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Abbreviations

AFMIS	Afghanistan Financial Management Information System
AGEI	Afghanistan Girls' Education Initiative
ANDS	Afghanistan National Development Strategy
EDB	Education Development Board
EDF	Education Development Forum
EFA	Education For All
ELA	Empowerment of Literacy in Afghanistan
EMIS	Education Management Information System
ERTV	Education Radio and TV
GPI	Gender Parity Index
HRMIS	Human resources management information system
ICT	Information and Communication Technology
IECWG	Inclusive Education Coordination Working Group
LCEP	Literacy and Community Empowerment
MDG	Millennium Development Goals
MoE	Ministry of Education
MoF	Ministry of Finance
MoLSA	Ministry of Labour and Social Affairs/National
NSDP	National Skills Development Program
NCSTE	National Centre of Science and Technology Education
NESP	National Education Strategic Plan
NIMA	National Institute for Management and Administration
NRVA	National Risk and Vulnerability Assessment
TTC	Teacher Training College
TVET	Technical and Vocational Education and Training

Message from the Minister

Education is fundamental for poverty reduction, development, nation building, good governance, peace and stability. Education promotes tolerance, equality and participation, whilst stimulating culture. An educated population ensures increased productivity, better income distribution and improved standards of living. Over the past eight years, Afghans have shown enormous enthusiasm for sending their children to school. There is a high demand for quality education from both parents and children, which is an integral part of the population's vision for the reconstruction and development of Afghanistan.

There is no doubt that impressive progress has been made in the education sector over the past few years, particularly with the dramatic increase in school enrolment and the availability of educational facilities. However, access to education remains inequitably distributed across the country, whilst the quality of education received also varies dramatically. Even with the growing number of schools reconstructed or built, there are still not enough to meet the demands of the population, nor are there enough qualified and motivated teachers to deliver a quality education.

The National Education Strategic Plan for the Ministry of Education for the period of 1389-1393 represents a comprehensive and holistic approach to the educational challenges that afflict Afghanistan. These challenges must be successfully addressed to achieve the educational goals stated in the 1382 Constitution and the Afghanistan National Development Strategy and for the Millennium Development Goal to be achieved by 1399.

This Strategic Plan identifies, establishes and plans for the realisation of substantial targets, encompassing both equitable access to education and the quality of education delivered and received. It has been derived through an extensive consultative process involving Afghans at all levels, together with our development partners through the Education Development Board.

The Ministry is determined to ensure that all children and adults have access to quality education which is relevant to their needs. The Government's education program must be supported through an accountable and transparent system of education financing and administration. Monitoring and evaluation systems will be strengthened at all levels, building a close partnership with communities, civil society, the private sector and government.

The NESP consists of five programs which aim at improving access, quality and management of education across the country. There are three priority areas requiring special attention. The first is to provide an adequate learning environment for children, especially girls, to improve access and retention. Nearly half of the existing schools do not even have buildings and many existing buildings are too damaged or unsafe to use. Many schools operate more than one shift per day to accommodate the large numbers of students in the available buildings. The second priority is to upgrade teachers' skills and qualifications to improve the quality of their teaching and the learning that takes place in the classroom. The third priority is to strengthen the institutional ability to develop and implement sound policies, as well as to effectively manage the human, financial and physical resources required to achieve results.

Draft National Education Strategic Plan (2010-2014)

Education is essential for countries to grow and to progress. There are strong links between an individual's educational level and his/her economic achievements. Countries which have made large investments in education during their initial stages of development have also succeeded in further economic development. Afghanistan is in desperate need of qualified human resources to meet the challenges of reconstruction. There is no other way but to invest in the education system.

This Strategic Plan lays the future direction for Afghanistan's education system. It is a living document which will be reviewed regularly. A sound plan must be supported by sufficient means to implement its intentions and achieve its objectives. The alignment and allocation of more international assistance to fund the priority programs of the NESP is essential to reduce the education demand and supply gap. The approval of the National Education Strategic Plan signals the commitment of the Government and the population to the establishment of a high quality and relevant education system for all our citizens.

Dr. Farooq Wardak
Minister for Education
Kabul, Hamal, 1389/2010

Executive Summary

Purpose

The National Strategic Education Plan (1389-1393/2010-2014) sets out the policies and objectives of the education system of Afghanistan to be achieved during the next five years. These policies and objectives have been developed based on the national and international commitments of the government and on the basis of the needs of the education system in Afghanistan. The NESP reflects the ambitions and hopes of the people and students of Afghanistan. This plan has been developed in the light of the results achieved and lessons learned from the implementation of NESP (1385/2006)-1389/2010). The plan is structured around five priority programmes designed to enable the Ministry of Education to achieve the main objectives of the education system and contribute to the economic and socio-cultural development of the country, as well as its political stability and security.

Vision

Our vision is to develop human capital based on Islamic principles, national and international commitments and respect for human rights by providing equitable access to quality education for all to enable them to actively participate in sustainable development, economic growth, and stability and security of Afghanistan.

To do this the Ministry must evolve into a modern, effective, fully funded and accountable public institution that facilitates education opportunities for children and adults, without discrimination, across Afghanistan.

Objectives for 1399 (2020):

The goals set out in this strategic plan were established in order to keep the education system on track toward achieving the Afghanistan Millennium Development Goals for 1399 (2020) and the Ministry's longer-term objectives. By 1399 (2020):

- Gross enrollment rates in Basic Education for boys and girls will increase to 104% and 103% respectively; and the net enrollment rates will increase for boys and girls to 98%.
- The number of students in Islamic Education will increase to around a half a million (at least 40 % female).
- At least 95% of teachers will have successfully passed the national competency test.
- The national literacy rate will be 75%.

- 12% of basic education graduates will continue their education in Technical and Vocational Education programs.

Situation in 1380 (2001)

- Less than a million boys were enrolled in 3,400 general schools taught by 20,700 male teachers. The education system was not responsive to the needs. Girls and many boys did not have access to education.
- Four Teacher Training Colleges (TTCs) were functional in four out of 30 provinces with a total of 190 male students and 50 male lecturers. Female students did not have access to TTCs.
- 38 Technical and Vocational Education and Training schools were partly active with only 1,510 male students and 550 instructors.
- 2,000 literacy courses were providing literacy to only 22,000 male adults.
- The curriculum was out of date and politicized: several versions of textbooks were in use promoting a culture of violence.

Our current situation 1387 (2008)

- The number of students in General Education schools has increased from 2.3 million in 1381 (2002) to 6.2 million students (36% females) in 1387 (2008), but Lack of security, poverty and lack of schools or educational services are the main obstacles to increase the enrollment in general schools.
- Of the 158,000 teachers in 1387 (2008) only 29% of them are women. The shortage of female teachers is one of the main obstacles to increasing girls' enrollment.
- The number of schools in General Education has increased from 6,039 in 1381 (2002) to 10,998 in 1387 (2008).
- According to the MoE Security Department (1388/2009), 481 schools were either closed or burned by the insurgents and consequently 300,000 children have lost access to education.
- By 1387(2008), 511 Islamic institutes (41 *Dar-ul-Ulums*¹, 369 *Madrassa*², 84 *Dar-ul-Huffaz*³ and 17 outreach schools) had been established with more than 106,000 students enrolled.

¹ Islamic studies institutes (grade 13-14)

² Islamic studies schools (grade 7-12)

³ Schools/centers for memorizing holy Quran (grade 1-12)

- The Ministry has developed a new curriculum framework and syllabi for General and Islamic Education. Based on the new curriculum, new textbooks for Primary Education have been developed, printed and distributed. The development of Secondary and Islamic Education textbooks is in progress and these are expected to be completed and printed in 1388-9 (2009-10).
- The number of student in Teacher Training Colleges (TTCs) was around 33,000 in 1387 (2008) – of which 13,000 (38%) were women.
- Enrolment in technical and vocational education has increased from approximately 9,000 in 1385 (2006) to 16,000 in 1387 (2008) with 2,500 females (16%).
- In 1387 (2008), a total of 15,500 literacy courses were conducted and 78 literacy schools with 2,900 permanent teachers, of which 34% are women, were established. According to the new literacy policy, the focus for literacy training has shifted to rural areas where illiteracy rates are higher.
- The literacy rate for the population aged 15 and over has reached 26% (39% for men and 12% for women). It is estimated that 9.5 million Afghans were illiterate in 1387 (2008).
- Despite the construction and rehabilitation of more than 19,000 classrooms over the last three years, in 1387 (2008), still only 55% of schools have usable buildings.
- The new Education Law of Afghanistan was developed and approved by the Cabinet in 1387 (2008), and awaits approval by the Parliament.
- The Educational Management Information System (EMIS) was developed and the first comprehensive school survey was carried out in 1386 (2007) and updated in 1387 (2008).
- Implementation of the new *Tashkil* (organizational structure of the Ministry) and Pay and Grade system for salaries has begun.

The Education System in 1393 (2014)

- 10 million students will be enrolled in General Education Schools and the number of schools will reach 16,500. The net enrolment rate of girls and boys in Basic Education will increase to 60% and 75% and gross enrollment to 72% and 90%, respectively.
- The number of students in Islamic schools and *Dar-ul-Ulums* will increase to approximately 200,000 and the number of schools will reach 1,000.
- Access to technical and vocational education will increase by expanding TVET regional institutes from 16 to 32; TVET provincial schools from 32 to 102; and establishing 364 TVET district schools. The number of students in technical and vocational education will increase to 150,000 with 30 % female students.

Draft National Education Strategic Plan (2010-2014)

- Literacy courses provided for 3.6 million literacy learners (of whom 60% will be women), with an emphasis on rural areas and increased attention to the needs of adult people with disabilities and special needs.
- The curriculum, syllabi and textbooks of General and Islamic Education will be updated to meet the developing needs.
- At least 80% of teachers will have passed the national competency test.
- Seventy-five percent of general and Islamic schools, 100% of technical and vocational schools, 75% of TTCs will have useable buildings.
- Sufficient ordinary and development budget will be provided for all education programs with a ratio of 75% for salaries and 25% for non-salary costs.
- The new Structure "*Tashki*" will be implemented based on public administration reforms at central, provincial and district levels.
- A comprehensive EMIS system will be functional at central, provincial and district level and will facilitate informed decision making, transparency and accountability of education services being provided.

Program One: 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 to further their higher education.

Objectives

By 1393(2014):

- Increase enrolment to 10 million (8.7 million in basic education and 1.3 million in upper secondary) with increased access to education for girls, kuchis, working children and children with special needs.
- Establish 4,690 new schools with special attention to reducing the disparities among provinces, geographical areas as well as socio-economic groups in society:.
- Provide a conducive learning environment in all general schools in order to promote the intellectual, physical and psychological development of students.
- Strengthen the participation of parents and local elders in the management of schools through the establishment and training of school *shuras* for all general schools.
- Decrease the drop-out rate to 3% and the repetition rate to 11% in general schools.
- Strengthen the supervision system and train all general education supervisors.

The number of students in General Education increased to 6.2 million (approximately 36% females) in 1387 (2008) compared to 2.3 million in 1381 (2002). Even with this increase, however, approximately 46% of school age children still do not have access to basic education. The provision of free and quality basic education for all children is one of the main goals of the Ministry. Therefore, the Ministry plans to increase the students' enrollment in general schools to 10 million - net basic education enrollment rates of boys from 65% to 75% and of girls from 40% to 60% by 1393 (2014). To achieve this, the Ministry will establish 4,700 new primary schools and upgrade 3,000 primary schools to lower secondary schools. The Ministry also plans to recruit 100,000 new teachers for basic education by 1393 (2014).

In order to increase access to upper secondary education the Ministry will recruit 19,000 new teachers for upper secondary schools and upgrade 2,200 lower secondary schools to upper secondary schools by 1393 (2014). Also, In order to provide education services for older children who are out of school and have missed out on education the Ministry will establish 3,200 accelerated learning centers. In addition, the Ministry will implement a communication strategy to increase girls' enrollment and will provide increased access to primary education for Kuchi children and children with special needs.

Despite implementation of various in-service teacher training programmes, teaching remains largely based on rote learning and teacher-centered methods. Through both in-service and pre-service programs the Ministry will continue to work with teachers to develop their skills in active and learner-centered approaches. The Ministry will also continue to work to attract

qualified and motivated university and TTC graduates to enter the teaching profession, through implementation of pay and grade reforms as well as through efforts to increase the number of teachers who are from the rural areas of the country.

One of the Ministry's main strategies for improving the quality, management and protection of schools has been the formation of school councils. As of 1388 (2009) school *Shuras* have been established in 8,000 out of 10,998 schools. The Ministry will continue to establish school councils for all schools and train the council members.

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.

Objectives

- Increase enrolment in Islamic schools to 190,000 students by 1393 (2014).
- Increase enrolment of students in *Dar-ul-Ulums* (grades 13-14) to 10,000 students by 1393 (2014).
- Increase enrolment of females in Islamic schools and *Dar-ul-Ulums* to 40% of the total students by 1393 (2014).
- Develop and improve the academic supervision system in Islamic schools and *Dar-ul-Ulums* by 1390 (2011).

The curriculum of the Islamic Education system is being revised to include Islamic studies as well as general education content such as mathematics, science, social sciences, National languages (Pashto and Dari) and English. In addition to the inclusion of General Education subjects in the Islamic Education curriculum, the new curriculum is based on the two formal religious sects (Hanafi and Jafari) in Afghanistan which will improve the quality of Islamic education in the country.

Based on the revised curriculum the Ministry plans to continue to increase the number of Islamic schools and learners in the country. As of 1387 (2008) there were 511 Islamic Education institutions throughout the country and the number of Islamic students increased from 58,000 in 1385 (2006) to 106,000 in 1387(2008). Currently only five percent of Islamic education students are females, but the Ministry plans to increase the number of female students to 40% of the total by 1393 (2014). This will be done by establishing 32 *Da-ul-Ulums* for girls in the provinces.

The total number of Islamic Education teachers increased to 4,144 (52/.013% females) in 1387(2008), but the number of professional and qualified teachers is still low. Therefore, the Ministry also plans to recruit around 3000 new professional teachers by 1393(2014).

The Islamic Education High Council was established in 1386 (2007) to regulate and revise the Islamic Education system and to supervise its activities. In addition in 1389 (2010) the Ministry will establish an Islamic Education Board, consisting of scholars and experts, chaired by a senior MoE official (Deputy Minister for Islamic Education), that will be responsible for conducting research and making recommendations to the leadership of the Ministry on how to improve the quality of Islamic education throughout the country.

Program Two: Curriculum Development, Teacher Education and Science and Technology Education

This program has three Sub-Programs: 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.

Objectives

- Revise and develop the curricula, textbooks and learning aid materials of general and Islamic schools on a regular basis.
- Develop and implement a system to assess the learning achievements of primary and secondary students throughout the country by 1393 (2014).
- Beginning in 1389 (2010), ensure that all Afghan students in Islamic and general schools have access to a complete set of textbooks every year.
- Ensure that all teachers have access to teacher guides by 1390 (2011).

The new curriculum frameworks for Primary and Secondary Education and for Islamic Education have been prepared. New Primary textbooks have been developed, printed and distributed to schools. The development of new Secondary Education textbooks is in process. To meet the current needs of secondary schools the old textbooks were printed with minor revisions and corrections and were distributed to the schools. The compilation of new textbooks and teacher guides for Islamic Education is also in progress. The Ministry will continue to improve the quality of education through regular revision and updating of curricula and textbooks.

To improve the quality of curricula developed for all programs of the Ministry, an autonomous National Institute for Curriculum Development will be established in 1390 (2011). This Institute will be responsible for the broad curricular policies of General and Islamic Education and will also coordinate curriculum development for Teacher Education, Technical and Vocational Education and Literacy Education. In addition under the new *Tashkil* the Curriculum Development Department has two new sections that will focus on curriculum and learning materials for inclusive and special education and for preschool education.

In 1389 (2010) the Department will begin work on the development of a question bank for the new National Examination System, which will be pilot tested for grade 9 students in 1390. On a national level the system will be in place for all grade 9 students by 1393 (2014) and in later years for students in grades 3 and 6 as well.

Sub-Program 2.2: Teacher Education

Overall Goal

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

Objectives

- By the end of 1393 (2014), increase access of existing teachers and grade 12 graduates from remote areas to pre-service, in-service and accelerated learning programs.
 - Upgrade to grade 14 level, the skills and knowledge of 60,000 existing teachers.
 - Attract and train 50,000 grade 12 graduates (45% of whom will be women) from the districts in need of professional teachers.
- Provide incentives and dormitory facilities to attract students and teachers in to district and provincial TTCs with a priority given to female student.
- By 1393 (2014), at least 80% of the teachers will have passed the national competency test.
- Put in place a continuous professional promotion system (including a teacher career ladder) for all teachers and administration staff. The system will include short term in-service courses to meet changing needs.
- Provide modern and quality textbooks and learning materials for students and teacher trainers in order to continuously improve the quality of teaching and improve students' learning achievements.
- Establish a system to improve the capacity of teacher trainers and administrative staff of TTCs and the Teacher Education Department in order to improve capabilities of teacher trainers, improve teaching and thereby increase students' learning achievements.

The National Teacher Education Academy was established in 1386 (2007) to train teacher educators. The Academy does not, however, have a well-developed curriculum and is currently dependent on foreign educators. The Ministry has also established 38 Teacher Training Colleges including dormitories for male and female teacher students and 47 TTC satellites in provincial districts and Kabul city. In order to increase access to teacher education services, improve the capacity and promote the educational levels of existing teachers, the Ministry plans to establish 4 new TTCs in provinces and to establish at least one Teacher Resource Center in each district. In order to provide more qualified teacher educators, particularly in districts and remote areas, the Department also plans to employ more than 2,000 permanent teacher educators by 1393 (2014).

In 1387 (2008), the total number of student teachers enrolled in TTCs increased to more than 33,000 (39% of whom are women) and 8,497 students (33% women) graduated from TTCs.

To improve the quality of teaching and teachers' familiarity with teaching methods and the content of the curriculum, the educational materials for INSET 1 and 2 have been developed and the materials for INSET 3 and 4 are in progress. By 1393 (2014) all General and Islamic teachers will have completed INSET 1, 2, and 3 and at least 50% will have completed INSET 4.

In order to strengthen planning, management and supervision of teacher education activities in the capital and provinces over the coming five years, an additional 600 permanent and contract based staff will be employed.

Sub-Program 2.3: Science and Technology Education

Overall Goal

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

Objectives

- Provide labs and science kits and other learning materials to general and Islamic schools.
- Train science/mathematics and ICT teachers on how to use laboratories and other locally available teaching aids in teaching science and mathematics and in conducting experiments.

In order to improve the quality of teaching of science and technology throughout the country, the Ministry plans to establish a National Center for Science and Technology Education (NCSTE), with mini satellites in every province. The Center and its satellites will develop and produce science experiment guides and support teachers and schools in setting up science and math labs as well as train teachers on how to use lab equipment and materials as part of science/math and ICT teaching. The Center will also establish and implement a systematic mechanism for supervision, monitoring and evaluation of science/math and technology teaching and learning and will conduct research on recent developments in science/math and ICT subjects and teaching methods in order to improve teaching and learning in these areas.

The Ministry will develop the capacity of the staff of the NCSTE and its provincial satellites, school laboratory technicians and science/math and ICT teachers through implementation of a series of high quality training programs.

Program Three: 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.

Objectives

Increase access to TVET by expanding TVET regional institutes from 16 to 32; TVET provincial schools from 38 to 102; and establishing 364 TVET district schools.

Increase enrolment in TVET institutions from 19,500 in 1388 (2009) to 150,000 in 1393 (2014).

- Increase enrolment of girls in TVET programs to 30% of total enrollment.
- Increase enrolment of children with disabilities in TVET schools to 1,000 students.
- Develop basic skills of teachers, males and females to improve the quality of teaching in order to improve learning achievements of students
- Develop modern quality curriculum and learning materials to improve teaching and increase student learning achievements
- Equip the existing schools and TVET centers according to modern TVET standards
- Enhance the capacity of TVET teaching and administrative staff

Due to the importance of Technical and Vocational Education for the Ministry of Education, the Technical and Vocational Education Department is now headed by a Deputy Minister. There are three departments under the program: Technical and Vocational Programs, Vocational Teacher Education and Vocational Curriculum Development.

The Ministry will work in cooperation with the Ministry of Labour and Social Affairs in order to conduct a study of the labor market to ensure that TVET fields of study are based on the needs of the market. The Ministry will also support the establishment of private TVET centers and in close collaboration with chambers of commerce encourage major industries (e.g. business, mining, construction, manufacturing) to set up training units within the industries where grade 9 graduates can enroll and obtain vocational training.

In addition, the Ministry will work to increase the enrolment of girls in TVET schools and institutes, through public awareness programs, provision of fields of study that may be more attractive to girls and provision of dormitory facilities to attract students from rural areas.

By 1387 (2008), 51 vocational schools were active in 22 provinces, and the National Institute for Management and Administration (NIMA) was established in Kabul. The Ministry plans to work toward a policy of establishing one TVET school in each district in order to increase access to Technical and Vocational Education for boys and girls. To improve the quality of Technical and Vocational Education, in-service short-term training courses on teaching methodology for all TVET teachers will be increased.

Revision of all policies, regulations and guidelines of TVET, reform of supervision and reporting mechanisms and the development of a database in the TVET program are part of the strategy to improve quality of TVET.

Program Four: Literacy

Overall Goal

To provide literacy to male and female aged 15 and above in order to enable them to develop their knowledge and potential and participate fully in their community and wider society.

Objectives

By end of 1393 (2014):

- Increase national literacy rate of the population aged 15 and over from the current level of 26⁴% (12% female and 39 % male) to 48% (43% female and 54% male).
- Provide literacy courses for 3.6 million literacy learners.
 - At least 60% of learners will be women
 - At least 70% of learners will complete one round of literacy training.
- Provide vocational training for 360,000 learners (or 10% of the graduates of basic literacy education)
- Enhance learning achievement of graduates from 50% to 80%.

According to Education for All (EFA) goals, the literacy rate must be increased by 50% by 1394/2015⁵. To achieve this goal, the Ministry will provide literacy education for 3.6 million learners (out of an estimated 9.5 million illiterate Afghans) across the country through an estimated 140,000 literacy courses. Most literacy learners live in rural areas, so the Ministry will pay more attention to those areas. Involvement of the private sector, communities, and other institutions like mosques, *ulema* and local elders in the implementation of literacy programs is another strategy to attract more literacy learners. Public awareness programs will be launched and, since the literacy rate is lower among women (12% for women and 39% for men), their participation in literacy programs will be encouraged through increasing the number of female facilitators and, in some cases, the provision of incentive such as food, healthcare and seeds.

The curriculum of the literacy programs has been developed and accompanying textbooks and teacher guides have been printed and distributed. The Ministry will maintain a unified curriculum for literacy education but with the cooperation of international partners, the Ministry will continue to develop the learning materials to make them more relevant to learners' lives so that learners become not only literate and numerate but also learn skills they can use in their lives. Accordingly specific materials will be developed based on the needs of particular learners, such as women, shopkeepers and farmers.

The Ministry plans to employ 2,850 additional permanent literacy teachers which means that around 11,000 contract teachers will need to be employed to reach the Ministry's goal of providing 140,000 literacy courses over the next five years. To enhance the quality of teaching

⁴ National Risk and Vulnerability Assessment Report (2007/2008).

⁵ According to the NESP which covers five years from 1389/2010 to 1393/2014 the literacy rate will increase to 48% by 1393/2014, but it is projected that the literacy rate will increase to 53% by 1394/2015 which will exceeds Education for All goal (literacy rate of 50% of 15 years and above) for literacy in 1394/2015.

in literacy programs, a literacy teacher education division has been established in the Literacy Department and the Ministry will establish a separate Literacy Teacher Education Institute. Developing a literacy database and a monitoring and evaluation mechanism are other objectives of the program that will contribute to increasing the efficiency and effectiveness of literacy programs.

Program Five: Education Management

This program has three Sub-Programs: Education Infrastructure Development, Education Administrative Development, and Strategic Management Development

Sub-Program 5.1: Education Infrastructure Development

Overall Goal

To provide a proper, conducive and safe learning and administrative environment for all students and educational staff through balanced development of education infrastructure throughout the country

Objectives

By the end of 1393 (2014):

- Develop policies, standards, designs, bills of quantity, standard cost estimates and implementation guidelines for the construction of educational institutions.
- Construct and equip educational institutes and administrative offices.
 - At least 75% of general and Islamic classrooms will have usable buildings.
 - At least 100% of technical and vocational classrooms will have usable buildings.
 - At least 75% of TTC classrooms will have usable buildings.
 - All education departments will have usable buildings.
- Maintain the constructed buildings.
- Ensure that standards and criteria are implemented in the construction of schools.
- Manage the infrastructure development program in close coordination with other relevant departments.

