Aga Khan Foundation (AKF), Afghanistan
Consultancy announcement

Position Title: Third Party Monitoring (TPM)
No of Position/s: 01
Duty Station: Kabul & Regions
Announcing Date: 03/11/2026
Closing Date: 16/11/2026
Vacancy #: CS/KBL/11/26/093

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

This ToR outlines a request for conducting a Third-Party Monitoring (TPM) assignment (open to qualified firms) of the project to perform impartial, objective verification of project outputs and interventions, to enable AKF (Afg) and partners to improve interventions and ensure they are progressing toward project intended outcomes and are meeting project requirements.

The Third-Party Monitoring (TPM) exercise aims to provide independent and uniform verification to monitor implementation progress to date (first year of the project), culminating in a comprehensive and actionable report for project management units to use to further improve project performance, inform adaptive management decisions, create stronger accountability and compliance standards, and strengthen grant agent confidence. TPM is especially important for the STG project, due to its large number of partners, data collection methods, types of local contexts, varying levels of field staff capacities, and high number of program interventions and compliance requirements.

1. Introduction and background

The Aga Khan Foundation Afghanistan (AKF-Afg) is the grant agent for the Global Partnership for Education (GPE) Systems Transformation Grant (STG) that is being implemented through eight local NGO partners (list of the partners refer to table 1) from November 1, 2025-March 31, 2028, across eight provinces in Afghanistan. The program aims to strengthen equitable access to quality education, improve the learning environment, and enable system-level transformation in alignment with the Afghanistan Education Sector Support Plan (AESSP).

GPE STG Outcomes

Outcome 1: Girls and boys have continued access to safe, inclusive, equitable learning environments (Aligned with AESSP Strategic Goal 1: Access to Education).
Interventions:

- Early Childhood Care and Development (ECCD) centers for 4-6-year-olds.
- Community-Based Schools (CBS) pilot for out-of-school children (ages 7-12).
- Catch-up classes for in-school children (ages 7-19).
- Remedial classes for school and out of school children in grades 4-12.

Outcome 2: Improved quality of formal and non-formal education (Aligned with AESSP Strategic Goal 2: Education Quality)
Interventions:

- Equip all learning spaces with resources and learning materials, including harmonized TLMs and personal care/maintenance materials.
- Upgrade learning spaces with resources based on comprehensive needs assessments to ensure they meet the established minimum standards.
- Provide harmonized teacher professional development using standardized curriculum for teachers on pedagogy/methodology
- Co-Design Solutions with ECD and Formal School Teachers to Improve Student Learning Outcomes and Teaching Practices (Schools2030).

Outcome 3: Advanced Progress towards Afghanistan Education Sector Support Plan (AESSP) goals

Interventions:

- Conduct capacity building and monitoring visits to LNGOs to support the implementation of the STG.
- Capacity building and mentorship for Shuras on Governance, Safeguarding, and Inclusion.
- Conduct public outreach and community engagement to raise awareness on the importance of learning continuity.
- Organize Annual School, District, Provincial, and National Showcases of Teacher-Led innovations (Schools2030).
- Conduct Assessments and Feasibility Studies to Generate Evidence Supporting Effective Practices and Policy Influence for ECCD and CBS models.

2. Objectives/Scope

The key objective of this assignment is to appoint a consultancy firm/ NGO as a Third-Party Monitor (TPM) to provide independent verification services and assess whether implementing partners are complying with established operational protocols, project requirements, and quality standards.

2.1. Specific objectives

- Determine whether implementing partners comply with established operational protocols for the project including response times.
- Determine whether implementing partners are providing education services according to the grant agreement with AKF (Afg) and managing expectations of beneficiaries.
- Ensure whether the project activities are conducted using best practices and meeting standards (as per training packages and guidelines that AKF-Afg has trained partners on) by observing teachers, classroom environment, TLM, conducting focus group discussions and interviews with beneficiaries, and reviewing project reports including pre/post test scores, profiles, field visit reports, and mentoring forms.
- Verify that teachers, shuras, and students have received appropriate training, mentoring from local partners, and understand safeguarding policies and how to report safeguarding / fraud cases and feedback.
- Undertake post-distribution monitoring of Teaching and Learning Resources (TPM), and asses the TLM kit quality to determine whether the kits were delivered to the relevant beneficiaries (students, teacher, and school students) in the timely manner, address actual needs, and are relevant and appropriate for the type of beneficiary, program, and age group.
- Seek feedback from the project beneficiaries on issues and concerns.
- Develop a visualization tool (i.e. dashboard) to show information based on collected data that illustrates the effects of the programme based on the follow-up data, among other information against baseline value. Annex 2 has a monitoring framework guide. All objectives purpose is to take corrective action as appropriate and keep improving the service.
- Follow-up on recommendations and issues reported in the baseline study to understand how partners have integrated learnings from the report into their implementation of the project.

