

1389/2010 Annual Report



1389/2010 Progress Report

Table of contents

Message from the Minister.....	5
Executive Summary	7
Program 1 General and Islamic Education.....	10
Sub Program 1.1 General Education.....	10
Overall Goal.....	10
NESP Target and Program Annual Targets	10
Implementation Progress.....	10
I like my school	12
Implementation Challenges	15
Recommendations.....	16
Sub Program 1.2 Islamic Education	17
Overall Goal.....	17
NESP Target and Program Annual Targets	17
Implementation Progress.....	18
Implementation Challenges	21
Recommendations.....	21
Program 2 Curriculum Development, Teacher Education and Science and Technology Education .	22
Sub-Program 2.1 Curriculum Development.....	22
Overall Goal.....	22
Implementation Progress.....	22
Implementation Challenges	24
Recommendations.....	24
Sub-Program 2.2: Teacher Education.....	25
Overall Goal.....	25
NESP Target and Program Annual Targets	25
Implementation Progress.....	25
Implementation Challenges	27

Recommendations.....	28
Sub-Program 2.3: Science and Technology Education.....	29
Overall Goal.....	29
Implementation Progress.....	29
Implementation Challenges	30
Recommendations.....	30
Program 3 - Technical and Vocational Education and Training.....	31
Overall Goal.....	31
NESP Target and Program Annual Targets	31
Implementation Progress.....	31
Implementation Challenges	34
Recommendations.....	35
Program Four - Literacy	35
Overall Goal.....	35
NESP Target and Program Annual Targets	35
Implementation Progress.....	36
Implementation Challenges	38
Recommendations.....	38
Program 5 - Education Governance and Administration.....	39
Sub-Program 5.1 - Education Administration Development.....	39
Implementation Progress.....	39
Implementation Challenges	40
Recommendations.....	41
Sub-Program - Strategic Management Development	42
Overall Goal.....	42
Implementation Progress.....	42
Implementation Challenges	43
Recommendations.....	44

Cross Cutting Issues	44
Gender:	44
Environment:.....	45
Counter corruption:.....	46
Counter narcotics:	46
Part II: Financial Report	48
Part III: Annexes	50

Message from the Minister

To be added

Acknowledgement

The Ministry of Education expresses gratitude to all its development partners and donors which, through their support and contribution to Ministry of Education's various programs and projects, made the 1389 educational year achievements possible. The partners which helped the Ministry of Education realize its objectives for the year 1389 are: the USA, World Bank, UNICEF, UNESCO, Denmark, WFP, Canada, Norway, Sweden, Germany, Netherlands, France, Australia, Inter-American Development Bank, Japan, UK's Department for International Development (DFID), Turkey, Russia, India, Kazakhstan, among others.

The Ministry of Education also extends its appreciation to all the National and International NGOs, Civil Society Organizations and communities for their contribution in supporting education programs and mobilizing additional resources.

While thanking all our education partners for their continuous support, the Ministry of Education is looking forward to further strengthening these partnerships for the sustained delivery of quality education to the children of Afghanistan.

Executive Summary

The Government of the Islamic Republic of Afghanistan (GIROA) and the International Community (“Participants”) held a historic meeting on July 20th, 2010/Sarataan 29th, 1389/2010 in Kabul to renew their commitment to the Afghan people. The Kabul Conference marked a new phase in their partnership, the *Kabul Process*, and a heightened commitment to work together to create a more secure, prosperous and democratic Afghanistan. Participants affirmed support for the Afghan Government’s leadership in exercising its sovereign authority. The Afghan Government’s programs are defined by measurable benchmarks contained in this document, as well as in the detailed National Priority Programs supported by the Conference; together these documents represent the prioritized requirements of the Afghan National Development Strategy.

Afghanistan has experienced considerable economical growth in the recent years. In the year 1389/2010 the GDP growth rate was 8.2 % demonstrating vibrant economic growth. This is due to progress in variety of sectors, such as agriculture, mining, trade, health, education and others.

In addition, the Ministry of Education of the Islamic Republic of Afghanistan has had considerable achievements in expanding access to education for all and enhancing the quality of education throughout the country. Therefore, the number of students in General Education, grade one to twelve, has increased from one million in 1381/2001 to 7.1 million in 1389/2010. It is significant to note that girls comprise 38% of the total enrolment. This is a major improvement, given that during the Taliban Regime (1376/1996 – 1381/2001), girls were not allowed to attend school. Fortunately, after the Taliban Regime was overthrown, the Afghanistan Government and the International Community have paid particular attention to expand access to education and improve the quality of education system in Afghanistan. Some of the key attainments of the year 1389 are described below.

In 1381 there were 3,400 schools most of which did not have usable buildings, the students sat on the floor to study. However, now The Ministry of Education has 13,363 schools (including 12,421 General Educational schools, 626 Islamic Education schools, 98 schools devoted to providing Technical Vocational Educational Training (TVET), 129 teacher education colleges TED and 89 literacy schools). 50% of these schools have usable buildings. The MoE has constructed schools in many different urban and rural areas, based on communities’ demands and schools’ distance requirements (distance between schools). So that children in a variety of communities can more easily access education.

However, given that student enrolment numbers increase substantially every year, there is urgent need for establishing additional new schools in order to ensure that all students have access to education. On average, 600,000 new students are enrolled annually in general educational primary schools.. A total of 7.1 million general education students, including

38% girls, are presently enrolled in 12,421 general education schools (5,545 in primary schools(grade 1-3) , 3,756 in lower secondary(grade 6-9) schools and 3,120 in upper secondary schools (grade 9-12)). MoE has successfully increased student enrolment in general education by conducting public-awareness raising campaigns about the importance of education and by developing programs based on *Education for All* (EFA).

Similarly, on average, 20,000 new students are enrolled annually in Islamic education schools.. A total of 171,546 Islamic education students including 13% female are presently enrolled in more than 626 Islamic education schools (including 395 *Madrasses*, 82 *Darul Hifazes*, 42 *Darul Ulums* and 107 outreach classes). However, this program's main challenge is lack of usable buildings.

The Curriculum Development program, which is responsible for developing, compiling and revising general education and Islamic education textbooks and teachers' guides, also had significant achievements this year. The department has developed 48 subjects in 8 third local languages(one of the local languages spoken in Afghanistan other than the two official languages, Dari and Pashtu) for students in grades 1 – 6, Also, teachers' guidebooks for 88 subjects for students in grades 1 – 6 have been printed and distributed in Dari and Pashtu.

The Teacher Education and Development (TED) Program, on average, trains 20,000 students in its TED centre annually. Given that the number of students' enrolment in General Education schools increases substantially every year, additional teachers are needed to be trained. Therefore, this year, 13,986 students (42% female) enrolled in pre-service teacher education program and 14,725 students (35% female) enrolled in in-service teacher education program. Hence the total number of TED students increased to 50,256. Of this number, 22,451 students are enrolled in pre-service (41% female) and 27,805 students are enrolled in in-service programs (39% female). Also the number of TED centres has increased to 129 centres (including 42 TTCs & 87 DTSCs). In the areas where students have no access to TED centres, TED program has installed outreach classrooms. Hence TED has established 30 outreach classrooms in order to provide access to TED trainings for all students.

The Science Centre provides general education, Islamic education and TED students with learning materials and lab equipments to enhance students' learning skills. This year, the centre has provided 300-math kit and 300 models to general education students in 24 provinces. In addition, 320 general education schools and 5 TED centres have been equipped with math and science labs. This will enable students to learn through experiments and enhance their understanding of these subjects. However, this year shortage of trained teachers to integrate labs and other learning kits into their teaching methodology has been one of the major challenges of this centre.

One of the key programs of the MoE is the Technical and Vocational Education and Training (TVET) Program. This year, 9,957 students (15% female) enrolled in Technical Vocational Education & Training (TVET) program. With this, the number of TVET students has increased

to 25,977 (16% female) who are pursuing their technical and vocational trainings in different fields such as auto repair, plumbing, electrician, Radio and TV repairing and etc. There are 98 TVET school throughout the country. The Afghanistan government with financial and technical support of World Bank pays especial attention to this program in order to promote labour market standards and increase employment opportunity. Annually on average 9,000 students enrolled in TVET schools and institutes.

For those, aged 15 and over, who have not been able to attend regular schools, the Literacy program provides learning opportunities by providing literacy courses. These learners will be able to read, write and count after completing a 9-month literacy course. On average 600,000 learners are enrolled in literacy courses every year. A total of 611,461 literacy learners including 58% female are presently enrolled in 27,270 literacy courses. Female learners make up highest percentage of the literacy learners. According to UNPD (United Nations Population Divisions) estimation in 1389/2010, around 10 million people from the total population of 33.5 million are illiterate.

In summary, despite the fact that many challenges such as lack of security, shortage of qualified teachers, and lack of appropriate buildings still persists, the Ministry of education has had significant achievements during the year 1398/2010. Many programs were expanded, in particular to rural areas, which has resulted in increased number of enrolment in General education schools, in the Technical and Vocational Education and Training schools, in the Islamic Education School, in the Literacy classes, and in the Teacher Education and development centres. This, in turn, will contribute to various aspects of Afghanistan's development and reconstruction.

Part I: Progress Report

Program 1 General and Islamic Education

Sub Program 1.1 General Education

Overall Goal

All school-age children will have equitable access without discrimination to quality education to acquire competencies needed for a healthy individual, family and social life, and for continuing their education.

NESP Target and Program Annual Targets

Main indicators	1388/2009	1389/2010 Target	Achievements	1393/2014 Targets
Number of students	6,504,715	7,400,000	7,101,461	9,938,727
Number of schools	11,460	12,749	12,421	16,150
Numb of teachers	156,421	162,418	162,418	200,014
Number of school councils/ "Shuras"	8,500	10,000	10,876	16,150

In order to achieve the overall goal targets, it was planned to enrol 900,000 new students in schools, establish 969 new schools and 2,376 school councils/ "Shuras" during this academic year.

The academic year for 1389/2010 commenced with H.E. President Hamid Karzai ringing the school bell to open the school year on second day of Hamal (22nd of March). This was to signal children across Afghanistan that the holidays have come to end and a new school year has begun. The key message was to expand access to quality education and to allow children in all parts of Afghanistan to access their basic right, education.

Implementation Progress

Access to Education

In order to increase students' enrolment in particular girls into school, it is essential to raise awareness of the families about the importance of education and encourage them to enrol their children to schools. Currently, school *Shuras* are playing a very important role in motivating communities to support Education for all children. Also schools' teachers and headmasters have been raising awareness among families through students about the importance and impact of education in the life of individuals and families. At the same time, some audiovisual awareness programs were launched by the development partners who support education using the Media.

In 1389/2010, 1,004,000 students (41% female) enrolled in grade 1. This represents 85% gross enrolment rate (Enrolled children of all ages divided by Total number of children in the official school age group) in grade 1. According to the Education Law of Afghanistan, children should enrol in grade 1 when they are 6 years of age. At the other end of the spectrum 117,522 students (27% female) graduated from 12th grade. In total, the number of students increased from 6.5 million in 1388/2009 to 7.1¹ million in 1389/2010 representing an increase of approximately 600,000 or 9% increase in number of students enrolled. Calculating the intake in grade1, graduation from grade 12 and the total increase in number of students it is estimated that approximately 290,000 students have dropped out of schools due to various reasons, such lack of female teachers in secondary grades, walking distance to schools (particularly for girls), poverty and insecurity, among others

To meet the demand for education, 8,196 new teachers and teaching support staff (40% female) have been recruited and deployed to schools across the country.

To facilitate access to education, 961 new schools were established, including 15 new schools for Kuchi (Nomad) children.. By establishing these 961 new schools, the total number of schools increased from 11,460 in 1388/2009 to 12,421 in 1389/2010. As a result students in over 600 villages, who had no access to schools or lived far from schools, were able to enrol in the newly established schools.

These schools were allocated based on the requests of the community and then prioritised according to needs and geographical location surveys completed by the MoE. In addition, 7,269 outreach classrooms and 1,699 accelerated learning classrooms were established/ supported in villages that did not have access to education and/or the population was too small for establishing a regular school. These classes are linked administratively to the nearest general education school (hub-school). During 1389/2010, 582 schools upgraded from primary to secondary and 579 schools upgraded from secondary to upper secondary schools, allowing students to continue their education in their own communities. The upgrading system works by adding a new grade to an existing school each year. This allows a cohort student to continue his/ her education in his/her current institution. For example, a school that finished at Grade 6 will add a grade 7 to allow the students to continue. All schools have been taught according to the national curriculum and the annual educational plan. New curriculum, textbooks and other teaching materials have been introduced to schools which are welcomed by students, but due to varying teachers' capabilities in some areas, the curriculum is still not fully delivered. In order to assess learning progress of students in schools, two exams are administered in the middle and at the end of the academic year. The first exam (midyear) is to check students' progress and to identify student that needs additional support for improving learning achievement. The second

¹ This includes 1,426,000 students that are permanent absent or have not met the minimum attendance rate (75%) to qualify for final exam.

exam (administered at the end of academic year) is to assess if students met learning objectives of the curriculum during the academic year. In 1389/2010, 80% of the students participated in the school final exams and the remaining 20% did not participate due to temporary and permanent absence. Of the students that took the exam, 95% passed the exam and the remaining 5% failed. The students who fail will repeat the same class next year.

