**PEOPLE IN NEED**

**Agriculture Education Program in Afghanistan**

**And**

**Deputy Ministry of Technical and Vocational Education and Training of the Islamic State of Afghanistan**

**PERFORMANCE EVALUATION OF AGRICULTURE HIGH SCHOOLS AND INSTITUTES**

***First phase, 2016***

***Date: ..../…. / ……..***

|  |  |
| --- | --- |
| Name of school: | PIN Code of school: |
| Location of school: | Province: |
| Total number of Students: Number of Male students:Number of Female students: | Appropriate size of cultivated land based on number of students (1 jerib per 200 students): |
| Size of land own by the school:Size of land cultivated by students by the time of monitoring: |

**Criterion 1 – Quality of Implementation of Practical Works**

Practical works basics – ALL SCHOOLS:

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| --- | --- | --- | --- | --- |
| **1: Cultivation of plants in bags/pots (useful practice especially when land not available)** | **Max 2 pts** | **Points** | **√**  | **Evidence** |
| School doesn’t cultivate any crops in pots or bags | 0 |  | Picture of bags/pots. |
| School cultivates one or two different kinds of plants in pots or bags (including flowers) | 1 |  |
| School cultivates three or more different kinds of plants in pots or bags (at least 2 kinds of plants different than flowers) and the students are involved in cultivation | 2 |  |