Eight provinces and districts supported by the STG are listed in the table below:

Table 1: STG Geographic Coverage and interventions

Province	District	Partner	Program interventions
Badakhshan	Eshkashem	SSEOA	CBS, ECCD, Catch-up, Remedial, Formal school support, Schools2030
	Fayzabad.		ECCD, Catch-up, Remedial, Formal school support
	Kroan Wa Monjan		Catch-up, Formal school support
	Shighnan		CBS, ECCD, Catch-up, Remedial, Formal school support, Schools2030
	Shuhada		CBS, ECCD, Catch-up, Remedial, Formal school support
	Teshkan		Catch-up, Formal school support
	Wakhan		ECCD, Catch-up, Remedial, Formal school support
	Zebak		ECCD, Catch-up, Remedial, Formal school support
Badghis	Ghormach	WADAN	Catch-up, Formal school support
	Jawand		Catch-up, Formal school support

	Muqur		Catch-up, Formal school support
	Qadis		CBS, ECCD, Catch-up, Formal school support
	Qala-e-Naw		CBS, ECCD, Catch-up, Formal school support
Baghlan	Baghlan-e-Jadid	AICS	CBS, ECCD, Catch-up, Remedial, Formal school support, Schools2030
	Burka		ECCD, Catch-up, Remedial, Formal school support
	Dahana-e-Ghori		ECCD, Catch-up, Remedial, Formal school support
	Doshi		ECCD, Catch-up, Remedial, Formal school support
	Nahrin		ECCD, Catch-up, Remedial, Formal school support
	Dand-e-Ghori		Catch-up, Remedial, Formal school support
	Pul-e-Khumri		CBS, ECCD, Catch-up, Remedial, Formal school support, Schools2030
Bamyan	Bamyan	WDIO	ECCD, Catch-up, Remedial, Formal school support, Schools2030
	Kahmard		ECCD, Catch-up, Remedial, Formal school support
	Panjab		CBS, ECCD, Catch-up, Remedial, Formal school support, Schools2030
	Shibar		Catch-up, Remedial, Formal school support, Schools2030
	Waras		Catch-up, Remedial, Formal school support
	Yakawlang 1		CBS, ECCD, Catch-up, Remedial, Formal school support
	Yakawlang 2		CBS, ECCD, Catch-up, Remedial, Formal school support
Herat	Roban sange	AABRAR	Catch-up, Formal school support
	Koh-zoor		Catch-up, Formal school support
	Zawol		Catch-up, Formal school support
	Posh koh		Catch-up, Formal school support
	Shindan Markazi		Catch-up, Formal school support
	Gulran		CBS, ECCD, Catch-up, Formal school support
	Koshk-kohna		ECCD, Catch-up, Formal school support
	Zar-Koh		CBS, ECCD, Catch-up, Formal school support
Nangarhar	Dara-e-Nur	SODC	CBS, ECCD, Catch-up, Formal school support
	Deh Bala		ECCD, Catch-up, Formal school support
	Khogyani		ECCD, Catch-up, Formal school support
	Pachir Wa Agam		CBS, ECCD, Catch-up, Formal school support
	Sherzad		CBS, ECCD, Catch-up, Formal school support
Samangan	Aybak	ASLO	ECCD, Catch-up, Remedial, Formal school support
	Dara-e-Suf-e-Bala		CBS, ECCD, Catch-up, Remedial, Formal school support
	Dara-e-Suf-e-Payeen		Catch-up, Remedial, Formal school support
	Feroz Nakhchir		Catch-up, Remedial, Formal school support
	Hazrat-e-Sultan		CBS, ECCD, Catch-up, Remedial, Formal school support
	Khuram Wa Sarbagh		ECCD, Catch-up, Remedial, Formal school support
	Ruy-e-Duab		Catch-up, Remedial, Formal school support
Takhar	Bangi	NSRDO	CBS, ECCD, Catch-up, Remedial, Formal school support
	Chall		Catch-up, Formal school support
	Darqad		CBS, ECCD, Catch-up, Remedial, Formal school support
	Dasht-e-Qala		CBS, ECCD, Catch-up, Remedial, Formal school support
	Taloqan		Catch-up, Formal school support