The Ministry of Education has encouraged private sector to invest in education in order to provide increased opportunities for Afghan children to access education. During 1389/2010, 126 private schools received their activation licenses and started their activities. In total the number of private schools across the country has increased to 440, in which more than 110,000 students are enrolled. The new regulation has provision for quality control of private schools such as minimum standards for quality of inputs and periodic assessment of the quality of education.

I like my school

Mohammad Samim a third grade student of Isteqlal high school in Kabul city says: "My name is Mohammad Samim, studying in 3rd grade. I am nine years old and from Ghazi Abad village of Ali Shing district of Laghman province. My father is colonel. We are thirteen members in family, eight brothers and three sisters. I like to become a good pilot in the future. I like all school subjects especially Holly Quran. We are taught four subjects: Mathematics, Dari, Holly Quran and Painting. Our teacher said we should not be friends with bad boys because we will also become bad boys. We learned to respect our teachers and elders. We are given new textbooks at the beginning of this academic year and I like the colourful textbooks. We have sport's subject. We exercise because sport is good for our health. I always come to the school on time. I

Construction of General Education Schools

Construction of schools is one necessary step to providing safe learning spaces in communities. This year the construction of 200 additional schools were contracted from core development and external budgets. However in total there are 1,437 schools that are under construction. During 1389/2010 the construction of 2,659 schools was completed providing 554,400 students with safe learning spaces.

Providing hygienic toilets and access to potable water facilities is a minimum requirement of all schools in Afghanistan. During 1389/2010, 489 schools were provided with toilets and potable water facilities. In addition some equipments and furniture have also been supplied including 90,960 tables and chairs for schools. Also some schools were renovated through MoE's ordinary budget.

Extra-Curricular Activities

The schools promote students achievements through supporting extra curricular activities. In total there are 2,000 sport teams across Afghanistan schools playing different sports. In 1389/2010, 2,000 schools were equipped with sport facilities and equipments. This year 400 school students participated in national and regional Olympic competitions. These students have excelled in various sports in particular in Taekwondo, boxing and gymnastics and have won several trophies. The Ministry of Education promotes sport for both boys and girls.

Singing the Afghanistan National Anthem is one the of extra-curricula activities which is conducted before starting school lessons by a group of students. This song creates a strong sense of morality, unity, and patriotism. There are cultural and arts associations and committees in schools in order to improve and develop academic and social aptitude of students. These associations are led by students and are supported by teachers.

In close collaboration with the Ministry of Public Health and other education development partners, MoE has conducted health awareness programs and have taught students the importance of personal health and hygiene and has encouraged them to participate in safety and hygiene programs in their schools environment.

A positive learning environment is a necessary requirement in a school which allows students to focus on learning in a disciplined environment. All public schools have teams of students who volunteer to be scouts. Scouts help school administration to better regulate students' behaviour.

Student Services

In 1389/2010, eight general education schools had dormitories which provided 4,374 students with residence, food, and allowances. These schools enrolled students who have no access to schools due to various factors such as insecurity and shortage of professional teachers in their home villages.

In addition, MoE and its development partners provided stationary and other learning materials to four million primary students. Although education in Afghanistan is free, the related costs, such as notebooks, stationery and school clothes, can place a burden on families. Therefore, the provision of stationery and learning materials provides an added incentive for families to allow their children to attend school.

The World Food Program (WFP) helped provide food assistances to one million primary school students and girls in the secondary grades. The purpose is to provide an incentive for families so that they regularly permit their children to attend school. This program is particularly effective for families with very low income and encourages them to allow their girls to continue their education to the secondary level.

In order to promote student health, MoE has provided 6,000 schools with first aid kits and 6,000 teachers are trained on providing first aid. MoE in close collaboration with MoPH and other development partners intends to examine newly enrolled students sight and hearing and in case of any issues refer them to the relevant health clinics.

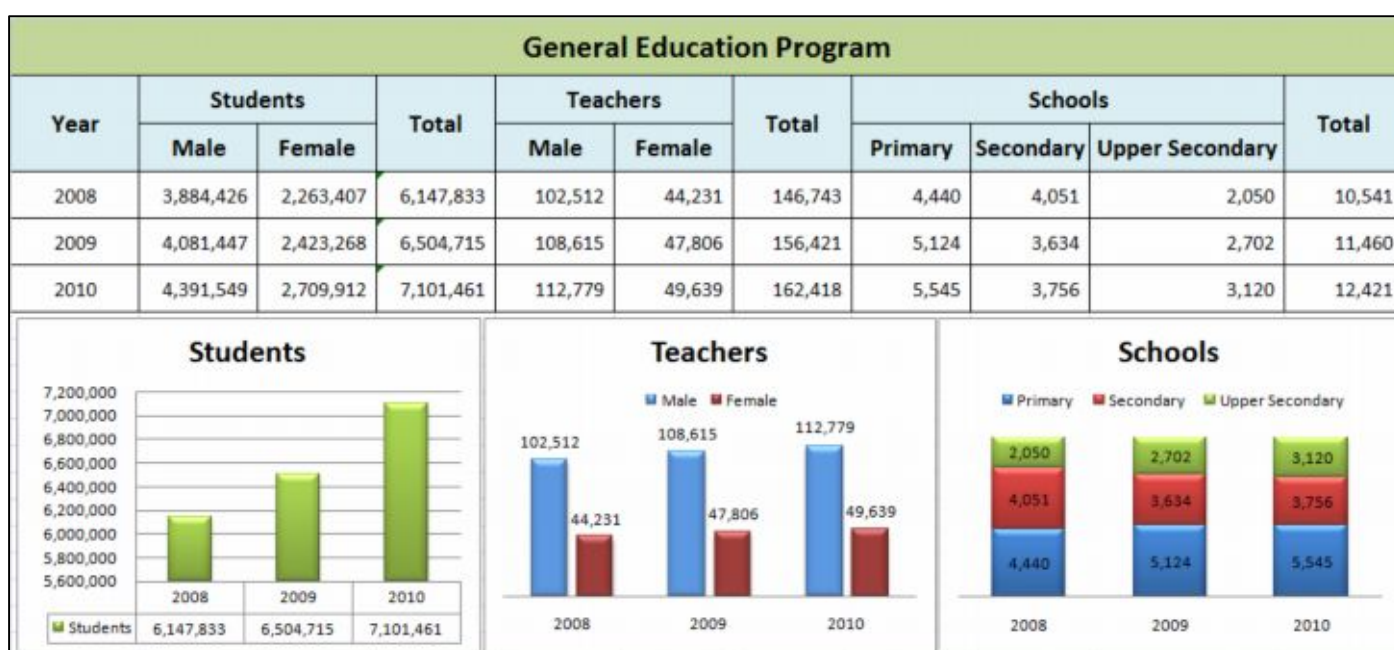
Academic Supervision

This year 1,000 supervisors have been trained to apply new methods and techniques of supervision; in order to enhance the quality of teaching and learning in schools. The supervisors visit and monitor schools on regular basis, quarterly. In addition, new monitoring systems are being developed in order to better monitor schools activities and progress.

Management and Coordination

To engage parents in local decision making in education of their children, ministry of education has continued establishment and support of school *Shuras*. With establishment of 2,376 new school *Shuras* this year the number of school *Shuras* has increased to 10,876 throughout the country. Members of these *Shuras* consist of parents, communities' elected representatives, and influential elders. These *shuras* not only encourage children and their parents to enrol children in schools but they also participate in preparation of school improvement plans and monitoring quality of education. This year, 5,000 members of *Shuras* have been trained on importance of education for girls, improving quality of education and protecting and maintaining schools.

General education working group has been regularly meeting on monthly bases to align and coordinate programs, discuss policy and implementation issues.



Implementation Challenges

- Untrained teachers: Seventy percent of general education teachers do not meet standard qualification for trained professional teacher (grade 14 graduate of TTC), or their qualification is lower than 12 grade.
- Shortage of teachers: according to MoE planning norms the average student teacher ratio is 35:1. In 1389/2010 the average student teacher ratio was 43.7:1, higher than the planning norms. In 1389/2010 the increase in students' enrolment was 9% while the increase in total number of new positions provided by MoF to education was only 4.6%. It is clear that this number is not adequate and affects the education quality negatively. In addition is no qualified female teacher in 230 districts out of total 412 rural and urban district there. As a result retention and continuation of girls' education in secondary grades is affected. There is no girl in upper secondary grades in 159 districts.
- Shortage of school buildings for general education: Due to the lack of school buildings, private premises are rented for schools. Hence, MoE has to pay a considerable amount every year to cover the rental costs of these schools. In addition, these rental premises do not meet MoE's standard criteria for school. Currently MoE uses 800 rental buildings as schools and its total cost amounts to 250 million Afs (5,000,000 USD) yearly. In addition many classes are held under the tent or open air due to lack of proper classrooms.
- Insecurity in some provinces: Insecurity in some provinces has resulted in closing some of the schools down and depriving a large number of students from education. In the current year, 450 schools in 68 districts of 10 provinces like (Farah, Kandahar, Zabul, Uruzgan, Paktika, Helmand, Khost, Paktia, Badghis and Nimroz) were or remained closed and as a result 200,000 students are no longer able to continue to their education.
- Lack of dormitories to accommodate students from insecure areas: Due to the lack of security, threats received- by schools, teachers, students and parents, and schools being closed down in insecure and remote areas, a large number of students demand to be enrolled in boarding schools in secure areas.
- Weakness in monitoring and supervision system: The monitoring and supervision system is not functioning well and the education supervisors do not have adequate capacity to assess the delivery of the curriculum and the quality of teaching and learning in general education schools.
- Low capacity in school management: School principles do not have adequate school management capacity and access to resources to address school needs.
- Procurement challenges: lengthy and cumbersome procurement processes has resulted in considerable delays in construction projects

Recommendations

- Teacher education should focus on training and upgrading qualification of existing teacher based on the recommendation of General Education.
- Increase in number of teachers: MoE and development partners should lobby MoF, Parliament and donors for allocation of additional funding for hiring of adequate number of new teaching and teaching support staff each year. Allocation of new positions to MoE should be proportionate to percentage of increase in student enrolment (around 9%). Priority should be given to recruitment and deployment of female teachers. Additional incentives to be provided to female teachers who are willing to serve in rural school, where there is shortage of female teachers.
- Strengthen community mobilization: local communities and influential elders to be mobilized and supported to negotiate reopening of closed schools. Strengthening the role of the schools shuras and communities in ensuring security of schools
- Increase in number of dormitories: to provide access to education for students living in insecure areas, the number of dormitories should increase.
- Invest in improving monitoring and supervision system: general education monitoring and supervision system to be reformed based on the current needs. More competent supervisor to be recruited and trained.
- Invest in improving school management capacity: Accelerate provision of professional development training and organizational management to school principles and leadership. Provide school fund to allow school management to address school needs for quality improvement.
- Reform in procurement processes: the procurement processes must be reformed and decentralised to ensure implementation of the programs and projects on time.
- Establish new schools and outreach classes in remote areas and organize awareness campaigns for enrolment of out of school children.

Attainment of objectives

Target: it was planned to increase student enrolment from 6.5 million to 7.4 million and the number of schools from 11,460 to 12,749 by the end of 1389.

Awareness raising campaigns were organized at national, provincial and village level by Ministry of education officials, school teachers and school *Shuras* to encourage families to enrol their children in school. To facilitate access to education, 961 new schools were established based on the requests of the communities. In addition, 7,269 outreach classrooms and 1,699 accelerated learning classrooms were established/ supported in villages that did not have access to education and the population was too small for establishing a regular school. School Management *Shuras* have been established and supported to ensure participation of parents in local decision making in education of their children and monitoring quality of education in schools.

Over one million children, 41% female, enrolled in grade 1, which represents 85% gross intake rate in grade one. At the other end of the spectrum 117,522 students (27% female) graduated from 12th grade. In total, the number of students increased from 6.5 million in 1388/2009 to 7.1¹ million in 1389/2010 representing around 600,000 or 9% increase in number of students enrolled.

Sub Program 1.2 Islamic Education

Overall Goal

Develop and improve Islamic Education in order to develop young people with capabilities needed for teaching; religious preaching; leading prayers; working in government, non-government and private organizations and pursuing their studies in higher education institutes.

NESP Target and Program Annual Targets

Main Indicators	1388/2009	1389/2010 Target	Achievement	1393/2014 Target
Number of Students	136,935	168,110	171,564	288,786
Number of <i>Islamic Schools</i>	556	650	626	858
Number of Teachers	4,377	4,772	5,041	7,976

Implementation Progress

Access to Islamic Education

The demand for enrolment in Islamic Education has been high. In order to increase female enrolment into Islamic schools (Madrassas, Darul Ulums and Darul Hofazes), local Shuras and community elders have been mobilized to raise awareness among the families and encourage them to enrol their children to Islamic schools. Currently, shuras are playing a very important role in motivating communities to support Islamic education for children. Also Islamic schools' teachers and headmasters raised awareness among families through students about the importance and results of Islamic education.

In 1389/2010, 30,800 students (18% female) enrolled in grade 1 of Islamic education schools. At the other end of the spectrum 2,559 students (13 female Students) graduated from 12th grade of Madrassas and 549 students graduated from grade 14th of Darul Ulums.

To meet the demand for Islamic education, 664 new teachers (8% female) have been recruited and deployed to Islamic schools. This brings the total number of Islamic education teachers to 5,041 including 3.4% female teachers.

In 1389/2010, 70 new Islamic schools including 58² Madrasses, 8 Darul Ulums, 4 Darul Hufazes were established. These schools were allocated based on the requests of the community and then prioritised according to needs and geographical location surveys completed by the MoE. By establishing 70 new Islamic schools, the total number of Islamic schools increased from 556 in 1388/2009 to 626 in 1389/2010.

