflow schools in Nangarhar province, as will be done for CBE classrooms under activity 1.2.1.

In total, under output 1, ACTED will support 10 schools, benefitting 800 students (including 400 boys and 400 girls), considering an estimated average of 80 students per beneficiary school.  
**Activity 1.1.2 : NANGARHAR: RECRUITMENT OF TEACHERS FOR OVERFLOW SCHOOLS**

ACTED will hire 10 local and returnee teachers to teach in identified overcrowded schools in Kama, Rodat, Jalalabad, Behsud and Kuzkuner (one teacher per school), in addition to the 75 teachers that are to be recruited for ACTED's and CiC's classes set up in ISETs under output 2.

The recruitment of returnee teachers was recognized as a priority by the EiE working group. ACTED will engage the PED and local schools to identify available local male and female teachers, as well as UNHCR and IOM to identify qualified returnee teachers who have settled in target areas. In parallel, ACTED and CIC will advertise teacher positions in target communities through door-to-door community mobilization, advertising a group events, and meetings with local shuras. Teachers will be selected among candidates who fulfil the MoE's basic requirements. Female teachers will need to prove that they have studied up to Grade 9 (or a minimum of Grade 6), and male teachers will have to demonstrate that they have studied at least up to Grade 12. As much as possible, ACTED and its partner will seek to recruit experienced teachers. Given that female teachers can teach both girls and boys while male teachers usually only teach for boys, ACTED will prioritize female teachers over male teachers, and will endeavour to recruit approximately 50% of female teachers coming from both local and returnee populations. Teachers will be paid in accordance with the EiE working group's current established incentive (USD 100 per month).

In total, under output 1, ACTED will recruit 10 teachers, including 5 male and 5 female teachers.

**Activity 1.1.3 : NANGARHAR: PROVISION OF TEACHER TRAINING FOR OVERFLOW SCHOOL TEACHERS**

ACTED and CIC will provide a compulsory fifteen-day Training of Trainers (ToT) for newly recruited teachers prior to the start of classes. This ToT will include ten days of training facilitated by a MoE trainer, and five days of in-house training provided by CiC's trainer. This training will include sessions such as methods of teaching and creating an inclusive learning environments, and will target both teachers

recruited for overflow schools and teachers recruited to deliver CBE classes in informal settlements (output 2). ACTED and CIC have a long history of delivering such training curricula, and will translate all relevant training materials into Pashto. Given the local displacement context, this ToT will have a strong focus on inclusive education, as well as gender and protection awareness.

Teachers will be trained on how to use CBE text books that will be used as part of the programme. Although only CBE classes will be implemented under this project. Trained teachers will then have the capacity to also teach ALP curriculum, which mirrors the CBE curriculum with the only difference being teaching hours per day.

In addition, an eight-day refresher training will be organized halfway through the programme for teachers to share experiences and discuss challenges that they regularly or occasionally face and discuss solutions. The first five days of this refresher will be facilitated by a MoE trainer, and the last three days will be facilitated by CIC's trainer.

All 10 recruited teachers for overflow schools will benefit from these training sessions, in addition to the 75 teachers for ACTED's and CiC's CBE classes that will be recruited and trained under output 2. ACTED's AMEU will conduct a pre-and post-test in order to assess the increase in teachers' knowledge. After they have followed the initial ToT and prior to the start of classes, all teachers will receive a teacher kit composed by teacher manuals for CBE. 10 kits will be delivered to teachers under this activity, in addition to the 75 kits that will be distributed under output 2 .

In total, under output 1, ACTED will train 10 teachers, including 5 male and 5 female teachers.

#### Activity 1.1.4 : KABUL AND NANGARHAR: ADVOCACY FOR THE CREATION OF PROVINCIAL PLACEMENT STAFF POSITIONS

The placement and enrollment of returnee students has been identified as a major issue. In its Guidelines for Enrollment of Returnees, the MoE has stated that returnee students who cannot provide any proof of their level of education within three months of registering in school should travel to Kabul to take a grade equivalency test. This test is meant to assess the level of educational attainment of students, based on which placement into grades 1 to 9 of primary school or in ALPs (for students three or more years older than the required age for any grade) will be recommended. However, given the limited financial means of returnee households and challenges associated with travelling to and from Kabul, including protection vulnerabilities for youth, this procedure is highly unlikely to succeed and large numbers of returnee students may be left out of school.