2.2. Beneficiary types and numbers

Beneficiary Type	Reach / Target
Out-of-school children (Grade 1-6 CBS)	2,880 (50% F) in 24 CBS
Out-of-school children (Aged 4-6 in ECCD classes)	20,800 (50% F) in 416 ECCD centers
In-school children, ages 7-19, in formal schools (Catch-up Classes)	147,840 (50% F) in 3,696 classes
In-school children, ages 7-12, in formal schools (Remedial Classes)	98,560 (50% F) in 1,232 classes
ECCD facilitators and volunteers	832 (100% F)
CBS teachers	120 (50% F)
Catch-up class teachers	3,696 (40% F)
Formal school teachers	7,392 (40% F) in 1,232 schools
Remedial class volunteers	2,464 (50% F)
Children in ECCD Classes/CBS with special needs	1,100–1,550 girls and boys (3% will receive FRFs)
Family members, including adolescent girls, reached through family engagement programs	12,480 (70% F)
Community members reached through ECCD Shuras	3,744 (60% F)
CBS Shura members	120 (30% F)

The evaluation must be conducted in accordance with international ethical standards for research and evaluation, including those of AKF, child safeguarding, informed consent, assent, confidentiality, and referral pathways. Especially given the involvement of children, CwDs, and communities in a fragile context. The consultant is required to detail their proposal and implement throughout the assignment how they will ensure the highest ethical standards.

3. Activities / methodology

As part of the implementation strategy for the GPE STG project managed by AKF (Afg) through its implementing partners, it is necessary to hire a TPM to work with the implementing partners and other stakeholders and follow up the tasks under its responsibility. The aim is to carry out the following monitoring activities in the field:

3.1. Qualitative and quantitative methods

- Monitor processes to assess whether project activities implemented by local partners are complying with established operational protocols for the project including response times, complaints, and feedback mechanisms.
- Monitor project services provided by the local partner such as teacher (permanent and volunteer) training quality and utilization of effective teaching practices, and knowledge level of shura members trained by local partners.
- Collect beneficiary feedback on implementation constraints, issues, and challenges to trigger preventive and corrective actions.
- Understand and assess how the beneficiaries are responding to the interventions, do no harm, bottlenecks, or barriers.
- Identify any unexpected results or deviations impacting the program.
- Monitor processes carried out by the local partners, including response time, targeting mechanism, guidance and information sharing, among others.
- Conduct spot checks to verify that supported communities and schools were selected according to the relevant selection criteria.
- Assess whether the program is being implemented in accordance with the contract, compliance, and project requirements and standards.
- Conduct post-distribution monitoring (PDM) to determine whether kits were delivered to the relevant beneficiaries and learning spaces in the timely manner, addressing actual needs, are relevant and appropriate for the type of beneficiary, program, and age group, and are effectively used to support student learning.
- Assess community satisfaction of the project, process cycle, and related matters.
- Assess whether the project provided equal opportunities to children with disabilities and those from other marginalized groups, to participate in the project intervention.
- Collect data from all beneficiaries, complementing the data already collected by the implementing partner. A guide for the monitoring framework is in Annex 1.

- Develop a methodology to select those cases for a follow up data gathering exercise, which should have education and protection as the two main areas to collect data about.
- Assess the effects of the program, especially in education and protection, considering the objectives of the program.
- Develop a dashboard and presentations based on the data collected to assess the effects of the GPE-STG intervention project on variables against baseline.

3.2. Operational activities

- Define the methodology to be applied for each type of activity (process monitoring, collect data, monitor and assess education services from the implementing partner, assess effects and visually present the information). TPM may use a combination of mixed methods, including direct observation, Key Informant Interviews (KII), Focus Group Discussion (FGD), surveys, among others.
- The TPM must ensure that each person who will take part in the TPM activities is adequately trained and clearly understands the assignment and its conceptual foundations.
- Process the data collected to find the effects of the education program on beneficiaries.
- Develop/modify questionnaires for the proposed surveys, adapting any parts that may be suggested by AKF to capture the intended information accurately.
- Propose a mechanism to provide ongoing and roving assurance about the operation of the project during its life, including checking the processes of all aspects of the project controls.
- deliver progress reports to AKF about the work done within the respective education project (providing data, information, feedback, lessons learned, conclusions and recommendations) and making presentations for AKF and other stakeholders as needed.