The provision of decent buildings for all students is a main goal of the Ministry and the Ministry will use all means provided by development partners, the private sector and local communities to achieve this goal. Over the next five years the Ministry will design, supervise and inspect the construction of 65,000 new classrooms, 2000 science and ICT labs, the rehabilitation of 16,000 existing classrooms and the building of 2,000 boundary walls for general schools. In addition the Infrastructure Department will oversee the construction of new facilities for Islamic Education, namely 3,500 new classrooms, 220 boundary walls, dormitories for 180 schools and 32 *Dar-ul-Ulums*. For Technical and Vocational Education, the Department will oversee construction of 110 new and rehabilitation of 34 existing TVET complexes, 364 district TVET schools and 121 dormitories for TVET schools. The Ministry will also oversee the construction of 48 teacher training colleges, 412 teacher resource centers and 55 dormitories. Other

construction projects include buildings for 20 Provincial Education Departments and warehouses in all provinces and districts.

The Department has developed guidelines and construction standards for all of its projects and has deployed engineering teams to all of the provinces to monitor adherence to the Ministry's construction standards. The Department will continue to strengthen its planning and inspection systems to ensure that all learners have access to a safe and conducive learning environment throughout the country.

Sub-Program 5.2: Education Administration Development

Overall Goal

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

Objectives

- Reform administrative, executive, human resource, procurement and logistics systems to enhance the efficiency of personnel and administration in successful implementation of education programs.
- Continue efforts to develop an effective and transparent financial system with capacity to implement program budgeting in the capital and provinces, make timely payments and produce timely analytical financial reports for better decision making.
- Introduce and mainstream ICT to enhance the efficiency and effectiveness of the personnel and education offices in successful implementation of education programs.
- Acquire land and legal ownership for the construction of all educational institutes and register all land and buildings in a central database.
- Establish a security awareness system and improve coordination with communities and security departments in order to prevent security incidents and protect education offices, institutes, the staff and students.

The Ministry is committed to the process of decentralization and delegation of more authority to decentralized levels and to the reform and simplification of administrative and financial procedures. As part of this commitment the Ministry will continue to roll-out the Afghanistan Financial Management Information System and program-based budgeting to provincial and district levels to record, report on and monitor program expenditures. The Ministry will also expand the use of ICT to improve efficiency at all levels.

Another of the Ministry's priorities is to encourage donors to channel their assistance through the government's core development budget instead of the external development budget. This will increase aid effectiveness by allowing the Ministry to allocate budgets to identified priorities and to redress provincial disparities in access to and quality of education. The involvement of the private sector will also be encouraged to assist with the implementation of the strategic plan, although the Ministry will supervise activities conducted by private implementers.

The civil service law, recruitment procedures and the pay and grade scheme have all been approved and the Ministry has started making appointments based on the new *Tashkil* and the pay and grade scheme. Due to budget and capacity constraints, only 46,000 teaching and administrative positions will go through the pay and grade process in 1388 (2009). The remainder of the Ministry's 206,000 staff will have been through the process by the end of 1391 (2012). The implementation of the national competency test for teachers will also be a part of this process.

Over the last three years the number of attacks against schools and students has increased. The Ministry is committed to ensuring the safety of all learners, teachers and school buildings. Accordingly the Ministry is working with security institutions and communities to identify and respond to threats against schools and to provide the necessary protection. The Ministry has employed protection officers who will assist with these processes.

Sub-Program 5.3: Strategic Management Development

Overall Goal

To increase effectiveness, efficiency, accountability and transparency of the Ministry of Education at a strategic level and within the framework of national laws and international commitments.

Objectives

By 1393 (2014)

- Review and revise, as necessary, all policies, regulations, guidelines and other legal documents.
- Increase the role of the Ministry in coordinating externally funded projects in accordance with Ministry priorities and convince more donors to channel funds through the core development budget.
- Address all complaints filed by customers and clients in a timely manner.
- Develop national and provincial operational plans every year and evaluate main activities of the Ministry.
- Strengthen and further develop EMIS in the center and provinces.
- Develop and publish quarterly and annual standard reports.

The Education Law of Afghanistan was developed and approved by the Cabinet in 1387 (2008), and awaits approval by the Parliament. The regulations for private educational institutes were also developed and approved in late 1385 (2006). Other regulation and guidelines are in progress based on the new Education Law.

The process of operational planning has started at both central and provincial levels. This process will continue to be strengthened so that by 1393 (2014) all departments, provinces and districts will assume responsibility for the development of annual operational plans and budgets based on their identified needs. The Planning and Evaluation Department will provide support and guidance as needed. As part of these processes the Department will continue to

specify the main program activities of the Ministry in order to develop associated standard costs. This will facilitate the development of standard plans and proposals as well as implementation of activities.

The EMIS has been developed and comprehensive surveys were conducted in 1386 and 1387 (2007 and 2008). The Ministry plans to expand the use of EMIS throughout the country to ensure that all educational institutes have access to needed information. The Ministry will also work to develop a comprehensive reporting, monitoring and evaluation system for use in on-going monitoring of NESP implementation and for evaluation of key education activities.

The central Grants Management Unit will be strengthened and focal points will be deployed to the provinces to ensure that education projects are sufficiently funded, to improve coordination between the Ministry and its partners, and to ensure alignment of activities with the NESP.

Improving relations with the media in order to communicate the activities and achievements of the Ministry and provision of information to the public is another priority of the Ministry. The website of the Ministry will also be maintained to provide current information on laws, regulations and plans and other relevant information.

The administrative bureaucracy is aimed to be decreased by formal division of responsibilities and authorities to the lower level in the hierarchy of the Ministry of Education. On the other hand a more regulatory and monitoring role of and mechanism within MoE will be strengthened. These measures in combination with strict accountability system and clearer guidelines will increase efficiency and effectiveness of the both human as well as financial resources. It is expected that at least 90 % of the yearly allocated development budget will be utilized.

Implementation and Monitoring and Evaluation

The revised structure of MoE corresponds to the NESP program design. Under the leadership of the Minister of Education there are 5 deputy ministers each leading one of the priority programs. The Directors under the Deputy Minister and Provincial Education Directors are responsible for implementation of program components. Community, non-governmental organizations and the private sector will also participate in implementation of the NESP. Annual implementation plans will be developed and facilitate implementation of activities across the country. Program implementation will be supervised by relevant authorities at national, provincial, district and school levels. The EMIS system will be strengthened and deployed at provincial level to improve and accelerate the data collection process for monitoring and evaluation. The EMIS data could also be used to track poverty related expenditure. The Ministry of Education is aware of the risks and constraints associated with implementation of the plan and has developed clear risk mitigation plans to tackle them.

The MoE will organise six-monthly meetings in cooperation with the EDB. The meetings will serve as a common review process of programme performance including MoE, NGOs, private sector education partners and external funding partners to the sector. One meeting will review progress in the previous fiscal year and the other will review the proposed work-plan and

budget for the next fiscal year. NESP implementation will be monitored and periodic reports will be generated. The NESP monitoring will consist of three elements; monitoring of progress against targets, monitoring of resource use and expenditure against budget, and monitoring of development partners' contribution through the external budget. External reviews and studies will be commissioned to assess actual outcomes of the NESP and/or assess specific areas of focus under the NESP. Mid-term and final evaluations of the NESP will be carried out. The final evaluation will assess the outcomes of the strategic plan on the overall status of education in Afghanistan and review the lessons learned from the implementation of the strategic plan. The results will be used for the development of the next strategic plan.

Costing and Financing

Achieving the educational goals of NESP by 1393 (2014) and addressing the challenge presented by the Millennium Development Goals and Education for All will be costly. The pressure created by the number of students already in the system and our shared objective to increase access, quality and relevance of their education is greater now than it was five years ago. The Ministry must accommodate the new entrants, build new schools, recruit and train additional (and current) teachers to higher standards of knowledge and skills and simultaneously manage short-term changes that will have long-lasting impact. In addition, implementation of the new government-wide Pay and Grade system will have huge cost implications. While the investment required is great, education is the basic right of all children and adults and a pre-condition for democratic processes and social participation. It is the foundation for poverty reduction and development of human resources required for economic development of the country and can contribute to bringing peace and unity. A formula-based annual budget allocation to provinces will be used to address gender and regional disparities.

Based on the increase in pupil enrolment and an improved pupil-teacher ratio, over 165,000 new staff will be recruited in the coming five years. In order to allow for the supply of sufficient teaching and learning material to schools/students, maintenance and repair of buildings constructed through the development budget, and covering the *per diem* and traveling costs to improve supervision and monitoring, an increase in the ratio of non-salary costs (budget line 22 and 25) is proposed over the five year (25% for non-salary costs by 1393 (2014)). The government of Afghanistan is not in a position to cover the cost of education through the ordinary budget due to lack of internal resources. Donors' contributions to education are preconditions for success in achieving the NESP objectives and MDG and EFA goals.

Ministry of Education								
National Education Strategic Plan 1389-1393								
All 5 Programs	USD Millions (US\$ '000,000)							
<i>Summary Costing</i>	1387 Actual	1388 Projecte d	1389 Estima te	1390 Estimat e	1391 Estimat e	1392 Estim ate	1393 Estimat e	Total 1398-1393
Operating (Recurrent) Expenditures								
Wages and Salaries (21)	226	255	425	540	628	718	808	3,119
Goods and Services (22)	29	26	77	108	138	172	210	705
Purchase of Assets (25)	7	1	17	27	38	50	65	197

Draft National Education Strategic Plan (2010-2014)

<i>Sub-Total All 5 Programs Operating</i>	262	282	519	674	804	940	1,083	4,021
Development Budget	61	199	739	785	890	955	1,003	4,371
TOTAL All 5 Programs	323	481	1,258	1,459	1,694	1,896	2,085	8,392

Ministry of Education								
National Education Strategic Plan 1389 -1393 (2010-2014)								
All programs	USD Millions (USD '000,000)							
	1387 (2008) Actual	1388 (2009) Projected	1389 (2010) Estimate	1390 (2011) Estimate	1391 (2012) Estimate	1392 (2013) Estimate	1393 (2014) Estimate	Total 1389 -1393 (2010-2014)
<i>Summary costing</i>								
TOTAL Program-1: General Education	224	266	536	688	826	954	1,085	4,090
TOTAL Program-2: Curriculum, Teacher Education, Science & Technology	25	84	144	134	149	172	177	777
TOTAL Program-3: TVET	9	26	23	32	40	49	60	204
TOTAL Program-4: Literacy	5	11	54	62	70	80	86	352
TOTAL Program-5: Education Management	60	94	501	543	608	640	677	2,970
TOTAL All 5 Programs	323	481	1,258	1,459	1,694	1,896	2,085	8,392

Note: exchange rate 1USD = Afs 50

Chapter One: Strategic Framework

In addition to the vision of the Ministry of Education, this chapter contains the main policies of the Ministry under the three themes of access, quality and management. The following policies have been developed on the basis of analyses of the current situation of Afghanistan's education system (see Chapter Two), the Afghanistan Constitution (1382/2004), the 1387/2008 Education Law, the Millennium Development Goals 2020 for Afghanistan, Education for All (EFA), Afghanistan National Development Strategy (ANDS) (1387/2008 – 1391/2012), Afghanistan Compact 1384/2005, Paris Conference adoptions 1387/2008 and the National Education Strategic Plan (1385/2006 –1389/2010).

Vision

Our vision is to develop human capital based on Islamic principles, national and international commitments and respect for human rights by providing equitable access to quality education for all to enable them to actively participate in sustainable development, economic growth, and stability and security of Afghanistan.

To do this the Ministry must evolve into a modern, effective, fully funded and accountable public institution that facilitates education opportunities for children and adults, without discrimination, across Afghanistan.

Education in Afghanistan must strengthen Islamic morals, national unity, independence, rule of law, respect for human rights and democracy, tolerance, peace and stability; and help eradicate poverty, violence and drugs. The education system must promote ethical, emotional, cognitive, physical and social development, and improve the problem solving, critical thinking skills, creativity and scientific thinking of all students including those with special needs. The education system should also contribute to socioeconomic growth, poverty reduction and restoration of stability, security and self-sufficiency.

This framework for strategic policies has been developed around three hubs: access, quality and management of education. The Ministry is committed to improving the management and accountability of the education system to ensure transparency and to promote an emphasis on learning achievement.

Access

The policy of the Ministry is to provide equitable access to quality education for all males and females without any form of discrimination. According to Article 43 of the Afghanistan Constitution and Article Four of the Education Law, the Ministry is obliged to provide free education for all children and youth of Afghanistan. The Constitution also stipulates compulsory

basic education (up to grade 9). According to the Millennium Development Goals for Afghanistan, all Afghan children, boys and girls alike, will be able to complete a full course of primary schooling by 1399/2020. To reach this goal, the Ministry is committed to achieving the net enrolment rates of 75% for boys and 60% for girls by 1393 (2014) in basic education. The Ministry will also work to increase enrolment in post-basic education.

The Ministry is committed to the provision of inclusive education and will provide equal access to education for all children including girls, children with disabilities and other special educational needs, Kuchi children, working children, minorities and gifted children. In addition to increasing access through continued expansion of the formal system, the Ministry will support alternative means of providing access such as community based schools, accelerated learning programs for out-of-school youth (including children from poor families and child laborers), mobile schools for Kuchis, emergency education alternatives for children in insecure areas and distance education. The Ministry will also work to increase access to preschool education (for children aged 4-5) so that they are better prepared to enter the primary education system. These supplementary programs will further increase access to education for all children and youth.

To improve girls' access to education, the Ministry will increase the number of female teachers. In provinces and districts where the need is acute, the number of female teachers will be increased through adoption of various strategies including relocation of female teacher to rural areas, encouraging females to enroll in Teacher Training Colleges (TTCs), and special accelerated learning programs for teachers with an education lower than grade 12.

The number of graduates of the Teacher Training Colleges (TTCs) are nearly doubled i.e. from 8,500 in 1387 (2008) to 15,000 in 1388 (2009). This increase will continue for the next three years. More than 50% of the graduates will be females.

The policies of the Ministry include provision of teacher education programs that are based on the specific needs of respective provinces, provision of ongoing programs near the residences of teachers to enhance their professional capacity, and establishment of TTC satellites in districts. These policies combined with implementation of the government-wide Pay and Grading program and strategies for recruitment of more TTC and university graduates, particularly females, will result in a more equitable distribution of teachers throughout the provinces especially to historically deprived provinces and districts.

In order to further increase access to education, the Ministry will encourage and support the contribution of the private sector to education, based on relevant rules and regulations and the Education Law,. In addition, the Ministry will evaluate, register, and provide support to cross-border Afghan educational institutes (sited in Pakistan and Iran).

The Ministry of Education must provide access to Islamic Education for all boys and girls wishing to pursue their studies in this field. Therefore, the Ministry will establish at least one Islamic school in each district and one well-equipped *Dar-ul-Ulum* and *Dar-ul-Huffaz* in each provincial capital. Pedagogical and vocational trainings will also be included in the curriculum of Islamic Education particularly for grades 13 and 14.

The Ministry will also increase the intake capacity of technical and vocational education (TVE). By 1393 (2014), 9% of students graduating from grade 9 of general education will be directed towards TVET; this percentage is targeted to increase to 12% by 1399. Priority will be given for enrollment of students from the poor families. Technical and Vocational Education will be further developed based on local and regional market needs and requirements. The Ministry will encourage enrolment in and improve the quality of technical and vocational education. In line with the Afghanistan National Development Strategy (ANDS), the Ministry's priority is to improve knowledge and technical skills in the areas of agriculture, energy, information and communication technology, engineering, administration and management, accounting and economics, gas, petroleum, light industries and arts.

The Ministry will focus on improving the quality of technical and vocational education by setting high and effective standards. With the cooperation of donors, the Ministry will establish technical and vocational institutes based on experiences gained from the National Institute for Management and Administration (NIMA) which was established in 1387 (2008). In addition, the Ministry will establish in each zone of the country a multi-trade technical and vocational education center to improve access to this kind of education.

The Ministry also intends to expand the provision of literacy education in district and rural areas. According to the Education Law, literacy education is also compulsory for all employees of the government and non-government organizations. In order to meet the Education for All (EFA) goal of increasing the literacy rate by 50% by 1394/2015, the Ministry will review and upgrade the methods and materials for literacy training in order to provide education opportunities based on adult literacy learners' needs and requirements, to improve literacy enrolment rates and to enhance the program's effectiveness.

Quality

In order to reach the education goals for Afghanistan and meet the socioeconomic and daily needs of Afghans, the Ministry will work to improve the quality of education throughout the country. The curricula used by all departments⁶ will be reviewed to make sure that the education offered is relevant to all learners. The Ministry will also improve quality and increase efforts to eliminate discrimination within education by working to make all schools inclusive and child-friendly.

In 1387 (2008), 55% of schools had usable buildings; by 1393 (2014), 75% of schools will have usable buildings. To provide secure, decent and conducive learning spaces, the Ministry will pay attention to other quality elements like safety, health and student comfort in school buildings. To ensure economic efficiency of construction, the Ministry will design and implement construction projects with due attention to safety and accessibility, and will ensure that proper facilities are included for children with special needs.

⁶ General education, teacher education, technical and vocational education and literacy

The Ministry will regularly assess the textbooks and teaching materials in relation to curricula and revise and update them accordingly. Cross cutting issues such as peace education, human rights, elimination of violence against children and women, environmental protection, counter-narcotics, and HIV will be incorporated in the textbooks. The Ministry will also improve science and technology education and will equip the schools with laboratories, so that education in mathematics and sciences will become more practical and thus more effective. Additional extracurricular activities will be introduced and the emphasis on physical education will be increased in order to promote children's physical, social, emotional and moral development.

The Ministry has recently printed and is distributing 61 million textbooks for grades 1-12. Primary textbooks based on the new curriculum have been printed and distributed. The Ministry of Education is developing new secondary textbooks based on the new curriculum which will be printed and distributed in 1388-9/2009-10. As a temporary solution, the existing secondary level textbooks were corrected, printed and distributed.

The quality of TTCs and TTC satellites will be improved on the basis of international standards and through standardization of the teacher education curriculum, ongoing improvement of teacher competencies, continued improvement of teacher education, and research and evaluation activities. The pedagogical and subject competency of all teachers and the effectiveness of school administration throughout the country will be improved through various short-term and accelerated learning courses held during summer and winter vacations.

The Ministry will develop and provide education programs in all TTCs for the teachers who teach children with special needs or pre-school education. All teachers will be trained in inclusive education and child-friendly teaching methods in order to ensure that schools and classes are suitable for all students, including children with special needs and religious, ethnic and language minorities.

Distance education programs and courses (through written, audio-visual, internet and other formats) will be developed to provide long-term (degree), mid-term and short-term (professional development) programs for teachers, school principals and the students and teachers of TTCs, particularly in insecure and remote areas.

A sustainable professional development system will be established and salary increments will be based on the progress in quality of teaching reflected in the results of national competency tests. Furthermore, short term training courses will be provided according to the identified and ever-changing needs of teachers and the managers of educational institutes.

In order to provide technical support for the TTCs and to improve policies and programs aimed at enhancing the quality of teaching and quality educational results, the National Teacher Education Institute will be strengthened with the cooperation of the national and international higher education institutes. In addition the Ministry will develop and improve its monitoring and evaluation systems at national and provincial levels to ensure the quality and effectiveness of the teacher education programs, and establish and update a database to store the information on trainings provided for teachers and annual staff performance appraisals.

As stipulated in the Afghanistan Compact, the Ministry will also put in place a system to assess students' learning achievements at the completion of basic education. This system will be in place beginning in 1391, when the Ministry will administer a national achievement test for all grade 9 students. The results will be used to ensure the effectiveness of human, technical and financial resources, and to guide students towards post-secondary General Education, Islamic Education, and Technical and Vocational Education after also considering the needs and resources of the various educational institutes.

The Ministry will work to improve quality through the promotion, design and implementation of plans to improve the overall performance of educational institutions (including the Teacher Education Department, TTCs and schools). In addition, the Ministry will develop an integrated monitoring and evaluation system that will be used to regularly monitor progress towards the indicators set in this plan and to measure the overall results produced by the respective institutes and students.

Research will be an integral part of the priority programs. An institutional framework for educational research and policy analysis will be established and strengthened. Linkages will be established with national and international research bodies that can provide ongoing institutional support. The research results will be used for policy analysis, improving access and quality of education programs and application of best educational practices.

Management

The *Tashkil* (organizational structure) of the Ministry of Education has been revised based on new and emerging needs. In addition to the re-organization, the Ministry has instituted procedures to ensure that all applicants have equal opportunities for employment and will be recruited based on merit. All staff will also be assessed through an Annual Performance Appraisal System.

The Ministry will increase its efforts to develop the capacity of all existing staff from teachers to administrators at the central, provincial, and district levels. To do this the Ministry will produce a comprehensive capacity development plan that will be used to coordinate efforts to enhance the capability and efficiency of Ministry personnel at all levels.

Another priority of the Ministry of Education is the reform of administration: financial, human resource, planning, monitoring and evaluation, reporting and audit systems. Such reform is necessary for an education system that is transparent, effective, efficient, accountable and results-oriented. To ensure proper and timely implementation of the Ministry's administrative and academic policies, the existing monitoring, supervision and evaluation mechanisms will be improved and further facilities will be provided for them to operate more efficiently and effectively. In addition the Ministry will work to devolve more authority to decentralized levels of the system, especially with regard to decision-making in finances, recruitment, procurement, planning, supervision and audit. These functions will be gradually devolved to the provincial, district and school levels, while central monitoring and supervision of the processes will be preserved.

The Ministry will use modern information and communications technologies to enhance the capacity, efficiency and effectiveness of its administrative, financial and academic systems. To strengthen decision-making, management and planning processes, the Ministry will continue to improve its Education Management Information System (EMIS). EMIS is currently functional at the central level, and the Ministry plans to expand it eventually to the provincial, district and school levels.

The Ministry will make its administration more effective, efficient and accountable. The services of the Ministry will become more client-oriented and the administrative procedures will be simplified. An effective appeal mechanism will be introduced to receive and respond to complaints from constituents.

The Ministry of Education welcomes the cooperation and contribution of civil society and governmental and international institutions to Afghanistan's education system. To enhance the effectiveness and efficiency of joint educational programs, the Ministry will maintain a central coordination role.

The Ministry of Education's share of the government's overall budget was only 13% in 1387 (2008). As the education sector is critical for the poverty reduction and development of the country, the budget is expected to be increased in size.

The proportion of the non-salary costs will gradually increase over the five years to 25% of the total budget. The Ministry of Education intends to gradually make all educational expenditures, except those related to infrastructure, out of the Ministry's operating budget. The Ministry will also work to increase the proportion of external assistance that is managed through the government's core development budget.

Insecurity in some provinces of the country is a major challenge to access to education. To address this problem, the Ministry encourages communities, especially parents, the *ulema* and community leaders to cooperate on education issues. The Ministry will work to increase cooperation between governmental and non-governmental sectors in tackling natural and man-made disasters.

The Ministry also encourages the participation of provincial, district and school councils (parents, the *ulema* and community leaders) in decision making and monitoring the implementation of decisions. These councils play a vital role in supporting and protecting schools, and will contribute to the development of activities and the transparency of education services.

Chapter Two: Situation Analysis

General Education

Access

The number of students in general education has increased from 2.3 million in 1381 to 6.2 million in 1387 (2008), an increase of around 4 million. In 1387 (2008), approximately 4.0 million boys and 2.2 million girls were enrolled in school (see figure 1).

Figure 1 : Total number of students, 1381– 1387 (2002-2008)



Source: MoE Statistics, 1387 (2008)

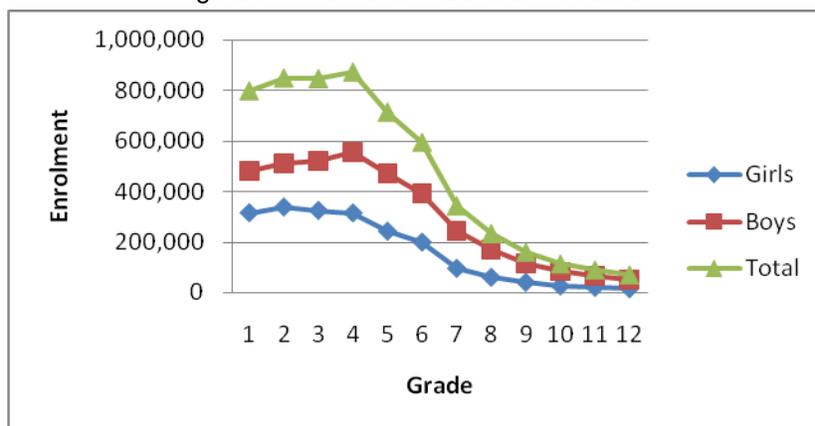
Net enrolment rates in basic education for boys and girls in 1387 (2008) were estimated to be 65% and 40% respectively. Gross enrolment rates in basic education in 1387 (2008) were 79% and 48% for boys and girls respectively.⁷ The gross enrolment rates vary considerably among provinces. According to the 1386 (2007)⁸ school survey, Herat and Nangarhar provinces had the highest gross enrolment rates in primary schools, 136% and 132% respectively, and Kandahar (56%) and Helmand (60%) had the lowest rates. Insecurity seems to be the main reason behind the low enrollment rates in these provinces.