All Islamic schools have been taught according to the national curriculum and annual education plan. Textbooks were purchased from the market and distributed to Islamic schools. New curriculum, textbooks and other teaching materials are being developed for Islamic education and will be introduced once completed. In order to assess learning progress of students in Islamic schools, two exams are administered in the middle and at the end of the academic year. The first exam (midyear) is to check students' progress and to identify students that need additional support for improving learning achievement. The second exam (administered at the end of academic year) is to assess if students met learning objectives of the curriculum during the academic year. In 1389/2010, 82% of the students participated in the Islamic schools' final exams and the remaining 18% did not participate due to temporary and permanent absence. Of the students that took the exam, 95% passed the exam and the remaining 5% failed. The students who fail will repeat the same class next year.

² Of the total 58 newly established Madrass 37 of them are Elhaqia (outreach classes).

The Ministry of Education has encouraged private sector to invest in Islamic education in order to provide increased opportunities for Afghan children to access education. During 1389/2010, 8 Islamic private schools received their activation licenses and started their activities. In total the number of Islamic private schools across the country has increased from 19 in 1388/2009 to 27 in 1389/2010 in which more than 6,000 students are enrolled. The new regulation has been provided with quality control of private schools such as minimum standards for quality of inputs and periodic assessment of the quality of education.

Construction of Islamic Education

Construction of Islamic schools is one necessary step to providing safe learning spaces in communities. This year the construction of 4 additional Islamic schools (3 Madrasses and 1 Darul Ulum) were contracted from core development, and external budgets. However in total there are 14 Islamic schools (9 Madrasses, 3 Darul Ulums and 3 Darul Hufazes) that are under construction. During 1389/2010 the construction of 29 Islamic schools (28 Madrasses and 1 Darul Hufaz) was completed providing 4,105 students with safe learning spaces.

Providing hygienic toilets and access to potable water facilities is a minimum requirement of all Islamic schools in Afghanistan. During 1389/2010, 20 Islamic schools are provided with toilets and potable water facilities. In addition some equipments and furniture have also been supplied including 10,300 tables and chairs for Islamic schools. Also some Islamic schools were renovated through MoE's ordinary budget.

Student Services

In 1389/2010, 49 Islamic Education schools/Darul Ulums had dormitories, which provided 12,056 students with residence, food or allowances. Since the number of Islamic education schools are limited, therefore the only solution to make the existing Islamic schools accessible to children is to provide dormitory facilities and food. In addition, to promote students' health, MoE has provided 5 Islamic schools with first aid packages and 5 teachers are trained on providing first aid.

Academic Supervision

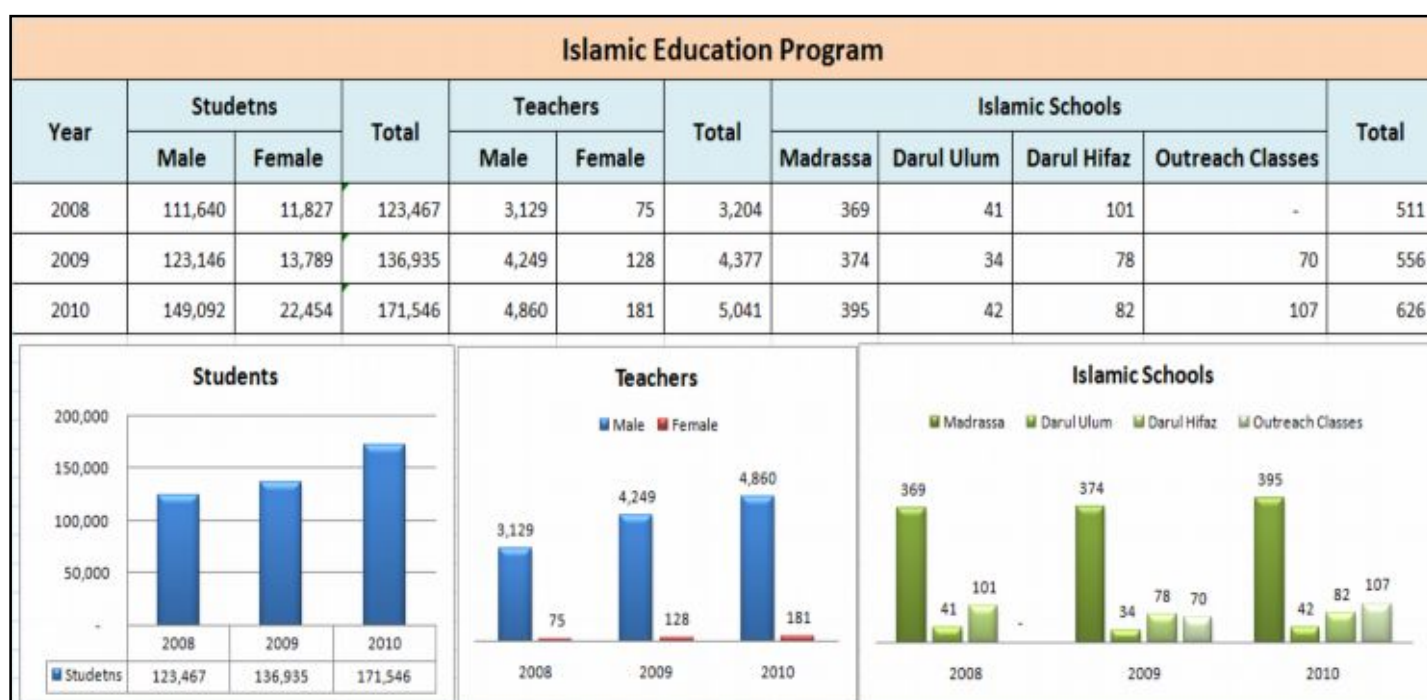
This past year, 20 supervisors received training to apply new methods and techniques of supervision; in order to enhance the quality of teaching in Islamic schools. The supervisors visit and monitor Islamic schools on regular basis, quarterly. In addition, new monitoring systems are being developed in some Islamic schools in order to better monitor Islamic schools activities and progress.

Management and Coordination

This year 34 school shuras/ "community councils" have been established by Islamic education program in Islamic schools throughout the country. Members of these shuras consist of parents, elected representatives from the communities and influential elders. These shuras not only address all issues arising in Islamic schools, but they also play an important role in regulating and disciplining Islamic schools' activities.

According to MoE Islamic Education Program's policy and regulations, those Ulamas (students graduated from Islamic schools) who have studied in private educational centres and are holding uncertified diplomas are required to take the competency test in order to confirm their competencies and to enable them to acquire official accreditation for their education. During this academic year 5,600 Ulamas got their diplomas certified.

Also this academic year, 8 Islamic education students were introduced to obtain higher studies educational scholarships. The purpose of these educational scholarships is to build the capacity of students and to expose them to advancements and the progress that other countries have achieved.



Implementation Challenges

- Untrained teachers: 62% of Islamic education teachers do not meet standard qualification for trained professional teacher (grade 14 graduates of Islamic education) or their qualification is lower than 12 grade.
- Shortage of female teachers: is the main reason for low female enrolment in Islamic schools.
- Shortage of school buildings for general education: Due to the lack of Islamic school buildings, private premises are rented for Islamic schools. 63% of Islamic schools do not have usable buildings.
- Weakness in monitoring and supervision system: The monitoring and supervision system is not functioning well and the Islamic education supervisors do not have adequate capacity to assess the delivery of the curriculum and the quality of teaching and learning in Islamic education schools.
- Management Information System is not accessible and used by Islamic education to track and monitor progress.

Recommendations

- Increase in public awareness campaigns to enhance female enrolment in Islamic education.
- Untrained teachers: Increase the number of professional Islamic education teachers,
- Capacity building programs: Capacity building trainings for principals and teachers of Maddarases and Darul Ulums.
- Strengthening monitoring and supervision system: Developing and strengthening MIS and M&E systems for Islamic education schools.
- Reform in procurement processes: the procurement processes must be reformed and decentralised to ensure implementation of the program

Attainment of objectives

Target: it was planned to increase Islamic students' enrolment from 136,935 to 168,110 and the number of Islamic schools from 556 to 650 by the end of 1389.

Awareness raising campaigns were organized at national, provincial and village level by Ministry of education officials, Islamic school teachers and Shuras to encourage families to enrol their children in Islamic schools. To facilitate access to education, 70 new schools were established based on the requests of the communities. Islamic school Management *Shuras* have been established and supported to ensure participation of parents in local decision making in education of their children and monitoring quality of education in schools.

34,600 Islamic students (25% female) enrolled in Islamic education schools. At the other end of the spectrum 2,559 students graduated from 12th grade and 549 students graduated from 14th grade of Islamic schools. In total, the number of students increased from 136,935 in 1388/2009 to 171,564 in 1389/2010 representing around 34,600 or 25% increase in number of students enrolled.

In 1389, 70 Islamic schools were established (21 Madrasses, 4 Darul Hifazes, 8 Darul Ulums and 37 outreach classrooms) and the total number of Islamic education schools increased to 626 schools (395 Madrasses, 82 Darul Hufazes, 42 Darul Ulums and 107 outreach schools) representing 12.6% increase in number of Islamic schools.

Program 2 Curriculum Development, Teacher Education and Science and Technology Education

Sub-Program 2.1 Curriculum Development

Overall Goal

To provide quality modern textbooks and learning materials according to the new curriculum based on Islamic principles and national values, in light of modern educational standards and the present and future needs of the society.

Implementation Progress

Develop and Revise Curriculum, Textbooks and Teacher Guides

The curriculum development program strives to enhance students learning by adjusting the curriculum to the society's demands for knowledge and skills; and by finding creative ways to develop and package learning materials. One of the main responsibilities of the program is to evaluate effective implementation of the schools' programs and full delivery of the curriculum.

Development of new textbooks for grade 10-12 is in progress and it is expected to complete development of new textbooks for grade 10-12 by early next year. Development of teacher guides for grade 7-9 completed and total of 93 teacher guides in Pushto and Dari languages are produced.

In addition development of 48 language textbooks for grade 1-6 of other eight local languages is completed. These languages are Uzbeki, Nooristani, Pashayee, Baluchi, Turkmany, Shighnani, Gujery and Wakhani.

Development of Islamic education new textbooks for grades 7-9 is in progress and will be completed in 1390.

Printing and Distribution of Textbooks and Learning Materials

The Curriculum Development Department prints general and Islamic education textbooks every three years. This year, 40.6 million general education textbooks (including 7.4 million for primary, 26.1 million for lower secondary and 7.2 million for upper secondary grades) were printed. From the 40.6 million textbook printed for general education student, 36.5 million have been distributed. The remaining textbooks will be distributed in 1390/2011.

80 teacher guide books for grade 1-6 of general education have been printed and distributed.

In addition this year 1,100 general education school, 34 Islamic education centres and 3 TED centres have been equipped with libraries in order to enhance the quality of education.

Develop and Implement Student Achievement Assessment System

Primary steps for development of assessment system are initiated by curriculum development department, in cooperation with general education and teacher education departments. The progress so far is limited due to insufficient technical capacity.

Capacity Building

The Curriculum Development Department has developed a comprehensive capacity building plan for its staff. According to this plan, this year 47 curricula developers/ writers undertook study workshops in Iran and Turkey. In addition, two textbook/ curricula developers/ writers were supported to go to Australia to pursue Master's degrees in Education/ curriculum development. Similarly, four curricula developers/ writers have been admitted to Kabul University to obtain their Master's degrees.

Management and Coordination

The Curriculum Development Department has procured office furniture and equipment, such as tables, chairs and computers for 70% of its staff.

Implementation Challenges

- Shortage of curriculum development experts to evaluate implementation of the revised curriculum.
- Shortage of experts to review curriculum and general and Islamic education textbooks and develop student learning achievement system.

Recommendations

- Recruiting curriculum development experts to evaluate implementation of the revised curriculum of general and Islamic education and develop new textbooks
- Recruiting technical assistance to help developing students' learning achievement system
- Recruit young top university graduates and send them for master degree in curriculum development to regional countries, in order to address long term needs of curriculum development department to experts.

Attainment of objectives

Target: it was planned that by 1389, 89 general education textbooks of grade 10-11-12 and 95 teacher guide books of grade 10-11-12 will be developed. 24 subjects of grade 1-12 will be developed in third local languages, 149 Islamic education subjects will be printed for students, 1,187 general education, 61 Islamic education and 5 TTCs will be equipped with libraries.

Development of new textbooks and teacher guides for grade 7-9 of general education is completed. Development of new textbooks for grade 10-12 of general education is in progress and will be completed early 1390. Development of language textbooks for grade 1-6 for other eight local languages is completed. Development of Islamic education textbooks for grade 7-9 is in progress and will be completed early 1390.

40.6 million textbooks printed for general education students (7.4 million for primary grade, 26.1 million for lower secondary grade and 7.2 million for upper secondary grade). Of the total 40.6 million general education textbooks, 36.5 million distributed for primary, lower secondary and upper secondary schools students. The remaining 4.1 million textbooks will be distributed at the beginning of 1389/2011 academic year for general education students.

1,100 general education schools, 34 Islamic education centres and 3 TED TTCs equipped with equipped libraries.

Sub-Program 2.2: Teacher Education

Overall Goal

To develop the capacities of General and Islamic Education male and female teachers in order to improve the quality of teaching and the learning achievements of students.