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| --- | --- | --- | --- | --- |
| **2: Land cultivated by students out of appropriate size of land based on number of students:** | **Max 5 pts** | **Points** | **√**  | **Evidence** |
| No land is cultivated | 0 |  | Pictures of cultivated and non-cultivated land. |
| Less than 25% of the appropriate size of land is cultivated by students | 1 |  |
| Between 26% to 50% of the appropriate size of land is cultivated by students | 2 |  |
| Between 51% to 75% of the appropriate size of land is cultivated by students | 3 |  |
| Between 76% to 99% of the appropriate size of land is cultivated by students | 4 |  |
| 100% or more of the appropriate size of land is cultivated by students | 5 |  |
| **3a: Weeding and use of herbicides – school is not using herbicides (weeding should be applied only when artificial herbicides not used):** | **Max 2 pts** | **Points** | **√**  | **Evidence** |
| School is not using artificial herbicides and the cultivated land is not weeded | 0 |  | Pictures of cultivated land. |
| School is not using artificial herbicides and the cultivated land is weeded to some extent | 1 |  |
| School is not using artificial herbicides and the cultivated land is 100% weeded  | 2 |  |
| **3b:Weeding and use of herbicides – school is using herbicides (weeding should be applied only when artificial herbicides used):** |  |  |
| School is using artificial herbicides and the cultivated land is weeded by hand | 0 |  |
| School is using artificial herbicides and the cultivated land is not weeded by hand | 2 |  |
| **4: Number of cultivated crops (the more the better)** | **Max 3 pts** | **Points** | **√**  | **Evidence** |
| School cultivates less than 5 different crops | 0 |  | Pictures of plants/crops cultivated by school. |
| School cultivates 5 to 9 different crops | 1 |  |
| School cultivates 10 to 14 different crops | 2 |  |
| School cultivates 15 or more different crops | 3 |  |
| List the plants/crops cultivated by school: |
| **5: Demonstrated comparison of different agricultural practices (soil preparation, sowing, weeding, pest management, intercropping, application of fertilizers, etc.) and use of different varieties of the same crop teach students new methods** | **Max 3 pts** | **Points** | **√**  | **Evidence** |
| School uses 1 type of agricultural practice to demonstrate comparison of different results  | 0 |  | Pictures of different sowing/growing methods. |
| School uses 2 types of different agricultural practices to demonstrate comparison of different results  | 1 |  |
| School uses 3 types of different agricultural practices to demonstrate comparison of different results | 2 |  |
| School uses 4 types of different agricultural practices to demonstrate comparison of different results | 3 |  |
| Which crops and which different agricultural practices: |
| **6: Demonstrated comparison of different varieties of the same crop to show to students different results** | **Max 3 pts** | **Points** | **√**  | **Evidence** |
| School doesn’t use different varieties of 1 crop to demonstrate comparison of different results | 0 |  | Pictures of crops planted with different varieties of seeds. |
| School uses different varieties of 1 crop to demonstrate comparison of different results | 1 |  |
| School uses different varieties of 2 or 3 crops to demonstrate comparison of different results | 2 |  |
| School uses different varieties of 4 or more crops to demonstrate comparison of different results | 3 |  |
| Which crops and which varieties: |
| **7: Signs/labels with names of plants (leads to better management of cultivation and better involvement of students):** | **Max 2 pts** | **Points** | **√**  | **Evidence** |
| Students don’t use signs/labels with names of plants and cultivation information placed next to plants | 0 |  | Pictures of signs. |
| Students use signs/labels with names of plants and other information placed next to plants with at least half of the cultivated plants | 1 |  |
| Students use signs/labels with names of plants and other information placed next to plants with all of the cultivated plants | 2 |  |
| **8: Responsibility of students for cultivation (if responsibility given to students they are better involved in practical works)** | **Max 2 pts** | **Points** | **√**  | **Evidence** |
| Cultivated land is not divided into parts and each part is not responsibility of a different group of students  | 0 |  | Pictures of signs with names of classes or students. |
| Cultivated land is divided into parts and each part is responsibility of a different group of students but it is not clearly marked on signs which part belongs to which group | 1 |  |
| Cultivated land is divided into parts and each part is responsibility of a different group of students and it is clearly marked on signs which part belongs to which group | 2 |  |
| **9: Irrigation practices (the more different kinds of irrigation the school uses the better)** | **Max 2 pts** | **Points** | **√**  | **Evidence** |
| School uses only one way of irrigation ( ) | 1 |  | Pictures of irrigation. |
| School uses at least two kinds or more of irrigation (flood, furrow, drip, and sprinkle, other…) | 2 |  |
| **10: Use of composting (composting is a crucial practices for good fertilizing)** | **Max 2 pts** | **Points** | **√**  | **Evidence** |
| School is not using composting | 0 |  | Picture of compost and its usage. |
| School uses composting for fertilizing plants but doesn’t put all possible bio waste at the compost or the compost is not well covered, maintained | 1 |  |
| School uses composting for fertilizing plants in the most efficient way (using all material for composting that is available, maintaining compost properly) | 2 |  |