⁷ An estimation of the school-age population has been used to calculate enrolment ratios. The census in Afghanistan is very old and the estimations may be low. We have used the population estimations from the UN Population Division that has estimated the population of Afghanistan to be 33 million in 1387/2008, while Afghanistan's Central Statistics Office has estimated it to be 25 million in 1387/2008. Since a large number of children do not have national identification cards, net enrolment ratios cannot be precisely calculated as their exact ages are often unknown. The estimations in this plan are based on the age-specific rough information gathered from school principals in 1386/2007.

⁸ Unless data from 1387/2008 are available, the 1386/2007 statistics will be used.

Students in primary, lower secondary and higher secondary levels constitute 82%, 13% and 5% of general education students, respectively. As the 1386 (2007) school survey data show, most students are concentrated in grades 1-4 and the number dramatically declines after grade 5 (see figure 2). As today’s students move through the system and as more children enter the system, the trend will continue such that in 1389 the vast majority of students will be enrolled in grades 1-7 with a marked decrease in enrollment beginning in grade eight. Although enrollment in grades 8-12 will be significantly lower than grades 1-7, it is projected to be nearly four times the number enrolled in 1387 (2008) which will create a further challenge for the Ministry as it seeks to expand post-primary options.

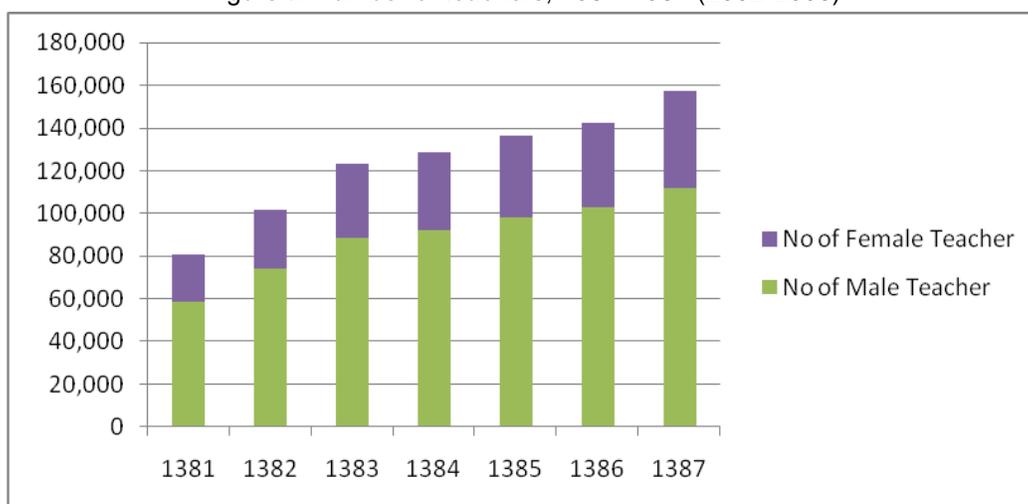
Figure 1: Enrolment in General Education



Source: MoE Statistics, 1386 (2007)

The number of teachers has nearly doubled to around 158,000 in 1387 (2008) with 29% female teachers. Figure 3 shows the number of male and female teachers in years 1381-1387 (2002-2008). Despite the increase, the Ministry estimates that 32,000 new teachers are needed each year if the Ministry wants to achieve its Millennium Development Goals and create equity among the provinces. Despite this need, however, the Ministry of Finance has so far allowed for only 12,500 positions each year, which also includes positions for administrative staff. To overcome this challenge, ministry of education is lobbying to increase the share of education in the total national budget for coming years.

Figure ۳: Number of teachers, 1381-1387 (2002-2008)



Source: MoE Statistics, 1387 (2008)

In both 1386 (2007) and 1387 (2008), 2,600 new schools were established throughout the country each year, increasing the total number of general schools from 6,039 in 1381 to 10,998 in 1387 (2008) as shown in Table 1.

Table 1: Number of Schools from 1381 to 1387 (2002 to 2008)

Year	1381 (2002)	1382 (2003)	1383 (2004)	1384 (2005)	1385 (2006)	1386 (2007)	1387 (2008)
Number of schools	6,039	7,137	8,254	8,398	8,398	9,062	10,998

Source: MoE Statistics, 1387 (2008)

Of the 10,998 general education schools, 6,071 are primary, 3,061 are lower secondary and 1,866 are upper secondary. Around 15% are girls' school, 35% are boys' schools, and 50% are schools for both boys and girls who learn in different shifts. Of the total 412 rural and urban districts there are only 151 districts with at least one upper secondary girls' school; others do not have any upper secondary girls' schools.

According to the Ministry's statistics, around 83% of all schools are located in rural areas and 17% are in urban areas. In 1388 (2009) the Central Statistics Office estimated that 77% of the population lives in rural areas but only 65% of school-goers are in the rural areas. The difference is bigger at the higher secondary level where only 39% are from rural areas. For girls the rural urban disparity is even greater. The Gender Parity Index (GPI) for primary education in the rural area is 0.53, while the urban GPI is 0.71⁹. The situation is even worse at the lower and upper secondary levels (see table 2).

⁹ A GPI of 1.0 indicates that an equal proportion of boys and girls are enrolled in a given level of schooling. If the GPI is less than 1.0 it indicates that proportionally there are fewer girls than boys enrolled in school.

Table 2: Gender Parity Index (GPI) in Rural and Urban Areas, 1386 (2007)

Level of Education	Total	Rural	Urban
Primary	0.59	0.53	0.71
Lower Secondary	0.38	0.25	0.53
Upper Secondary	0.33	0.14	0.47

Source: MoE Statistics, 1386 (2007)

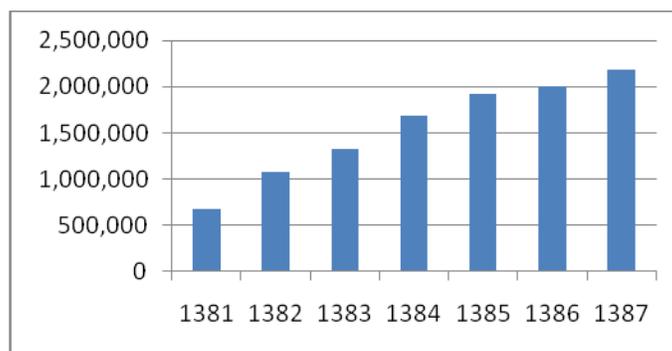
In some areas, insecurity and attacks on schools have prevented children from going to school. In 1386 (2007) and 1387 (2008), more than 481 schools were closed for security reasons which deprived around 336,000 students from education. It is noteworthy, however, that around 220 schools were reopened as a result of the cooperation of local communities with the Ministry of Education.

In 1387 (2008), community based schools provided 6,015 classes to accommodate 335,540 students in remote areas. These schools were established with support from non-governmental organizations and the Ministry provided 694 teachers for them.

Girls' Education

Public awareness activities have been conducted through seminars, posters, and the media to encourage girls' education. A communication strategy on girls' education is also being developed as part of the Afghanistan Girls' Education Initiative (AGEI). According to Ministry statistics, the number of girls enrolled has increased from 674,000 in 1381/2002 to around 2.2 million in 1387 (2008) (see figure 4) but 60% of girls are still out of school.

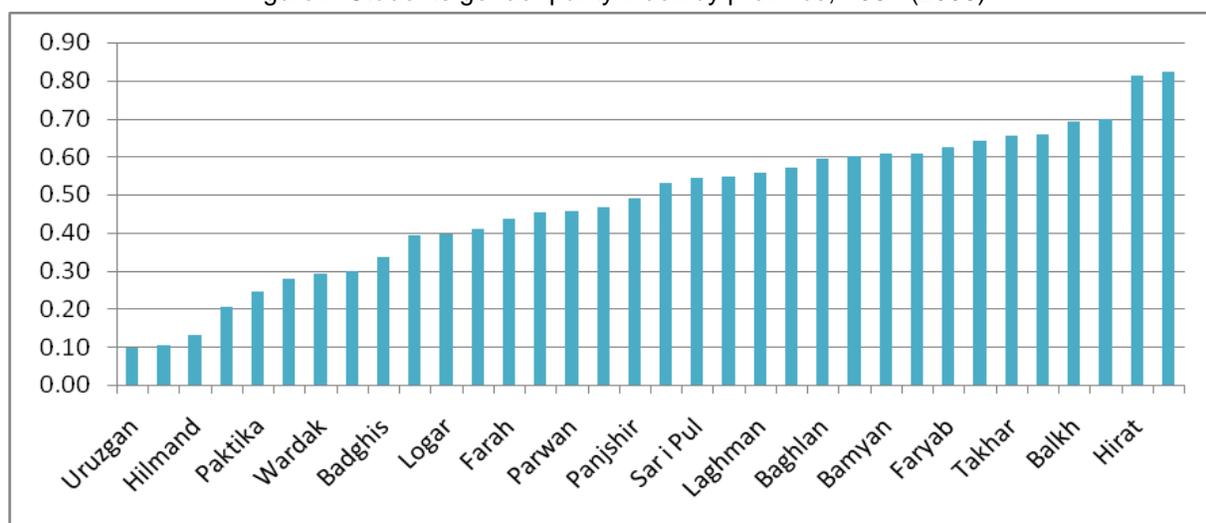
Figure 4: Number of Females Enrolled in Schools from 1381 to 1387 (2008)



Source: MoE Statistics, 1387 (2008)

The gender parity index varies from province to province. The status of girls' education is better in the provinces of Badakhshan and Herat (8 girls to 10 boys). It is the worst in the provinces of Zabul, Uruzgan and Helmand (1 girl to 10 boys). As shown in figure 5 girls' education suffers the most in insecure provinces.

Figure 4: Students gender parity index by province, 1387 (2008)



Source: MoE Statistics, 1387 (2008)

The small number of female teachers is one of the main reasons behind the low enrolment of girls. According to the Ministry’s survey, in 1387 (2008) only 29% of teachers were women (see figure 4). The percentage of female teachers also varies considerably by province. Females constitute only 3% of teachers in the provinces of Paktika, Uruzgan and Zabul whereas in Kabul and Balkh they represent 60% and 49%, respectively. Though the number of female teachers has increased over the past years, it has not met the objective set in the National Education Strategic Plan for Afghanistan, 1385 (2006)-1389.

In addition to the shortage of female teachers, local traditions, discrimination against girls, insecurity in some regions, and lack of girls’ schools near their homes are among the obstacles to girls’ enrolment. One strategy to encourage girls to education is the provision of food assistance. From 1386 (2007)-1389, the World Food Program provided take home rations to more than 225,000 girls and food assistance to 40,000 female students enrolled in the in-service programs of the teacher training colleges.

Inclusive and Special Needs Education

There is only one school in Afghanistan (in Kabul) for students with visual impairments. The school is administered by the Ministry of Education and accommodates 150 students. There are four schools for students with hearing impairments (two in Herat, one in Kabul and one in Jalalabad) accommodating 900 students altogether. The Ministry of Education, with support from UN agencies and international organizations, is running 29 pilot general schools in Kabul for inclusive education (where children with disabilities and without disabilities are learning together). This initiative will gradually be replicated throughout the country. The long-term goal is that all schools become inclusive and child-friendly, welcoming all children regardless of their abilities, disabilities, backgrounds and circumstances. There is also a large number of integrated schools throughout Afghanistan, where children with disabilities learn in special classes and/or units located in ordinary schools.

According to estimates made by Handicap International France in 2005, around 77% of children with disabilities in the country did not have access to education. The number was 85% for girls with disabilities. More than 2,600 children with disabilities (mostly with hearing or visual impairments) are learning in inclusive education pilot schools throughout the country. A shortage of teachers trained in inclusive education and a shortage of learning materials for students with special educational needs are among the obstacles to the development of inclusive education in Afghanistan.

According to the National Risk and Vulnerability Assessment (NRVA) Report 2005, the enrolment rates for Kuchi boys and girls are also very low, 11% and 6% respectively. The Ministry has adopted three policies to encourage Kuchi children to enroll in school: enrolment of school age Kuchi children in formal general schools, establishment of permanent Kuchi-specific schools, and establishment of mobile schools. To facilitate education for Kuchi children, the establishment of 68 schools has been permitted in 28 provinces. Eight dormitories have also been established to accommodate 2,320 Kuchi students and students from insecure areas.

NGOs, under the supervision of the Ministry, are providing accelerated learning programs for 51,000 children deprived from schooling. These children complete basic education in a shortened period of time and are generally over age 13 when they enroll.

There is no reliable information available on the number of students with special educational needs, children with disabilities and Kuchi children. This results in the Ministry being unable to develop a well-informed plan for these children and achieve education for all. However following the 48th session of the International Conference on Education (ICE) in November 2008, the MoE committed to support inclusive and child friendly environments for all children. The Ministry of Education has developed a Road Map towards Inclusion in Afghanistan in collaboration with members of the Inclusive Education Coordination Working Group (IECWG). As inclusive and child-friendly education are vital tools to reach Education for All (EFA) they will therefore be implemented in accordance with the Road Map as outlined in the Needs and Right Assessment Analysis on Inclusive Education 1388 (2009). Some development partners/donors have already begun supporting this plan.

To help administer inclusive education issues, an Inclusive and Special Education Directorate has been included in the new *Tashkil* of the Ministry. In addition an inclusive and special education curriculum development section has been established within the Curriculum Development Department.

Private and Cross Border Schools

Regulations on private schools have been developed and ratified. So far, 159 private schools have been established and 37,180 students are enrolled. A private and cross border schools unit has been established to facilitate the process. In addition, 153 cross border schools in Iran and 338 schools in Pakistan have been registered with the Ministry and 131,240 students in those schools are using the Ministry's curriculum.

Distance Education

In addition to public awareness programs, the Education Radio and TV (ERTV) section of the Ministry has educational programs for teachers, children and adult learners. Some of the programs are “Domestic Affairs”, “School Time”, “Learn and Teach”, and “Voice of Education”. The Education TV is broadcast daily for 6 hours in Kabul province and city. The Educational Radio has round-the-clock educational programs.

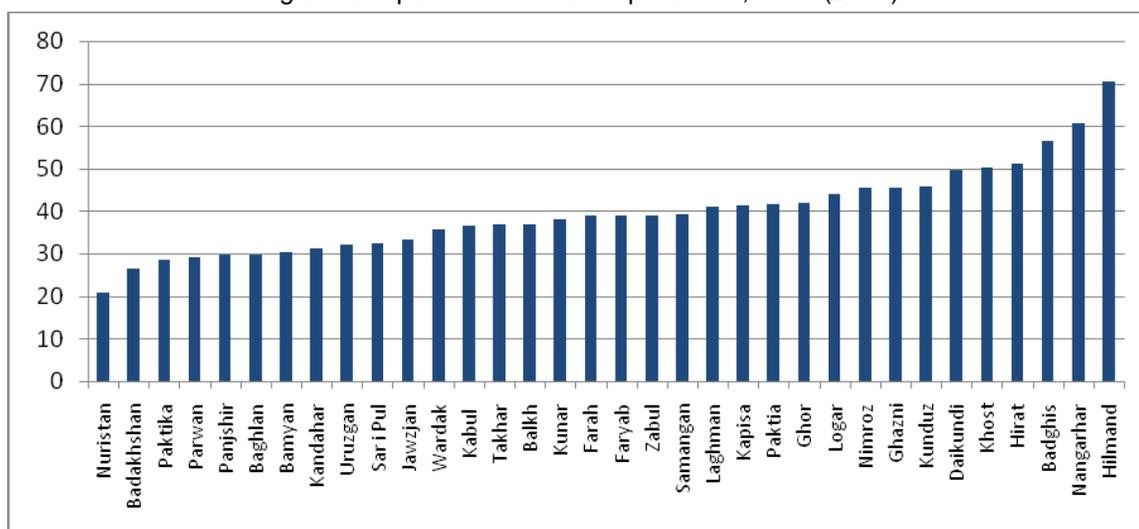
Preschool Education

In Afghanistan, mosques play an important role in preschool education by providing basic literacy and Islamic education to children. To develop learning materials for preschool education, a section has been included in the new *Tashkil* of the Ministry for development of learning materials for preschool education. Plans are also in place for pre-school teacher education.

Quality

According to the 1386 (2007) school survey, the pupil-teacher ratio at the national level was 40, very near to the standard ratio set by the Ministry. Since more than 46% of eligible children are out of school, however, the pupil-teacher ratio would be significantly higher if these children were enrolled. The pupil-teacher ratio varies considerably among the provinces. It is very high in some provinces like Helmand, Nangarhar and Badghis, around 70, 60 and 56, respectively (see figure 7). Inequitable distribution of staffing positions, insecurity and teachers’ unwillingness to relocate to rural areas are the main reasons behind this imbalance.

Figure 7: Pupil –teacher ratio in provinces, 1387 (2008)



Source: MoE Statistics, 1387 (2008)

Currently the dropout and repetition rates are high. On average, these rates are estimated to be 5% and 19%, respectively. According to Ministry policy, the names of absent students remain on the register for three years which means that they are included in the list of those repeating a grade. The actual drop-out rate is therefore more than 6%. In Afghanistan children

drop out of school for reasons that include poverty, low quality of schooling, security problems, and local traditions.

Student Services

To provide health services to students, 80 health centers are active and first aid is provided in 540 schools where teachers have been trained on such services. A mobile polyclinic providing different medical services is active in the capital. A doctor and a vehicle equipped with medical equipment are on standby in Kabul. Three individuals in each school have been trained on the use of first aid kits.

In the new organizational structure of schools, a school counselor position has been included to provide guidance and advice to students on academic, behavioral and ethical issues. A policy framework and educational materials have also been developed for the counselors.

Academic Supervision

The Ministry has recruited 2,343 additional supervisors at the district level for a total of 3,600. Currently an efficient academic supervision system and a standard reporting, supervision and feedback system do not exist. Supervisors overemphasize bureaucratic procedures, particularly the forms and administrative record books. In addition, the duties and functions of the supervisors in districts, provinces, and central departments are not clearly defined. The reports provided by the supervisors are not studied and no feedback is provided. Supervisors do not have access to transport facilities particularly in rural areas and generally do not have the capacity to supervise and provide professional support to teachers regarding teaching methods and other educational issues. Furthermore, the supervision system of the General Education Program is not coordinated with the Curriculum Development and Teacher Education Programs, and the supervision results are not shared with these two programs. To address these issues a new academic supervision system has been developed and will be piloted soon.

Management and Coordination

By the end of 1387 (2008), more than 8,000 school councils have been established. After trainings, the councils develop and implement plans for the reconstruction and quality improvement of their schools. So far, they have received and spent 11.5 million USD to improve school buildings and provide equipment, laboratories, computer labs and teacher training programs. Many school councils need to receive further training however. Transfer of money by the Provincial Finance Department to the school councils has been slow which has been a major obstacle.

In cooperation with the provincial councils, the Ministry has appointed a religious scholar in each province to raise awareness on the importance of education in Islam, and to encourage communities to protect schools. The school councils in many areas have played a critical role in identifying security threats and protecting schools and thus decreasing the likelihood of security incidents.

In addition a protection and security unit has been included in the new structure of the Ministry for each provincial education department to ensure security of schools, students, and staff of

the Ministry, and to identify and analyze internal and external elements affecting security. One security coordinator position has also been included to supervise and train teachers and head teachers on security issues. These units are also responsible for considering issues related to natural disasters and health, including availability of safe drinking water.

Islamic Education

Access to Islamic Education

By 1387 (2008), 41 *Dar-ul-Ulums* (Institutes of Islamic Education of grades 13 – 14), 369 Islamic studies schools, 84 *Dar-ul-Huffaz* (school for memorizing of Holy Quran) and 17 outreach schools had been established, thus increasing the number of Islamic Education institutes to 511. There is at least one *Dar-ul-Ulum* in each province, with more than two in Kabul City and in the provinces of Parwan, Panjsher, and Badakhshan. Presently, there are two *Dar-ul-Ulums* for girls in Kabul City and Parwan province. Moreover, there is at least one Islamic school in each district, and 10 private Islamic schools have been issued permits in the provinces of Kabul, Herat, Balkh, Panjsher, and Badakhshan.

There are also a number of local schools in which Holy Quran and other necessary religious teachings are provided in traditional ways, typically by the Imams of mosques. If these schools align their activities with the formal curriculum, the Ministry will issue permits for them to operate as private schools.

Based on an agreement between the Ministry of Education and Al-Azhar University of Egypt, Al-Azhar Institute was established in Kabul in 1388 (2009). Through this agreement, 45 Egyptian teachers have come to Afghanistan and are teaching 240 students in eight classes.

The number of Islamic Education students (in Islamic schools and *Dar-ul-Ulums*) has increased from 58,000 in 1385 (2006) to more than 106,000 in 1387 (2008) with 5% females. The number of students in *Dar-ul-Ulums* increased to 1,791 in 1387 (2008) with nearly 6% females (see table 3).

Table 3 : Number of Islamic Education Institutes, Students and Teachers

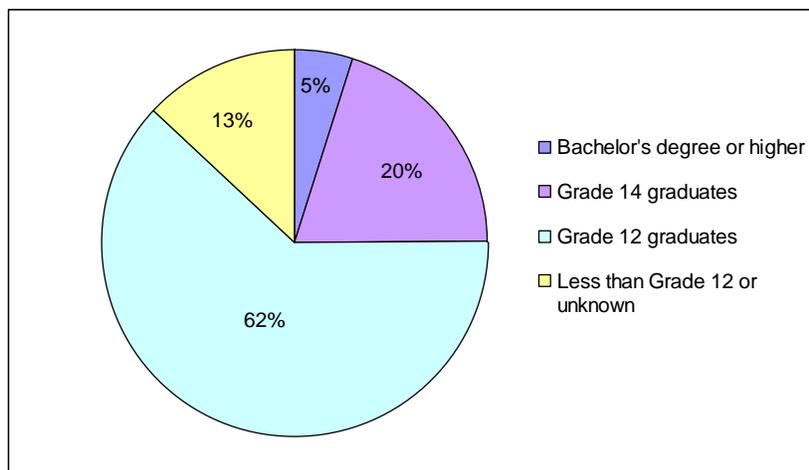
Islamic Teachers			Students			Islamic Education Institutes				
Male	Female	Total	Male	Female	Total	Schools	<i>Dar-ul-Huffaz</i>	<i>Dar-ul-Ulums</i>	Outreach	Total
4,092	52	4,144	100,857	5,299	106,156	369	84	41	17	511

Source: MoE Statistics, 1387 (2008)

The percentage of female students in Islamic education is very low – around 5%. There are various reasons behind this: lack of interest in girls' education particularly Islamic education and the low number of female Islamic teachers in Islamic schools and *Dar-ul-Ulums*. Presently, female teachers only constitute 1% of all teachers in Islamic schools of the country.

From 1385 (2006) to 1387 (2008), more than 2,000 new teachers were recruited, increasing the number of Islamic Education teachers to 4,144, of whom only 52 were female. The number of professional Islamic teachers (grade 14 and above) is low. As shown in Figure 7, only 20% of the teachers are grade 14 graduates, while 62% are grade 12 graduates. To retain and attract more qualified teachers, 750 teachers with either a Bachelor's degree or an education of grade 14 have been receiving additional academic allowances.

Figure 7 : Educational Level of Islamic Teachers



Source: MoE Statistics, 1387 (2008)

Curriculum and Learning Material Development

Well-known books developed by Islamic scholars in the past are currently being used in Islamic schools. The books are purchased from the public market and are distributed to Islamic schools.

The Curriculum Department (sub-program of Curriculum and Teacher Education) is responsible for the development of curriculum and learning materials in coordination with the Islamic Education Sub-Program. The curriculum and the syllabi for grades 7-14 of Islamic schools in both sects (Hanafi and Jafari) were developed by Islamic experts through a national consultative process in 1386 (2007). Beside the religious subjects, the new curriculum includes mathematics, science, foreign languages and computer.