ACTED therefore proposes to advocate for the creation of ministerial placement staff positions within the Nangarhar and Kabul PED. These staff's mandate will be to coordinate with the PED, UNICEF, CBE hub schools, EIE CHF partners and other education I/NGOs across Nangarhar and Kabul provinces to organize grade equivalency tests at the local level, advertise these events as widely as possible among returnee populations, and go from school to school to conduct such tests and facilitate the enrollment of returnee students into their relevant grade.

Nangarhar -> Kuzkunur	3	1	1	80	80	162	<p><b>Activity 1.1.1 : NANGARHAR: PROVISION OF EQUIPMENT TO OVERFLOW SCHOOLS</b>  Responding to the advertised needs of the target schools vocalized in EiE working group meetings by the PED in Jalalabad, ACTED aims to maximize the capacity of the PED and local schools to manage the influx of students in overflow classes by providing class kits to schools that will receive tents provided by UNICEF.</p> <p>ACTED will procure and provide equipment to two schools, including one girls' school, in each target district (Rodat, Behsud, Jalalabad, Kama and Kuzkunur) of Nangarhar province, that are to receive UNICEF tents for the establishment of temporary classrooms. These ten schools were identified as in need of material support by the Nangarhar PED, and have already shared their equipment requirements (e.g. floor mats, blackboards). This equipment is needed for overcrowded schools to absorb the influx of returnee students. ACTED will support these schools by providing a classroom kit (such as those procured for temporary CBE classes in activity 1.2.1) for each of these 10 schools. As per the EiE working group's recommendation, these kits will include a blackboard, mats, a register with pens and chalk. Kits will also include a first aid kit. ACTED will handover procured equipment to beneficiary schools. In addition, ACTED will install separate latrines for boys and girls for all ten supported overflow schools in Nangarhar province, as will be done for CBE classrooms under activity 1.2.1.</p> <p>In total, under output 1, ACTED will support 10 schools, benefitting 800 students (including 400 boys and 400 girls), considering an estimated average of 80 students per beneficiary school.</p> <p><b>Activity 1.1.2 : NANGARHAR: RECRUITMENT OF TEACHERS FOR OVERFLOW SCHOOLS</b></p> <p>ACTED will hire 10 local and returnee teachers to teach in identified overcrowded schools in Kama, Rodat, Jalalabad, Behsud and Kuzkunur (one teacher per school), in addition to the 75 teachers that are to be recruited for ACTED's and CiC's classes set up in ISETs under output 2.</p> <p>The recruitment of returnee teachers was recognized as a priority by the EiE working group. ACTED will engage the PED and local schools to identify available local male and female teachers, as well as UNHCR and IOM to identify qualified returnee teachers who have settled in target areas. In parallel, ACTED and CIC will advertise teacher positions in target communities through door-to-door community mobilization, advertising a group events, and meetings with local shuras. Teachers will be selected among candidates who fulfil the MoE's basic requirements. Female teachers will need to prove that they have studied up to Grade 9 (or a minimum of Grade 6), and male teachers will have to demonstrate that they have studied at least up to Grade 12. As much as possible, ACTED and its partner will seek to recruit experienced teachers. Given that female teachers can teach both girls and boys while male teachers usually only teach for boys, ACTED will prioritize female teachers over male teachers, and will endeavour to recruit approximately 50% of female teachers coming from both local and returnee populations. Teachers will be paid in accordance with the EiE working group's current established incentive (USD 100 per month).</p> <p>In total, under output 1, ACTED will recruit 10 teachers, including 5 male and 5 female</p>
-----------------------	---	---	---	----	----	-----	---

teachers.