| **11: Quality of Plan for Practical Works - Teachers (teachers need to prepare plans for practical works for their subject)** | **Max 2 pts** | **Points** | **√**  | **Evidence** |
| Teachers of professional subjects didn’t prepare plans of practical works for their subjects or no plans were shown to the monitors | 0 |  | Pictures or copies of the Plan (s) for Practical Works. |
| Only some teachers of professional subjects prepared plans of practical works for their subjects and these plans were shown to the monitors | 1 |  |
| All teachers of professional subjects prepared plans of practical works for their subjects and these plans were shown to the monitors | 2 |  |
| **12: Quality of Plan for Practical Works – Director (director should prepare a comprehensive plan based on plans of teachers)** | **Max 2 pts** | **Points** | **√** |
| The plans of teachers were not put together into one comprehensive Plan for Practical Works of the school or no such plan was shown to the monitors | 0 |  |
| The plans of teachers were put together into one comprehensive Plan for Practical Works of the school, this plan was shown to the monitors but is not placed visibly in the school | 1 |  |
| The plans of teachers were put together into one comprehensive Plan for Practical Works of the school, this plan was shown to the monitors and it is placed visibly in the school | 2 |  |
| **13: Implementation of the Plan for Practical Works (the plan is useful only if implemented)** | **Max 2 pts** | **Points** | **√**  | **Evidence** |
| The plan is not being followed during this semester (only minimum of activities scheduled to be done before time of monitoring were implemented) | 0 |  | Pictures of implemented activities. |
| The plan is being followed during this semester to some extent (only some of activities scheduled to be done before time of monitoring were implemented) | 1 |  |
| The plan is being followed during this semester (most or all of the activities scheduled to be done before time of monitoring were implemented) | 2 |  |
| **14: (ASK FROM STUDENTS) Usage of Cultivation Calendars by teachers or groups of responsible students** | **Max 2 pts** | **Points** | **√**  |  |
| The Cultivation Calendars are not used by teachers or groups of responsible students | 0 |  |
| The Cultivation Calendars are used by some teachers or groups of responsible students | 1 |  |
| The Cultivation Calendars are used by all teachers or groups of responsible students | 2 |  |
| **15: (ASK FROM STUDENTS) The amount of practical works done on average by students (agricultural work outside of classroom, NOT in laboratory, library or IT room)** | **Max 4 pts** | **Points** | **√**  |
| Students on average are doing practical works less than 2 hours per week according to what they report | 0 |  |
| Students on average are doing practical works 2 – 4 hours per week according to what they report | 2 |  |
| Students on average are doing practical works more than 4 hours per week according to what they report | 4 |  |
| **16: Innovative activities (they can be very beneficial for students)** | **Max 10 pts** | **Points** | **√**  | **Evidence** |
| School is not implementing any of these innovative activities (production of mushrooms, honey in bottles, fish, cheese, pickled vegetables, fruit jam, juice, dried fruits, processing saffron, soybean, using incubators for rearing chicken and similar) | 0 |  | Pictures of innovative activities. |
| School is implementing some of these innovative activities (production of mushrooms, honey in bottles, fish, cheese, pickled vegetables, fruit jam, juice, dried fruits, processing saffron, soybean, using incubators for rearing chicken, potato chips and similar) – school receives 1 point for each activity up to maximum points of 10 | Points\_\_\_\_ |  |
| **17: Bookkeeping and utilization of products (school should use products from practical works to make activities sustainable, school should keep good records of products)** | **Max 6 pts** | **Points** | **√**  | **Evidence** |
| School is **not** keeping any records of products, not even the names of products or doesn’t have products | 0 |  | Readable picture or copy of the record book, ask from students. |
| School has products and is keeping **partial records** – only names of products and not all the products are listed and their usage recorded | 1 |  |
| School has **clear records** of products and their usage for sustainability of practical works | 3 |  |
| School is keeping **clear and complete records** about all products, including information about their usage and involvement of students in products harvesting, processing, marketing, and storage. | 6 |  |
| **18: The usage of school’s production (should be used to make practical works sustainable)** | **Max 3 pts** | **Points** | **√**  |
| The production is not used to ensure sustainability of school’s practical works | 0 |  |
| The production is **partially** used to ensure sustainability of school’s practical works (to buy seeds, fertilizers, spores, eggs, for maintenance and other related purposes) | 2 |  |
| The production is **completely** used to ensure sustainability of school’s practical works (to buy seeds, fertilizers, spores, eggs, for maintenance and other related purposes)  | 3 |  |
| **19: The school has at least one greenhouse (this basic technology should be used in all schools)** | **Max 3 pts** | **Points** | **√**  | **Evidence** |
| School doesn’t have a greenhouse | 0 |  | Picture  |
| School has at least one greenhouse | 3 |  |
| ***TOTAL MAXIMUM SCORE (QUESTION 1-19)*** | **60** |
| ***SCORE RECEIVED BY SCHOOL (QUESTION 1-19)*** |  |