More than 200 textbook titles and teacher guides for grades 7-14 are being developed in the Arabic language by 65 Islamic experts. As of 1387 (2008), 75% of the work was complete and some textbooks will be ready for printing in 1388 (2009). Experts of Islamic sciences have been located in the Curriculum Development Department to continue working on the Islamic education books with the cooperation of the department's experts.

The process of developing the curriculum and learning materials for education faces many challenges including a shortage of experts to develop Islamic textbooks; inadequate budget for printing, purchasing and distributing textbooks; and lengthy and slow procurement procedures.

Islamic Teacher Education

In addition to Islamic subjects, the Islamic teacher education curriculum includes pedagogy, psychology, science, mathematics and one foreign language. Graduates of Grade 14 Islamic Education are expected to have developed teaching skills so that they can serve as teachers after graduation.

Though comprehensive programs do not exist for professional capacity building of Islamic teachers, various activities have been carried out in this regard; 50 Islamic teachers were sent to Iran to be trained on teaching methodology. In addition a training seminar on administration and management was also held for Islamic teachers from the 34 provinces. With the cooperation of the Teacher Education Department, 34 *Dar-ul-Ulum* administrators (headmasters who deals with teaching), from provincial capitals were also provided with a 10-day training on teaching methodology. In addition, 123 teachers were awarded scholarships to Libya, Kuwait and Egypt to pursue their studies.

Academic Supervision

Supervisors are intended to visit Islamic schools two or three times a year to help resolve teaching and administrative problems, inform the administrators of rules and regulations, and provide them with advice on teaching and administrative issues. Presently, there are only 40 supervisors working under Islamic education and the system is not functional for supervising the activities of the Islamic schools and *Dar-ul-Ulums*. The number of supervisors is insufficient in the capital. Two Islamic supervision specialists for each provincial education department have been included in the new *Tashkil*.

Management and Coordination

The Islamic Education High Council was established in 1386 (2007) to manage and revise the Islamic education system and supervise Islamic education activities and programs. Regulations on issuance of certificates for students of private Islamic schools and cross border schools were also developed. Many *ulema* (religious scholars) have gone through private education and are requesting the Ministry of Education to certify their level of education. Examinations have been administered for 51,532 applicants in the capital and provinces. Of these 7,092 were certified as grade 12, and 3,040 of them were certified as grade 14. Certificates have been issued for them so that they can work as teachers or civil servants in government offices. The applicants not qualifying for Certificates were advised to enhance their knowledge and skills in order to become eligible for a future exam that would assess their level of competence.

The main problem facing this Sub-Program is that the development budget for the Islamic Education Sub-Program is very low. Even Islamic countries do not play an active role in supporting this Sub-Program.

Curriculum Development

Development and Revision of Curriculum and Textbooks

The Curriculum Development Department is responsible for the development of curricula for General and Islamic education. In addition the Department has two sections for development of curriculum for inclusive education, special needs education and preschool education.

The new curriculum framework and syllabi for the primary level and 109 books for grades 1-6 have been developed for General Education. The books are printed and are now used by students. The drafts of 89 teacher guides have also been developed. Though the quality of new textbooks is better, primary textbooks will need to be regularly revised to meet the ever-changing needs of Afghanistan.

The new curriculum framework and syllabi for grades 7-12 of general schools has also been developed and the development of 400 textbooks and teacher guides is in progress – 40% of the work has been completed. Grades 7-9 textbooks will be ready for printing in 1388 (2009) and six science laboratory guides will soon be completed and made available to teachers. Until the new books are ready, the old books are still in use, but in 1387 (2008), 147 titles of textbooks for grades 7-12 were edited and distributed for students' temporary use. The new curriculum framework and syllabi for grades 7-14 of Islamic schools (Hanafi and Jafari sects) has also been developed and 50% of the development of 298 textbooks and teachers guides for grades 7-14 of the Islamic education has been completed.

Modern educational standards have been applied in the development of the new curriculum, and active learning methods have been incorporated. Each lesson contains objectives, the text, activities, and evaluation. Cross-cutting themes like human rights, gender equity, health, environmental protection, drug-related issues and communicable diseases have also been included in the new curriculum and syllabi.

The development of textbooks and teacher guides in third languages is ongoing; 16 such books have been completed while 68 more are being developed. These books are written in Pamiri, Uzbaki, Turkmani, Baluchi, Pashae and Nurestani.

The institutional and individual capacity for curriculum development including research and utilization of international resources is low. Curriculum developers do not have access to sufficient modern educational and scientific resources, and most of them, due to lack of language skills, do not have access to computer, internet and other sources.

Development and Implementation of Student Learning Achievement Assessment System (SLAAS)

Students of grades 4 and above go through two comprehensive exams on all of their subjects – one mid-year and another at the end of the year. Each teacher develops his/her own questions and the new teacher guides include guidance on how to determine the number of students who have learned the knowledge and skills contained in the lesson objectives. If a student

scores less than 50% for more than two subjects he/she must repeat the grade. Students who score less than 50% in one or two subjects retake the exam after a 2-3 month remedial course and if they succeed, are then promoted to the next higher grade if they succeed.

Presently, students' achievements are measured through tests that are developed by schools and districts and there is no standard system. The exams vary among schools, so the learning achievements of students with the same scores may differ considerably. There is therefore a need for a standard evaluation system. A "Standards, Research and Evaluation" directorate has been established within the Curriculum Development Department to address such issues. The national standard evaluation system will include a questions bank that will be developed after all textbooks have been completed.

Printing and Distribution of Textbooks and Learning Materials

In 1387 (2008), 38 million textbooks with 100 titles were printed and distributed for grades 1-6. In addition 147 titles of secondary school books were revised and 23 million of them were printed and distributed. In addition 25,000 science laboratory guides were printed for grade four in both Dari and Pashto and 15,000 science charts were prepared and ready for distribution to schools in the capital and provinces.

The exact number of students is not available to the Department for developing a regular distribution plan (see also the section on EMIS). The database for keeping records of printing and distributing textbooks has been developed and is being piloted.

Equipping Schools with Learning Materials

So far 3,792 science and mathematics teachers have been trained on how to use laboratories and other educational materials and 1,850 lab teachers have been recruited and provided with lab trainings. In 1387 (2008), 12% of lower and upper secondary schools were equipped with laboratories, and 10% of general schools were equipped with libraries. Lack of budget has prevented the Ministry from providing such resources to all schools.

The Ministry also lacks the capacity to monitor and evaluate science and mathematics education and provide needed support to teachers. This is due to the lack of a system to evaluate science and mathematics education and a lack of professional science and mathematics supervisors in the provinces.

Capacity Building

Most teachers are not familiar with proper methods to teach the textbooks that are based on the new curriculum. At least four master trainers from each province have been oriented on how to use the new primary textbooks and they will, through the provincial trainers, orient the teachers.

There is no reliable system to evaluate the staff of the Curriculum Development Department, nor has a long-term plan been developed to enhance the capacity of its staff. The capacity building budget is inadequate but some efforts have been made, however, to build capacity:

- 72 Afghan developers were practically trained on writing and graphic design of textbooks for two and a half months in Iran where they practically worked on new books for grades 7-9.
- 43 Curriculum Development Department staff members were trained on syllabi development in Jordan.
- 62 staff members were trained on textbook writing for one month in Jordan.
- 200 staff members of the department and school teachers were trained on textbook standards and structure for two weeks in Kabul. In addition 45 third language experts were trained on syllabi development in third languages for 20 days in Kabul; 30 of these experts were also trained on curriculum and textbook development in Turkey.
- 50 staff members from the departments of Dari and Pashto languages went through a three-day workshop on uniformity of writing and the standard language for writing textbooks.

Teacher Education

Establishment of TTCs and Dormitories

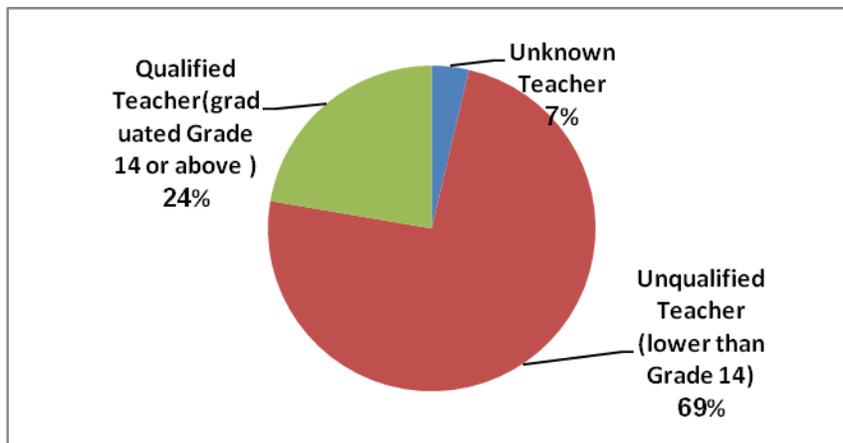
As of 1387 (2008), 38 teacher training colleges equipped with dormitories for males and females were operational. At least one TTC in each province accommodates an average of 1,000 student teachers. In addition 47 TTC satellites have been established in districts, provinces and Kabul city districts. At present, usable buildings are found in only 17 TTCs, of which, two have dormitories for females and 12 have dormitories for males. Commitments have been made, however, to build 17 teaching complexes, 17 dormitories for females and 10 others for males. Construction work for some has started. Where buildings are still not available the needed space is rented.

The main obstacles to the development of TTCs and their satellites are budget shortages to rent or build TTCs, lengthy procurement processes for building or equipping TTCs, delays in the purchase of goods for and expenditure of the budget due to lack of coordination between heads of provincial education departments and TTCs, shortage of TTC teachers and insufficient salaries.

Pre- and In-service Teacher Training Programs

Of the 158,000 general education teachers, only 24% have an education of more than grade 14 or higher, which is the official minimum requirement for teaching (see figure 8).

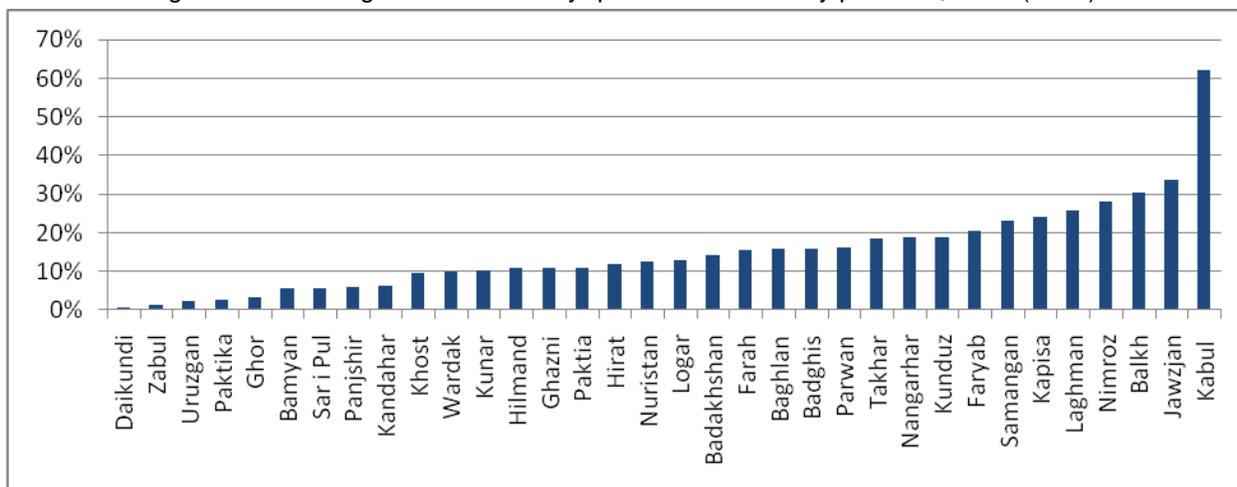
Figure 8: level of education of the teachers, 1387 (2008)



Source: MoE Statistics, 1387 (2008)

The status of teachers varies considerably among provinces. More than 60% of teachers have an education of grade 14 or higher in Kabul Province (including in Kabul City); while less than one percent (only 10) of teachers in Daikundi have an education of grade 14 or higher (see figure 9).

Figure 9: Percentage of educationally qualified teachers by province, 1387 (2008)



Source: MoE Statistics, 1387 (2008)

While the number of female teachers has increased from 22,000 in 1381 to 45,000 (or 29%) in 1387 (2008), this is by no means satisfactory. The distribution of female teachers is not balanced and the huge difference between the number of female teachers in big cities and rural areas is one of the challenges. Currently 95% of female teachers holding a BA and 84% of female grade 14 graduates are teaching in the nine big cities of Kabul, Herat, Nangarhar, Balkh, Baghlan, Badakhshan, Takhar, Jowzjan, and Fariab. There are 109 districts that have no or only one female teacher.

Teacher Training Colleges (TTCs)

The number of student teachers in TTCs was 33,062 in 1387 (2008) – of which 12,836 (39%) were female. Of the total number of student teachers, 59% are enrolled in the Ministry’s two pre-service programs and 41% are enrolled in in-service programs. In 1387 (2008), the overall number of student teachers enrolled in in-service two-year programs reached 18,489 and the number of student teachers in pre-service two- and five-year programs reached 14,603 – 13,643 in two-year and 930 in five-year programs (see table 4).

Table 4: Number of Student Teachers According to their Courses, 1387 (2008)

Teacher training program	Male	Female	Total
Five-year pre-service	665	265	930
Two-year pre-service	9,611	4,032	13,643
In-service	9,950	8,539	18,489
Total enrolled in all teacher training programs	20,226	12,836	33,062

Source: Teacher Education Department

TTC Students

The number of TTC graduates reached 8,497 in 1387 (2008), of which 2,740 (32%) teachers graduated from pre-service courses and 5,757 (68%) graduated from in-service programs. A total of 2,805 females graduated from TTCs in 1387 (2008) (33% of the total number of graduates) of which 737 were new female teacher-graduates of pre-service programs. To ensure the employment of TTC graduates in their respective provinces, a decree was issued by the Ministry of Education in the first month of 1388 (2009) asking Provincial Education Departments to replace unqualified teachers with the TTC graduates. TTC graduates were appointed in the schools in need.

Over the past years the number of TTC student teachers enrolled in subject-matter fields has not been based on the needs of respective provinces. In 1388 (2009), however, the distribution of newly enrolled students was done according to the needs of provinces at the beginning of the year. In addition a Memorandum of Understanding was signed with the Ministry of Higher Education entailing that the distribution of those who succeed in Kankur should be based on the needs of their provinces and should not be done randomly. Presently, through the Kankur those who get the lowest mark are admitted into TTCs as teaching is not an attractive job. With the increase in the salary of teachers, teaching should become a more attractive option. Graduates of grade 12 have been allowed into TTCs over the past two years without sitting for Kankur; this initiative is expected to increase the number of teachers returning to their villages after graduation from TTCs.

Currently DT3 program cover all 34 provinces of the country and provide In-service teacher training to teachers on district level. It is planed that DT3 to be integrated into the national teacher education system In 1388 (2009) a special curriculum was designed for teachers with

an education of lower than grade 12 in rural areas. This program will enable them to enhance their educational level and qualify for teacher training colleges.

Teacher Trainers and Educators

In 1387 (2008), 820 teacher trainers were teaching in TTCs, 24% of them females. More than 99% of them have at least a BA degree (see table 5). Despite this relatively high level of qualification, there is a shortage of professional teacher trainers in TTCs particularly expertise in the fields of pedagogy and psychology.

Table 5: Level of Education of Teacher Educators

MA and PhD	BA	Graduates of Grade 14	Total
36	762	1 (in Kunduz)	820

Source: Teacher Education Department

Professional Development of Teachers and School Administrators

In 1386 (2007) and 1387 (2008), 1,640 teacher trainers and 50,000 teachers were trained on subject knowledge and pedagogy and provided with on-the-job support through the in-service program provided by District Teacher Training Teams (DT3). Through the program, a total of 3,640 teacher trainers (at least 10 for each district) holding a bachelor's degree were recruited to enhance teaching in high schools and to help establish girls' high schools. Moreover, 11,000 school principals and head teachers in 11 provinces were provided with training and practical support on management. NGOs will provide such trainings for teachers and managers of the remaining 23 provinces. Training materials for short-term courses on subject-matter, pedagogy and administration methods have also been developed and are being used.

Around 200 counselors have been trained to provide students with counseling and to train other teachers on ethical, psychological and behavioral issues and prevention of narcotics use and communicable diseases. Some teachers have also been trained on issues related to narcotics and communicable diseases including HIV/AIDS.

In-service teaching methodology programs have been turned into 104 audio and 10 audiovisual programs and are being regularly broadcast on several radio stations. A complete set of radio programs is being finished.

A shortage of professional teachers, particularly females, to be attracted as teacher educators particularly in insecure and remote areas is an obstacle to the development of short-term courses. This has delayed programs in 23 provinces. Moreover an evaluation of these courses has not yet been done to determine their impact on teaching approaches of teachers and their sustainability after the termination of development projects.

Provision of accelerated learning programs for teachers with an education of lower than grade 12 is an important part of the in-service teacher education program. Since these teachers are not eligible to enroll in the TTCs, programs have been considered for winter and summer vacations to enhance the education level of teachers to grade 12 and grade 14 in an accelerated manner.

Financial Incentives

In 18 provinces where there is a dire need for professional teachers, 200 TTC teachers, particularly women, receive monthly regional incentives of 160 to 200 USD. To increase enrolment of girls in TTC pre-service programs in 25 provinces where there is a low percentages of female teachers, an incentive of 60 USD per month for the two-year training period will be paid to female student teachers in those provinces. Due to procurement problems the payment has not yet started. In 1387 (2008) dormitory facilities were also provided for 6,011 student teachers.

Teacher Education Curriculum and Textbook Development

To improve teaching in TTCs, a new curriculum, syllabi, textbooks, teacher guides and other supplementary materials were developed. In addition 400 teacher educators were trained on the curriculum and implementation started in the first and second TTC semesters of 1387 (2008). Seventy-five textbooks have been completed for semesters one and two and 30 are being revised, translated and published for semesters three and four. Special teacher training programs including programs for preschool and children with special educational needs, and programs for computer and physical education have not yet been developed.

The main problems in this area are the shortage of national experts of teacher education and curriculum development. The Teacher Education Department is presently using international experts and university lecturers as teacher educators.

Capacity Building

The National Teacher Education Academy was established in 1386 (2007) to train teacher educators. In the first round of its programs, 137 teacher educators, 27% of whom were female, were trained through an eight-month course. The Academy does not, however, have a well-developed curriculum and is currently dependent on foreign educators.

Assessment of Teacher Competencies

A national registration system has been developed and almost all teachers have been registered and entered into the database. Basic information on around 158,000 teachers in 34 provinces (including their name, family name, photo, education level, subject, school and the location they teach) has been collected and entered into the database. Teachers who are teaching in private schools have not yet been registered.

In 1387 (2008) a literacy and numeracy assessment of 148,000 teachers was also conducted. Around 5,000 teachers exhibited serious literacy and numeracy problems. To provide further details on the problems, a research project is being conducted with 500 of these teachers.

Required competencies of teachers have been determined according to the subject and class they teach. Based on these requirements, the national competency test has been developed and is being piloted.

Technical and Vocational Education

Due to the importance of technical and vocational education for the country, the Technical and Vocational Education Department has been upgraded to the level of Deputy Minister in the new *Tashkil*. There are three departments under the program: Technical and Vocational Programs, Vocational Teacher Education, Vocational Curriculum Development. The implementation of the new structure will pave the way for the expansion and better implementation of technical and vocational programs.

Access to Technical and Vocational Education

By 1387 (2008), 51 vocational schools were active in the 22 provinces of Kabul, Urozan, Bamian, Badakhshan, Baghlan, Balkh, Parwan, Jowzjan, Khost, Daikondi, Samangan, Fariab, Farah, Kandahar, Kapisa, Konduz, Konarha, Wardak, Nangarhar, Herat, Helmand and Badghis. In 1387 (2008), a vocational school was established for students with hearing impairment in Herat – the first of its kind within the Technical and Vocational Program. The only school for the visually impaired is located in Kabul.

The National Institute for Management and Administration was established in 1387 (2008) in Kabul and has been providing quality education for 2,500 students from around the country. At present 25% of its students are female.

There are no technical and vocational schools in 12 provinces. Of the 48 existing schools, 15 are located in Kabul providing for 58% of TVET students which means that only 42% of students are in provinces. Enrolment in TVET schools has increased over the past years to approximately 13,000 students in 1387 (2008) with 2,500 females (16%). The intake capacity of TVET is still very low. While many young people want to enter the labor market by acquiring the skills, TVET schools could only enroll 2,200 grade 9 graduates in 1387 (2008). The ratio of TVET students (grades 10 – 12) to high school students is 4% which is well below the Ministry's target for 1393 (2014) of 10%.

According to the National Skills Development Program, it is the duty of the Ministry of Labor and Social Affairs to conduct research on the needs of national, regional and international labor markets. Such needs, however, have not been identified in the provinces for use in the establishment of new TVET schools. Presently there are 50 fields of study in TVET schools. Table 6 presents the TVET subjects and number of students in each province.

Table 6: Number of TVET Schools and Students According to Subject, 1387 (2008)

No	Province	Number of Schools	Fields of Study	Number of Students			Number of Students in Dormitories
				Male	Female	Total	
1	Kabul	15	Auto Repair, TV Repair, Machinery, Electricity, Water Supply, Central Heating and Radiator, Metal Works, Enterprise Economy, Credit and Finance, Budget, Industry, Civil Industry, Geodesy, Weaving, Computer Science, Painting, Agronomy, Forestry, Animal Science, Veterinary, Architecture, Construction, Industrial Machines Service, Eclectic Repair, Refrigerator Repair, Art, Music, Ceramics, Road Construction Machinery Repair, Administration and Management, Business, Administration, Economics, Public Administration, Welding, Construction Machinery	7,684	1,632	9,316	2,967
2	Herat	4	Auto Repair, Electricity, Machinery, Architecture, Construction, Agronomy, Animal Science, Art, Music and Ceramic	922	301	1,223	450
3	Helmand	2	Carpentry, Auto Repair, Industrial Electricity, Metal Works, Agronomy,	216		216	225
4	Farah	1	Agriculture and Veterinary	153		153	130
5	Kunduz	2	Agronomy and Business	209	100	309	157
6	Baghlan	2	Electricity, Machinery, Auto Repair, Agronomy and Agriculture Economy	452	1	453	167
7	Faryab	1	Agronomy, Animal Science and Husbandry	212		212	100
8	Kunar	1	Carpentry	132		132	85
9	Kandahar	1	Machinery, Electricity, Auto Repair, Carpentry, Metal Works	86		86	115
10	Khost	1	Electricity, Auto Repair, Machinery	146		146	115
11	Nengarhar	3	Agronomy, Animal Science and Husbandry, Electricity, Auto Repair	760	189	949	337
12	Samangan	1	Administration and Management		217	217	

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No	Province	Number of Schools	Fields of Study	Number of Students			Number of Students in Dormitories
				Male	Female	Total	
13	Parwan	2	Auto Repair, Mechanic Machinery, Carpentry, Construction, Metal Works, Agronomy, Animal Science and Agronomy	353	2	355	120
14	Maydan Wardak	1	Agronomy	85		85	65
15	Bamyan	1	Agronomy	13		13	
16	Balkh	3	Mines and Minerals, Oil Exploration, Oil Finery Equipments, Geology, Petroleum Chemistry, Agronomy, Measurement and Automatic Tools, Mechanics, Electrical Power, Chemical Technology, Nonorganic Synthesis	824	34	858	377
17	Juzjan	2	Agronomy, Drilling Machinery, Auto Repair, Electricity of Drilling Machinery	365		365	235
18	Daikondy	1	Agronomy	30		30	
19	Badghis	1	Agronomy	30		30	30
20	Badakhshan	1	Agronomy	121		121	80
21	Urozgan	1	Agronomy	66		66	75
22	Kapisa	1	Auto Repair, Machinery, Electricity, Construction, Civil Industry, Agriculture	640		640	170
Total				13,499	2,476	15,975	6,000

Source: Deputy Ministry of Technical and Vocational Education

The number of teachers has increased from 635 (128 of whom are females) in 1383 to 946 (including 227 females) in 1387 (2008). Similar to the distribution of students, 56% of all TVET teachers are located in Kabul province. With regard to female teachers more than 70% of them are located in Kabul province, which further restricts access to TVET programs for young women in the provinces.