NESP Target and Program Annual Targets

Main Indicators	1388/2009	1389/2010 Target	Achievement	1393/2014 Target
Number of students	42,432	50,256	50,256	110,000
Number of instructors	1,002	1,479	1,252	4,009
Number of TTCs & DTSCs	115	131	129	450

Implementation Progress

Access to Teacher Education

During the 1389/2010 academic year, 13,986 students (including 42% female) newly enrolled in pre-service and 14,725 students (including 35% female) newly enrolled in in-service programs. This brings up the total number of TED students to 50,256, of which 22,451 are pre-service students (41% female) and 27,805 are in-service students (39% female).

This year 11,916 students (including 46% female) graduated from in-service and 8,261 students (including 34% female) graduated from pre-service programs. This brings up the total number of students graduated from TED centres (grade 14) to 20,177 students. The graduates of pre-service training program are ready to be employed as professional teachers, who can apply new and effective teaching methodologies.

Similarly 250 new teacher trainers have been recruited and deployed to related TED centres. The purpose of this process is to facilitate and increase enrolment of teachers in TTCs and DTSCs, and in turn enhance teaching quality in schools.

In order to promote students' enrolment in particular girls it is important to implement public awareness programs. 14 DTSCs and outreached teacher training classes have been established in 14 districts. This brings the total number of TED centres to 129, including 42 TTCs and 87 DTSCs. In order to enhance the quality of teaching methodology in all TED centres, 5 centres are equipped with modern equipments and laboratories.

The Ministry of Education has encouraged private sector to invest in teacher education in order to provide increased opportunities for Afghan teachers to access professional trainings. During 1389/2010, 8 private teacher education centres received their activation licenses and started their activities. In total, the number of private TED centres across the country has increased to 24 in which more than 3,000 students are enrolled.

Construction of Teacher Education Schools

Construction of TED centres is one necessary step to providing safe learning spaces in communities. This year the construction of 46 additional TED centres (16 DTSCs and 30 Elhaqia) were contracted from core development and external budgets. However in total there are 5 TED centres that are under construction. During 1389/2010 the construction of 10 TED centres were completed, providing the benefit of a safe learning space to 3,500 students.

Also 2 dormitories for TTC students have been established that are already occupied by students. This brings the total number of dormitories used by TED students to 23 of which 14 are for male and 9 are for female students. 8,519 students have been provided with residence, food or allowances. Presently 17 additional TED dormitories are under construction.

Establishment of Professional Development System

50,818 teachers (30% of which were women), successfully completed the MoE's Inset-I teacher training program which provides training on teaching skills and methodologies. 62,419 teachers (28% of which were women) successfully completed Inset-II program which covers subject knowledge.

128,562 teachers (36% female) participated in three rounds of nationally-administered teacher competency tests throughout Afghanistan. The purpose of this test is to assess the professional competencies of existing teachers.

10,268 school principals and administrators (6% of which are women) have received trainings on management and accountable educational administration.. The purpose of this training is to strengthen the capacity of school principals and administrators' to more effectively serve in positions of school management administration.

Curriculum and Textbook Development and Revision

In the current year, 83 textbooks for TED have been completed and printed. Also 40 textbooks are being developed for students of In-service and Pre-service programs in TED. Teacher training material for short courses have been developed for school principals and administrators based on need assessments conducted. In addition, a research about effectiveness of TED curriculum has been conducted.

Capacity Building Teacher Education

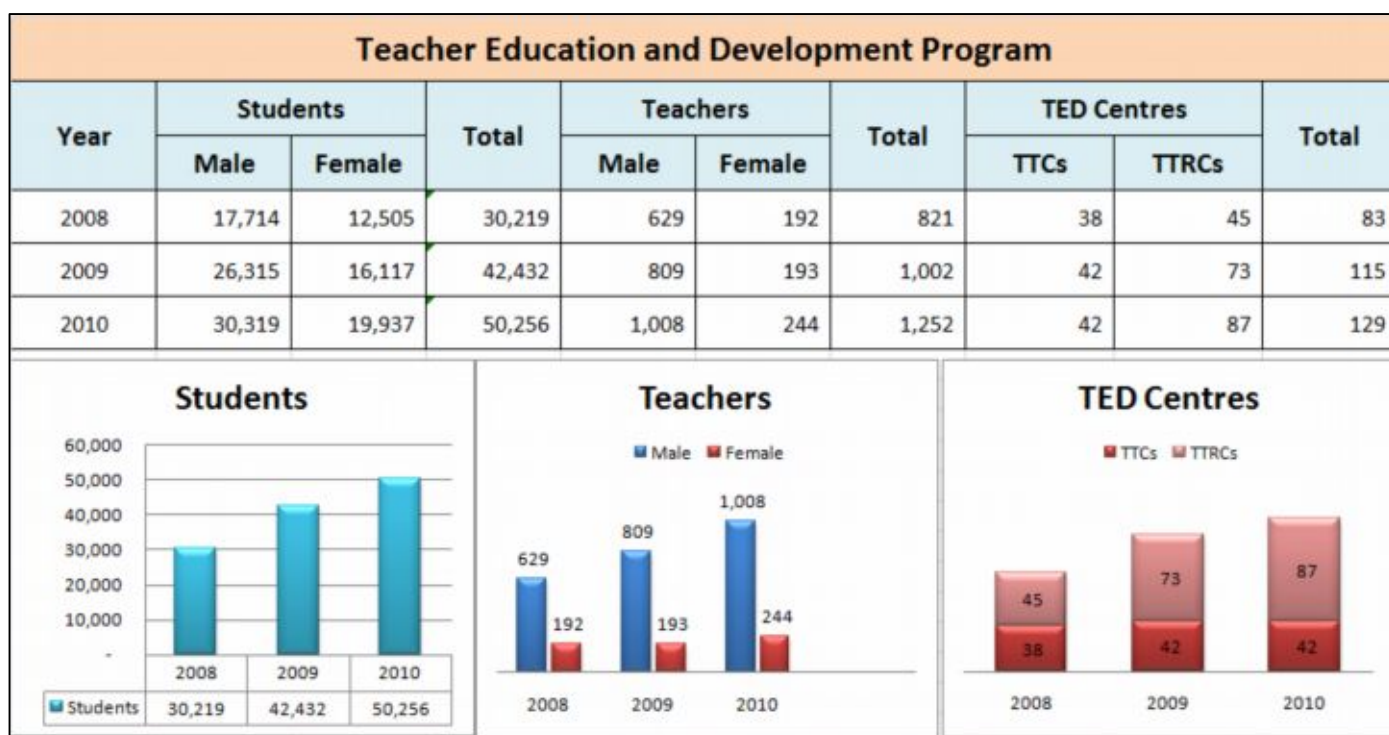
Three TED trainers were introduced to obtain higher studies educational scholarships and 30 trainers were introduced to short term capacity building courses to Indonesia. The purpose of these educational scholarships is to build the capacity of trainers in order to expose them to advancements and the progress that other countries have achieved.

600 TED trainers have received trainings in order to familiarize them with the new curriculum, its features, and new teaching methodologies.

1,500 TED teachers have been trained through one month course on TED curriculum implementation and quality teaching in TED centers.

Management and Coordination

In order to provide appropriate working space for TED staff, 100 staff are provided with administrative equipments and facilities.



Implementation Challenges

- Shortage of professional teachers: Most TTC teachers do not have the knowledge, experience and skills required for teaching these classes. Similarly, most of the DTSCs do not have trained professional teachers, in particular female teachers, specialized in a specific subject knowledge.
- Shortage of TTCs and DTSCs buildings for TED program: most of TED centers do not have usable buildings for students.

- Insecurity in some provinces: due to the lack of security, a large number of students in particular female students are not able to attend TED learning programs. This is one of the major reasons of low enrolment of female students in TED centres.
- Shortage of dormitories: due to the shortage of accommodation in TED dormitories, TED program has not been able to accommodate a large number of students of TTCs coming from far distance to TED centers.
- Weakness in monitoring and supervision system: The monitoring and supervision system is not responsive to the developing needs of teacher education. Monitoring staff competencies and transportation means/allowances are the main constraints.
- Procurement challenges: lengthy and cumbersome procurement processes has resulted in considerable delays in construction projects of TED.

Recommendations

- Recruiting professional teachers: Recruiting professional teachers, especially females having specific subject knowledge, to serve in remote and insecure areas, with special incentives.
- Constructing TTCs and DTSCs buildings for TED program Constructing TED centres and properly equipping them especially in provinces and remote areas
- Providing dormitories for students: constructing more TED centres with dormitories for students.
- Strengthening monitoring and supervision system: Developing and strengthening MIS and M&E systems for TED program
- Reform in procurement processes: the procurement processes must be reformed and decentralised to ensure implementation of the programs and projects in a timely manner.

Attainment of objectives

Target: it was planned that teacher education and development (TED) program's students will increase to ۵۰,۲۶۲ by 1389/2010 and due to increase in students' enrolment rate in the program, the number of teachers will increase by 1,419 and the number of District Teacher Support Centres (DTSCs) at the district level will increase to 131 by 1389/2010.

By enrolling 27,711 students in 1389/2010 (17,684 male & 11,027 female) in teacher education centres (DTSCs & TTCs) in pre-service and in-service training programs, the total number of students has increased to 50,256 (30,319 male & 19,937 female) and the enrolment rate has increased by 18%. In addition 50,818 teachers including 30% female received Inset-I training, a training on teaching skills and methodologies and 62,419 teachers including 28% female received Inset-II program, a training on subject knowledge.

By recruiting 250 new teachers in TED program in 1389/2010 (199 male & 51 female), the total number of teachers increased to 1,252 (1008 male and 244 female). The TED has established DTSCs at the district level to provide access to in-service education for teachers in rural areas of the country. This program has recruited university graduates to rural areas. These trainers have provided training, established activities such as teacher learning circles to promote professional development, and provided classroom observation visits to assist teachers to apply new teaching methods in the classroom.

14 new DTSCs were established in 14 districts in order to provide access for TED students at the district level. In total 42 Teacher Training Colleges (TTCs) and 87 DTSCs continued to provide teacher education services.

Sub-Program 2.3: Science and Technology Education

Overall Goal

To develop basic capabilities of teachers and schools to set up, maintain, and use science and technology labs and materials in order to improve the quality of teaching of science and technology.

Implementation Progress

320 general education schools were equipped with 320 math and science kits and 320 science models in 24 provinces.

In order to enhance students' learning, 300 general schools and 5 TED centers have been equipped with laboratory equipment and materials for chemistry, physics, biology and basic science.

116 items of chemical substances have been distributed for 22 general education schools in Kabul City. This is to improve students' activities in running their practical works in labs.

50,000 science experimental guidebooks were printed and distributed for 4-6 grade general education school students in 24 provinces.

8,250 chemistry, physics, biology and basic science charts have been distributed for 1 – 6 grades general education schools students in 24 provinces

Train Science and ICT Teachers in the Use of Labs

In order to protect and maintain the existing equipments in general education primary schools and teacher education centres, 450 technicians who were recruited recently, have been trained on protection and maintenance of these equipments. Also, 5,517 teachers have received necessary trainings on how to use labs and available teaching aids in teaching science and mathematics and in conducting experiments. The goal of these trainings is to get the teachers acquainted with the use of labs in practical work and experimental studies by students and teachers of all educational centres.

Implementation Challenges

- Shortage of experts to establish science labs in schools
- Shortage of experts to train and build the capacity of science and math teachers in schools
- Shortage of lab technicians
- Shortage of budget for building capacity of science centres' staff in the centre and provinces

Recommendations

- Recruiting additional experts to establish science labs in schools and to train and build the capacity of science and math teachers in schools
- Recruiting technicians for school labs
- Providing sufficient budget for building capacity of science centres' staff at the centre and provinces

Attainment of objectives

Target: it was planned that 883 general education schools will be equipped with science, math kits and 230 schools will be equipped with science and math labs 5 TED TTC will be equipped with science math labs

320 general education schools were equipped with math and science kits and 300 schools and 5 TTCs were equipped with equipments and materials for biology, chemistry, physics and math. 50,000 science experimental guidebooks were printed and distributed to general education school students in 24 provinces.

450 lab technicians who were recruited recently and 5,517 teachers are trained in maintenance and application of lab for practical experiments as part of science and math teaching.

Program 3 - Technical and Vocational Education and Training

Overall Goal

To provide relevant and quality technical and vocational education for both males and females in order to enable them to meet the requirements of the labor market in Afghanistan and the region, and to contribute to the equitable and balanced development of the country.

NESP Target and Program Annual Targets

Main Indicators	1388/2009	1389 /2010 Target	Achievement	1393/2014 Target
Number of students	18,296	25,977	25,977	150,100
Number of teachers	1,072	1,260	1,185	3,479
Number of schools	65	98	98	275

Implementation Progress

Access to TVET

In order to increase student enrolment, in particular girls, into technical vocational education and training (TVET) schools and institutes, awareness campaigns were launched to increase awareness of the families about the importance of TVET and encourage them to enrol their children to technical and vocational schools. To facilitate access to technical vocational education, 33 new TVET schools were established. By establishing these new technical and vocational education schools, the number of TVET schools/institutes increased

from 65 in 1388/2009 to 98 in 1389/2010. 3 technical and vocational schools were upgraded to technical and vocational institutes.

In 1389/2010, 9,957 new students (15% female) newly enrolled in TVET schools. The total number of students increased from 18,296 students (15% female) in 1388/2009 to 25,977 including (16% female) in 1389/2010. At the other end of the spectrum 830 students (54 female) graduated from 12th grade and 1,897 students (136 female) graduated from 14th grade.

