



Norwegian Afghanistan Committee



**School No. 2 and Ganda Chasma
2017 and 2018**

Background

The school has been founded in 1982 in part 2 of Faizabad old city as primary school, as per fast growing girls' education the school has upgraded to high school in 1992, the community were witness of its first graduation by 1995, but there were only 13 girls has been graduated, fortunately these young passionate girls were able to get into university level we can recall some of them as testimony like Dr. Nooria currently persuading her MA in Public Health in Kabul and Eng. Parasto currently working with Ministry of Public Affairs.

School infrastructures and resources details by 2018:

- # of Student in 2018 (1168 girls, 226 boys)
- 12 classroom
- 1 skills lab
- 1 laboratory
- 1 stock
- 47 study classes in morning and afternoon shift
- 54 teachers
- Temporary staff 3
- 4 headmaster
- 1 manager
- 1 executive officer



NAC Support

This note for study assess the impact of the overall school improvement initiative implemented by NAC as part of the Integrated Rural Development Program. This initiative addresses the need to improve teacher's capacities, creating conducive physical environment and ensure greater participation of the communities in managing and supporting schools.

Particular needs in school leadership and management were noted as underlying causes of the state and situation of the school. In addition, uncontrolled out of school posed as a security threat to both student and teachers as they were harassed. The situation resulted in student absenteeism from classes and student escorted to school. At school level lack of teaching, student motivation and management capacity presented serious challenges as these affected the moral and motivation of the children, creating perceptions and negative attitudes among both children and parents. Resource constraints at all levels (National, Community and School levels) prevented effective strategic planning. The School was operating in challenging contexts of insufficient classrooms, teachers, textbooks and other resources, and as a result, student dropped out of school.



The discussions with principle, teachers, students, and parents showed that the NAC intervention had a strong impact on No. 2 Girls High School in Faizabad and Ganda Chasma girls' school in Argu. Based on the information generated during the interview, meetings and discussions, the school that was rehabilitated and raised to a comparable level through the support of the NAC. The school enrolment increased by 32.9% from 1100 students in 2011 to 1394 in 2018 as the school has expanded to two buildings. The school attendance rates increased from 87.7% to 92.5% over the past 2 years. In Ganda Chasma the school enrolment increase by 20 % from 556 in 2017 to 672 students in 2018, at the level of school governance, the capacities of the school Shura were strengthened through various trainings that were offered by NAC. With the knowledge and skills acquired during the three round training, school Shura (parents-teachers association) membership became proactive and responsive to challenges that beset the school and communities. They among other things, mobilized the communities, supported construction of security wall round the school, raised funds for construction of school structures, monitored and supervised the school management and improved the school systems and management processes.

Additional structures constructed by NAC

At teacher and school management levels, the school Shura with the support of NAC raised the quality of education through effective training of teachers. Lesson planning became both focused and long term. Learning facilities such as science laboratories and libraries were improved.

At classroom level the school Shura supported and improved on student class attendance, use of appropriate teaching and learning methodologies and effective teacher planning and management of students. This in turn raised the motivation levels of the pupils and the participation of students in many varied learning initiatives.

Outline of the Implementation

Among many activities since 2011 NAC has worked with construction of new classrooms, computer and English language courses, science subject courses, inclusive education, science subject courses for teachers, providing equipment and materials to school, Lab materials, gift exchange program, providing library and school books, mobile kitchen gardens, School Shura trainings, Bergen committee meeting, and construction around the school, On requests from the school NAC provided materials and equipment such as heaters, shelves, carpet to the school management. The school also received laboratory materials, such as modules, equipment for chemistry. In addition, library books were provided for science, geography, history, and religious studies. A register for books was also provided for the library. In addition to this, NAC also repaired some school buildings, levelled the school yard, constructed a surrounding wall and left the school in a better shape.

In 2017 Inclusive education and rights-based approaches to education; core subject matters; Project Based Learning PLB; counselling, dialogue and non-violent conflict resolution (e.g. through the 'Teachers for Peace' initiative); in 2018 classroom and school management; community mobilization; and social and environmental sustainability trainings was provided for the head master and one teacher. During the first and second round 28 teachers participated, for a period of 6 days. In order to improve the capacity of school Shura and traditional leaders and elders NAC provided a three-day training for 30 School Shura (8 female and 22 male), and 60 traditional leaders in both friendship school, also NAC has established of Early Child Development ECD classes for 90 kids between 4-6 years old in 2017-18. As part of schools friendship program, NAC introduced gift exchange program between Norwegian communities and friendship school students. The exchange program made available gifts such as paintings, pictures, hand crafts, dolls, letters and others.