Dormitories have been established to accommodate 6,000 students in the capital and the provinces. In 1387 (2008) there was not a dormitory for girls so 65 female students used the dormitories of the University of Kabul. Increasing the capacity of dormitories, particularly for girls, is essential for an equitable expansion of technical and vocational education.

The private sector has for the first time become involved in the provision of technical and vocational education. Seven private TVET institutes are now operational in the provinces of Kabul and Balkh.

Most TVET schools and institutes do not have the necessary equipment which has made the implementation of the curriculum difficult for teachers. As of 1387 (2008) the agriculture and veterinary institute of Kabul, the radio and television department of Kabul Technical Institute, the technical institute of Herat and the mechanic school of Khost have been equipped with laboratories and other necessary equipment.

Development and Revision of the Curriculum and Learning Materials

Standard curriculum, textbooks and other learning materials do not exist for many fields. The syllabi for the subjects of electricity, auto repair, machinery, agriculture and veterinary sciences have been developed and the textbooks for fundamentals of electricity, agriculture, veterinary sciences, machinery and automobile repair, radio and television, management, administration, accounting and banking are being developed.

The main problem in the development of the curriculum is the lack of professional curriculum developers. To solve this problem, 18 professional members of the cadre underwent a 20-day training on lesson planning and syllabi development in Iran, and a one-month workshop on curriculum development was held in 1388 (2009) for 26 teachers and professional members who have the capacity to develop textbooks.

Training of Teachers, Administrative Staff and Supervisors

Although, a bachelor's degree is a must for TVET teachers, but 58% of teachers currently have lower levels of education. Though an education of grade 14 would be acceptable for teachers in the provinces (in the short-term) it is a challenge to find teachers with even that level of education. Another problem is the shortage of professional teachers for fields that are in high demand in the market. Teachers for such fields are not willing to teach for government salaries.

Regarding the low capacity of TVET teachers, the need for capacity building measures is acute. Therefore the establishment of a teacher training department within the Technical and Vocational Education Department is a significant step towards enhancing the capacity of teachers. This department is approved in the new Tashkil. The regional TVET institutes provide education up to grade 14 and are therefore a potential source for new TVET teachers.

A full analysis for the development of a systematic capacity development plan has not yet been conducted. Some sporadic efforts have been made, however, to increase teachers' capacity:

- Training seminars on technical fields of electricity, computer and English were held in 1387 (2008) for 142 teachers
- Workshops on the field of agriculture were conducted for 58 teachers by P.I.N organization
- Training fellowships to Tajikistan were given to 26 teachers

- Computer and English courses were held for 88 administrative staff of the office of the Deputy Minister of Technical and Vocational Education
- Workshops were held for 48 teaching assistants of TVET schools
- 100 administrative staffs were sent to India to go through management trainings
- 30 employees were sent to the Philippines, Bangladesh and Turkey, 18 were sent to Iran, 8 were sent to Spain and one to France for technical training.
- Two of the administrative staff of the office of the TVET Deputy were sent to India for MA programs.

Management and Coordination

The TVET legal documents and policies are very old and need to be revised. Some of these regulations were reprinted at the time of the Taleban regime, and there are still no rules and regulations compatible with realities and needs. A comprehensive review of the policies and overall goals of technical and vocational education should be done in comparison with those of the General Education and the experience of other countries; the policies should be revised based on such review.

In order to improve coordination with other stakeholders, regular meetings have been held with the Ministry of Labor and Social Affairs and the Minister of Higher Education, and such coordination efforts will increase in the future. There is still a need for a specific mechanism to be established to improve coordination with those stakeholders in a sustainable manner.

The present monitoring and reporting system for TVET is of low effectiveness and needs to be reformed. Lack of reliable information is a key challenge in this regard. The Technical and Vocational Deputy Office will therefore put in place a database that will contain information for use in planning and decision making for technical and vocational education.

Literacy

Balanced Access to Literacy Programs

Compared with the previous years, access to literacy programs has improved. In 1387 (2008), there were a total of 15,481 literacy courses and 78 literacy schools with 2,900 permanent teachers (five in each district) of which 34% are women. In line with the new policies, attention is more focused on rural areas.

In 1387 (2008) more than 378,520 learners were enrolled in literacy courses supported by the Ministry and its partners. The enrolment of women has increased and has reached 72%, which is 12% ahead of the target set in the previous NESP (see Table 7). Innovative approaches in teaching and learning introduced through Literacy Initiative for Empowerment (LIFE), Literacy and Community Empowerment (LCEP1 and LCEP2) and other MoE initiatives such as engaging

communities and religious leaders in literacy programs played a significant role in increasing enrolment.

Table 7: No of Learners in 1385/2006 – 1387/2008

Year	Male	Female	Total	% Female
1385 (2006)	105,446	147,645	253,091	58%
1386 (2007)	98,581	226,451	325,032	70%
1387 (2008)	104,134	274,386	378,520	72%

Source: Deputy Ministry of Literacy

According to the National Risk and Vulnerability Assessment (NRVA 2009), the literacy rate for the population aged 15 and over has reached 26% (39% for men and 12% for women). It is estimated that 9.5 million Afghans were illiterate in 1387 (2008). In comparison with other countries, the literacy rate in Afghanistan is very low. If the current situation of the Literacy Program persists without change, the percentage of literacy in the country will not change much.

The number of existing literacy courses is very small and cannot meet the present need. While most of the illiterate population lives in remote rural areas, literacy courses have been launched more in urban areas. Lack of appropriate learning spaces in rural areas and lack of local literacy offices in districts are main problems. Standards are not applied properly in literacy courses. There are more than 11,000 general education schools throughout the country; yet good relationships have not been established between literacy courses and schools, and schools are not used as supportive institutions for literacy courses.

The interest in literacy courses is very low for various reasons including economic concerns of households, cultural traditions, and lack of awareness on the importance of literacy particularly among women. A comprehensive public awareness strategy does not exist, and the mass media are not efficiently utilized for campaigning for and broadcasting of literacy programs.

According to the Literacy Needs Assessment Report (2008) which was developed by the MoE and UNESCO, other ministries are also delivering literacy programs. The Ministries of Defense, Interior and Health are providing literacy for their own staff whereas the Ministries of Rehabilitation and Rural Development, Agriculture, Women’s Affairs and Justice are implementing literacy programs as activities. Under the overall framework of Literacy Initiative for Empowerment (LIFE) Afghanistan, local NGOs, national and international organizations, and UN agencies are also implementing literacy courses to support the Ministry of Education in achieving the EFA goals.

Shortage of professional staff, financial resources and budget (both development and ordinary) are the main obstacles hindering the expansion and development of literacy programs. The

program did not receive any development budget in 1387 (2008), and its ordinary budget in 1388 (2009) was only 227 million Afs (approximately 4.5 million USD).

Curriculum and Learning Materials

The curriculum for the literacy programs has been developed. This curriculum is implemented in two phases: basic literacy for six months and post-literacy for three months. Teacher guides for literacy have been developed and textbooks for basic and post-literacy phases have been developed and printed in Dari and Pashto. As part of the literacy development plan, 550,000 books for basic and post-literacy courses, and 13,000 teacher guides were printed and distributed in 1386 (2007).

Based on provisions in the Constitution, the curriculum and learning materials have also been drafted in third national languages of Turkmani and Nurestani, and the textbook in Uzbaki is ready for printing. The draft program and curriculum for Kuchis have also been developed. The existing literacy curriculum/textbooks are for general literacy and numeracy and not focused on the needs of specific groups such as farmers, women, shopkeepers, etc. Through the LCEP1 and LCEP2 programs production of more focused literacy/numeracy teaching learning materials is under way. Such efforts, however, need to be closely coordinated with the MoE Literacy Department so that the material produced ultimately becomes part of the national literacy curriculum.

Literacy Teacher Education

In order to coordinate literacy teacher training activities, a Literacy Teacher Education Department has been included in the new *Tashkil*, and the draft plan for the establishment of a Literacy Teacher Education Institute has been prepared. In 1387 (2008), 800 teachers (28% females) were trained in 10-day workshops on teaching methods, 50 literacy teachers were trained by the National Police, and 200 were provided with 10-day workshops by the Ministry of Defense. The existing 70 master trainers who train literacy teachers in the provinces also participated in 10-day pedagogical workshops.

A functional system for assessment of learning achievements of literacy learners and measurement of the quality of courses does not exist. The research that has been conducted shows that the quality of literacy courses and learning achievements of learners are not satisfactory for several reasons. Nine months is not enough for literacy programs. There is a shortage of textbooks. The existing literacy programs only cover skills like reading and writing and rarely include vocational courses. The programs are not interesting and learners gradually lose their interest. And finally, these programs do not pave the way for further formal education.

The shortage of qualified literacy teachers particularly females is another main reason behind the low quality of courses. Because of the implementation of the Ministry's new policy that requires more attention to rural areas and transfer of teaching positions to districts, 2,750 literacy teachers became general education teachers. Since the illiteracy rate is high in rural areas, new teachers are very hard to find. Teachers in rural areas do not have the required

education and need to be trained more in order to be able to teach the literacy textbooks and use other learning materials. The Literacy Department does not have a new curriculum and enough skilled educators to train literacy teachers, so a decision has been made to use school teachers as literacy teachers after the school time where needed.

Academic Supervision

There are two supervisors for each city and district, two supervisors in provincial capitals, and 12 in the central literacy department. This is not sufficient for implementation of a quality monitoring and evaluation system due to logistical problems and lack of professional and experienced staff. To improve monitoring of the literacy activities and establish a literacy databank, forms have been developed, revised, printed and distributed to literacy units. The forms have been sent to provinces to gather information, and seminars have been held on how to complete the forms. The literacy database is being developed.

Management and Coordination

Afghanistan is now covered by the universal program Literacy Initiative for Empowerment (LIFE) that is used as a strategic framework to improve literacy programs. Two major programs “Literacy and Community Empowerment Project 2” (LCEP2) and “Empowerment of Literacy in Afghanistan” (ELA) were also launched in 1387 (2008).

LCEP2 provides micro-credit, establishes microfinance banks in communities and seeks to increase productive skills while building critical reading, writing and computational abilities as well as enhancing critical thinking. LCEP2 will reach 300,000 learners in more than 3,000 communities of 18 provinces over 5 years. Of the total beneficiaries, 60% will be women. The courses provided by the program will each last for 18 months.

ELA uses the National literacy curriculum and will train 600,000 learners over five years. The program has started its activities in 50 districts of 9 provinces. In 1389 (2010) ELA will expand to 100 districts in 18 provinces. The program provides nine-month literacy courses and three-month vocational training courses.

Due to the shortage of literacy teachers, these programs will recruit teachers with an education of lower than grade 12. With the consent of the Ministry of Education, however, a credentialing and accreditation system is being developed.

In addition to budget and human resource shortages the Department faces several challenges, including insufficient information on literacy programs run by NGOs that do not coordinate with the Literacy Department and lack of a system to involve communities more in the provision of literacy programs at provincial and district levels. Though many literacy offices have been equipped, most literacy offices still do not have the needed equipment to support the program.

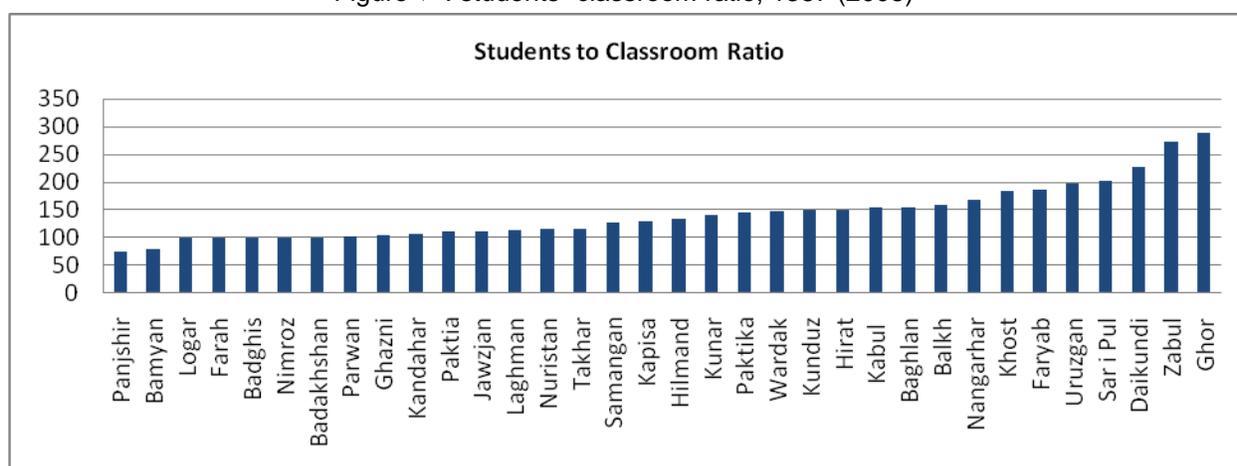
Education Infrastructure Development

Construct and Equip General Schools

Since implementation of the NESP began, 19,718 classrooms have been constructed in 1,752 schools and an additional 18,706 classrooms in 1,848 schools are under construction. The Ministry has also provided drinking water facilities for 88% of schools and furniture for 43% of schools. In 1387 (2008), around 55% of schools have decent buildings while 45% do not yet have usable buildings.

The average student-classroom ratio, according to 1387 (2008) statistics, is 141, but there is considerable disparity among the provinces – the lowest in Panjshir is 73 and the highest in Ghor is 287 (see figure 10).

Figure 10 : students- classroom ratio, 1387 (2008)



Source: MoE Statistics, 1387 (2008)

There are several major challenges that hinder school construction efforts in the country. These include challenges related to the budget, such as insufficient budget for school construction, delay of budget approval by the Cabinet and Parliament, the problematic working procedure between MoF and other governmental organizations (with regard to the development budget), and delays by the Provincial Finance Departments in delivering the budget to the Provincial Education Departments. In addition the time-consuming procurement process results in delays in construction projects as does the closure of bank accounts every year due to auditing and clearance issues. Finally the lack of coordination between central departments and provincial departments, especially in the determination of places for school construction and the lack of construction companies in third level provinces such as Daikundi, Nuristan, Zabul, etc. also hinder school construction efforts.

Construct and Equip Islamic Schools and *Dar-ul-Ulums*

The construction work for 65 *Dar-ul-Ulums* and Islamic schools has started, and work on 19 *Dar-ul-Ulums* and Islamic schools has been completed. Still, only five percent of Islamic schools and *Dar-ul-Ulums* have usable buildings.

Construct and Equip TVET Schools

Construction of five technical school buildings (including the Fariab and Baghlan agriculture schools) was completed in the last three years. Now, 80% of TVET classes have usable buildings. The rehabilitation of the Secondary Technical school, Kabul Industry school, Mechanical school, the administrative section building of the Technical and Vocational Department, the Finance and Accounting Institute building, and dormitories for the Kabul Auto-Mechanical Institute was also completed.

Construct and Equip TTCs and TTCs District Satellites

There are only 17 TTCs with usable teaching complexes, two TTCs with dormitories for females and 12 TTCs with dormitories for males. Fund for the construction of another 17 teaching complexes, 17 dormitories for females and 10 dormitories for males has been committed and construction has started for nine TTC complexes in Badakhshan, Bamian, Daikundi, Ghazni, Konduz, Kabul City, Kapisa, Wardak, and Parwan.

Construct and Equip Administrative Offices in Provinces and Districts

The construction of nine education departments in Kabul City and the provinces of Kabul, Paktia, Paktika, Panjsher, Parwan, and Samangan started in 1387 (2008), and the construction of six departments in the provinces of Daikundi, Kapisa, Khost, Logar, Wardak, Uruzgan, and Zabul started in 1386 (2007). Ten building have already been completed and construction of another five will be completed in 1388 (2009).

Management and Coordination

Standards and safety criteria for the design and construction of education offices and school buildings with locally available construction material have been developed and are being used. These standards are used in monitoring the construction and evaluation of construction works. Yet, in some provinces the supervision of the quality of construction processes is weak and the quality of construction is not therefore satisfactory.

Engineering teams that consist of, on average, five engineers and a senior engineer, are deployed in each province to supervise the quality of the buildings. Each field engineer is responsible for quality control of specific buildings. In case of any variation of work progress from standard design the field engineer will instruct the contractor to fix it according to the agreed design. The engineers, however, need to be trained on international (ICB) bidding codes.

Lack of appropriate transport is a serious challenge for field engineers to be able to monitor and complete quality control checks. In addition, in some provinces, there is no coordination between the Ministry of Education and development partners in the construction of schools,

and there is no coordination between the Education Infrastructure Department and Provincial Education Departments particularly in specifying land for schools.

The process of surveying the land allocated for teachers' residential areas by the government started in 10 provinces with the cooperation of the Ministry of Rural Rehabilitation and Development. So far, 102,129 jaribs of land have been allocated for teachers' residential areas.

Education Administration Development

Administrative Reform and Human Resource Development

The total Ministry of Education staff was 206,000 in 1387 (2008) – with 27% female. The 158,000 teachers constitute 77% of all MoE staff. Local traditions, the culture of discrimination against women and insecurity in some areas are among the main obstacles to the employment of women. Moreover, employment policies and procedures do not contain special guidelines in this regard. For example the allocation of positions in the *Tashkil* of the Ministry is not based on gender equity, and the gender policy of the Ministry is not reflected in the rules and regulations governing recruitment and employment.

The new *Tashkil* and new TORs of different departments and staff have been finalized in light of the Ministry's strategic plan and administrative reform norms. To date 621 civil servants have been appointed through the Priority Reform and Restructuring process. The civil service law, recruitment procedures and the pay and grading scheme have all been approved. The main challenges to fair and free recruitment processes are political pressures and interference and a shortage of professional human resources. Nevertheless, the Ministry has started making new appointments based on the new *Tashkil* and the pay and grading scheme. Due to budget and capacity constraints, only 46,000 teaching and administrative positions will go through the pay and grading process in 1388 (2009). The national competency test of teachers will be part of this process. Teachers will be remunerated based on their education, competencies and years of experience starting from 6,500 Afs (approximately 130 USD) for graduates of grade 12 to 21,400 Afs (approximately 428 USD) for those with doctoral degrees - a major leap from the past situation.

To enhance capacity and increase the efficiency of education offices, the Ministry has recruited 1,191 technical assistants (TAs). A commission was formed at the end of 1387 (2008) to assess the performance and contribution of TAs. After an evaluation, the commission brought some changes to the functions and status of TAs.

The registration of Ministry employees has been completed in Kabul and 34 provinces to ascertain and identify qualified employees, prevent administrative corruption, and facilitate the payment of salaries through the banking system. Detailed particulars of the employees have been entered into a database.

Since 1386 (2007), 6,000 employees have been trained on management, finance, ICT, computer, English language and recruitment procedures. Lack of incentive for learning and participants' financial expectations from trainings are problems affecting the efficiency of the

capacity building programs. The Ministry of Education does not yet have a comprehensive capacity building plan in place.

Development of Financial System

The Ministry of Education is one of three ministries in which the new program budgeting system has been implemented. Program budgeting requires the allocation of budget to programs with specific and clear objectives, and the budget spent must lead to the expected results.

To increase capacity in financial units, the Ministry has recruited 50 technical assistants in the center and provinces. The financial system has been computerized and the AFMIS terminals developed by the Ministry of Finance are used in the Ministry of Education.

The salaries of employees are now paid through Verified Payroll Plan and 21% of employees receive their salaries through the banking system. Unfortunately a large number of accounting staff has not been trained on the new system and are not yet familiar with it.

An efficient and effective financial system does not exist between the Finance Department and other programs and central and provincial education departments. For example, financial expenditure reports are not made available to programs and the financial authorities of relevant managers in provincial offices are not clearly defined in the Procurement Law.

Equipment of Education Offices with Information and Communication Technology

All education departments in the capital and provinces, 20% of district education offices, and 15% of educational institutes have been equipped with telephones. Around 40% of the central departments in the capital and provinces but none of the district departments and educational institutes are equipped with computer and printer. All education departments in the capital and 50% of provincial education offices have access to internet, but the district education offices and educational institutes do not have access to such facilities. Despite these improvements in availability of equipment only 5% of Ministry's employees have been trained on information technology.

The project "one laptop per child" has recently started. With the cooperation of its partners, the project will distribute 5,000 free XO laptops for grade 4-6 students in the capital and provinces. The project has already provided 2,000 XO laptops for children in Kabul and 400 for children in Nangarhar. The project's objective is to educate children on computer and facilitate their learning process. The laptops are connected to the internet. The implementation of the project will encourage parents to provide laptops for their other children.

Land and Properties

In order to increase incentives for teachers, 102,129 jaribs of land have been allocated for the construction of teacher's residential areas in the center and provincial capitals. In Deh Sabz of Kabul, the contract for the allocation of 240 jaribs of land for teachers' residential areas has

been concluded between the Ministry of Education and the Ministry of Agriculture. After an inauguration ceremony attended by His Excellency President, Cabinet members, members of the Parliament and other public organizations, 1,101 plots of land in Kabul have been distributed to teachers based on temporary deeds. In addition 539 jaribs that were a gift from the people were allocated for construction of schools in the provinces and districts.

Management and Coordination

The administrative and procurement procedures in the Ministry are centralized, lengthy and time consuming. Most clients of the Ministry have complaints in this regard. These procedures apply for all government ministries and therefore need to be reformed at higher levels. At the Ministry of Education, decentralization in the form of delegating responsibilities to lower level (to provincial level) of the system is assumed to decrease the bureaucracy and increase efficiency of the system.

Strategic Management Development

Policy Development and Revision

The Education Law of Afghanistan was developed and approved by the Cabinet in 1387 (2008), and awaits approval by the Parliament. The regulations on private educational institutes were developed and approved in late 1385 (2006). Other regulations and guidelines are in progress according to the new Education Law.

There are still areas in education for which new and agreed policies have not been designed; policies on equitable expansion of education, inclusive education, preschool education, and technical and vocational education are some examples. Other existing policies like the school establishment policy and monitoring and evaluation policies need to be revised.

Strategic and Operational Planning

The first National Education Strategic Plan for Afghanistan (NESP) was developed for the years 1385-1389 (2006-2010). Increased effectiveness and sustainability of the Ministry's activities are the achievements made through this plan. In 1388 (2009), the NESP was revised and the current, 1389-1394 (2010-2014) NESP was developed. Beginning in 1386 (2007), the Ministry also began formulating annual operational plans in the center and provinces based on the NESP.

The planning system is still very centralized in the Ministry of Education. The central Education Departments and Provincial Departments do not yet play an active role in the development of strategic and operational plans. In addition the finalized plans and budgets are not available to central departments and provincial departments on a timely basis and the education activities carried out in the center and provinces are still not fully in line with the strategic plan. Activities and their costs have still not been standardized.

Education Management Information System, Monitoring, Evaluation and Reporting

The Education Management Information System (EMIS) has been developed in the center but not yet expanded to the provinces. Data collection and entry are a time-consuming process because of the centralized nature of the system. This prevents timely access to data for planners and programmers as only the central Department of Planning has access to the EMIS data and other departments are unable to use the data for monitoring and performance assessment purposes. Insufficient and inefficient use of ICT is another reason behind the long and sluggish process. The EMIS is not capable of producing reports and is too complicated to be used by everyone. Specific modules need to be developed based on other departments' requirements and integrated with the central EMIS server.

A comprehensive survey of educational institutes was carried out in 1386 (2007) in which data were collected and a report was published. The 1387 (2008) survey was also conducted and a report has been published. While there have been improvements in the EMIS data over the last several years, the data are still not fully reliable. Distribution of food based on student head counts negatively affects the provincial data and leads to manipulation of data to gain more food. In addition, the Ministry's policy of maintaining absent students on the register for three years after they drop out also serves to inflate the enrollment numbers.

Audit and Control

Presently, there are 16 trained inspectors in the capital. Around 75% of education departments and offices have been visited by auditors and 15% of complaints were addressed in 1387 (2008).

Strategic Relations

The Provincial Coordination Department has been established and is active under the Office of the Minister to maintain regular communication with the Provincial Education Departments, solve their problems, and help implement and follow up activities at provincial level. Through regular meetings with provincial directors, the Department shares with them policy and implementation issues, collects their feedback and helps solve their problems.

As a follow-up to the first Afghanistan Education Development Forum (EDF) and to improve coordination with donors and development partners, an Education Development Board was established in 1387 (2008) that holds regular monthly sessions to discuss education development issues. The Board is aimed at providing advice to the Minister and ensuring coordination between the Ministry and donors.

Issues relating to education development, plans, achievements and challenges are disseminated to various communities, influential people, politicians, donors, etc. in different forms including news reports, round tables, and publications. The mass media is monitored and the news bulletins and other remarks made on education are analyzed and communicated to relevant responsible authorities.