To meet the demand for technical and vocational education, 113 new teachers (22% female) have been recruited and deployed to TVET schools. This brings the total number of TVET teachers to 1,185 (23% female). Employing professional and technical teachers helps promote the quality of technical and vocational training and prepare students with advanced techniques and methods.

All TVET schools have been taught according to the annual educational plan. The technical and vocational education curriculum has been revised including the updating of textbooks and other teaching materials. In order to assess learning progress of students in TVET schools, two exams are administered in the middle and at the end of the academic year. The first exam (midyear) is to check students' progress. The second exam (administered at the end of academic year) is to assess if students met learning objectives of the curriculum during the academic year. Of the students that took the exam, 95% passed the exam and the remaining 5% failed. The students who fail will repeat the class next year.

The Ministry of Education has encouraged private sector to invest in technical and vocational education sector in order to provide increased opportunities for Afghan children to access technical and vocational education. During 1389/2010, 13 TVET private schools received their activation licenses and started their activities. In total the number of TVET private schools across the country has increased from 19 in 1388/2009 to 32 in 1389/2010, in which more than 2,839 students are enrolled.

Construction of TVET Schools

Construction of TVET schools is one necessary step to providing safe learning spaces in communities. This year the construction of 4 additional TVET schools were contracted from core development and external budgets and presently 4 TVET schools are under construction. During 1389/2010 the construction/renovation of 33 TVET schools was completed providing over 6,600 students with safe learning spaces.

Student Services

In 1389/2010, 49 TVET schools had dormitories which provided 9,157 students with residence food and allowances. These schools enrol students who have no access to TVET schools due to various reasons including insecurity, shortage of professional teachers among others.

Develop and Revise Learning Materials

The TVET curriculum, in close collaboration with the Ministries of Higher Education and the ministry of Labor and Social affairs, has been revised in 4 technical fields in order to meet market demands.

16,500 TVET textbooks for 33 subjects in three fields – industry, agriculture and services-were printed and distributed for students. And 30 TVET schools were equipped with some technical and vocational training equipment.

TVET Teacher Education

1,086 TVET teachers (27% female) were provided with short term training courses related to vocational education fields.

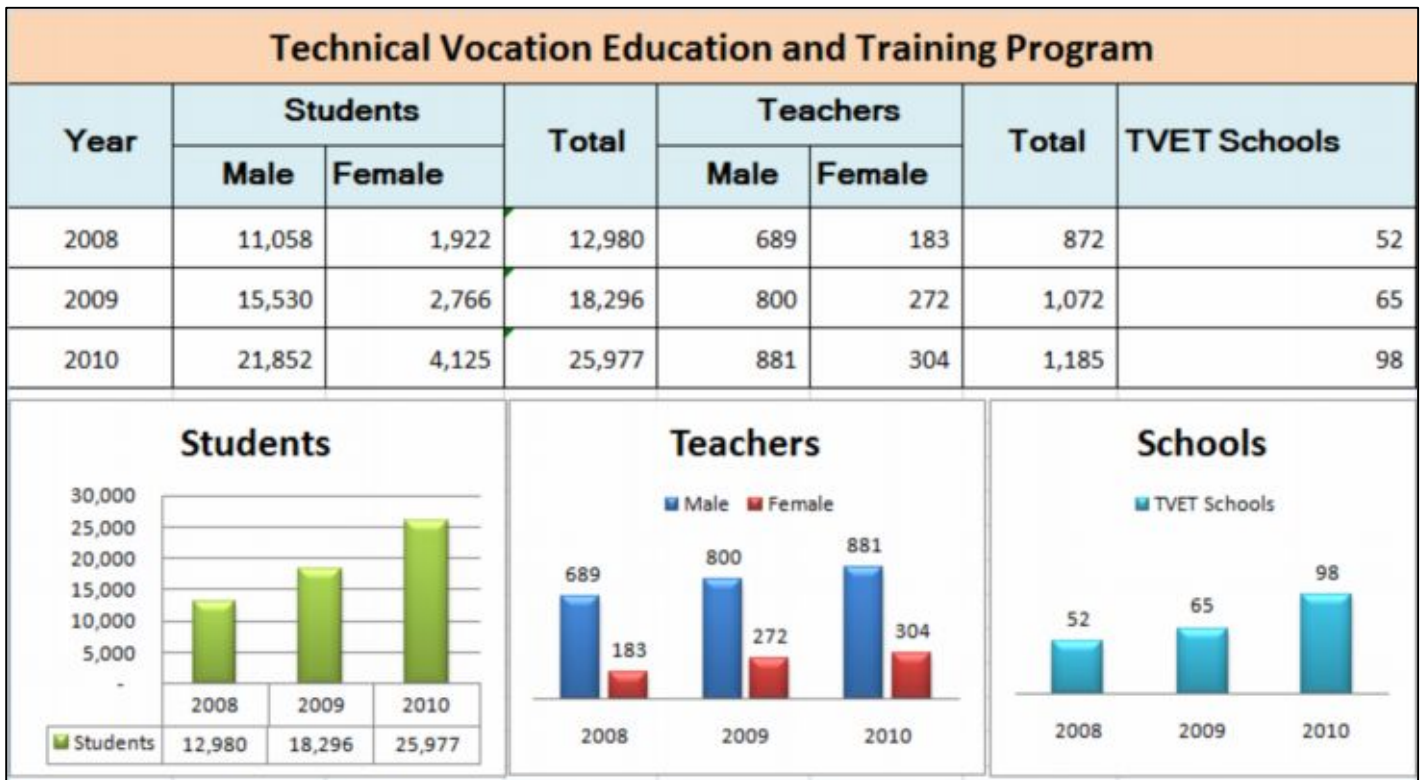
137 TVET teachers (59% female) passed nationally-administered competency test this year. So far a total of 1,125 TVET teachers have passed the competency test. The results of these tests are used to determine the pay and grade scale of the teachers. Those who fail the test are obliged to take additional courses and retake the exam. Also this academic year, 22 teachers were introduced to obtain higher studies educational scholarships. 292 staff including 55 officers and 237 teachers were introduced to short term training courses out of the country. The purpose of these educational scholarships is to build the capacity of teachers to expose them to advancements that other countries have achieved.

Academic Supervision

Through a training of the trainers (ToT) program, 46 trainers were trained in teaching methodologies in specific subjects. The trainees then trained 570 teachers from the centre and provinces.

Management and Coordination

12 TVET students were introduced to obtain higher studies educational. The purpose for providing educational scholarships are to build the capacity of students and to expose them to advancements and the progress that other countries have achieved.



Implementation Challenges

- Shortage of trained teachers: 28% of TVET teachers do not meet standard qualification for trained professional teacher (grade 14 graduate of TTC). The number of teachers allocated to TVET is not sufficient.
- Shortage of curriculum development experts
- Shortage of technical school buildings: around 40% of TVET schools don't have usable buildings. In addition, there are a large number of technical schools which need to be equipped with modern equipments and tools in order to provide students access for practical works. Also most of the technical schools do not have workshops or land in which they can build a workshop for their practical work.
- Shortage of dormitories: there are a large number of students in particular females students in provinces, who are willing to enrol in TVET schools' dormitories, but due to the shortage of accommodation they are not enrolled.
- Weakness in monitoring and supervision system: shortage of qualified education supervisors to monitor delivery of the curriculum and the quality of teaching and learning in TVET schools.
- Low capacity of higher education institutions in absorbing TVET institute graduates who are interested to continue their higher education.

Recommendations

- Training of professional teachers: Providing additional incentive for teachers who are assigned to remote and insecure provinces and also establishment of professional teacher training centres to enhance teachers' capacity
- Recruitment and training of cadre of curriculum development experts for TVET.
- Building technical schools of TVET: constructing TVET schools in particular in provinces. In addition, TVET schools should be equipped with modern technical equipments and tools at the centre and provinces.
- Providing dormitories: constructing more technical schools with dormitories in order to enrol more students and facilitate providing accommodation for them
- Strengthening monitoring and supervision system: TVET monitoring and supervision system to be reformed based on the current needs. More competent supervisor to be recruited and trained.

Attainment of objectives

Target: it was planned to increase student enrolment in Technical Vocational Education and Training (TVET) to 25,977, increase the number of teachers to 1,263 and the number of schools to 98 by the end of 1389.

Students' enrolment rate has increased considerably in TVET program from 18,296 in 1388 (15,530 male & 2,766 female) to 25,977 in 1389 (female) and the enrolment rate has increased 42%.

33 TVET schools were established and the total number of TVET schools increased to 98 schools. Of the 33 schools established newly, 27 of them were technical and vocational schools and 6 of them were technical and vocational institutes.

Program Four - Literacy

Overall Goal

To provide literacy to males and females aged 15 and above in order to enable them to develop their knowledge and to better contribute to their communities and wider society.

NESP Target and Program Annual Targets

Main Indicators	1388/2009	1389/2010 target	Achievement	1393/2014 Target
Number of students	500,000	550,000	611,461	796,000
Number of courses	20,000	22,000	27,270	30,000

Implementation Progress

Equitable Access to Literacy Centres

The literacy program has launched public awareness programs throughout the country through Mosques, schools, local shuras and the use of billboards, printing press and other advocacy materials to inform people in particular adults about the benefits and importance of literacy in their lives.

As a result, 611,461 literacy learners including 58% female enrolled in 27,270 literacy courses as following: 153,081 attended the government literacy courses; 83,306 the NOGs' literacy classes; 5,680 the MoWA's literacy courses; 28,35 in Mosques; 76,995 the UNESCO ELA literacy courses; 855 attended literacy courses for Kuchis; 1,058 attended in Community learners Centres (CLC); 431 in national security department courses; 8,899 attended the MoJ detention centres; 846 the National Army literacy courses; 22,007 the police security station literacy courses; 27,790 the WFP literacy courses; 191,906 the UNHABITAT literacy courses and 50,419 learners attended the UNICEF literacy courses.

In order to provide access to literacy classes for adults, 388 new permanent literacy teachers (19% female) have been recruited. This brings up the total number of MoE literacy teachers to 3,739 including 58% female teachers.

Vocational training for literacy learners is one of the important activities of the literacy program. Therefore, 3,459 literacy learners including 49% female have received vocational trainings. The objective of these courses is to provide literacy learners with an opportunity to learn a profession at the same time when they attend the literacy classes. This combined, skill building and literacy courses together, scheme is intended to encourage those who are illiterate to join the literacy courses, while giving them an opportunity to increase their employment possibility.

As a result of these efforts, by the end of 1389/2010 academic year, the literacy rate has increased by 2% - from 26% to 28%.

Construction of Community Learning Centres

One community learning center (CLC) has been established in a rural area. This brings up the total number of CLCs to 13 centers. These centers play an important role in facilitation and co-ordination of literacy program at the district levels.

Curriculum and Learning Material Development and Revision

Printing and distribution of textbooks and teachers' guide are one of the essential needs of the literacy program. Therefore, 174,077 basic and post literacy textbooks have been printed and distributed. Learners enrolled in basic literacy courses study for 6 months and will not receive any certificate. Learners who pursue post literacy classes after completing basic literacy classes, which takes additional three months to complete, will receive certificate and can enrol to third or fourth grade of general education primary schools based

on their competency test results. In addition, 1,496 literacy teachers' guidebooks have been printed and distributed. One literacy textbook, which was developed by UNICEF for female literacy classes, was revised during this academic year. Similarly two additional textbooks have been compiled to help those who have recently become literate to continue their education.

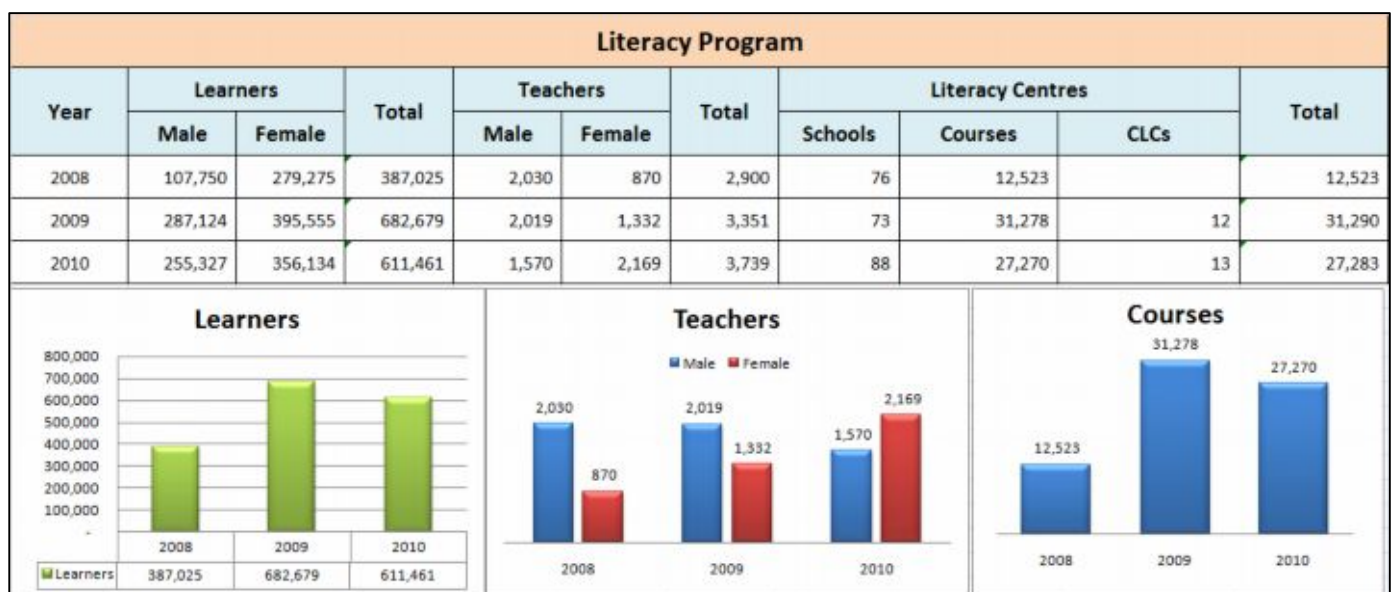
Literacy program curriculum can be altered and revised according to the learners' needs. The fact that Learners' in literacy classes may come from different backgrounds is being taken into account while developing literacy curriculum and there are various lessons and examples about various professions. For example for farmers there is a functional curriculum that is based on their profession with farming examples.