4. Deliverables

TPM must submit the following deliverable

- Comprehensive TPM report that is easy to understand and contains:
- Updated dashboard and presentation with action plan (which local partners will use to follow-up on issues identified and recommendations).
- 4-page report brief with key findings and recommendations.
- Findings from spot check on the selection of beneficiaries and compliance with the agreements between AKF (Afg) and the local partner.
- Findings from the assessment of the project services provided by the local partners, such as teacher training and utilization of the methodologies taught in the training, in teacher's routine lesson plans, teaching practices, and classroom management, as well as ECD/CBS shura member's knowledge of their roles, responsibilities, and safeguarding policies.
- Feedback from beneficiaries and whether they are aware of how to share feedback to local partners and submit safeguarding complaints or comments.
- Report on differences found between what was reported by beneficiaries and implementing partners, and any further investigations that may be needed.
- Update on local partner's use of the baseline key findings and recommendations.
- TPM Socialization Workshop with the PMU and local partners, in Kabul.

5. Duration/timeline of Contract

The selected TPM will be awarded for four-month contract for the project performance, ending 2026.

6. Required Qualifications and Experience

For the submission of the proposal, the selected TPM must comply with the following requirements and present the following documents:

- Having over five (5) years' experience as TPM in humanitarian sector - experience in education programing would be an added advantage.
- Demonstrated professional experience in implementing, monitoring, or evaluating Community-Based Education projects, with a sound understanding of Education Cluster key indicators and their application in assessing education program performance, quality, and outcomes.
- Experience of qualitative and quantitative assessments from the field monitoring perspective including data collection, analysis and timely reporting.
- The Organization must guarantee that it will recruit adequate staff with suitable qualifications and experience (as per the criteria) to perform the exercise.
- Work experience with international non-governmental organizations (INGO) in education programing would be an added advantage.

7. The TPM team should comprise

A Team Leader: Must hold a master's degree in education or other social sciences, statistics with at least five (5) years of field experience in designing and managing large scale monitoring and evaluation surveys, education programing or other relevant experience related to this project. Fluency in English is required. The Team Leader will be responsible for the management of TPM services and quality assurance.

A Qualitative Analysis Specialist: Experience in the design, supervision, and analysis of qualitative data. He/she must have at least five (5) years of experience. Experience with monitoring processes of interventions in education programing or related fields on is an asset. He/she will be responsible for designing the qualitative methodology, respective training and preparation of qualitative reports.
A Quantitative Research Specialist: Experience in the design and supervision of surveys and qualitative research. He/she must have at least five (5) years of experience. Experience monitoring processes of education interventions is an asset. He/she will be responsible for designing the quantitative methodology, respective training, analysis of the information collected and provided by the implementing partner, feed updated information in the dashboard and presentation, and preparation of quantitative reports.

Enumerators: Minimum of three years of experience in education intervention and related field. They must be able to use different interview techniques and methods of data collection and observation.

Social Research Officers, investigation officers: minimum of two (2) years of bachelor education and should have experience in conducting qualitative data collection on two similar assignments and/or experience in auditing.

7.1. Proposal Presentation Guidelines

The Technical proposals must include complete and accurate information from the last five years and is no more than 10 pages (Note: more than 10 pages will be not considered). The proposal must include, but not limited to, the following items/information:

- Organizational brief or profile highlighting qualifications and relevant education programing experience implementing similar assignments, in the same context and complexity. (Attach profile as annex)
- Describe how consultancy firm will address each component of the requirements described in this ToR highlighting, scope, key steps and approach, methodology, and quality assurance framework.
- Explain key staff including team leader, quantitative research specialist, qualitative analysis specialist, and other staff participating in the assignment. The role of each team member should be explained. (CVs of key staff must be attached as an annex).
- Include comprehensive understanding of:
  - Gender equality, inclusion, and safeguarding, particularly for the Afghanistan context.
  - Knowledge and experience of working in similar contexts.
- Proposal must show ability of relevant team members to communicate in English and Dari or Pashto and travel to Kabul and selected provinces, which are required.
- List of recent and relevant TPM contracts with international organizations, particularly those within the education sector (Attach as an annex).
- A reference list of three organizations for which the firm demonstrated has worked on similar assignments, providing the following information:
  - Name of international organization.
  - Title of assignment(s).
  - Year and duration of assignment(s).
  - Brief description and scope of assignment(s).
  - Reference persons contact details.
  - Quality assurance mechanisms and risk mitigation measures used for assignment(s), if available.
  - Assignment(s) implementation plan (workplan) with timeline (number of days), key milestones, and responsible party, for each activity, if available.