Chapter Three: Priority Programs

This Strategic Plan contains five priority programs, each of which is led by a Deputy Minister, except for the sub-program on Strategic Management Development (under Program 5: Education Management) that reports directly to the Minister of Education. In this chapter, the overall goal, objectives, components and targets are explained for each program.

1. General and Islamic Education
2. Curriculum Development, Teacher Education and Science and Technology Education
3. Technical and Vocational Education
4. Literacy
5. Education Management

Program One: General and Islamic Education

This program consists of two Sub-Programs: General Education 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.

Overall Strategies

Establishing outreach classes in areas in need (particularly in remote areas where conditions for establishing new schools cannot be met) is a main strategy of the Ministry to increase access to education. The Ministry will establish outreach classes if the distance of the nearest school from the village is more than three kilometers. One teaching position will be given to each such class and the teachers will teach grades 1-3. The Ministry will continue to work with its development partners to implement this strategy and will integrate community based outreach classes into the formal system as resources are available.

Increasing girls' enrolment is a priority for the Ministry, especially in rural areas. Important strategies therefore will include the establishment and upgrading of girls' secondary schools, and relocation of female teachers to rural areas through an incentive scheme. In addition, as discussed in the Teacher Education sub-program the Ministry will increase its efforts to enroll girls from rural areas in its programs. The Ministry will consistently monitor the improvement of girls' education.

Equity and balance will be observed in the development of general education particularly with regard to school establishment and upgrading, allocation of new teachers and distribution of resources to provinces and districts. A formula based provincial annual funding allocation will be used to reduce disparities.

Students learning achievements will be regularly assessed and closely monitored at the school level. The existing examination system will be revised and innovative approaches, including standardized assessment test, will be introduced for assessing learning achievements.

The Ministry will encourage the private sector to establish schools, and non-governmental organizations to contribute to the implementation of general education programs. The Ministry will facilitate registration of private schools, and provide them with services and materials like teacher training and textbooks. The Provincial Education Departments will be responsible for monitoring the activities of private education institutes in accordance with the approved rules and regulations for operation of private schools.

The Ministry will endeavor to apply inclusive education principles in all schools and provide classroom environments that can accommodate the individual needs of all students. According to this strategy all students, including children with special needs, will learn together in the same classroom. The strategy will be implemented gradually and teachers will be trained to teach children with diverse abilities and backgrounds in inclusive settings.

More authority will be given to provincial and district education departments to manage the schools. Appointment and removal of teachers, and all issues related to students including the issuance of certificates will be increasingly managed by the provinces.

To ensure education for sustainable development and improve the quality of education services, the Ministry will increase the involvement of local elders and parents in school affairs through the continued establishment and strengthening of school councils. The Ministry will provide grants to these councils which will be used for the improvement of schools. The Ministry will also work with these councils to involve them in the supervision of their schools.

In insecure areas the Ministry will work to ensure children's access to education through working with community councils and elders to protect schools, re-open closed schools, and establish outreach classes and Islamic schools as necessary. A unit will be established within the Basic Education Department to coordinate education in emergencies for children in insecure areas.

To improve the quality of schools and to ensure proper implementation of policies and ministerial instructions, the school supervision systems will be reformed and strengthened. Necessary facilities will be provided to implement the system.

Objectives

By end of 1393 (2014):

- Increase enrolment in basic education

Draft National Education Strategic Plan (2010-2014)

- Increase net enrolment of girls and boys in basic education to 60% and 75% respectively, and increase the gross enrolment in basic education to 72% and 90% for girls and boys respectively
- Increase the gross enrolment ratio of Kuchi children and children with disabilities in basic education to 60% and 50% for boys and girls respectively
- Increase enrolment in upper secondary schools
 - Increase the net enrolment ratio in secondary schools of boys and girls to 60% and 40% respectively
 - Increase the gross enrolment ratio in upper secondary schools of children with disabilities and Kuchi boys and girls to 35% and 30% respectively
- Decrease the drop-out rate to 3% and the repetition rate to 11% in general schools
- Provide conducive learning spaces for all general schools in order to promote the intellectual, physical and psychological development of students
- Strengthen the supervision system and train all general education supervisors
- Strengthen the participation of parents and local elders in the management of schools through the establishment and training of councils for all general schools

Priority Program Components

- 1) Access to General Education
- 2) Extracurricular Activities
- 3) Student Services
- 4) Distance Education
- 5) Academic Supervision
- 6) Management and Coordination

Component One: Access to General Education

Targets:

By end of 1393 (2014):

- Conduct public awareness programs every year to increase enrolment, particularly the enrollment of girls
- Increase enrolment in basic education to 8,700,000 students.
- Increase enrolment to 1,300,000 students in upper secondary education.
- By the end of 1389 (2010), the school mapping survey completed and with the cooperation of the Department of Planning and Evaluation, identify the needs of different regions for new schools
- Establish 4,690 new schools.
- Upgrade 3,000 primary schools to lower secondary and upgrade 2,200 lower secondary schools to upper secondary schools.
- Establish 4,800 new outreach classes with the cooperation of communities and NGOs.

- Establish 3,200 accelerated learning centers for children who have been left behind from normal schooling
- Establish 16 competence centers for children with special needs and 500 schools for Kuchi children.
- Establish one model school per province
- By 1391 (2012), pilot test one year pre-school education in five provinces
- Facilitate the registration of private schools in Afghanistan and refugee schools in Iran and Pakistan and facilitate enrollment or certification of returning refugees
- Recruit 100,000 new teachers (60% female) for basic education, and 19,000 new teachers for secondary education (60% female).
- Recruit 26,000 new administrative staff for general education schools.
- No child will be deprived of access to school (or access to education) for security reasons.

Providing equitable access to education for all school age children is a key policy of the Ministry of Education. The Ministry will therefore provide basic education for 8,700,000 children, and secondary education for 1,300,000 children by 1393 (2014). To accommodate all of these children within Ministry norms (around 35 students per class, and 16 classes in each school), the Ministry will establish 4,690 new schools, upgrade 3,000 primary schools to lower secondary schools and upgrade 2,200 lower secondary schools to upper secondary by 1393 (2014).

The enrolment of girls in general schools is low due to the shortage of female teachers and for security, cultural and social reasons. To overcome such obstacles, the Ministry will launch an awareness raising campaign on girls' education throughout the country. This campaign will stress the importance in Islam of girls' education and raise awareness about the benefits of girls' education for the country's reconstruction and economic and human development.

One of the primary concerns of the Ministry is ensuring equitable access to education throughout the country. For this purpose, the Ministry is conducting a thorough school mapping survey that will be completed by the end of 1389. The main objective of the survey is to identify the location of schools and regions in need of schools in order to use the information to decide about the establishment of new schools and upgrading of existing schools. In remote areas and villages which do not meet the requirements for the establishment of a school, the Ministry will establish outreach classes to provide all school age children with education. The Ministry will establish and support 4,800 outreach classes with the cooperation of communities and NGOs by 1393 (2014).

Inclusive education is another of the Ministry's policies to ensure education for all children. The Ministry will gradually implement this policy and all children, including children with disabilities, will learn in one classroom. Such policy requires the revision of the curriculum, teacher education programs, and training of the school supervisors. Before this policy can be fully implemented, the Ministry plans to establish 16 competence centers for children with disabilities (with priorities for children with visual impairment, hearing impairment and

developmental impairment). Based on an understanding with the Independent Department for Kuchi Affairs, the Ministry will also establish 500 schools for Kuchis by 1393 (2014).

At present, 46% of school age children are out of school. Some of these are older children who have missed years of education. Working children also lag behind as they cannot attend school regularly. Ministry of education will target children from poor families. To provide them with access to education, 3,200 accelerated learning centers will be established with the assistance of NGOs. These centers will also include flexible classes for working children in urban areas. The Ministry will supervise the establishment and activities of these centers.

By 1393 (2014) one model schools will be established in each province with boarding facilities. The schools will be equipped with training material and equipment including audiovisual and ICT. Research and project development will be carried out in 1389. In 1390 (2011) two model schools will be established in two provinces for pilot experiment. Based on the lessons learned and successful results of the pilot experiment model schools will be established in other provinces. The top students of grade 9, and where applicable grade 6, acquiring first position in the school at the district level will be introduced for enrollment in model school. In addition gifted children/students will also be enrolled in model schools. Specialized assessment system will be developed to identify gifted children.

Pre-school education has an important role in preparing children and their families for sending their children to school. Under the program-2 curriculum for pre-school education will be developed by 1390 (2011) and selected school teachers will be trained in pre-school teaching. Experimental pre-school education classes will be established in five schools in five provinces to pilot test the curriculum, teaching methods and find out the impact of pre-school education in student learning achievements in grade 1-3. Based on the outcomes of the pilot test ministry of education will encourage private schools, Mosques and communities to support pre-school education. Meanwhile ministry of education will also assess how pre-school education could be part of the formal education.

The Ministry will recruit 100,000 new teachers for primary schools and 19,000 teachers for secondary schools by 1393 (2014); 60% of these new teachers will be women. Recruitment of new teachers will be based on request of the schools for subject specific teachers and endorsement of senior manager of general education at the province level. Student to teacher ratio will be strictly considered in allocation of new teachers to schools. Increasing the number of female teachers is a key strategy of the Ministry to increase girls' enrolment. (See also the Teacher Education sub-program for more information.)

As another means of increasing access the Ministry will work with the private sector to facilitate the opening of private schools. The regulations on the establishment of private schools have been approved and therefore can be used throughout the country. A new policy allows private schools to be registered at the provincial level rather than having to come to the capital to register. The Ministry will supervise these schools to ensure that the Ministry's curriculum and regulations are implemented therein.

The Ministry will provide education for all children prevented from schooling due to security reasons. To achieve this, the Ministry will adopt different strategies including involvement of elders and local influential people, and establishment of community based and Islamic schools. (See also component five “security and protection” under the Sub-Program 5.2 Education Administrative Development.)

Component Two: Extracurricular Activities

Targets:

By 1393 (2014):

- Provide necessary sports facilities and equipment to 80% of schools
- Activate Scouts in 80% of schools.
- Provide support for 700 students per year to participate in regional and international tournaments
- Establish/strengthen student associations in all schools to encourage extracurricular activities in schools

To ensure comprehensive development of students, the Ministry will make arrangements for extracurricular activities. For this purpose, necessary sports facilities will be provided for 80% of schools by 1393 (2014). The Ministry will also provide support for 700 students (140 a year) to participate in regional and international sports events. This will promote cultural exchange and sharing of experiences among students.

Activation of Scouts in 80% of schools (14,400 schools) and provision of necessary facilities for them by 1393 (2014) is another target. Scouting will contribute to students’ involvement in their communities and promote social development and discipline in schools.

Extra curricular activities in schools will be conducted under the guidance of school counselors. These activities will be carried out through different student associations, such as academic, poetry, cultural and social associations. Participation will help students develop their talents in art, public speaking or other activities not covered in the formal curriculum.

Component Three: Student Services

Targets:

By 1393 (2014)

- Implement student counseling and guidance programs in 3,200 secondary schools
- Distribute stationery to all primary students
- Provide food to all primary students
- Facilitate provision of health services in 80% of schools
- Organize 35 mobile health clinics that will make regular visits to schools
- Provide dormitory facilities for 10% of secondary students.

To provide counseling and guidance services on educational and health issues to students, the Ministry will provide such programs in all upper secondary schools by 1393 (2014). For this purpose, the Ministry will recruit and train 3,200 counselors.

Stationery will be distributed to all grade 1-3 (more than three million) primary school students by 1393 (2014). The main objective of the program is to encourage students to attend school, and to help poor families who are unable to provide stationery for their children. To improve health and nutrition of students and encourage poor families to send their children to school, food will be provided for all primary students by 1393 (2014). Local community members will be involved in the preparation of food which children will eat during the school day.

In close coordination with the Ministry of Health, the Ministry of Education will work to make sure that 80% of schools are provided with a first aid kit and a volunteer teacher trained on provision of first aid by 1393 (2014). The Ministry will also establish, in coordination with Ministry of Health, one mobile health clinic in each provincial capital and Kabul city (35 total) to pay regular visits to schools. The clinics will each have one physician and the necessary equipment. The team will identify issues of concern to students' health and environmental sanitation in the schools. Feedback will be provided to school management and district education office for improving environmental sanitation. Linkages will be established between the school management and near by health facility for regular visits of health facility staff to schools and provision of health services on the spot or through referral to health facility.

The Ministry will also provide dormitory facilities for 10% of secondary students to ensure access to education for students from rural areas who do not live near a secondary school.

Component Four: Distance Education

Targets:

By 1393 (2014):

- Strengthen and equip the Distance Education Department and the Educational Radio and TV, and expand its programs to 34 provinces.
- In close cooperation with other Ministry programs, develop an 18-hour program schedule for broadcasting distance education programs for radio and television by the end of 1389
- Develop and broadcast radio and television educational programs for general and Islamic education, teacher education, literacy and technical and vocational education, and for child development and improvement of domestic life
- Produce and broadcast public awareness programs on policies, plans, achievements, and existing challenges to the implementation of educational programs
- Evaluate the programs broadcast by the Educational Radio and TV

Education Radio and Television (ERTV) will be equipped and linked with satellite in order to expand its coverage to all provinces. An 18-hour program schedule will be developed and will include the need of all programs and sub-programs of the ministry for distance education. Educational audiovisual programs will be developed in close consultation with other departments and will contain pre-school education, general and Islamic education, teacher

education, literacy, technical and vocational education, and awareness raising on education plans, policies and procedures. These programs will provide access to education for all people, particularly for women and those living in remote areas. The Education Radio and TV and local radios and televisions will be used for broadcasting such programs. In order to improve the quality of distance education programs, a research and evaluation system will be developed and implemented.

Component Five: Academic Supervision

Targets:

- Develop and implement a new system to supervise the implementation of General Education activities by 1390
- Train 3,600 supervisors on new supervision methods by 1393
- Supervise the academic issues of primary and secondary schools through regular visits to schools (three times per year)

Academic supervision is a must to improve the quality of schooling and to ensure proper implementation of the curriculum, policies, rules and regulations. An efficient academic supervision system does not presently exist but the Ministry is developing a new supervision system. After being pilot tested, the system will be modified for implementation at the national level.

By 1393 (2014), all supervisors will be trained to implement the system properly. The material for their training that will include supervision and school administration methods will be prepared based on the new system. The supervisors will regularly visit schools (three times a year) to supervise the administrative and academic affairs of schools. Disparities in implementation of education standards and resource allocation to schools will be identified and feedback will be provided to school administrators and line managers to address the issue.

Component Six: Management and Coordination

Targets:

By the end of 1393 (2014):

- Establish school support councils for all schools and train their members
- Provide all schools with yearly quality grants.
- Review all general education policies, regulations and guidelines and revise as necessary.
- Implement the nationally-administered standard assessment system for all grade 9 students by the end of 1391
- Improve working conditions for at least 50% of employees?
- Computerize all lower and upper secondary students' records
- Develop and publish annual operational plans, budgets, quarterly and annual reports for General Education each year
- Conduct a mid-year review of programs and projects each year and revise activities and projects as needed to achieve targets
- Hold quarterly meetings with other general education stakeholders

A major strategy consists of involving communities in education, therefore the Ministry plans to establish supervisory and support councils in all General Education schools. To date, supervisory and support councils have been established for 8,000 schools, and the Ministry will establish an estimated 6,400 new councils by 1393 (2014). The councils will consist of community representatives and school administrators. In addition to helping with the maintenance of schools, the councils will play a role in the management and protection of schools. All members of such councils will be trained by 1393 (2014).

The General Education Department will review all legal documents including regulations, procedures and guidelines for the Department and revise as necessary. Such revisions will be done through a consultative process and will incorporate other countries' experience and the context in Afghanistan. The documents will be available to the public through the Ministry's website.

The nationally administered standard assessment system will be developed by the Curriculum Development sub-program in 1389 and pilot tested in 1390 (2011). A Board will be established to oversee the administration of the national testing system. The General Education department will be responsible for implementation of the tests across the country in 1391 (2012). The test analysis will provide information on the quality of education in different parts of the country. The test results may also be used to assist with the direction of students into either on-going general education or technical and vocational education. Accordingly the General Education Department will work with the Curriculum, Teacher Education and TVET Departments to develop a mechanism for identifying students in grades 7-9 who have the aptitude for and interest in technical and vocational education. The existing semi-annual examination will be revised and standardized to better assess students annual learning achievements.

The Ministry will seek to increase the efficiency of all employees through communication and training on new or revised procedures and through the provision of more conducive working conditions for at least 50% of the program staff. Each year the department will prepare a budget for facilities' improvements and equipment and submit its request to the Procurement Department.

The Ministry will also develop and implement a computerized system for maintaining students' academic records. This will help improve school administration, facilitate the collection of information and issuance of certificates for students, and improve management of student affairs. This activity will be done in consultation with the EMIS Department.

Like other programs, the General Education Sub-Program will develop annual operational plans based on a situation analysis and assessment of the progress and efficiency of its programs, and in line with the National Education Strategic Plan for Afghanistan. Quarterly reports on the progress and challenges of the sub-program will be prepared and submitted to the Department of Planning and Evaluation and the Ministry leadership. The activities of the sub-program over

six months will be carefully evaluated and the results will be used to revise and develop operational plans.

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.

Overall Strategies

Revision and improvement of the Islamic education system is a priority. Accordingly, the Islamic Education Department will consult regularly with the Islamic *ulema* in order to improve the quality of Islamic Education. In addition, the principle of equity will be observed with regard to establishing Islamic schools and *Dar-ul-Ulums* (grades 13 and 14) and distributing resources and facilities throughout the country.

The number of girls is low in Islamic Education; therefore one main objective of the Ministry is to increase the number of girls in Islamic schools and *Dar-ul-Ulums*. Attention has been given to females particularly over the past five years, in order to increase the number of female Islamic teachers.

The private sector is encouraged, within the framework of existing laws, to contribute to the provision of Islamic Education. Private Islamic schools are encouraged to register with the Ministry of Education and to implement the curriculum of the Ministry. If they do, the Ministry of Education will endorse the certificates of the graduates of such schools.

Since the Islamic education curriculum is being developed in the Curriculum Development Department, and the professional capacity of Islamic teachers is built through the programs of the Teacher Education Department, coordination among the Islamic Education Department, the Curriculum Development Department, and the Teacher Education Department will be strengthened through regular meetings.

Objectives

- Increase enrolment in Islamic schools to 190,000 in 1393
- Increase enrolment of students in *Dar-ul-Ulums* (grades 13-14) to 10,000 in 1393
- Increase enrolment of females in Islamic schools and *Dar-ul-Ulums* to 40% of the total in 1393
- Develop and improve the academic supervision system in Islamic schools and *Dar-ul-Ulums* by 1390

Priority Program Components

- 1) Access to Islamic Education
- 2) Student Services
- 3) Academic Supervision
- 4) Management and Coordination

Component One: Access to Islamic Education

Targets:

By 1393 (2014):

- Conduct public awareness programs every year to increase enrolment, particularly of girls
- Establish 280 new Islamic schools
- Establish 77 new *Dar-ul-Huffaz*
- Establish 32 new *Dar-ul-Ulums* for females in 32 provinces
- Enroll 190,000 students in Islamic schools and 10,000 students in grades 13-14 of *Dar-ul-Ulums*
- Recruit 2,830 Islamic teachers of whom at least 40% will be female
- Encourage the private sector, national business people, and partner institutions to provide assistance for the development of Islamic Education

The enrolment of girls in Islamic schools is very low. To increase their enrolment different public awareness activities will be implemented. Through imams of mosques campaigns will be organized about the inclusion of girls in Islamic education. In addition, meetings will be held between Islamic Education Department officials and ulema, community elders and parents to discuss the importance of Islamic education for girls. The Department will also increase awareness through the use of the media, especially ERTV.

Attracting girls to *Dar-ul-Ulums* is another priority of the Islamic Education Sub-Program. This will ultimately increase the number of female teachers and therefore the number of female Islamic students. The Ministry will establish one *Dar-ul-Ulum* for females beside each *Dar-ul-Ulum* for males in each province. This will require the establishment of 32 new *Dar-ul-Ulums* for girls which will be equipped with dormitories and other necessary equipment.

In order to increase the number of students in Islamic schools to 190,000, and the number of students in grades 13 and 14 of *Dar-ul-Ulums* to 10,000 by 1393 (2014), approximately 280 new Islamic schools will be established in districts. Existing *Dar-ul-Huffaz* outreach classes in populated districts will also be upgraded to independent *Dar-ul-Huffaz* leading to the establishment of 77 new *Dar-ul-Huffaz*.

According to the policy of the Ministry, the pupil teacher ratio for Islamic education should be 25 by 1393 (2014). The planned increase in enrolment will necessitate an additional 2,830 Islamic education teachers by 1393 (2014).

Efforts to bring the contents of the Islamic and General Education curricula closer to each other will continue. Additional Islamic content will be added to the General Education curriculum and general education subjects like mathematics, science, social sciences, Dari/Pushto and English will be part of the Islamic Education curriculum.

Islamic schools presently lack necessities like buildings, textbooks, laboratories and sports facilities. By 1393 (2014) the Ministry plans to equip Islamic schools and *Dar-ul-Ulums* with

these facilities to improve the quality of services which will help prevent youth from going to other countries for Islamic education.

The Ministry will encourage individuals and the private sector to contribute to the provision of Islamic education. The Islamic Education Department will facilitate the registration of private schools and will provide them with advice and support, particularly in the areas of curriculum development and teacher education.

Component Two: Student Services

Targets:

- Provide access to health services for all students
- Provide dormitories for 30,000 students

Presently, 7,760 Islamic students are accommodated in dormitories of Islamic schools and *Dar-ul-Ulums*. These dormitories are funded through private donations and the Ministry of Education budget. To facilitate access of poor students to Islamic schools and *Dar-ul-Ulums*, new dormitories will be established and 30,000 students will be accommodated in them by 1393 (2014). Health services will be provided to students as described under component three of sub-program 1.1 general education.

Component Three: Academic Supervision

Targets:

- Develop an academic supervision system for Islamic education by 1390 (2011)
- Train 70 supervisors for Islamic schools and *Dar-ul-Ulums* who will work in the provinces.
- Conduct three supervisory visits per year to each Islamic Education institute to supervise implementation of the curriculum

Academic supervision is a must for improving the quality of schooling, and for ensuring proper implementation of the curriculum, policies, rules and regulations. An efficient academic supervision system does not presently exist. The Ministry will develop a new supervision system for Islamic Education in coordination with the General Education Sub-Program. After being pilot tested in 1390 (2011), the system will be modified for implementation at the national level beginning in 1391 (2012).

There is a shortage of supervisory staff. Therefore, the number of supervisors will increase to 70, and they will be trained to implement the new supervision system. The materials for such training will be designed based on the new system and will include supervision and administrative methods.

The supervisors will regularly visit (three times a year) the Islamic Education institutes to inspect their administrative and teaching affairs and provide feedback and support to the administrators and teachers.

Component Four: Management and Coordination

Targets:

By 1393 (2014):

- Review the policies and regulations of Islamic education and revise as necessary
- Review and revise the accreditation system for *ulema* who have been educated in private schools
- Establish 722 councils in *Dar-ul-Ulums* and Islamic schools
- Train all administrative staff of the Islamic Education Department, *Dar-ul-Ulums*, and Islamic schools
- Establish the Islamic Education Board by 1389 (2010)
- Provide improved working conditions for all staff of the Islamic Education Department and offices
- Develop and publish annual operational plans, budgets, quarterly and annual reports for Islamic education each year
- Conduct a mid-year review of programs and projects each year and revise activities and projects as needed to achieve targets
- Develop a database for Islamic Education by 1390

Since most policies, rules and regulations of the Islamic Education Department are old, there is a need to revise them after a thorough evaluation and review so that they reflect the present requirements.

Councils will be established in all Islamic schools and *Dar-ul-Ulums* by 1393 (2014) to design development plans for the schools, supervise their activities and increase participation of communities in Islamic schools' affairs.

As mentioned in the situation analysis, the Ministry can certify the learning and grade equivalency of all *ulema* who have been educated in private schools. The test and certification system needs to be reviewed and revised to ensure that only the individuals possessing grade level competencies are certified. .

The Islamic Education Board will be established in 1389 to conduct research on main issues and solve technical problems of the Islamic Education Department. This Board will also make recommendations related to policies and implementation of Islamic Education to the leadership of the Ministry.