Effect of the Interventions

The projects and activities implemented in Number 2 high school and Ganda Chasma has demonstrated impact on the following areas:

Improved availability and access to study books

Providing text books for students is the responsibility of Ministry of Education (MoE) throughout Afghanistan. However, due to budgetary constraints the Ministry of Education (MoE) could not afford to provide adequate text books both for all the children in classes as well as the classes in the school. As a result of this there were many challenges regarding availability of the study books for students. Through the support of NAC the Ministry of Education (MoE) printed and distributed new versions of the text books. Now all students own text books. They can easily learn, do homework, prepare for next lessons and read with no problem whatsoever. The challenges which used to haunt students and teachers no longer exist.



Improved Library and laboratory

Previously, the library and laboratory were combined and made teaching and learning of science difficult. With the construction of new classrooms, new separate learning facilities were made available. They were the laboratory for teaching and learning science on one hand and the library for general studying and research on the other hand. This lessened the burden of teaching as well as learning of science as learning became accessible and well-structured in the process. Both teachers and children are not facing any problems. According to students, they visit laboratory once a week and learn their science lessons. Students really enjoy learning their science.

NAC provided both the library books and the training of the librarian. In order to keep all the books safe a register book was also provided. The Library is now useable. Students take different types of books, read them at home and bring them back to library after use. Finally, loss of books through stealing is no longer a problem at all. The library and laboratory are now working throughout the week, a situation far much better compared to 2010 when they were only functional for 3 days per week.

Improved capacity and effectiveness of School Shura

The school Shura was established a long time ago but was not functioning well because there were capacity gaps among the team. They did not know their responsibilities very well. NAC provided three rounds of training where they impacted a sense of ownership to the members by stressing that this was their school. They were encouraged to work together as a team and solve problems related to the school.



As a result of the training, the school Shura became active and worked as a team to address school challenges and problems. Their participation in the school meeting increased and got informed of school problems. It emerged from the discussion with the school Shura that they, as a team, are attending to and addressing some of the school challenges. They are helping the school management team by talking to parents to talk to the students so that they desist from bunking classes. The school shura is also supporting the school in fund raising, security matters and community mobilization.

With help of School Shura, the school was able to bring safe drinking water and connected it to the reservoir available at school. The challenges are solved but there are still problems with the size of reservoir. It is very small and the water flows through a pipe into it every other day. This affects many students studying in school because there is no adequate water.

Due to NAC' and other stakeholders' numerous and different types of training on school management, the school management is organized and functioning well. Many activities have taken place. School shura was established and capacity was built among school shura members, management rooms were built with the help of the school shura. The funds for the buildings were raised by the community itself. Now there are separate rooms for teachers, headmaster and school manager.

For now the yearly planning are in place, objectives are clear to all, teachers and students are being assessed by the management. Register books for teachers are in place and human resource record for each teacher is available. Systems and processes are well in place now.

School furniture used to be a big challenge at school, this furniture was provided department of education way back in 2010. Now it's very old and most of it is broken. The students used to enjoy the lessons in classrooms. The school shura and management both tried very hard to repair these old chairs but they were too old for repairs. What they needed was new classroom furniture. When the School Shura and Management contacted the department of education for assistance in buying new furniture, they were told that the department has budget for repairing chairs and desks only. There was no provision for any budget for purchasing new furniture.

Teacher's capacity strengthened

After the establishment of school Shura, with help of NAC and other stakeholders in Badakhshan the school was able to build the capacity among teachers. Different capacity building trainings were provided by NAC and other stakeholders. A library was established so that teacher could build their capacity, now they are able to teach effectively across all subjects including the science subject. The school Shura members also confirmed that the school students are now happy with the methods and their teacher's capacity.