7.2. Financial Proposal

A detailed financial proposal providing the cost breakdown for the assigned duration (ending 2026) should be submitted in line with the technical proposal document.

8. Deliverables Timetable

- Inception Report including Work plan, Methodology, Instrument, training and proposed dashboard. Two weeks after contract signing.
- Bi-weekly progress update.
- Data analysis plan.
- Field work completion notes.
- Field data collection and other associated tasks.
- Cleaned Datasets + Codebooks.
- Draft TPM Report.
- Final TPM Report (designed to be reader-friendly).
- 4-page Report Brief, Dashboard. and PowerPoint Presentation.
- TPM reports on Socialization Workshop with the PMU and local partners, in Kabul.

All deliverables should be in English. The firm is responsible for high-quality writing, design, thorough proofreading, and ensuring that any translated materials are accurate. AKF will provide templates or branding guidelines if required (for the report and brief). The timeline for these deliverables is outlined in the next section and will be finalized in the consultant's work plan.

9. Additional Information

- The firm is responsible for all costs (travel, accommodation, logistics, enumerators, etc.).
- AKF (Afg) will provide project documents and introductions to local partners.
- The firm should ensure that data is securely stored, protected, and properly managed, including ownership, sharing, and intellectual property rights.

Annex 1: Monitoring framework guide

Results Framework Level	Indicator	Target
GOAL: More children and adolescents have sustained access to safe, inclusive, equitable and high-quality learning opportunities through a resilient and responsive education system	% of learners with access to safe, inclusive and equitable learning environments	95%
	% of learners attending at least 85% of classes	95%
	% of learners achieving minimum proficiency in reading	90%
	% of learners achieving minimum proficiency in mathematics	80%
	% of learners achieving minimum proficiency in SEL	80%
OUTCOME 1: Girls and boys have continued access to safe, inclusive and equitable learning environments	% of learners completing ECCD and primary education programmes	100%
	% of ECCD/CBS learners transitioning to the next grade level	95%
OUTPUT 1.1: Increased enrolment and completion of community-based and alternative education opportunities	# of students enrolled in formal and informal education opportunities	270,080 learners (50% F)
Activity 1.1.1: Establish and support ECCD centres	# of ECCD centres operational	416 centres
	# of children enrolled in ECCD	20,800 children (50% F)
Activity 1.1.2: Family engagement meetings	# of family members reached through meetings	16,640 participants (70% F)
	# of CBS operational	24 CBS sites

Activity 1.1.3: Pilot Community-Based Schools (CBS)	# of children enrolled in CBS	2,880 children (50% F)
Activity 1.1.4: Establish Catch-up Classes	# of catch-up classes operational	3,696 classes
	# of learners enrolled in catch-up classes	147,840 learners (50% F)
Activity 1.1.5: Establish Remedial Classes	# of remedial classes operational	1,232 classes
	# of learners participating in remedial classes	98,560 learners (50% F)
OUTCOME 2: Improved quality of formal and non-formal education	% of teachers with improved knowledge in child-centered pedagogical practices / assessments, inclusive education and SEL	90%
	% of learning spaces equipped with inclusive, gender-responsive, grade-appropriate TLM	100%
OUTPUT 2.1: Increased provision of teaching and learning materials (TLMs)	% of students who have access to learning resources in each of the core subjects' areas (Pashto/Dari, mathematics and science)	100%
	% of teachers with access to teaching resources	100%
Activity 2.1.1: Equip learning spaces with TLMs	# of teacher and student kits distributed	470,928 kits
	# of textbook sets distributed	5,208 sets
	# of hygiene kits distributed for students	5,040 Kits
Activity 2.1.2: Equip learning spaces with facilities and equipment	# of classroom kits distributed	1,000 kits
	# of remedial classes equipped with audio/visual equipment	1,232 sets
OUTPUT 2.2: Learning spaces meet minimum standards	% of learning spaces upgraded to meet grade-appropriate, gender-responsive, and inclusive learning environment	100%
Activity 2.2.1: Upgrade learning spaces	# of ECCD centres upgraded	416 centres
	# of CBS facilities constructed/maintained	24 CBS sites
OUTPUT 2.3: Enhanced teacher professional development	% of teachers receiving professional development support	100%
Activity 2.3.1: Teacher professional development and mentoring	# of teachers reached through training and mentoring	8,344+ teachers (40% F)
Activity 2.3.2: Schools2030 teacher-led innovation programme	# of education innovations implemented	270 innovations
OUTCOME 3: Advanced progress towards AESSP goals	% of LNGOs with improved performance	85%
	Value of the in-kind contributions provided from Shuras (monetary value added to community labour, time, resources)	14 million AFN
	% of communities valuing LNGO contributions	60%