Like other programs, the Islamic Education Sub-Program will develop annual operational plans based on a situation analysis and assessment of the progress and efficiency of Islamic programs, and in line with the National Education Strategic Plan for Afghanistan. Each year the department will also prepare a budget for facilities' improvements and equipment and submit its request to the Procurement Department. Quarterly reports on the progress and challenges of the program will be prepared and submitted to the Department of Planning and Evaluation

and the Ministry leadership. The activities of the sub-program over six months will be carefully evaluated and the results will be used to revise and develop operational plans.

A comprehensive database will be developed to cover all activities of the Islamic Education Sub-Program; the database will be part of the Ministry's EMIS and will contain all information on the Islamic education programs. It will be used for monitoring, evaluation and planning. The information on program activities will be collected from districts and provinces and will be communicated to the center by academic supervisors.

Program Two: Curriculum Development, Teacher Education and Science and Technology Education

This program has three Sub-Programs: 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

Overall Strategies

The new curriculum has been developed and revised based on Islamic principles and national and international standards particularly active learning principles. The Curriculum Department will continue to improve the curriculum to make it more relevant to students' daily lives and Afghanistan's priorities for reconstruction and development. The focus will be on how students can use and apply the knowledge and skills learned. Cross-cutting issues like human rights, gender equity, drugs (counter-narcotics), awareness of HIV/AIDS, family planning and environmental protection to promote education for sustainable development will be incorporated into all subjects including in the primary grades. Present and future needs, particularly social and economic ones will be addressed in the new curriculum. Consultations will be held with civil society, students and parents to further refine the curricula. Revisions to the curricula will be based on results from the pilot testing of textbooks, results of the new national standard assessment system, research and evaluation of the effectiveness of the curriculum and lessons learned from other countries' experiences.

Efforts to bring the contents of the Islamic and General Education curricula closer to each other will continue. Additional Islamic content will be added to the General Education curriculum and general education subjects like mathematics, science, social sciences, Dari/Pushto and English will be part of the Islamic Education curriculum.

The Ministry will use the private sector to print and distribute textbooks and learning materials. The Ministry will develop systems, however, to supervise these processes and make sure that students have access to complete sets of textbooks.

Provincial master trainers, science supervisors and academic supervisors will be trained on the new curriculum. These individuals will then be responsible for introducing the new books to teachers and for helping them to implement the curriculum correctly. The Curriculum Department will also share the new curriculum and textbooks, developed for General Education, with the Teacher Education Department. The TTC instructors will be trained on the new curriculum and new curriculum will be incorporated into pre/in-service education

programs. How to teach the subject matter textbook is part of the teacher education curriculum.

The new curriculum will be implemented more efficiently and effectively if student teachers learn the new curriculum during their teacher education programs so that they are immediately ready to teach using the new textbooks and know how to adapt them to local needs and conditions. In addition school administrators and supervisors will be trained so that they can provide necessary support for the implementation of the curriculum. To improve the quality of curricula developed for all programs of the Ministry, an autonomous National Institute for Curriculum Development will be established in 1390 (2011). This Institute will be responsible for the broad curricular policies of General and Islamic Education and will also coordinate the curriculum development for Teacher Education, Technical and Vocational Education and Literacy Education. Capacity building activities for the Curriculum Development staff particularly the young developers will also be a priority in the coming five years.

Objectives

By 1393 (2014):

- Revise and develop the curricula, textbooks and learning materials of general and Islamic schools on a regular basis
- Develop and implement a system to assess the learning achievements of primary and secondary students throughout the country
- Ensure that all Afghan students in Islamic and general schools have access to a complete set of textbooks every year
- Ensure that all teachers have access to teacher guides by 1390

Priority Program Components

- 1) Develop and Revise Curriculum, Textbooks and Teacher Guides
- 2) Printing and Distribution of Textbooks and Learning Materials
- 3) Develop and Implement a student achievement assessment system
- 4) Capacity Building
- 5) Management and Coordination

Component One: Develop and Revise Curriculum, Textbooks and Teacher Guides

Targets:

By 1393 (2014):

- Study the needs of the society regularly and conduct research on the curriculum to increase creativity and quality of the Islamic and General Education curricula
- Evaluate regularly curriculum implementation in schools
- Revise the curriculum and syllabi of General Education (primary and secondary)
- Revise the curriculum and syllabi of Islamic Education
- Revise the General Education textbooks

- Revise the Islamic Education textbooks
- Develop language textbooks for the third official languages
- Develop curriculum and material for one year pre-school education by 1390 (2011)
- Develop text books in Braille
- Develop audio-visual dictionaries in sign language
- Develop the curriculum and learning materials for students with special needs
- Develop and revise teacher guides for all Islamic and General Education subjects
- Develop an adapted Afghan version of “Embracing Diversity – Toolkit for Creating Inclusive, Learning-Friendly Environments” in schools
- Develop and revise learning aid materials (charts, maps, models, grade and subject specific questions sets and answer keys, etc).

Development of a quality curriculum is a long-term endeavor. It needs to be based on new and emerging needs of society and modern scientific advances. There is therefore a need for regular study of such needs if the curriculum is to be responsive.

The existing curriculum contains one subject that is a general introduction to vocational skills for students in Grades 7-9. In grades 10-12 there is also a provision for one elective vocational skills subject. The curriculum for the elective courses will be developed in close consultation with the TVET Department. The Curriculum Department will also review the number of hours allocated for teaching of this vocational subject to determine whether the allocated time is sufficient. Schools will choose which vocational subjects will be taught based on the market needs in their area. The vocational skills taught will be those that do not require large investments in workshops such as accounting, business administration, agriculture extension, animal husbandry, and tourism.

To revise and improve the quality of the curriculum the Department will employ multiple strategies include experimentally introducing books, evaluating the implementation of the curriculum in General and Islamic schools, and collecting feedback from teachers and students. The results will be used to revise, reform and bring necessary changes to the curriculum framework, the syllabi, textbooks and learning materials. This will result in quality textbooks and learning aids that are consistent with the current conditions and modern scientific developments. The curriculum department in close collaboration with general education department will research on bi-lingual education using both of the official national languages of Dari and Pashto.

In line with the national Constitution, in the areas where the third languages are spoken the schools will provide the opportunity to students who speak in third languages to learn their native language in each grade. The Curriculum Development Sub-Program is developing textbooks for Pamiri, Turkmani, Uzbeki, Pashii, Baluchi, and Nurestani languages for grades 1-12. These will be completed by 1393 (2014).

Special curricula and learning materials will also be developed for pre-school children aged 5, for visually impaired and hearing impaired children, and for children with developmental impairments.

Component Two: Printing and Distribution of Textbooks and Learning Materials

Targets:

- Print 355 general education textbooks titles and 149 Islamic education textbooks titles as needed every two years
- Print learning materials for students with special needs
- Print 504 teacher guide titles based on the number of teachers
- Distribute textbooks to General and Islamic schools at the beginning of each school year
- Equip 60% of General and Islamic schools and TTCs with libraries by 1393
- Develop a textbook distribution database by 1389 (2010).

Over the coming five years, 355 titles of quality textbooks for General Education and 149 titles for Islamic Education will be printed for students once every two years. Since quality design and printing have positive effects on students' learning, such issues will be given serious attention.

EMIS information on the number of students, disaggregated by classes and language of instruction and school locations will be used for planning purposes to ensure that all students have access to textbooks. In addition the Department's textbook tracking system will be used at central and provincial levels for planning textbook requirements and tracking of textbook distribution and use. All schools will maintain a textbook inventory including receipt and distribution logs. Education supervisors will review these records during visits to schools to prevent misuse.

Component Three: Develop and Implement Student Achievement Assessment System

Targets:

- Revise the regular examination system for General and Islamic schools by 1390 (2011)
- Develop and revise the national standard assessment system by 1390 (2011)

To ensure the effectiveness of regular exams in General and Islamic schools, the examination rules and regulations will be revised and examination guidelines for each subject will be developed and distributed to all schools by 1390 (2011). This will be done in close coordination with general education program.

To ensure the realization of planned educational objectives contained in the curriculum and advancement of students on a transparent and equitable basis throughout the country, the learning achievements of students will also be measured through a standard national assessment which will be developed based on a comprehensive bank of examination questions. The assessment data will be used to analyze the strengths and weaknesses of the education system and how to improve students' learning achievements. The test results may also be used to assist with the direction of students into either on-going General Education or Technical and

Vocational Education after grade 9. Finally the results will be used to evaluate and revise the curriculum and teacher education programs.

Initially the national standard assessment system will be administered for grade 9 general education students. The system will be developed by the Curriculum Development sub-program in 1389 and pilot tested in 1390 (2011). During the second phase, the system will be administered for grades 3 and 6.

Component Four: Capacity Building

Targets:

- Develop a comprehensive capacity development plan for the staff of the Curriculum Development Department, and the Publication Department by 1389
- By 1391 (2012) provide each sub-department responsible for curriculum and textbook development with at least one specialist with master degree in relevant curricular area.
- Train all administrative staff of the Curriculum Development and Publications Department in planning, monitoring , reporting and office related skills by 1391 (2012)
- Train all master trainers and academic supervisors on the new curriculum annually

The department will produce a comprehensive capacity development plan for its staff. The first step will be to conduct a training needs assessment of existing staff. Based on this assessment long and short-term theoretical and practical training will be offered in curriculum development, use of computer technology and ICT and English language. The training will either be provided in-country or staff will be sent to other countries in the region.

The Department will also seek to recruit highly competent university graduates and will send them abroad to obtain Master's degrees in needed curricular areas. These trainings and education programs will enable the Department to develop quality textbooks, teacher guides, and learning materials and make them available to students and teachers.

Master trainers and academic supervisors will be oriented to the new curriculum by the Curriculum Department. They will then introduce the new books to teachers and school principals and train them on how to use the new textbooks as well as laboratories, and other learning materials.

Component Five: Management and Coordination

Targets:

- Review the rules, regulations and guidelines for the Curriculum Development Department and revise as necessary by 1393 (2014)
- Establish the National Institute for Curriculum Development in 1390 (2011)
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- Provide improved working conditions for all staff of the Curriculum Development Department by 1393 (2014)

Draft National Education Strategic Plan (2010-2014)

- Develop and publish annual operational plans, budgets, quarterly and annual reports for the Curriculum Department each year
- Conduct a mid-year review of programs and projects each year and revise activities and projects as needed to achieve targets

The Curriculum Development Department will review all legal documents including regulations, procedures and guidelines for the Department and revise as necessary. Such revisions will be done through a consultative process and will incorporate other countries' experience and the context in Afghanistan. The documents will be available to the public through the Ministry's website.

The results of this review will also assist with the establishment of the autonomous National Institute for Curriculum Development in 1390 (2011). This Institute will be responsible for the broad curricular policies of General and Islamic Education and will also coordinate the curriculum development for Teacher Education, Technical and Vocational Education and Literacy Education.

Like other programs, the Curriculum Development Sub-Program will develop annual operational plans based on a situation analysis and assessment of the progress and efficiency of the sub-program and in line with the National Education Strategic Plan for Afghanistan. Each year the Department will also prepare a budget for facilities' improvements and equipment and submit its request to the Procurement Department. Quarterly reports on the progress and challenges of the sub-program will be prepared and submitted to the Department of Planning and Evaluation and the Ministry leadership. The activities of the sub-program over six months will be carefully evaluated and the results will be used to revise and develop operational plans.

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.

Overall Strategies

Teacher recruitment will be gradually decentralized and will be based on an identification of needs at the school and provincial level matched with each applicant's field of study and competencies. The teachers for upper secondary school should be university graduate. The need for subject-matter teaching positions in upper secondary schools in each province will be communicated to universities for students' enrollment planning purpose. Opportunities will be provided for existing teachers to enhance their level of education through in-service programs. In addition, special teacher training programs will be provided for females in remote areas that have a shortage of female teachers.

The General Education Department will identify and communicate the number of subject-matter teaching positions required in each school and district to Teacher Education Department. Enrollment in both pre-service and in-service teacher training programs will then be based on these needs. Grade 12 graduates from the districts will be enrolled in TTCs based on a special examination that will be developed by the Ministry of Education in coordination with the Ministry of Higher Education. In addition a joint committee will be established between the Ministry of Education and Ministry of Higher Education that will review the Kankur results and admit students to TTCs in their home provinces based on the needs of the districts and provinces. This process has started but will be strengthened over the plan period.

A key strategy for increasing girls' enrollment is for the Ministry to increase the number and quality of female teachers. In order to address these needs the Ministry will focus first on in-service programs to improve the capacity of existing female teachers and will also focus on increasing the number of women enrolled in the Ministry's pre-service programs. Satellite TTCs will be established in the districts to provide in-service training initially and later, where needed, pre-service education. This strategy will bring the teacher training closer to where teachers live and will increase the participation of female teachers. In addition special teacher education programs will also be provided for women who have an education lower than grade 12 in order to increase the number of female teachers in remote areas.

The Ministry of Education will encourage the support of the private sector in the establishment of TTCs. This may include financial contributions and sponsorships for the establishment of TTCs or the establishment of private TTCs that are accredited by the Ministry and that will receive the teacher training curriculum and other necessary guidance from the Ministry. A mechanism will be put in place to ensure the quality of teacher education programs provided by the private sector.

To improve the quality of all of the Ministry's teacher education programs, the Teacher Education Department will be transformed into a National Institute for Teacher Education in

1390 (2011). This Institute will be responsible for teacher education for General and Islamic Education and will coordinate with Technical and Vocational and Literacy teacher education. All teacher training colleges will be accredited based on the national standards.

Regarding the objectives, competency requirements, standards and teacher education programs, coordination with the Ministry of Higher Education will be improved in order to align teacher education programs in higher education institutions with the curriculum requirements of the Ministry of Education.

The Ministry will also launch teacher education programs on teaching of third official languages, special education, pre-school education, computer, physical education and fine arts. Inclusive education concepts and strategies will be included in the teacher education curriculum so that teachers will be able to make classrooms more inclusive environments. To promote language proficiency of teacher in both of the formal national languages, bilingual teaching (Dari and Pushto) will be pilot tested in TTCs.

Objectives

By 1393 (2014):

- Increase access of existing teachers and graduates of grade 12 to pre-service, in-service and accelerated learning programs provided by TTCs and teacher resource centers
 - Attract and train 60,000 existing teachers and enhance their education to grade 14 in the relevant subjects
 - Attract and train 50,000 graduates of grade 12 (with 45% females) from the districts in need of professional teachers, and educate them through pre-service programs as professional teachers in needed subjects
- By 1392 (2013) at least 80% of teachers will have passed the national competency test
- Put in place by 1390 (2011) a continuous professional development system (including the teacher career ladder) for all teachers and administration staff. The system will include short term in-service courses to meet changing needs
- Provide incentives and dormitory facilities to attract students and teachers into district and provincial TTCs with priority given to female student teachers
- Provide modern and quality textbooks and learning materials for students and teacher trainers in order to continuously improve the quality of teaching and improve students' learning achievements
- Establish a system by 1390 (2011) to improve the capacity of teacher trainers and the administrative staff of TTCs and the Teacher Education Department in order to improve capabilities of teacher trainers, improve teaching and enhance student learning achievements.

Priority Program Components

- 1) Access to Teacher Education
- 2) Establishment of Professional Development System

- 3) Incentives for Student Teachers and Teacher Trainers
- 4) Curriculum and Textbook Development and Revision
- 5) Capacity Building
- 6) Management and Coordination

Component One: Access to Teacher Education

Targets:

By 1393 (2014):

- Increase the number of TTCs from 38 in 1388 (2009) to 42 TTCs.
- One TTC satellite will be established as a Teacher Resource Center in each of 364 districts
- Educate 110,000 teachers (50,000 in pre-service and 60,000 in in-service) in TTCs
- Register all newly establish private TTCs by 1393 (2014) and provide support to them
- Employ 2,200 new permanent teacher educators.

Increased enrollment in General Education means the Ministry needs to recruit more than 119,000 new teachers over the next five years. Moreover 60% of existing teachers are only graduates of grade 12 and need training. The existing TTCs do not have the capacity to respond to such needs. Therefore, the number of TTCs will be increased to 42 by 1393 (2014). This will also require the recruitment of additional teacher educators for a total of 2,200 permanent teacher educators over the coming five years.

At least one TTC is already operating in each provincial capital. New TTCs will be established in big districts in the first phase to provide training and education for the adjacent areas. In the second phase 364 satellite TTCs will be established in districts which will reduce the need for dormitories. The size of pre and in-service courses will be determined according to the needs of districts. Satellite TTCs will be established in districts to ensure sustainable professional development of teachers. Each satellite TTC will be staffed by a ten-member team all of whom will have BA degrees in the needed subject matters. They will first provide in-service trainings and then pre-service teacher education programs for teachers and school administrators. The centers will provide reading materials, learning aids and educational CDs.

The Ministry will register all newly established private TTCS that meet its guidelines. Teacher education curriculum and material will be made available to them. MoE will supervise and monitor the service quality of private TTCs.

Component Two: Establishment of Professional Development System

Targets:

By 1393 (2014):

- Train all teachers through INSET 1, 2 and 3

- Train 50% of teachers through INSET 4
- Ensure that at least 30% of teachers regularly benefit from distance education programs and 80% of them successfully pass the national competency test by 1392 (2013)
- Ensure that all school administrators in the capital and provinces are trained on school administration and technical support for teachers
- District Teacher Resource Centers functioning in each district and a system of continuous support to teachers and schools is in place.

To improve the quality of teaching and teachers' familiarity with teaching methods and the content of the curriculum, the educational materials for INSET 1 and 2 have been developed and the materials for INSET 3 and 4 are in progress. By 1393 (2014) all General and Islamic teachers will have completed INSET 1, 2, and 3 and at least 50% will have completed INSET 4.

To ensure that teachers have acquired the needed competencies and can apply them in their teaching, the teacher educator teams from the satellite TTCs in the districts will visit schools and provide on-the-job support to teachers.

A distance education system will be put in place to help secure teachers' professional development and enhancement of education. By 1393 (2014), at least 30% of teachers will use distance programs that are provided as complementary education programs. These programs will be provided through ERTV (see the sub-program on General Education) and other media.

By 1393 (2014), all General and Islamic school administrators will receive training and will form professional circles for teachers in their schools for on-going professional development. As a result of these trainings, school administrators will be able to manage their schools better and will play an active role in improving the teaching in their schools through observation and support of teachers.

Component Three: Incentives for Student Teachers and Teacher Trainers

Targets:

By 1393 (2014)

- Provide regional incentive salaries for 20% of TTC educators in provinces and districts with low numbers of qualified teacher educators
- Provide incentives for 2,500 female student teachers from districts with low female enrolment
- Provide dormitory facilities for all eligible female student teachers in pre-service programs and 90% of eligible male student teachers in TTCs at provincial and district levels

Remote area allowances of 8,000 to 10,000 Afghani (approximately 160-200 USD) will be paid to teachers educators in 18 provinces where there is a shortage of TTC teachers. The provinces included in the scheme are Kandahar, Helmand, Uruzgan, Zabol, Paktia, Paktica, Khost, Nimruz, Farah, Daikundi, Bamian, Badghis, Logar, Panjsher, Konar, Ghor, Nurestan, and Sar-e-Pul. These allowances will be in addition to the regular salary and allowances of teacher educators.

A 3,000 Afghani per month incentive will be provided for female student teachers in 25 provinces. The eligible provinces are Nurestan, Kandahar, Helmand, Panjsher, Uruzgan, Zabol, Farah, Nimroz, Badghis, Ghor, Fariab, Kunduz, Parwan, Paktia, Paktika, Sar-e Pul, Khost, Konar, Laghman, Ghazni, Wardak, Samangan, Logar, Bamian, and Daikundi. These incentive payments will be paid throughout the course of the two-year program based on attendance and accomplishment. In provinces where there are no female graduates of grade 12, students graduating from grade 9 to 12 will be admitted to teacher education programs and will be trained according to a recently developed curriculum specifically for teaching grades 1-3. After completion of this program, the women will be able to teach grades 1-3 and will be recruited by schools near their homes. In addition they will receive a two-month reward salary at the end of their first year of teaching. The TTCs who provide such programs will receive, based on their accomplishments, an extra budget of 100,000 to 400,000 Afghani (2,000-8,000 USD) twice a year, which will be used to improve the TTCs.

Kuchi mobile schools are also in dire need of professional teachers. Incentives will be paid to attract Kuchi grade 12 students to TTCs. They will be able to teach in Kuchi schools after graduation.

To address the shortage of professional teachers in districts and villages, graduates of grade 12 will be able to enroll in TTCs in the districts and provincial centers and will be provided with dormitory facilities. In return, they must commit themselves to teach in their villages for at least three years after graduation.

Component Four: Curriculum and Textbook Development and Revision

Targets:

By 1393 (2014):

- By 1389 (2010), develop all textbooks based on the new teacher education curriculum in coordination with the General Education curriculum
- Print and distribute a total of five million teacher education textbooks
- Develop and revise as needed the educational materials for short-term training courses for school administrators
- Develop new educational materials based on identified needs and an assessment of teacher competencies.
- Develop at least 240 new audio-visual programs and translate 100 others from foreign language programs
- Administer regularly the teacher competency tests to increase rank and level of salary of teachers and school administrators

The new Teacher Education curriculum and syllabi have been developed based on the General Education curriculum and Teacher Education standards. Textbooks are being developed and will be completed for all TTC subjects by 1389. The existing textbooks consist of 340 titles (half in Dari and half in Pashto). The number will reach to 400 as new subjects areas are established. As 110,000 student teachers will be educated by 1393 (2014), five million textbooks will need to be printed and distributed.

The medium of instruction in general schools is either in Dari or Pashto depending on the language of majority of students. Not all of the teachers can fluently teach in both of the official national languages. Research will be carried out in 1389 (2010) on how to strengthen language proficiency of teachers in both Dari and Pashto. Bi-lingual teaching practices (teaching in both languages to the same group of trainees) will be piloted in teacher education programs and if the results were successful it will be expanded for all teachers.

Education materials have been developed for a training seminar for school administrators. The materials will be revised based on an evaluation of the training and an assessment of other needs of administrators. If necessary, new materials will be printed in 1389.

To enhance the capacity of existing teachers, they will be refreshed on teaching methodology and provide necessary guidance, in addition to INSET 1 and 2, learning materials for INSET 3 and 4 will be developed. INSET 3 will foster deep subject knowledge and INSET 4 will promote language and mathematical capabilities. The learning materials for INSET 1 and 2 will be revised based on existing program evaluations.

In addition to INSET 1 and 2 materials, at least 240 audio and visual programs will be developed and 100 foreign programs will be translated into Afghan languages for TTC educators and teachers. Such programs will be designed according to the new TTC curriculum and INSET 1-4 materials. Distance education programs have already been launched through satellite, internet and written materials. (See also the discussion of ERTV in the sub-program General Education.)

Teacher competencies have been established according to the subjects and classes they teach, and the competencies of the school administrators have also been ascertained. The national teacher competency test has been developed based on these competencies. The competency tests will be administered annually beginning in 1388 (2009)-1389 and the results will be used in the pay and grading scheme and to identify the specific training needs of teachers. They will be also used in the development of new educational materials. Once the system is fully operational, teachers and school administrators will be provided with short-term trainings and promoted in a systematic and transparent way based on the competency test results.

Component Five: Capacity Building

Targets:

By 1393 (2014):

- Train more than 5,000 teacher educators of the TTCs and their branches in the National Teacher Education Academy
- Train at least 60% of Teacher Education Department staff in the capital and at least 70% of TTC administrators on English language, computer, and management

The National Teacher Education Academy has been established to design and provide short-, medium- and long-term programs for teachers from TTCs, satellites TTCs, and other staff of the Teacher Education Department. The Academy will also serve as a center for development of policies and new teacher education programs to address national issues like the shortage of female teachers. It will also measure the impact of teacher training programs on students'

learning achievements, and will assess the effectiveness of teacher education programs including distance education programs. The Academy will design supervision schemes to ensure ongoing improvement of quality and, if need be, will provide necessary trainings.

Training programs in English language, computer, and management will be developed to increase the capacity and quality of service of the staff of the Teacher Education Department in the capital and provinces. The trainings will be developed based on an assessment of functions and needs of the personnel and offices and will be aimed at improving the results of the Teacher Education programs.

Component Six: Management and Coordination

Targets:

By 1393 (2014):

- Develop an accreditation system for teacher training institutes
- Review the rules, regulations and guidelines for the Teacher Education Department and revise as necessary based on teacher education reforms.
- Establish a National Institute for Teacher Education in 1390 (2011)
- Provide proper working space and administrative equipment for all staff of the Teacher Education Department.
- Recruit 600 new administrative staff for Teacher Education Department offices in the capital, provinces and districts
- Develop the teacher training database and systematically use it to monitor the professional development of teachers
- Develop and publish annual operational plans, budgets, quarterly and annual reports for the Teacher Education Department each year
- Conduct a mid-year review of programs and projects each year and revise activities and projects as needed to achieve targets
- Hold quarterly meetings with all Teacher Education stakeholders

With the cooperation of recognized teacher education institutes, the work on teacher education standards has begun. The standards will be used to evaluate and take necessary measures to standardize the management, equipment, provision of teachers and educators, and curriculum and learning materials of all TTCs.