Training of Teachers and Literacy Supervisors

In order to improve literacy teachers' capacity 35 trainers including 2 females have been trained on teaching methods and subject knowledge. These trainers in turn have trained 1,073 literacy teachers including 8% female. Similarly 124 supervisors have been trained to monitor implementation of the literacy courses. A new supervision system is being developed.

Management and Coordination

Under the Human Resource Development Board (HRDB), the literacy working group has been meeting regularly, on monthly bases, to discuss policies and implementation progress in order to define challenges and to address them by mutual collaboration and coordination among stakeholders.



Implementation Challenges

- Shortage of professional teachers: Shortage of professional literacy teachers at the centre and provinces, especially in remote and insecure areas. The Afghan Government, due to shortage of resources, is able to allocate only a limited number of permanent literacy teachers.
- Weakness in monitoring and supervision system: The monitoring and supervision system and the education supervisors do not have adequate capacity to assess the delivery of the curriculum and the quality of teaching and learning in all literacy courses.
- Low literacy rate: more than 10.5 million people most of them female are illiterate throughout the country
- Insufficient coordination: in equitable delivery of literacy across the country

Recommendations

- Recruiting professional teachers: Recruiting adequate number of qualified teachers for all literacy programs, increase number of permanent literacy teacher by providing more resources. Consider incentives for Imams that provide literacy to adults.
- Strengthening monitoring and supervision system: literacy monitoring and supervision system to be reformed based on the current needs. More competent supervisor to be recruited and trained
- Reform in procurement processes: the procurement processes must be reformed and decentralised to ensure implementation of the programs and projects on time.
- Increasing literacy rate: launching public awareness programs and increasing the number of participants in the literacy courses in order to improve learning opportunities and to increase literacy rate in the country.

Attainment of objectives

Target: it was planned to provide literacy to 550,000 learners in 22,000 courses.

611,461 (255,327 male and 356,134 female) enrolled in 27,270 literacy courses supported by MoE, other government agencies and development partners. This enrolment rate has exceeded the target.

Literacy program has focused on rural areas where literacy rate is lower, to provide access to literacy for people aged 15 and above. As result of the joint efforts of the government and development partners the literacy rate is increased from 26% to 28%.

Program 5 - Education Governance and Administration

Sub-Program 5.1 - Education Administration Development

Overall Goal

Provide effective, efficient and transparent support services and facilities for the successful implementation of education programs throughout the country.

Implementation Progress

Administrative Reform and Human Resource Development

The human resource development department is responsible for administrative reform implementation. 10,000 new teaching and support staff have been recruited through merit-base open competition at national and sub-national level. The new approved Tashkeel has been implemented at the central ministry and provincial education offices. Teacher who successfully passed teacher competency test were enrolled into new pay and grade system. All newly recruited admin staff are provided with orientation training on their ToR and general policies of the government.

Financial System Development

All program expenditures are being recorded in AFMIS (Afghanistan Financial Management Information System) in order to monitor allocations and expenditures. In addition, Budget Preparation and Expenditure Tracking (BPET) system, which is Ministry's complementary Budget Preparation and Expenditure Tracking system, have been used to track program results against expenditures. The integrated program budget was prepared by admin and finance department with other programs cooperation, and was submitted to ministry of finance. To facilitate expedite all MoE's staff access to their salaries accounts, bank accounts have been opened for all MoE's staff. Salaries for over 100,000 staff are directly deposited into their Bank account.

Information and Communication Technology

The One Laptop per Child (OLPC) is a new program for primary school students. This program is designed to improve students' learning achievements and to familiarize them with the use of ICT (Information Communication Technology). This year MoE has distributed 592 laptops for children enrolled in grade 4 – 6 through this program. This brings up the total number of laptops distributed through this program to 3,800.

To equip MoE central and provincial education directorates with ICT facilities, 200 Computers distributed for central and provincial education directorates and 200 staff have been trained.

Procurement and Logistics, Services and Properties

180 Procurement and Logistics, and Services and Properties units' staff have been trained in their relevant tasks and to improve efficiency and effectiveness in MoE offices.

This year MoE distributed 21,884 plots of land for housing for teachers and staff, who met the criteria for receiving this additional support. Logistics, Services, and Properties unit has allocated 692 acres of land for schools construction, which was contributed by the local communities.

Support Construction of Education Infrastructure

Infrastructure construction department has assessed the situation of existing MoE infrastructure and the locations of the lands where the educational premises needed to be built. After receiving a proposal for building an educational centre from any of the MoE programs, the Infrastructure construction departments have provided all the necessary support services, including school design and cost estimate to the requesting program. Quality control of ongoing school buildings have been carried out on regular bases.

Security and Protection

Security and Protection Department has conducted awareness-raising campaigns about security measures for students and teachers. This department has trained 190 of its staff about improvement of security system and maintenance of all MoE educational facilities and offices in the capital and provinces. In order to register daily security incidents and to provide analytical reports a database has been developed and maintained to register and record this information by Security and Protection Department.

Management and Coordination

Education Management Working Group has regularly met on monthly bases. The priorities for the working group were listed at the beginning of the year and a tentative schedule for follow up of priority action was prepared. Working group has discussed the implementation progress and its challenges and has provided recommendation for policy discussion at the HRDB level. The FTI working group was established as a specific working group to facilitate the review process of the Education Interim Plan(IP), to prepare an appraisal for the IP , and to prepare draft outline of MoE application for FTI funding in consultation with MoE and partners.

In addition, regular bi-weekly meetings have been organized under the leadership of deputy minister of admin and finance with participation of related departments to review implementation progress, discuss challenges and provide recommendation to address the issues.

Implementation Challenges

- Overlap in some departments ToR and ambiguity in division of tasks within the departments.

- Shortage of ordinary and development budget in order to meet the demand for recruitment of additional staff and for providing decent incentives to qualified civil servants.
- Lack of co-ordination between human resource management department and other units in recruiting staff.
- Allocated funds are not delivered to provinces in a timely manner which results in considerable delay in implementation process.
- Lengthy and cumbersome procurement processes, which results in significant delay in implementation of activities
- Insufficient budget to expand ICT in the centre and provinces
- Shortage of land to build school buildings and other MoE offices
- The school construction is moving in a slower pace than the increase in student enrolment rate, therefore percentage of school without building will increase if the schools construction process is not accelerated.
- Weak monitoring engineering team
- Lack of security to implement all MoE projects according to the plan

Recommendations

- Revision of tashkil and staff ToRs
- Increasing ordinary and development budget to meet the existing and developing needs
- Improving co-ordination between human resource management department and other units during recruiting staff
- Timely delivery of allocated funds to provinces
- Revising and simplifying those procurement processes which results in considerable delay in implementation of activities
- Providing sufficient budget to expand ICT in the centre and provinces
- Mobilizing local communities to contribute to provision of land for school buildings and other MoE offices
- Providing sufficient budget to build school buildings and other MoE offices at the centre and provinces
- Strengthening engineering monitoring team

Attainment of objectives

Administrative reform implementation has continued. 10,000 new teaching and support staff are recruited based on merit and open competition. New Tashkeel has been implemented at central and provincial level.

Budget disbursement and expenditure tracking has been carried out normally and periodic financial report and analysis have been provided to decision makers. Procurement and other support services have been provided to program departments on regular bases.

The support service provided has enabled the programs to implement their planned activities and achieve the planned targets.

Sub-Program - Strategic Management Development

Overall Goal

To increase strategic effectiveness, efficiency, accountability and transparency within the framework of relevant national laws and international commitments

Implementation Progress

Policy Development and Revision

Establishment of Academic Council as a new directorate to support research and policy development of the ministry was approved as part of new Tashkeel. The focus was to strengthen the newly established department by recruiting and training the new staff, developing internal work procedures and preparing future plans. The academic council started its work with research on policies, procedures, systems and educational strategies.

The policy and strategic planning department in close collaboration with other programs and departments have developed a policy for distribution of new positions to programs and provinces. Basic education department initiated review and revision of the community based education (CBE) policy with the development partners.

Strategic and Operational Planning

NESP II has been developed to cover the period of 1389/2010 – 1393/2014 in consultation with program staff and provincial education directors. NESP II was assessed by a third party and recommendation was made to work out a scenario based plan and make it more operational. National Education Interim Plan NEIP was developed from NESP-II, as a short-term plan for the period 2011-2013. The NEIP was appraised and approved by the relevant donors. With approval of NEIP Afghanistan obtained FTI membership and became 44th member of FTI.

In order to implement NESP-II, planning department facilitated the development of the annual operational plans at national and provincial levels. To decentralize MoE's planning, provincial education staff were trained in preparation of annual operational plans.

EMIS, Monitoring, Evaluation and Reporting

According to the operational plans prepared at the central and provincial level, all reports are collected regularly on monthly and quarterly basis. After integration of these reports, a national activity report is generated and delivered to decision making authorities of MoE.

Operational plan's activities are determined based on NESP II and their implementation process is monitored regularly. After monitoring, the progress report is prepared. The aim of monitoring and reporting of these activities is to make sure that the activities are going in accordance with NESP II.

Control and Audit

Internal audit control department staff regularly assessed the performance of the programs and departments to ensure their compliance with the existing rules and regulations. Suspected cases are reported by internal audit staff for further investigation and analytical reports are provided to the minister of education. Staff members violating rules and regulations are provided warning letters or are introduced to attorney general office for further investigation and legal action.

Strategic Relations and Communication

Education relations and communication department developed and communicated public awareness materials on policies, plans, progress, and education issues through press conferences at the centre and provinces. Interview and round tables were organized with participation of key education officials to promote awareness on education policies, achievements and challenges.

Implementation Challenges

- Shortage of experts to review and update MoE's policies, procedures, laws and regulations in accordance with conducted research findings
- Shortage of experts to train and build capacity of provincial and districts' strategic planning staff
- Lack of a comprehensive monitoring and evaluation system and shortage of human resources to monitor and evaluate performances and implementations of programs at province and district level
- Lack of ICT infrastructure system to expand ICT in provinces and districts
- Lack of donors' co-operation and co-ordination in sharing their budget information, activities and outcomes of their projects

Recommendations

- Recruiting of experts to review and update MoE's policies, procedures, laws and regulations in accordance with conducted research findings
- Recruiting of national TA to train and build capacity of provincial and districts' education staff in planning, monitoring and reporting
- Developing a comprehensive monitoring and evaluation system and recruiting sufficient human resources to develop the systems, monitor and evaluate performances and implementations of programs at the provincial and district level
- Developing ICT infrastructure system to expand ICT in provinces and districts
- Strengthening donors' co-operation and co-ordination in sharing their budget information, activities and outcomes of their projects

Attainment of Objective

NESP-II for the period 2010-2014 was developed by MoE with minimum technical support from outside. NEIP for the period 2011-2013 was developed based on NESP-II, and was appraised and approved by the relevant donor group. Afghanistan obtained FTI membership. Annual operational plan at national and provincial level are developed to facilitate implementation of NESP-II. Plan implementation has been regularly monitored and periodic reports prepared to track implementation progress and to support decision-making.

Internal audit Control department has regularly assessed performance of the program department for compliance and preventing corruption.

Cross Cutting Issues

The following four issues have been identified as cross cutting issues in the National Education Strategic Plan: Gender, Counter Narcotics, Counter Corruption, and Environment. The Ministry of Education is committed to fulfil its obligation in addressing gaps and challenges in relation to each of these issues and to collaborate with the ministries that are directly working on these issues.

Ministry of education has been closely working with the Afghanistan Independent Human Rights Commission, MoCN, MoPH, Afghanistan Environment Protection Agency, and a group of female Parliamentarians in preparing awareness raising material and on development and inclusion of certain chapters on cross cutting issues in the textbooks.

Gender:

Afghan women are among the worst off in the world not only in education and literacy, but also by measures of health, poverty, deprivation of rights, protection against violence and public participation. Deprivation in each of these areas is interrelated and must all be addressed in order to see meaningful improvement in any one area.

To address the gender disparity issues in various walks of life, the ministry of education has incorporated special measures in its various programs to improve gender equality. In an attempt to increase girls enrolment into schools, the ministry of education has launched various campaigns to encourage parents to send their daughters to school, as a result of which the number of female students reach 38% of the total enrolments.

Since the shortages of trained female teachers, especially in rural and insecure areas, is one of the factors that preclude girls from accessing education, the ministry of education has taken special measures to encourage female students to enrol in the teacher education and development centres. In 1389, 585 female have received scholarships, in form of monthly payments, for enrolling in teacher education centres.