OUTPUT 3.1: Enhanced LNGO capacity	# of LNGO staff participating in capacity building	83 staff
Activity 3.1.1: LNGO capacity building and monitoring	# of LNGOs receiving spot checks	5 LNGOs
OUTPUT 3.2: Increased PED/DED engagement	# of PED/DED offices reached	8 PEDs / 24 DEDs
Activity 3.2.1: Joint monitoring and coordination	# of joint monitoring visits facilitated	1,536 visits
OUTPUT 3.3: Strengthened Shura capacity	% of Shuras actively co-managing CBS and ECCD classes	85%
Activity 3.3.1: Shura training and mentoring	# of Shura members (ECCD / CBS) trained and mentored	3,864 members
Activity 3.3.2: Community engagement and outreach	# of community events conducted	1,232 events
OUTPUT 3.4: Improved evidence generation and dissemination	# of evidence products produced and disseminated	4 studies/reports
Activity 3.4.1: Annual learning assessments	# of national learning assessments conducted	3 assessments
Activity 3.4.2: Schools2030 showcases	# of district, provincial and national showcases held	33 showcases
Activity 3.4.3: ECCD and CBS studies	# of assessments and feasibility studies completed	4 studies

Application: Interested applicants should submit their proposal to **Jobs.afghanistan@akdn.org** no later than 16th November 2026. Please contact Mr. Erfanullah Mohammadi at **Erfanullah.mohammadi@akdn.org** and Nasratullah Roen at **Nasratullah.roein@akdn.org** if you need further clarifications or any query on or before the deadline.

Important Notes:

- Please quote the Vacancy Number as the Subject of the e-mail when applying.
- Please submit a copy of business license along with the proposal.
- Only short-listed Firms will be contacted for further assessment.

The Aga Khan Foundation Afghanistan (AKF- Afg) promotes a transparent and equitable recruitment process. We reiterate that all services related to job applications, including processing, seminars, and training programs, are provided free of charge.

Our official job announcements are posted on the ACBAR website (acbar.org/jobs). Interested candidates are encouraged to submit their applications through our designated email address: jobs.afghanistan@akdn.org. Each job vacancy is assigned a unique identification number for your reference and upon submitting your application, you will receive an automatic confirmation acknowledging its receipt, immediately.

AKF- Afg recruitment and selection process reflect our commitment to equal opportunity and protecting children and at-risk adults, beneficiaries, partners, community members and employees from safeguarding violations. AKF (Afg) participates in the Scheme for the disclosure of safeguarding-related misconduct within the humanitarian and development sector (Misconduct Disclosure Scheme). In line with this Scheme, AKF (Afg) will contact previous employers of job applicants to request information about any investigations or findings of misconduct concerning allegations of sexual exploitation, sexual abuse and/or sexual harassment (sexual misconduct) against the applicant, during or after their employment. AKF (Afg) further implements a range of procedures and vetting checks including criminal records disclosures to ensure everyone associated with AKF (Afg) is kept free from harm and abuse is prevented.

Protection from Sexual Exploitation Abuse and Harassment (PSEAH) is the responsibility of everyone, and all selected individuals will be required to always comply with AKF (Afg)s Safeguarding Policy.

By submitting the job application, the applicant confirms to have understood and consented to AKF (Afg) contacting the applicant's prior employers, during AKF (Afg)'s recruitment process, to request any such information and maintain this information on file for Recruitment and Human Resources Management purposes.

We request all job seekers to be attentive and report any instances of individuals or entities claiming to charge fees on behalf of AKF Afghanistan to AKFA.HR@akdn.org. Our commitment to ethical practices ensures that your career aspirations are supported without any financial burden during recruitment.

Female candidates are highly encouraged to apply for this position.