Greenhouses – ONLY IF SCHOOL HAS GREENHOUSES

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| **20: Conditions of greenhouses (only properly kept greenhouses can teach students new practices)** | **Max 3 pts** | **Points** | **√**  | **Evidence** |
| Some of the greenhouses owned by the school are damaged to the extent they cannot be used | 0 |  | Pictures of the greenhouses. |
| Some of the greenhouses owned by the school are lightly damaged | 2 |  |
| All the greenhouses are fully functional, none of them is damaged | 3 |  |
| **21: Use of greenhouses (only properly used greenhouses can teach students new practices)** | **Max 3 pts** | **Points** | **√**  |
| Less than 50 % of land in the greenhouses is cultivated | 0 |  |
| More than 50 % of land in the greenhouses is cultivated but not all of it | 1 |  |
| All of the land in all of the greenhouses is fully cultivated | 2 |  |
| All of the land in all of the greenhouses is fully cultivated and the greenhouses are fully equipped with appropriate materials (thermometer and ventilation is always necessary, insects killer in case of lot of insects)  | 3 |  |
| ***TOTAL MAXIMUM SCORE (QUESTION 20-21)*** | **6** |
| ***SCORE RECEIVED BY SCHOOL (QUESTION 20-21)*** |  |

Animals – ONLY IF SCHOOL HAS ANIMALS

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| **22: Quality of care for animals (only properly kept animals can teach students new practices)** | **Max2 pts** | **Points** | **√**  | **Evidence** |
| Some animals are not kept properly according to their needs (enough water, feed, space, heating, shelter) | 0 |  | Pictures of animals and their environment. |
| All the animals are kept properly according to their needs (enough water, feed, space, heating, shelter) but there are some minor problems, especially with hygiene | 1 |  |
| All the animals are kept properly according to their needs (enough water, feed, space, heating, shelter) | 2 |  |
| List the animals and describe how they are kept (in a shed, cage, free pasture, tied with rope etc.): |
| **23: Responsible person for keeping the animals (the animals need to be taken care of even during holidays)** | **Max2 pts** | **Points** | **√**  | **Evidence** |
| The school doesn’t have a responsible person for keeping the animals during the night and when school has holiday  | 0 |  | Picture of farm keeper. |
| The school has responsible person for keeping the animals during the night and when school has holiday, this person is doing the job properly | 2 |  |
| **24: (ASK THE STUDENTS) Involvement of students in taking care of the animals** | **Max2 pts** | **Points** | **√**  | **Evidence** |
| The students are **not involved** in taking care of the animals (they are only observing them) | 0 |  |  |
| The students are **involved in feeding** the animals but not in other activities | 1 |  |
| The students are **involved in feeding the animals and in other** activities (vaccination or other veterinary issues). | 2 |  |
| **25: Conditions for the animals to survive winter (must be ensured for sustainability)** | **Max 2 pts** | **Points** | **√**  | **Evidence** |
| The conditions for the animals to survive winter until the next season are not properly prepared | 0 |  | Pictures of the heating/housing etc. |
| The conditions for the animals to survive winter until the next season are properly prepared | 2 |  |
| **26: Feeding animals from own agricultural production (necessary for sustainability and to cut costs)** | **Max 3 pts** | **Points** | **√**  | **Evidence** |
| School doesn’t feed the animals from own agricultural production | 0 |  | Pictures of own production of feed.  |
| School partly provides the feed to the animals from own agricultural production | 1 |  |
| School fully provides the feed to the animals from own agricultural production | 3 |  |
| ***TOTAL MAXIMUM SCORE (QUESTION 22-26)*** | **11** |
| ***SCORE RECEIVED BY SCHOOL (QUESTION 22-26)*** |  |

Machinery – ONLY IF SCHOOL HAS MACHINERY

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| **27: Conditions and usage of agriculture machinery (only properly maintained and used machinery can be beneficial for the students)** | **Max 4 pts** | **Points** | **√**  | **Evidence** |
| School has machinery but doesn’t use it for practical works (students are only observing it) | 0 |  | Pictures of agriculture machinery. |
| School has machinery but it is used only by teachers for levelling, ploughing etc. | 2 |  |
| School has machinery and it is used regularly (at least three times per semester) by teachers and students for different agriculture activities, students are taught how to use the machinery practically | 4 |  |
| **28: Fuel for machinery (only machinery with enough fuel can be useful)** | **Max 4 pts** | **Points** | **√**  |
| School doesn’t have fuel to use for the machinery | 0 |  |
| School uses the machinery and covers fuel costs with money from different sources: students, teachers, DM TVET and other stakeholder | 2 |  |
| School uses the machinery and at least partially covers the fuel and maintenance costs with their own income from agricultural activities | 4 |  |
| **29: Conditions of Machinery (only properly functional machinery can be useful)** | **Max 2 pts** | **Points** | **√**  |
| Some of the machinery is broken and not functional | 0 |  |
| All of the machinery is well-kept and functional | 2 |  |
| ***TOTAL MAXIMUM SCORE (QUESTION 27-29)*** | **10** |
| ***SCORE RECEIVED BY SCHOOL (QUESTION 27-29)*** |  |

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| --- | --- |
| ***TOTAL MAXIMUM SCORE FOR PRACTICAL WORKS*** | **87** |
| ***SCORE RECEIVED BY SCHOOL FOR PRACTICAL WORKS*** |  |