In addition, in order to mainstream gender equality across the board and acquaint the new generation to a more equitable life style, awareness on human rights and gender equality has been mainstreamed/ introduced into the school curriculum. In 1389, grade 7-9 new textbooks, which also include lessons on human rights and gender, were printed and distributed. Similarly, additional chapters on these topics have been considered to be added to grade 10-12 new textbooks, which are being developed in 1389. Awareness on human rights and gender is also incorporated in teacher education curriculum.

Environment:

Environmental education– spanning health and nutrition, water and sanitation, environmental management, resource management and various facets of ecology – is central component of government’s curricula, and hence part of the Ministry of Education’s National Strategic Plan.

Therefore, chapters on the issue of safety and environmental protection have been added in several subjects of the new grade 7-9 textbooks, which has been printed and distributed in 1389. Similarly, additional chapters on these topics have been considered to be added to grade 10-12 new textbooks, which are being developed in 1389.

To promote health and hygiene in schools and educational departments at the center and provinces, 68 health centers are actively serving students at center and districts of Kabul. To expand the services reach to the provinces 1,247 female teaching and support staff have been trained on environmental safety and protection in Kabul and provinces.

Also to contribute to a greener environment, tree-planting campaigns have been launched through a directive from the minister of education to mobilize teachers, students and members of society at large to participate in activities that will contribute to a cleaner and greener environment in schools and surrounding areas. This campaign was also supported by Ministry of Agriculture and other development partners. Hundred thousands of trees were planted in and around the schools across the country

Counter corruption:

MoE is one of the ministries that is committed to reducing corruption, through better payroll management, disbursement, procurement and expenditure tracking and internal audit systems. Given that 90 per cent of all education spending through operating budget is for wages and salaries, and to facilitate the process of payroll management and salary distribution for MoE staff, a computerized system has been developed and bank accounts are opened for its entire staff. This has resulted to reducing corruption and on the other hand, it has facilitated MoE staff access to their salaries on timely basis. At present, over 100,000 MoE staff receive their salaries through their bank account.

The MoE internal audit control department staff have been regularly assessing other departments work in relation to ensure that they comply with rules and regulation, to identify cases of corruption and to take necessary legal action. Cases of corruption that require further investigation are referred to the office of attorney general. In addition, MoE has assigned a special committee to assess the departments prone to corruption. The committee's work includes review of the processes, procedures, potential areas for corruption, and provision of recommendation for simplification of the processes and procedures to reduce the chances of corruption.

Counter narcotics:

Ministry of education has adopted serious counter narcotics measures by conducting different awareness programs through schools, mosques, school councils (shuras), printing press and mass media. The Ministry of Education, in close cooperation with the ministries of counter narcotics and public health, has developed specific programs to launch awareness raising campaigns to inform youth about the hazards of drug use. In addition, special chapters has been added to the grade 7-9 textbooks that will raise awareness about the drug use and its potential hazards to the individuals health and life as well as the harm it may cause to their families and to the society as a whole.

Crosscutting Challenges:

- Despite the significant achievements in addressing the cross cutting issues, some of Afghanistan's well-known problems such as: lack of security, poverty, lack of access to education, and cultural malpractices, in particular discrimination against women, continue to hamper development efforts around all cross cutting issues.
- Gender: Lack of security in certain provinces, for one, has seriously hindered the course of development and sometimes even has rolled back the attained accomplishments. Girls' education, for example, has been acutely affected in the less secure areas. Last year, use of poison gas and poisoning of drinking water in girls schools discouraged many female students and their families from pursuing education. Additional factors that still affect girls' enrolment and attendance in schools are cultural barriers that are supported by lack of trained and qualified female

teachers in remote rural and insecure areas, the long distance between home and school, and the lack of boundary wall around the school area.

- Counter Narcotics: many schools age children are still out of school due to insecurity, poverty, and many other reasons. This will make them more susceptible to drug abuse.
- Environment: lack of drinking water in some of the schools and sanitary toilets is one of the main issues to be dealt with. In addition, lack of awareness among members of the communities about the linkages between the environmental safety and protection and personal health and hygiene is another issue to be addressed.

Recommendations:

To address the remaining challenges regarding the cross cutting issues, the following has been recommended:

- Promoting and implementing gender sensitive planning, in order to take the gender specific issues into consideration in the planning phase of all education programs.
- Launching awareness raising campaigns for promote education for girls in the communities and recruiting more female teacher for rural schools.
- Incorporating additional chapters on the issue of environment, counter narcotics and counter corruption into the textbooks for all level students, and ensuring that the school curriculum is gender sensitive.
- Developing and launching creative campaigns on the hazards of drug abuse and on the importance of environmental protection, through mosques, mass media, shuras and other popular sources for information dissemination.
- Ministry of education should continue to work with other agencies responsible for counter corruption, recruit more professional internal auditors and train existing staff, simplify the processes and procedures, automate the systems and increase direct financial transfers to suppliers to the extent possible.

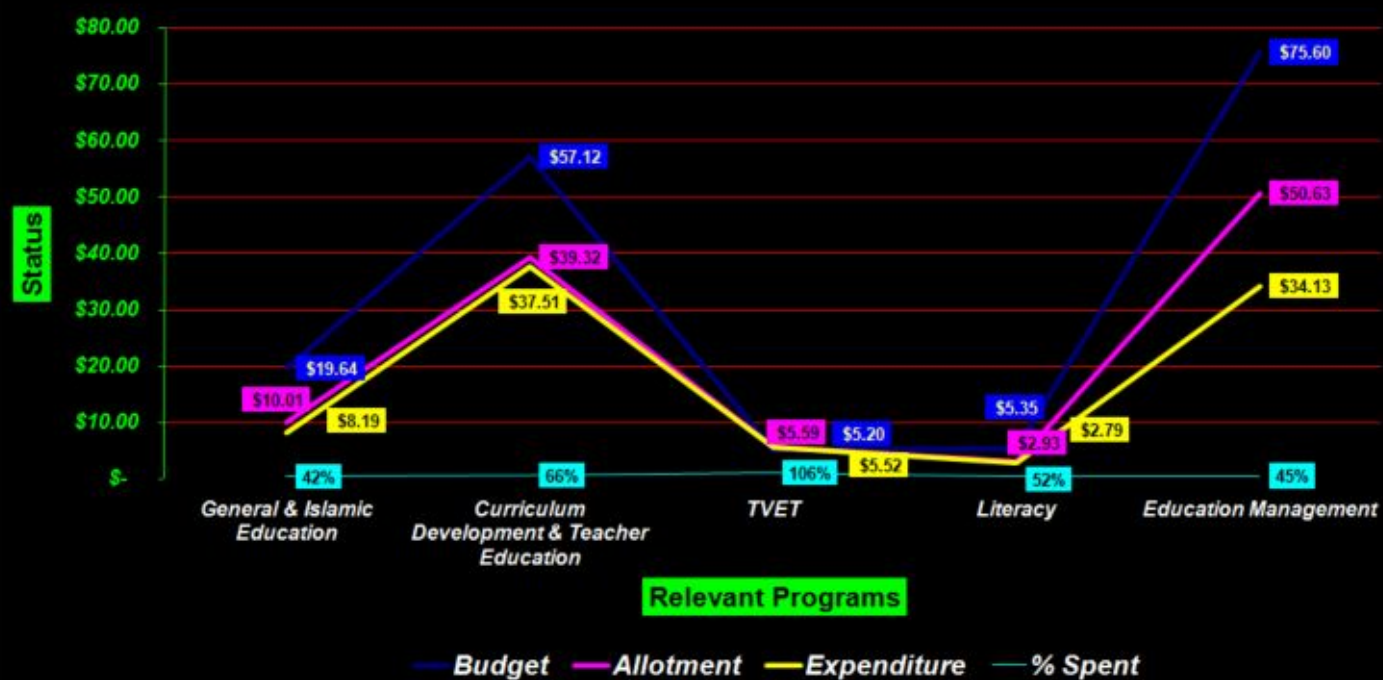
Part II: Financial Report

1389 Ordinary Budget by program							
Program Description	Program	Description	210	220	221	250	Grand Total
General Education & Islamic Education	271	Sum of Current Budget	\$ 334,828,249	\$ 14,661,077	\$ 1,328,836	\$ 82,618	\$ 350,900,779
		Sum of Spent	\$ 325,091,311	\$ 14,441,692	\$ 1,269,534	\$ 77,274	\$ 340,879,811
		Sum of Remaining Balance	\$ 9,736,938	\$ 219,385	\$ 59,302	\$ 5,344	\$ 10,020,969
Curriculum Development & Teacher Education	272	Sum of Current Budget	\$ 11,653,334	\$ 5,110,150	\$ 184,476	\$ 72,503	\$ 17,020,463
		Sum of Spent	\$ 9,438,888	\$ 4,828,830	\$ 157,382	\$ 72,493	\$ 14,497,592
		Sum of Remaining Balance	\$ 2,214,446	\$ 281,320	\$ 27,094	\$ 10	\$ 2,522,870
Technical and Vocational Education & Trainings (TVET)	273	Sum of Current Budget	\$ 9,205,332	\$ 4,453,807	\$ 256,141	\$ 246,876	\$ 14,162,157
		Sum of Spent	\$ 7,690,280	\$ 4,408,522	\$ 250,192	\$ 245,269	\$ 12,594,264
		Sum of Remaining Balance	\$ 1,515,052	\$ 45,285	\$ 5,950	\$ 1,607	\$ 1,567,893
Literacy	274	Sum of Current Budget	\$ 7,583,176	\$ 432,711	\$ 34,654	\$ 14,020	\$ 8,064,561
		Sum of Spent	\$ 6,418,753	\$ 381,312	\$ 31,053	\$ 13,261	\$ 6,844,379
		Sum of Remaining Balance	\$ 1,164,423	\$ 51,399	\$ 3,600	\$ 759	\$ 1,220,181
Education Management	275	Sum of Current Budget	\$ 13,180,234	\$ 8,138,306	\$ 607,809	\$ 715,183	\$ 22,641,532
		Sum of Spent	\$ 11,227,233	\$ 7,974,953	\$ 559,279	\$ 714,579	\$ 20,476,045
		Sum of Remaining Balance	\$ 1,953,001	\$ 163,353	\$ 48,530	\$ 604	\$ 2,165,488
		Total Sum of Current Budget	\$ 376,450,326	\$ 32,796,051	\$ 2,411,916	\$ 1,131,200	\$ 412,789,492
		Total Sum of Spent	\$ 359,866,466	\$ 32,035,309	\$ 2,267,440	\$ 1,122,876	\$ 395,292,091
		Total Sum of Remaining Balance	\$ 16,583,860	\$ 760,742	\$ 144,475	\$ 8,324	\$ 17,497,401

Development Budget Program Status Report FY-1389

Reporting Date:	October 16, 2011			Currency:	USD	
Program	Budget	Allotment	Expenditure	% Spent	Balance	Remarks
General & Islamic Education	\$ 19.64	\$ 10.01	\$ 8.19	42%	\$ 11.45	
Curriculum Development & Teacher Education	\$ 57.12	\$ 39.32	\$ 37.51	66%	\$ 19.61	
TVET	\$ 5.20	\$ 5.59	\$ 5.52	106%	\$ (0.32)	
Literacy	\$ 5.35	\$ 2.93	\$ 2.79	52%	\$ 2.56	
Education Management	\$ 75.60	\$ 50.63	\$ 34.13	45%	\$ 41.47	
Total	\$ 162.90	\$ 108	\$ 88.14	54%	\$ 74.76	

Program-Wise Status Chart



Part III: Annexes

General Education Students and Teachers by Province (1389)

S/N	EngName	Male students	Female Students	Total Students	Male Teachers	Female Teachers	Total Teachers
1	Uruzgan	49,356	6,190	55,546	1,022	37	1,059
2	Badghis	80,694	26,553	107,247	1,616	225	1,841
3	Bamyan	65,342	50,511	115,853	2,599	536	3,135
4	Badakhshan	209,634	182,367	392,001	6,420	2,875	9,295
5	Baghlan	175,856	107,169	283,025	6,322	1,744	8,066
6	Balkh	256,503	192,783	449,286	4,776	5,307	10,083
7	Parwan	110,253	60,266	170,519	4,678	721	5,399
8	Paktia	96,622	26,564	123,186	2,342	101	2,443
9	Paktika	94,937	25,895	120,832	3,167	20	3,187
10	Panjshir	19,987	13,372	33,359	822	202	1,024
11	Takhar	164,526	119,413	283,939	4,848	1,630	6,478
12	Jawzjan	88,431	57,180	145,611	2,165	1,698	3,863
13	Khost	122,272	38,064	160,336	3,269	98	3,367
14	Daikundi	81,959	61,889	143,848	1,391	593	1,984
15	Zabul	19,118	5,090	24,208	340	41	381
16	Sar i Pul	72,760	47,347	120,107	2,061	797	2,858
17	Samangan	54,822	32,312	87,134	1,465	508	1,973
18	Kabul City	478,731	375,994	854,725	5,720	16,395	22,115
19	Ghazni	195,910	98,361	294,271	4,314	1,163	5,477
20	Ghor	116,689	66,567	183,256	3,315	154	3,469
21	Faryab	147,687	108,927	256,614	4,347	1,634	5,981
22	Farah	66,855	29,671	96,526	1,879	698	2,577
23	Kapisa	73,833	34,449	108,282	2,289	408	2,697
24	Kandahar	93,891	33,912	127,803	2,423	403	2,826
25	Kunduz	158,785	92,785	251,570	3,685	1,368	5,053
26	Kunar	88,726	54,754	143,480	3,086	142	3,228
27	Laghman	92,140	72,204	164,344	3,277	211	3,488
28	Logar	76,216	34,294	110,510	2,227	327	2,554
29	Nangarhar	351,670	221,120	572,790	9,717	1,288	11,005
30	Nuristan	27,787	22,474	50,261	892	106	998
31	Nimroz	29,539	21,968	51,507	478	512	990
32	Hirat	334,633	285,724	620,357	7,013	6,137	13,150
33	Hilmand	70,240	17,556	87,796	1,574	355	1,929
34	Wardak	97,521	32,107	129,628	3,720	224	3,944
35	Kabul Province	127,624	54,080	181,704	3,235	1,266	4,501
Total		4,391,549	2,709,912	7,101,461	112,494	49,924	162,418