#### Activity 1.1.3 : NANGARHAR: PROVISION OF TEACHER TRAINING FOR OVERFLOW SCHOOL TEACHERS

ACTED and CIC will provide a compulsory fifteen-day Training of Trainers (ToT) for newly recruited teachers prior to the start of classes. This ToT will include ten days of training facilitated by a MoE trainer, and five days of in-house training provided by CIC's trainer. This training will include sessions such as methods of teaching and creating an inclusive learning environments, and will target both teachers recruited for overflow schools and teachers recruited to deliver CBE classes in informal settlements (output 2). ACTED and CIC have a long history of delivering such training curricula, and will translate all relevant training materials into Pashto. Given the local displacement context, this ToT will have a strong focus on inclusive education, as well as gender and protection awareness.

Teachers will be trained on how to use CBE text books that will be used as part of the programme. Although only CBE classes will be implemented under this project. Trained teachers will then have the capacity to also teach ALP curriculum, which mirrors the CBE curriculum with the only difference being teaching hours per day.

In addition, an eight-day refresher training will be organized halfway through the programme for teachers to share experiences and discuss challenges that they regularly or occasionally face and discuss solutions. The first five days of this refresher will be facilitated by a MoE trainer, and the last three days will be facilitated by CIC's trainer.

All 10 recruited teachers for overflow schools will benefit from these training sessions, in addition to the 75 teachers for ACTED's and CIC's CBE classes that will be recruited and trained under output 2. ACTED's AMEU will conduct a pre-and post-test in order to assess the increase in teachers' knowledge. After they have followed the initial ToT and prior to the start of classes, all teachers will receive a teacher kit composed by teacher manuals for CBE. 10 kits will be delivered to teachers under this activity, in addition to the 75 kits that will be distributed under output 2 .

In total, under output 1, ACTED will train 10 teachers, including 5 male and 5 female teachers.

#### Activity 1.1.4 : KABUL AND NANGARHAR: ADVOCACY FOR THE CREATION OF PROVINCIAL PLACEMENT STAFF POSITIONS

The placement and enrollment of returnee students has been identified as a major issue. In its Guidelines for Enrollment of Returnees, the MoE has stated that returnee students who cannot provide any proof of their level of education within three months of registering in school should travel to Kabul to take a grade equivalency test. This test is meant to assess the level of educational attainment of students, based on which placement into grades 1 to 9 of primary school or in ALPs (for students three or more years older than the required age for any grade) will be recommended. However, given the limited financial means of returnee households and challenges associated with travelling to and from Kabul, including protection vulnerabilities for youth, this procedure is highly unlikely to succeed and large numbers of returnee students

may be left out of school.

ACTED therefore proposes to advocate for the creation of ministerial placement staff positions within the Nangarhar and Kabul PED. These staff's mandate will be to coordinate with the PED, UNICEF, CBE hub schools, EiE CHF partners and other education I/NGOs across Nangarhar and Kabul provinces to organize grade equivalency tests at the local level, advertise these events as widely as possible among returnee populations, and go from school to school to conduct such tests and facilitate the enrolment of returnee students into their relevant grade.

## Documents

Category Name	Document Description
Project Supporting Documents	Annex I - ACTED - EiE Needs Assessment Report.pdf
Project Supporting Documents	Annex II - Endorsement letter - APC CHF Support letter_12032017.pdf
Project Supporting Documents	ACTED - CiC - Teaming Agreement - Part I.pdf
Project Supporting Documents	ACTED - CiC - Teaming Agreement - Part II.pdf
Project Supporting Documents	ACTED - CiC - Teaming Agreement - Part III.pdf
Project Supporting Documents	Call Centre - Contact List Template 1SA 2017.xlsx
Project Supporting Documents	CHF-Afghanistan - Communications and Visibility Guidelines.02.2017.pdf
Project Supporting Documents	Remote Call Campaigns - Guidance Note for Partners.pdf
Budget Documents	Children in Crisis - detailed buget.xlsx
Budget Documents	ACTED - EiE proposal - BoQs.pdf
Budget Documents	ACTED - EiE proposal - Latrine costing.pdf
Budget Documents	Children in Crisis - detailed budget V2.xlsx
Budget Documents	Children in Crisis - detailed budget V2 OK.xlsx