**Criterion 2 – Maintenance and usage of equipment**

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| --- | --- | --- | --- | --- |
| **1: Conditions of classrooms and corridors (only in clean classrooms can the students learn properly)** | **Max 2 pts** | **Points** | **√**  | **Evidence** |
| The classrooms OR corridors are not clean | 0 |  | Pictures of classrooms and corridors. |
| The classrooms AND corridors are clean | 1 |  |
| The classrooms AND corridors are very clean | 2 |  |
| **2: Decoration with students’ works and technical information (this improves the learning environment and involves students)** | **Max 2 pts** | **Points** | **√**  | **Evidence** |
| The classrooms and corridors are not decorated with students’ works or with vitrines and posters with technical information OR there are only very few examples of this decoration | 0 |  | Pictures of classrooms and corridors. |
| The classrooms and corridors are decorated with students’ works or with vitrines and posters with technical information to some extent – not all corridors or all classrooms | 1 |  |
| All of the classrooms and corridors are decorated with students’ works or with vitrines and posters with technical information  | 2 |  |
| **3: Condition of furniture and blackboards in classrooms (well-kept furniture and functional blackboards are necessary for good learning environment)** | **Max 2 pts** | **Points** | **√**  | **Evidence** |
| In some classrooms the furniture is damaged and not repaired | 0 |  | Pictures of classrooms and corridors. |
| In all of the classrooms the furniture is in good shape and not damaged | 2 |  |
| **4: Functional blackboards/whiteboards in classrooms (necessary for teaching)** | **Max 2 pts** | **Points** | **√**  |
| Some classrooms don’t have functional blackboard/whiteboard | 0 |  |
| All the classrooms have functional blackboard/whiteboard that are being used | 2 |  |
| **5: Conditions of the school compound outside of buildings (well-kept environment improves learning of students)** | **Max 3 pts** | **Points** | **√**  | **Evidence** |
| The school compound is not kept clean, there is a lot of waste OR a lot of unused material  | 0 |  | Pictures of the school compound. |
| The school compound is kept somewhat clean but the students are not involved in keeping the compound | 1 |  |
| The school compound outside the building is well-kept, clean and students are involved in keeping the compound **less than** once per week | 2 |  |
| The school compound outside the building is well-kept, clean and students are involved in keeping the compound **at least** once per week | 3 |  |
| ***TOTAL MAXIMUM SCORE (QUESTION 1-5*** | **11** |
| ***SCORE RECEIVED BY SCHOOL (QUESTION 1-5)*** |  |

Library – IF SCHOOL HAS LIBRARY:

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| --- | --- | --- | --- | --- |
| **6: Conditions of library (library is beneficial for students if it is well managed)** | **Max3 pts** | **Points** | **√**  | **Evidence** |
| Books are mostly kept on the ground OR they are not being kept clean and dry | 0 |  | Pictures of the library. |
| Most of the books are kept in the shelves and all of them are kept clean and dry but the library is not kept in a very nice order | 1 |  |
| All of the books are kept in shelves, clean and dry and the library is kept in a nice order. | 2 |  |
| All of the books are kept in shelves, clean and dry and the library is kept in a nice order and the books have a clear and systematical order (according to specialization or alphabetical). | 3 |  |
| **7: Record keeping (only proper record keeping can assure the library is well-kept, used and books are available to students)** | **Max 2 pts** | **Points** | **√**  | **Evidence** |
| There is no record keeping in place or it is not being used | 0 |  | Pictures or copy of the record book. |
| There is a record keeping system in place but only some of the borrowings are recorded | 1 |  |
| There is a proper record keeping system in place, the book is being used, all the borrowings are recorded | 2 |  |
| **8: (ASK FROM STUDENTS) Frequency of usage of the library** | **Max 2 pts** | **Points** | **√**  | **Evidence** |
| The library is not available for students  | 0 |  | Pictures or copy of the record book. |
| The library is available only when the particular teacher is there and unlocks the library, only to borrow the books | 1 |  |
| The library is available for students to study there during breaks or after classes and to borrow the books for most of the time during the week | 2 |  |
| **9: (BASED ON RECORD BOOK + ASK FROM STUDENTS) Frequency of borrowing of books (the more the students borrow the books the better, if there is no record book, school cannot earn points in area 9)** | **Max 3 pts** | **Points** | **√**  |
| Students are not borrowing the books to take with them or only rarely (less than once a week) | 0 |  |
| Students are borrowing the books to take with them at least once a week | 2 |  |
| Students are borrowing the books to take with them almost every day | 3 |  |
| ***TOTAL MAXIMUM SCORE (QUESTION 6-9)*** | **10** |
| ***SCORE RECEIVED BY SCHOOL (QUESTION 6-9)*** |  |