Positive changes in student's attitudes

During the interview with all the groups we found out that in past students were being beaten by teachers, instructional methods were not standard, students were not able to raise voice or speak freely. The capacity of teacher directly affected the student's attitude. Now all these have changed. There are no more beatings or punishment for students. There is an improvement in management system of school. A change in community or parents attitude has also been seen. According to the school Shura/parent members:

"The community members now understood and think that they are responsible for sending their kids to school and education them" Ms. Anisa parent"

Students take part in most of the activities. This gives them courage and motivation to study well. Another change in students' attitude has also been seen. Now students want to continue their education. They think attendance and studying is crucial to achieve their future goals and want to be involved in different fields of study in future

More schoolchildren than ever before

Ms. Aziza School principle says that: *“The Shura members held a meeting with community elders to solve their problems. It was finally decided to stop all boys roaming around the school. The boys’ gangs which used to be a problem for both school management and students stopped. The security which was a big challenge and was affecting student’s attendance was also solved after construction of walls. The Shura then contacted parents in the community and convinced parents to send their kids to school. While discussing with teachers, it was learnt that most of challenging issues were shared with school Shura members.”*



All the above changes also affected the attendance and reduced the dropout rates. Student assessment books and proper attendance control are also making student to be present at school they get marks from their involvement in classroom and if they are absent from school they lose marks after examinations.

The availability of books and chairs also played an important role and affected student attendance, the students enjoys studying because they have all the books, they do their homework, and come to school every day because most of the students related problems are solved

The school enrolment increased by 32.9% from 1100 students in 2011 to 1462 students in 2014, 1390 in 2018 as the school has expanded to two compose. The school attendance rates increased from 87.7% to 92.5% over the past 2 years-*Number 2 girls’ high school*, in Ganda Chasma the school enrolment increase by 20 % from 556 in 2017 to 672 students in 2018.

Reflection and learning on the interventions in Friendship schools

Some of the main factors which have contributed to bring a significant change at school are summarized as followings:

- Talking to teachers and getting their opinion about improvement in school management
- Various training by different organization helped a lot
- Ability to make yearly plans
- The teachers assessment helped the management to improve
- Setting objectives
- Teachers make plans for every subject
- Time management
- Teaching methods has changed
- Teaching materials are being provided.
- Engagement of learners
- Regular timely feedback
- The construction of the surrounding wall

Teachers were asked to rank the most important factor which helped to bring changes in school management they said” various training by different organization helped a lot and we also able to make yearly plans, set objectives and teachers assessment helped the management to improve. Now teachers make plans for every subject, time management, teaching methods has changed and teaching materials are being provided.

“In the past all class based activities were being done by teachers, now after changes in methods we involve students to take part in classrooms lessons and we only facilitate, supervise and lead them which also made decreases in our work load and ease the process” Ms. Roya – teacher

The teachers mentioned that in past students were not able to learn most of the chemistry, biology and physics lessons because they required laboratory to perform or teach, after sending teachers for trainings this has changed, the students learn easily and enjoy learning in laboratory.

The students assessment books which was introduced as new method in the country also helped the teachers a lot, students now get marks every day by bringing their homework, do class work or any other class related work in the school, these marks are finally added to final marks of each subject they were active.

*“The attitudes of students has changed since the implementation of the project, the key factor for all the changes was to give students’ the right to speak, now students found the courage to speak and they seem to be motivated and not afraid of teachers any more. They seems to be very friendly with teachers. Some of the students have volunteered to participate in the student competition program which is being produced by Afghanistan National radio and television in Faizabad. This illustrates the level of confidence the students have.”
Salma student grade 10th*



Sustainable Changes

This particular report demonstrated that real and lasting school improvement participation of all stakeholders. A high quality education systems continues to provide opportunities both staff and students to learn, share and grow all the time. Respondents from the interview emphasized that NAC’ should consult and engage stakeholders in all development focused intervention. As was the case with this in this intervention. One of the lessons learnt from this intervention is that capacity building is critical for an effective intervention to take route. Strengthening the capacity of local leadership is strategic and is sustainable

Recommendations

Based on the fore going experience, it is recommended that community based intervention in rural areas should begin with strengthening the local governance structures so that they cascade the knowledge and skills to others.

School Shura capacity building

During discussion with school Shura we found out that most of the members from previous school Shura were changed. The reasons behind introducing new members were that they were employed by different organizations and were not very much interested in helping the school., Both the school head master and the community decided to recruit new members so they can work effectively.

After recruiting new members some of the problems were solved because the new staff was efficient. The new staff was trained by school manager. However there are still some of the gaps which need to be addressed. In the light of what emerged from the findings, it is recommended that various capacity training sessions be provided to school shura members so that they learn their responsibilities and have a sense of ownership for the school.

Based on the assessment of the school Shura done so far, it emerged that these structures can be very effective in solving school problems provided they are given the skills and space to do so, some of the problem would never have been solved without interference of the school Shura and community leaders.



Many warm greetings from the children of school No. 2 and Ganda Chasma