Islamic Education Students and Teachers by Province (1389)

S/N	EngName	Male Students	Female Students	Total Students	Male Teachers	Female Teachers	Total Teachers
1	Uruzgan	1,227	0	1,227	15	0	15
2	Badghis	1,232	81	1,313	41	0	41
3	Bamyan	1,691	69	1,760	31	0	31
4	Badakhshan	5,934	518	6,452	176	3	179
5	Baghlan	6,802	1201	8,003	305	14	319
6	Balkh	7,814	838	8,652	74	15	89
7	Parwan	12,215	2919	15,134	278	7	285
8	Paktia	2,942	211	3,153	63	0	63
9	Paktika	4,128	180	4,308	143	0	143
10	Panjshir	2,594	502	3,096	130	1	131
11	Takhar	5,602	920	6,522	193	6	199
12	Jawzjan	2,640	236	2,876	71	4	75
13	Khost	1,548	240	1,788	53	0	53
14	Daikundi	269	0	269	13	0	13
15	Zabul	261	0	261	8	0	8
16	Sar i Pul	3,530	668	4,198	54	15	69
17	Samangan	1,918	0	1,918	54	0	54
18	Kabul City	3,373	1047	4,420	200	33	233
19	Ghazni	2,605	929	3,534	82	0	82
20	Ghor	3,132	23	3,155	95	0	95
21	Faryab	6,643	702	7,345	236	8	244
22	Farah	1,571	0	1,571	37	0	37
23	Kapisa	7,709	946	8,655	229	1	230
24	Kandahar	6,150	1759	7,909	247	1	248
25	Kunduz	4,261	1023	5,284	117	8	125
26	Kunar	6,320	120	6,440	312	9	321
27	Laghman	4,526	69	4,595	122	0	122
28	Logar	2,049	125	2,174	80	0	80
29	Nangarhar	18,447	3321	21,768	512	0	512
30	Nuristan	3,320	1400	4,720	107	2	109
31	Nimroz	792	146	938	0	0	0
32	Hirat	7,958	596	8,554	364	43	407
33	Hilmand	1,091	0	1,091	107	0	107
34	Wardak	3,255	243	3,498	170	0	170
35	Kabul Province	3,543	1422	4,965	147	5	152
Total		149,092	22,454	171,546	4,866	175	5,041

TVET Students and Teachers by Province (1389)

S/N	EngName	Male Students	Female Students	Total Students	Male Teachers	Female Teachers	Total Teachers
1	Uruzgan	70	0	70	2	0	2
2	Badghis	128	0	128	0	0	0
3	Bamyan	88	3	91	0	0	0
4	Badakhshan	225	90	315	12	0	12
5	Baghlan	540	0	540	31	0	31
6	Balkh	1,378	129	1,507	65	31	96
7	Parwan	487	2	489	15	1	16
8	Paktia	82	0	82	0	0	0
9	Paktika	0	0	0	0	0	0
10	Panjshir	188	0	188	12	0	12
11	Takhar	134	0	134	0	0	0
12	Jawzjan	689	19	708	60	18	78
13	Khost	160	0	160	15	0	15
14	Daikundi	76	10	86	0	0	0
15	Zabul	0	0	0	0	0	0
16	Sar i Pul	80	20	100	0	0	0
17	Samangan	202	286	488	10	13	23
18	Kabul City	10,227	2605	12,832	418	199	617
19	Ghazni	36	36	72	0	0	0
20	Ghor	152	0	152	0	0	0
21	Faryab	254	0	254	12	2	14
22	Farah	572	0	572	13	0	13
23	Kapisa	925	0	925	31	1	32
24	Kandahar	268	0	268	21	0	21
25	Kunduz	416	327	743	28	18	46
26	Kunar	335	0	335	8	0	8
27	Laghman	354	0	354	0	0	0
28	Logar	30	0	30	5	0	5
29	Nangarhar	1,471	216	1,687	31	0	31
30	Nuristan	80	0	80	0	0	0
31	Nimroz	250	0	250	0	0	0
32	Hirat	1,132	382	1,514	55	18	73
33	Hilmand	671	0	671	30	0	30
34	Wardak	152	0	152	10	0	10
35	Kabul Province	0	0	0	0	0	0
Total		21,852	4,125	25,977	884	301	1,185

Teacher Education Students and Teachers by Province (1389)

S/N	EngName	Male Students	Female Students	Total Students	Male Teachers	Female Teachers	Total Teachers
1	Uruzgan	289	0	289	9	0	9
2	Badghis	321	62	383	10	0	10
3	Bamyan	462	130	592	32	0	32
4	Badakhshan	2,311	2479	4,790	60	17	77
5	Baghlan	928	743	1,671	50	3	53
6	Balkh	1,547	1765	3,312	45	36	81
7	Parwan	1,494	442	1,936	46	3	49
8	Paktia	369	39	408	32	0	32
9	Paktika	162	0	162	5	0	5
10	Panjshir	1,029	111	1,140	26	0	26
11	Takhar	1,386	1054	2,440	35	5	40
12	Jawzjan	1,089	895	1,984	5	1	6
13	Khost	823	20	843	14	0	14
14	Daikundi	225	93	318	9	1	10
15	Zabul	65	31	96	0	0	0
16	Sar i Pul	431	250	681	24	3	27
17	Samangan	530	200	730	0	0	0
18	Kabul City	3,364	6440	9,804	91	110	201
19	Ghazni	713	489	1,202	45	6	51
20	Ghor	533	59	592	23	0	23
21	Faryab	669	554	1,223	29	8	37
22	Farah	362	196	558	9	1	10
23	Kapisa	1,143	751	1,894	49	1	50
24	Kandahar	88	37	125	19	0	19
25	Kunduz	1,149	728	1,877	52	10	62
26	Kunar	1,245	114	1,359	48	0	48
27	Laghman	1,452	94	1,546	41	0	41
28	Logar	1,101	127	1,228	34	1	35
29	Nangarhar	2,558	406	2,964	100	6	106
30	Nuristan	187	70	257	17	1	18
31	Nimroz	83	168	251	0	0	0
32	Hirat	625	1185	1,810	22	27	49
33	Hilmand	315	135	450	0	0	0
34	Wardak	1,271	70	1,341	31	0	31
35	Kabul Province	0	0	0	0	0	0
Total		30,319	19,937	50,256	1,012	240	1,252

Literacy Education Students and Teachers by Province (1389)

S/N	EngName	Male Students	Female Students	Total Students	Male Teachers	Female Teachers	Total Teachers
1	Uruzgan	2,747	875	3,622	22	5	26
2	Badghis	5,752	7,374	13,126	10	39	49
3	Bamyan	21,047	31,473	52,520	11	8	19
4	Badakhshan	12,638	33,387	46,025	29	61	90
5	Baghlan	4,557	5,183	9,740	85	19	104
6	Balkh	13,880	22,436	36,316	61	62	123
7	Parwan	10,258	21,834	32,092	60	6	66
8	Paktia	5,244	4,770	10,014	53	4	56
9	Paktika	6,323	3,987	10,310	208	6	214
10	Panjshir	5,923	7,039	12,962	43	12	55
11	Takhar	5,348	9,138	14,486	92	65	157
12	Jawzjan	3,692	3,558	7,250	41	48	89
13	Khost	4,125	6,227	10,352	66	1	67
14	Daikundi	5,958	9,648	15,606	38	38	77
15	Zabul	5,607	2,636	8,243	0	0	0
16	Sar i Pul	4,516	5,029	9,545	43	6	49
17	Samangan	4,431	9,390	13,821	48	28	75
18	Kabul City	4,325	8,374	12,699	163	486	649
19	Ghazni	7,520	13,114	20,634	130	43	174
20	Ghor	6,278	9,578	15,856	83	16	98
21	Faryab	13,746	14,701	28,447	83	25	108
22	Farah	8,578	10,842	19,420	36	41	77
23	Kapisa	4,997	4,073	9,070	47	18	65
24	Kandahar	9,272	17,647	26,919	31	86	117
25	Kunduz	4,272	6,086	10,358	13	12	25
26	Kunar	10,740	5,038	15,778	138	8	146
27	Laghman	15,825	16,592	32,417	128	4	132
28	Logar	3,764	2,606	6,370	44	16	60
29	Nangarhar	10,436	13,591	24,027	168	23	190
30	Nuristan	2,625	4,128	6,753	34	7	41
31	Nimroz	4,664	7,347	12,011	6	36	42
32	Hirat	9,098	23,050	32,148	111	86	197
33	Hilmand	2,424	2,124	4,548	42	50	92
34	Wardak	4,109	4,897	9,006	48	23	71
35	Kabul Province	10,608	8,362	18,970	110	30	140
Total		255,327	356,134	611,461	2,322	1,417	3,739

Total Government Schools by Education Type and Province (1389)

No	Province	Total Schools in the Province	General Education Schools			Total	IE	TVET	TED	Literacy Courses
			Primary	Lower Secondary	Upper Secondary					
1	Uruzgan	268	188	41	28	257	8	1	2	169
2	Badghis	410	285	56	56	397	11	1	1	585
3	Bamyan	327	74	151	85	310	13	1	3	2,319
4	Badakhshan	635	170	192	238	600	25	1	9	2,049
5	Baghlan	450	101	185	134	420	25	2	3	402
6	Balkh	502	116	216	135	467	23	4	8	1,468
7	Parwan	463	135	140	149	424	33	3	3	1,462
8	Paktia	280	124	73	61	258	19	1	2	477
9	Paktika	341	232	47	40	319	18	0	4	400
10	Panjshir	138	40	38	35	113	21	2	2	557
11	Takhar	540	252	121	138	511	24	1	4	698
12	Jawzjan	317	102	114	81	297	15	2	3	370
13	Khost	275	141	42	67	250	22	1	2	429
14	Daikundi	324	96	114	108	318	3	1	2	693
15	Zabul	216	159	21	17	197	18	0	1	415
16	Sar i Pul	359	142	153	49	344	11	1	3	460
17	Samangan	263	98	112	40	250	9	2	2	662
18	Kabul City	288	20	64	148	232	15	20	21	530
19	Ghazni	574	175	164	218	557	12	1	4	914
20	Ghor	691	382	192	100	674	14	1	2	703
21	Faryab	460	181	190	64	435	21	1	3	1,397
22	Farah	334	165	87	58	310	18	5	1	933
23	Kapisa	219	62	74	65	201	14	1	3	391
24	Kandahar	417	271	64	59	394	14	4	5	1,325
25	Kunduz	426	160	147	95	402	17	3	4	492
26	Kunar	399	178	125	68	371	20	5	3	587
27	Laghman	266	103	53	93	249	10	4	3	1,455
28	Logar	252	112	66	57	235	14	1	2	201
29	Nangarhar	676	296	133	178	607	49	10	10	1,074
30	Nuristan	226	122	68	17	207	16	1	2	306
31	Nimroz	124	75	17	20	112	7	4	1	430
32	Hirat	760	291	261	168	720	31	4	5	1,508
33	Hilmand	334	192	64	59	315	9	8	2	213
34	Wardak	371	152	96	94	342	24	1	4	457
35	Kabul Province	349	153	75	98	326	23	0	0	739
Total		13,274	5,545	3,756	3,120	12,421	626	98	129	27,270

Summary of SMCs

No	Province	No of SMCs		
		Targeted to End of 1390	Established to End of 1389	Remained
1	Badakhshan	632	580	52
2	Badghis	407	350	57
3	Baghlan	450	405	45
4	Balkh	504	504	-
5	Bamyan	323	306	17
6	Daikundi	321	301	20
7	Farah	327	265	62
8	Faryab	460	460	-
9	Ghazni	574	470	104
10	Ghor	693	559	134
11	Hilmand	330	222	108
12	Hirat	802	729	73
13	Jawzjan	314	267	47
14	Kabul City	219	194	25
15	Kabul Province	356	294	62
16	Kandahar	422	167	255
17	Kunduz	437	388	49
18	Kapisa	219	198	21
19	Khost	280	206	74
20	Kunar	399	335	64
21	Laghman	261	261	-
22	Logar	245	236	9
23	Maidan Wardak	371	317	54
24	Nimrooz	131	87	44
25	Nangarhar	679	491	188
26	Noristan	229	149	80
27	Paktia	289	219	70
28	Paktika	336	310	26
29	Panjshir	134	116	18
30	Parwan	460	397	63
31	Samangan	260	228	32
32	Sari Pul	360	345	15
33	Takhar	581	394	187
34	Urozgan	202	86	116
35	Zabul	212	40	172
Total		13,219	10,876	2,343