Laboratory – IF SCHOOL HAS LABORATORY:

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| **10: Condition of laboratory (only well-managed laboratory can be beneficial for the students)** | **Max3 pts** | **Points** | **√**  | **Evidence** |
| The equipment is not set up, it is packed in boxes OR the equipment is mixed with other equipment and not kept in orderly manner OR the room and the available space doesn’t allow for a laboratory to be set up | 0 |  | Pictures of the laboratory. |
| The laboratory is set up but the equipment is kept somehow disorderly or mixed with other equipment | 1 |  |
| The laboratory is set up, the equipment is kept in an orderly manner according to its purpose, preventing damage, equipment for different subjects (professional subjects, biology, physics, chemistry) is not mixed together, it is clearly separated | 2 |  |
| The laboratory is set up, the equipment is kept in an orderly manner according to its purpose, preventing damage, equipment for different subjects (professional subjects, biology, physics, chemistry) is not mixed together, it is clearly separated and all the equipment has clear stickers with names | 3 |   |
| **11: Record keeping (only proper record keeping can assure the laboratory is well-kept and beneficial for students)** | **Max 2 pts** | **Points** | **√**  | **Evidence** |
| There is no record keeping in place or it is not being used | 0 |  | Pictures or copy of the record book. |
| There is a record keeping system in place but only some of the activities in the laboratory are recorded | 1 |  |
| There is a proper record keeping system in place, the book is being used, all the activities in the laboratory are being recorded | 2 |  |
| **12: (BASED ON RECORDS + ASK FROM STUDENTS) Frequency of usage of the laboratory (if there is no record book, school cannot earn points in area 12)** | **Max 4 pts** | **Points** | **√**  | **Evidence** |
| Laboratory is being used only one day per week or less only in one or two subjects | 0 |  | Pictures or copy of the record book. |
| Laboratory is being used two or three days per week in more than two subjects, but not all the grades are using the laboratory | 2 |  |
| Laboratory is being used four days per week or every day and all the grades of the school are using the laboratory | 4 |  |
| **13: (BASED ON RECORDS + ASK FROM STUDENTS) Activities in laboratory (only when specific activities are done can students benefit from the laboratory)** | **Max 7 pts** | **Points** | **√**  | **Evidence** |
| Students performed germination test in the laboratory in past or this semester | 1 |  | Laboratory records and students’ reporting. |
| Students used microscopes to observe plant tissues in past or this semester | 1 |  |
| Students used microscopes to observe protozoa, bacteria or parasites in past or this semester | 1 |  |
| Students did analysis of milk with lactometer in past or this semester | 1 |  |
| Students did analysis of pH of soil in past or this semester | 1 |  |
| Students did necropsy of animal (chicken, goat, sheep or other) in past or this semester | 1 |  |
| Students did observation of pests and diseases on crops with magnifier in past or this semester | 1 |  |
| **14: Laboratory management (only proper management can assure benefit for students)** | **Max 2 pts** | **Points** | **√**  | **Evidence** |
| There is no responsible teacher or laboratory specialist who takes care of the laboratory and prepares it for teaching | 0 |  | Pictures of the laboratory. |
| There is a designated responsible teacher or laboratory specialist who is taking care of the laboratory and preparing it for teaching, he is doing his job properly | 2 |  |
| **15: Use of protective equipment when doing dangerous activities (application of pesticide, fungicide, manipulation of chemicals)** | **Max 2 pts** | **Points** | **√**  |
| Teachers and students are not using the protective equipment (white coats, gloves, sunglasses or other when necessary) | 0 |  |
| Teachers and students are using the protective equipment regularly (white coats, gloves, sunglasses or other when necessary) | 2 |  |
| ***TOTAL MAXIMUM SCORE (QUESTION 10-15)*** | **20** |
| ***SCORE RECEIVED BY SCHOOL (QUESTION 10-15)*** |  |

Computers – IF SCHOOL HAS COMPUTERS AND/OR PROJECTORS:

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| **16: Conditions of computers and projectors (the IT must be properly set up to be beneficial for students)** | **Max 2 pts** | **Points** | **√**  | **Evidence** |
| Some or all of the computers/projectors are packed, not ready to use – or some or all of the computers/projectors are damaged, not functional or not usable because of lack of electricity | 0 |  | Pictures of computers and projectors. |
| All the computers/projectors are unpacked, plugged in and ready to use, all the equipment is properly set – but there is no UPS (Uninterruptible Power Supply) or electricity stabilizer to protect the equipment (not necessary for laptops) | 1 |  |
| All the computers/projectors are unpacked, plugged in and ready to use, all the equipment is properly set – and there is UPS (Uninterruptible Power Supply) or electricity stabilizer to protect the equipment (or school has only laptops) | 2 |  |
| **17: Protection of equipment from dust (must be protected to ensure durability)** | **Max 2 pts** | **Points** | **√**  |
| The IT equipment (computers, projectors, other) is not kept clean  | 0 |  |
| The IT equipment (computers, projectors, other) is kept clean | 2 |  |
| **18: Record keeping (only proper record keeping can assure the computers are well-kept and beneficial for students)** | **Max 2 pts** | **Points** | **√**  | **Evidence** |
| There is no record keeping for the IT equipment in place or it is not being used | 0 |  | Pictures or copy of the record book. |
| There is a record keeping system in place but only some of the activities with the IT equipment are recorded | 1 |  |
| There is a proper record keeping system in place, the book is being used, all the activities with the IT equipment are being recorded | 2 |  |
| **19: (SEE CONTENT ON COMPUTERS) Usage of computers (only computers with the right content used in relevant subjects can be beneficial for students)** | **Max 4 pts** | **Points** | **√**  | **Evidence** |
| School has laptop(s) for teachers and projector(s) – no special agriculture-related content like presentations is used during the lessons | 0 |  | Contents available on the computers, copy or picture of the record book. |
| School has laptop(s) for teachers and projector(s) – agriculture-related content like presentations is used during the lessons by 1 or 2 teachers at least once a week | 2 |  |
| School has laptop(s) for teachers and projector(s) – agriculture-related content like presentations is used during the lessons by 3 or more teachers at least once a week | 4 |  |
| **20: (SEE CONTENT ON COMPUTERS) Usage of computers for students (only properly used computers can be beneficial for students)** | **Max 5 pts** | **Points** | **√**  |
| School has computers for students – they are not using them or the computers are not functional | 0 |  |
| School has computers for students – they learn only the basic functions (text editing, file management etc.) | 1 |  |
| School has computers for students – they are using the computers to write assignments for different subjects and to study agriculture-related contents like presentations, articles, pictures, etc. – this content is only on some computers for students | 3 |  |
| School has computers for students – they are using the computers to write assignments for different subjects and to study agriculture-related contents like presentations, articles, pictures, etc. – this content is on all the students’ computers | 5 |  |
| ***TOTAL SCORE (QUESTION 16-20*** | **15** |
| ***SCORE RECEIVED BY SCHOOL (QUESTION 16-20)*** |  |

|  |  |
| --- | --- |
| ***TOTAL RELEVANT SCORE FOR USAGE AND MAINTENANCE OF EQUIPMENT*** | **56** |
| ***SCORE RECEIVED BY SCHOOL FOR USAGE AND MAINTENANCE OF EQUIPMENT*** |  |

**Final Results:**

|  |  |
| --- | --- |
| **Score received for Quality of Implementation of Practical Works** | **….. OUT OF …….** |
| **Score received for Usage and Maintenance of Equipment** | **….. OUT OF ……** |
| **TOTAL SCORE** | **….. OUT OF ……** |
| **Total score in percentage:** |  |

**We confirm that the above filled results of performance monitoring are correct and based on evidence from monitoring the school.**

|  |  |
| --- | --- |
| **PlaceBamyan AVI** | **Date: 25.8.2015** |
| **Signature of School Director** | **Stamp of School** |
| **Signature of PED Representative** | **Stamp of PED** |
| **Signature of DM TVET Representative** | **Stamp of DM TVET** |
| **Signature of Representative of PIN** | **Stamp of PIN** |