The Teacher Education Department will also review all legal documents including regulations, procedures and guidelines for the Department and revise as necessary. Such revisions will be done through a consultative process and will incorporate other countries' experience and the

context in Afghanistan. The documents will be available to the public through the Ministry's website.

The results of this review will also assist with the establishment of the autonomous National Institute for Teacher Education in 1390 (2011). This Institute will be responsible for teacher education for General and Islamic Education and will also coordinate with and provide support to Technical and Vocational Education and Literacy Education on their teacher education programs.

To strengthen planning, management and supervision of the Department's activities in the capital and provinces over the coming five years, 600 permanent and contract based staff will be employed for the management of dormitories, finance and procurement, science and computer laboratories, distance education, and satellite TTCs.

The teacher education database will be developed as one of the modules of the Ministry's HRMIS (see Program 5) and will contain reliable information on school teachers, student teachers, teacher educators and facilities and equipment. This database will also be linked to the Ministry's EMIS. One of the main uses of this information will be to monitor the ongoing professional development of teachers and school administrators. The information will include the number of training inputs they have received, what exams they have successfully passed, and the privileges and benefits to which they are entitled. HRMIS reports will be used for training and teacher appraisals.

Like other programs, the Teacher Education Sub-Program will develop annual operational plans based on a situation analysis and assessment of the progress and efficiency of the teacher education programs, and in line with the National Education Strategic Plan for Afghanistan. Each year the Department will also prepare a budget for facilities' improvements and equipment (such as computers, printers, internet, furniture and stationery) and submit its request to the Procurement Department. Quarterly reports on the progress and challenges of the sub-program will be prepared and submitted to the Department of Planning and Evaluation and the Ministry leadership. The activities of the sub-program over six months will be carefully evaluated and the results will be used to revise and develop operational plans.

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.

Overall Strategies

A National Centre of Science and Technology Education, with mini satellites in every province, will be established in order to assess and support students' learning achievements in science and technology. Experiences of other countries in establishing and running similar centres will be explored and best practices will be adopted for Afghanistan.

The centre and its satellites will support teachers and schools in setting up science and math labs; orient teachers in the use of lab equipment and materials as part of science/math and ICT teaching; develop and produce science experiment guides; establish and execute a systematic mechanism for supervision, monitoring and evaluation of science/math and technology teaching and learning; carry out research on recent developments in science/math and ICT subjects and teaching methods; and provide inputs for improving teaching and learning.

The existing staff of the MoE science directorate will be eligible to apply for positions in the National Center of Science and Technology Education (NCSTE) through a competitive process. Through a cascade of high quality training programs the capacities of the NCSTE and its staff in the provincial satellites, school lab technicians and science/math and ICT teachers will be developed in science and technology education.

Physical infrastructure for science technology research and education will be developed under the Education Infrastructure sub-program of priority program 5 Education Management. This will include a building for the NCSTE in Kabul, 34 provincial satellites and one science/ICT lab in each school where it is not part of the main school building. Lab equipment, material and kits will be provided to all schools in order to complement and promote science/ICT teaching with practice and application.

Objectives

- Provide labs and science kits and other learning materials to General and Islamic schools.
- Train science/mathematics and ICT teachers on how to use laboratories and other locally available teaching aids in teaching science and mathematics and in conducting experiments.

Priority Program Components

- 1) Equip schools with science and ICT lab and materials
- 2) Train science and ICT teacher in use of science labs and materials
- 3) Management and Coordination

Component One: Provide Schools with Teaching and Learning Equipment and Materials

Targets:

By 1393 (2014)

- Equip 50% of General and Islamic schools with science and mathematics kits
- Equip 40% of General and Islamic schools and TTC's with science/labs
- Equip 30% of General and Islamic schools and TTC's with computer labs

A survey will be conducted by science supervisors in the provinces to determine the schools where labs are needed. Standard science/math kits and science labs have already been developed by the science center. Books and reading materials for libraries, science and mathematic kits for primary schools (grade 4-6) and science and ICT labs for secondary grades

(7-12) will be procured through competitive bidding and will be supplied to schools. The equipment and material for school labs will be supported through funds from the Government of Afghanistan and in-kind donations of standard science/math and ICT labs will also be encouraged. A lab technician in each school will be assigned responsibility for maintenance of the lab equipment and the inventory of supplies.

Component Two: Train Science and ICT Teachers in Use of Lab

Targets:

- Develop/revise training materials for training lab technicians and science/ICT teachers by 1390 (2011)
- Establish 34 provincial science centers by 1390 (2011)
- Train 14,000 lab technicians by 1393 (2014)
- Train 50% of science and mathematics teachers on how to use labs and locally available learning aids in conducting experiments by 1393 (2014)

Experiment guides for science and math have already been developed for the primary grades. The work on developing revised experiment guides for science and math for secondary grades and guideline for maintenance of labs is in progress and will be completed by 1390 (2011).

By 1390 (2011), 34 provincial mini satellites of the NTSCE will be established in each province. The provincial science centers will be located in one of the central high schools in the province. The centers will be equipped with science and ICT labs and will be used for training lab technicians and science/math and ICT teachers.

A lab technician will be recruited in each school prior to establishing a laboratory. The newly recruited lab technicians will be trained in provincial science centers on establishing and maintenance of science and technology labs in schools. Teachers will be invited to provincial science and technology centers for practical training on the use of labs and conducting experiments as outlined in the curriculum for secondary schools.

Component Three: Management and Coordination

Targets:

- Establish the National Center for Science and Technology Education (NCSTE) by 1390 (2011)
- Provide improved working conditions for all staff of the NCSTE by 1390 (2011)
- Train a cadre of national and provincial trainers by 1390 (2011)
- Develop the science center database by 1390 (2011) to plan for and monitor distribution of laboratories and science kits
- Develop and publish annual operational plans, budgets, quarterly and annual reports for the NCSTE each year
- Conduct a mid-year review of programs and projects each year and revise activities and projects as needed to achieve targets

The existing science directorate of MoE will be transformed into a National Center for Science and Technology Education by 1390 (2011). A proposal has already been submitted to the Chinese government for funding for the construction and equipping of a building for the Center in Kabul and for training of master trainers. The NCSTE will be equipped with labs, training equipment, materials and furniture.

A team of 24 core Afghan trainers (BSC with minimum of 7 years work experience) will be selected and trained abroad for around six months. The core science/math and ICT trainers based in the National Center for Science and Technology Education, with technical support from foreign experts, will develop training materials for training of master trainers and science teachers. The team of core trainers will train 204 master trainers from 34 provinces. The master trainers will then train science/math teachers and lab technicians in the 34 provinces. Once the master trainers and teachers have completed the initial training, the National Science Center will set a schedule for periodic training exposure visits of the master trainers and selected lead science and math teachers. The master trainers and lead science teachers will participate in research and development work with core master trainers at the NCTSE in Kabul.

A database will be developed by 1390 (2011) to plan for and monitor distribution of laboratories and science kits and training of teachers on application of lab experiments.

Like other programs, the Science and Technology sub-program will develop annual operational plans based on a situation analysis and assessment of the progress and efficiency of the sub-program and in line with the National Education Strategic Plan for Afghanistan. Each year the NCSTE will also prepare a budget for facilities' improvements and equipment and submit its request to the Procurement Department. Quarterly reports on the progress and challenges of the sub-program will be prepared and submitted to the Department of Planning and Evaluation and the Ministry leadership. The activities of the sub-program over six months will be carefully evaluated and the results will be used to revise and develop operational plans.

Program Three: 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.

Overall Strategies

Since the goal of Technical and Vocational Education and Training (TVET) is to meet the needs of the labor market, a study of the labor market will be done in cooperation with the Ministry of Labour and Social Affairs and the curriculum and TVET fields of study will be based on the needs of the market. The department will then make sure that the TVET graduates have the competencies needed to meet those needs. The department will develop technical and vocational education and distribute equipment and facilities on an equitable basis throughout the country with special emphasis on deprived regions.

A key strategy of the program will be to encourage the private sector to invest in technical and vocational education. Since the private sector has greater capacity to adjust to the needs of the market, the Ministry will support the establishment of private TVET centers. In close coordination with the Ministry of Finance and Trade, the Ministry of Education will seek to establish MoUs with major industries (e.g. business, mining, construction, manufacturing) to set up training units within their industries (or in major companies) where grade 9 graduates can enroll and obtain vocational training.

The Ministry will pay special attention to enrolment of girls in TVET schools and institutes and, through public awareness programs and provision of fields that may be more attractive to girls, to increase their enrolment. In addition, dormitory facilities will be provided in order to attract students from rural areas and poor families, especially girls. The Ministry will also begin work toward a policy of establishing one TVET school in each district In order to increase access to TVET for boys and girls.

The Ministry will focus its TVET efforts on long-term training programs (2 or 5 years); however, it will make its equipment and facilities available as needed for short term vocational courses. The Ministry of Education will also work to improve cooperation and coordination with the Ministry of Higher Education and the Ministry of Labor and Social Affairs as they also support technical and vocational education and training in the country.

Objectives

By 1393 (2014):

- Increase access to TVET by increasing the number of TVET regional institutes from 16 to 32; TVET provincial schools from 38 to 102; and establishing 364 TVET district schools.
- Increase enrolment and training of TVET students from 19,500 in 1388 to 150,000

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- Increase enrolment of girls in TVET programs to 30% of total enrollment
- Increase enrolment of children with disabilities in TVET schools to 1,000
- Develop basic skills of teachers, males and females, to improve the quality of teaching and increase learning achievements of students
 - At least 40% of teachers will pass the national competency test
 - Ensure that at least 80% of TVET teachers will be using active teaching techniques
- Develop modern quality curriculum and learning materials to improve teaching and increase students' learning achievements
- Equip all existing schools and TVET centers according to modern TVET standards
- Train all administrative staff of the TVET in planning, monitoring, reporting and office related skills by 1391 (2012)

Priority Program Components

- 1) Access to Technical and Vocational Education
- 2) Student Services
- 3) Develop and Revise Learning Materials
- 4) TVET Teacher Education
- 5) Academic Supervision
- 6) Management and Coordination

Component One: Access to Technical and Vocational Education

Targets:

By 1393 (2014):

- Launch public awareness programs to increase enrolment in TVET beginning in 1389 (2010)
- Increase the number of TVET regional institutes from 16 to 32
- Increase the number of TVET provincial schools from 38 to 102
- Establish 364 TVET district schools
- Establish 10 TVET schools for children with disabilities
- Increase enrolment in TVET schools and institutes to 150,000 students (30% of whom will be girls)

- Recruit 8,800 new TVET teachers
- Encourage the private sector to invest in TVET, and activate at least 50 private TVET institutes
- Develop legislation and sign a memorandum of understanding with private industry for provision of vocational training to grade 9 graduates

To contribute to the development of effective professional human resources for the reconstruction and development of the country, the Ministry will develop better technical and vocational programs and increase enrolment in them. By acquiring needed technical skills the graduates can have better job opportunity with higher income. A policy has been adopted to attract into TVET 9% of general education grade 9 graduates by 1393 (2014), with a long-term goal of 12% by 1399. To implement this policy the Ministry will increase the number of regional TVET institutes (grades 10-14) to 32 and the number of provincial TVET schools to 102 (grades 10-12). In addition the Ministry will establish one small TVET school in each district for grades 10-12. These district schools will increase access to TVET for children throughout the country and will enroll approximately 54,000 young people over the coming five years. The provincial technical schools will offer two shifts in 16 classes of 15 students on average.

To increase the enrolment of female students, public awareness programs will be broadcast on Educational Radio and TV and through other media to raise awareness of the importance and benefits of technical and vocational education. Awareness raising programs will also be launched in general schools, particularly secondary schools to introduce technical and vocational programs and to attract students. Subjects and learning conditions that are attractive to girls will be provided after consideration of cultural and social conditions.

In line with the national Constitution and the Education Law and strategies to strengthen the private sector for the provision of technical and vocational education, the Ministry has made the registration process for private schools easier, and will provide support for them. Among the plans and programs to increase the number of private technical and vocational schools will be the establishment of private-public joint ventures; facilitation of donor support for private schools; and the provision of curriculum, syllabi and educational plans to private institutions. The Ministry will also develop a policy regarding the provision of scholarships for Grade 9 graduates to enroll in private TVET institutions.

An increase in the number of technical and vocational institutes will necessitate an increase in the number of teachers. According to the policies of the Ministry, the target pupil-teacher ratio for practical training will be 13 in 1393 (2014). Therefore, the Ministry will need to recruit 8,800 new teachers over the coming five years. This will increase the number of teachers to 11,900 in 1393 (2014). They will be recruited based on their expertise and the needs of technical and vocational schools. The salaries must be competitive with the private labor market, otherwise professional teachers cannot be attracted to public technical and vocational schools. To increase the salaries of TVET instructors the Ministry will increase the salary base through pay and grade, provide remote area allowances for some provinces and increase the academic benefit allowances.

At least one agriculture and one technical school will be established in each province; and a technical school providing education on local industries will be established based on the needs of each province. The TVET schools in the districts will provide courses on agriculture and animal husbandry initially; other courses will be provided as necessary. Separate shifts will be organized for girls if necessary. By bringing technical school more closer to rural areas education will play greater role in employment and income generation in the rural areas particularly for the poor families.

Component Two: Student Services

Targets:

- Provide dormitory facilities for 45,000 TVET students by 1393 (2014)

Increasing the access of students in rural areas to technical and vocational education is a main objective of the Ministry. Since it is not feasible to establish technical and vocational schools in villages, the Ministry will provide dormitory facilities for 45,000 students (50% of students in provincial schools and regional institutes) in order to increase the enrollment of students from rural areas. Provision of such facilities will also facilitate the enrollment of girls from rural areas.

Component Three: Develop and Revise Learning Materials

Targets:

By 1393 (2014):

- Conduct research on market needs to establish new fields of study and design TVET curriculum and materials
- Develop new curriculum for fields of computer technology, banking, business administration, economics and hotel management
- Revise the curriculum for management, radio and television, road construction machinery repair, accounting and civil engineering
- Develop new textbooks and learning materials for different TVET fields
- Print and distribute textbooks and learning materials for all student
- Equip TVET schools with basic equipment and ensure that 30% of students have access to such facilities
- Develop and implement a national standard examination for each TVET subject

Comprehensive research, in close collaboration with MoLSA/NSDP, will be conducted on the needs of the labor market and will be used to establish TVET subjects and develop the curricula. Subjects for which there is a demand in the market will be introduced and the TVET curricula will be revised to support the competencies needed in the market. The distribution of students to three-year upper secondary TVET programs and two-year post-secondary programs provided by the regional institutes will be based on the comprehensive market survey, the new curricula

and the interest of students. The TVET research unit will study the needs of the market and the employment status of TVET graduates and its results will be used for planning.

Based on research conducted, the priority over the coming five years will be the development of curricula for the subject areas of computer technology, banking, business administration and economics, hotel management, and mechanical engineering. In addition the curricula for management, radio and television, road construction machinery repair, accounting and civil engineering will be revised over the coming five years. Teaching methodology will be added as a subject in grade 13-14 in order to develop competencies of students for recruitment as instructor in TVET schools. The curriculum for each subject area will be developed by professional teachers in one of the central institutes and then implemented throughout the country. Following the development and revision of curricula, textbooks and other learning materials for all TVET subjects will be revised and will be printed and made available to students over the coming five years.

Since 60% of teaching and learning in TVET schools is expected to be practical, at least one-third of schools will be provided with modern equipment and facilities by 1393 (2014). As budget constraints allow, equipment will be provided to more schools.

Expected competencies are different in each TVET subject, so the standard examination for each subject will also differ. Standard examinations will be developed based on the new TVET curricula and will be implemented to measure students' learning achievements and the quality of TVET programs. The percentage of students employed within one year after graduation will be another indicator that will be observed by the Technical and Vocational Education program. Upon graduation the Department will ask all students to report back to the department on their employment status.

Component Four: TVET Teacher Education

Targets:

- Develop short term training programs and a technical support system for TVET schools
- Provide in-service short-term trainings on teaching methodology for all teachers
- Enhance the education level of 150 teachers from grade 14 to BA using the country's universities
- Administer the national competency test for all TVET teachers by 1393 (2014)

Short-term training courses will be held to enhance the capacity of TVET teachers. The TVET institute in Kabul tasked with the development of curriculum for a particular subject area will be required to supervise other similar institutes in the country, and to identify their needs and hold short-term courses accordingly.

Quality cannot improve without a reform of teaching methods. With the cooperation of the Teacher Education Department and using their technical capacity, short-term courses on pedagogy will be held for all TVET teachers by 1393 (2014).

Since 58% of existing TVET teachers have an education lower than BA, the TVET teacher education division plans to enhance the education level of 150 teachers with an education of grade 14 to BA by helping these teachers to enroll in universities in the country. The division will also provide scholarships to 100 BA holders so that they can earn Master's degrees by studying abroad.

Component Five: Academic Supervision

Targets:

- Revise the system for the supervision of TVET schools by 1390 (2011)
- Train supervisor in the new supervision system beginning in 1390 (2011)
- Supervise academically the TVET institutes and schools at least three times per year

The TVET supervision system is old and needs to be reformed to ensure quality of TVET programs. Specific indicators will be defined and forms developed for this purpose. TVET supervisors will also be trained on the new supervision system.

The supervisors must visit TVET centers at least three times a year to fill out the supervision form, gather relevant information and provide support and guidance to managers and teachers. They will then develop a report based on the information they have gathered, and along with the summary of challenges, submit the report to relevant officials at the Department and at the schools and institutes in order to improve the quality of programs.

Component Six: Management and Coordination

Targets:

By 1393 (2014):

- Revise all policies, regulations and guidelines of TVET
- Provide capacity building programs for all administrative staff of the program and school administrators and 50 TVET supervisors
- Provide proper working space and administrative equipment for all TVET staff
- Develop and publish annual operational plans, budgets, quarterly and annual reports for the Technical and Vocational Education Department each year
- Conduct a mid-year review of programs and projects each year and revise activities and projects as needed to achieve targets
- Develop database for TVET
- Hold quarterly coordination meetings with other TVET stakeholders

The Technical and Vocational Education Department will review all legal documents including regulations, procedures and guidelines for the Department and revise as necessary. Such revisions will be done through a consultative process and will incorporate other countries' experience and the context in Afghanistan. The documents will be available to the public through the Ministry's website.

To increase the capacity of administrators and supervisors the Department will provide training for all administrative staff of the program, school administrators and 50 TVET supervisors. The training will include management training as well as training in improved supervisory techniques.

Like other programs, the Technical and Vocational Education and Training program will develop annual operational plans based on a situation analysis and assessment of the progress and efficiency of TVET programs, and in line with the National Education Strategic Plan for Afghanistan. Each year the department will also prepare a budget for the improvement of facilities and equipment and submit its request to the Procurement Department. Quarterly reports on the progress and challenges of the program will be prepared and submitted to the Department of Planning and Evaluation and the Ministry leadership. The activities of the program over six months will be carefully evaluated and the results will be used to revise and develop operational plans.

A comprehensive database will be developed to cover all activities of the Technical and Vocational Education and Training program. The database will be part of the Ministry's EMIS and will contain all information on TVET programs. It will be used for monitoring, evaluation and planning. The information on program activities will be collected from the TVET schools and institutes directly and then communicated to the Department by TVET supervisors.

In order to improve coordination with other organizations providing TVET programs, quarterly meetings will be held. The Ministry of Higher Education, Ministry of Labor and Social Affairs, funding agencies, development partners and representatives of the private sector will take part in the meetings.

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 potential and to better contribute to their communities and wider society.

Overall Strategies

To increase the number of literacy learners and encourage people to join literacy programs, public awareness programs will be strengthened and other resources like the media (particularly the Education Radio and Television), mosques, religious *ulema* and general schools will be used to promote literacy. In some areas, development partners will offer incentives like food, healthcare and seeds particularly to women. A transparent mechanism will be put in place for the equitable distribution of such incentives.

The concentration of literacy courses will shift from urban to rural areas and attention will be paid to groups with special needs including people with disabilities and Kuchis. Their participation in literacy courses will be encouraged and relevant materials and resources will be developed for these learners.

To increase enrolment and improve the quality of literacy courses, the learning materials will be revised and the contents will be made more relevant to people's lives and their occupational needs. A unified curriculum will be developed that will include specific materials for different groups of learners (for example, farmers, shopkeepers, women). Life skills and specific vocational modules will also be added.

To improve the quality of literacy programs, an effective system will be developed and implemented to enhance the capacity of literacy facilitators and administrative staff at different levels. In addition, a standard system to assess the learning achievements of literacy learners will be put in place to ensure that literacy courses are effective and learners have acquired reading, writing, and numeracy capabilities.

When appropriate, general education schools will be used as literacy support centers to hold literacy courses, and to help solve literacy-related problem in their respective areas. Over time and as the allocation of new staff to the Literacy Department increases, one literacy teacher will be assigned to each rural school as a focal point for literacy. This teacher will conduct adult literacy courses in the area. If needed General Education teachers may also teach literacy courses. These teachers will be paid additional salaries to teach in literacy courses in addition to their other responsibilities. Mosques will be used for learning spaces and Imams of mosques will also be contracted as literacy teachers, as appropriate. As established, community literacy centers will also be used as the venue for literacy courses. Such centers will be multi-purpose so that they can also be used for community gatherings and for provision of other types of training.

NGOs and public organizations will be encouraged to implement literacy courses but the Literacy Department will strengthen its coordination and leadership capacities to monitor and support these programs. A comprehensive literacy information system will be developed to include information on literacy courses provided by the Literacy Department and other public and non-government organizations.

According to the Education Law, literacy learning is mandatory for contract staff of public and non-government organizations. The Ministry of Education will assist such organizations in providing literacy programs. Priority will be given, however, to literacy programs for illiterate and semiliterate contract staff of the Ministry of Education.

Objectives

By 1393 (2014):

Draft National Education Strategic Plan (2010-2014)

- Increase the national literacy rate of the population aged 15 and over from the current level of 26¹⁰% (12% female and 39 % male) to 48% (43% females and 54% males).
- Provide literacy courses for 3.6 million literacy learners
 - At least 60% of learners will be women
 - At least 70% of learners will complete one round of literacy training by 1393
- Provide vocational training for 360,000 learners (or 10% of the basic literacy graduates)
- Enhance standard learning achievement of graduates from 50% to 80%

Priority Program Components

- 1) Equitable Access to Literacy Centers
- 2) Curriculum and Learning Material Development and Revision
- 3) Training of Teachers and Literacy Supervisors
- 4) Academic Supervision
- 5) Coordination and Management

Component One: Equitable Access to Literacy Centers

Targets:

By 1393 (2014):

- Conduct public awareness campaigns through the media, mosques, and schools on the benefits of literacy
- Attract and equitably educate 3.6 million learners
- Establish 10,000 literacy hubs in General Education schools and 1,000 centers in mosques
- Establish 412 Community Learning Centers (CLC)
- Establish 140,000 outreach literacy courses throughout the country
- Encourage other institutions (public and private) to conduct 20,000 literacy courses for their existing staff
- Recruit 2,850 new permanent teachers and 11,000 contract teachers
- Provide vocational training for 360,000 learners (60% female)

¹⁰ Main Report of National Risk and Vulnerability Assessment (2007/2008).

Many people are not aware of the importance of literacy and therefore need to be encouraged to join literacy programs. The Literacy Department will conduct public awareness programs through the mass media, the religious *ulema* and school teachers to promote people's understanding of the importance of literacy and increase their motivation to participate in literacy courses. As the curriculum and learning materials are made more relevant to their daily lives, learners will be more motivated and encouraged to attend the courses regularly. Lessons learned from implementation of literacy programs supported by partners (LIFE, ELA, LCEP) in different areas will be used to promote participation.

Depending on availability of budget and with the assistance of development partners, incentives like food will be provided, particularly for females, to increase attendance at literacy courses. A transparent mechanism will be put in place for the distribution of such incentives to ensure that they help increase enrolment and regular attendance and that the recipients become literate.

Regarding the capacity and main goal of the program, increasing the literacy rate to 48% requires the Ministry and its partners to train 3.6 million literacy learners over the next five years. This will require nearly 140,000 courses, each accommodating 25 learners. The courses will be held in different places: general schools, mosques, community learning centers and people's houses and will cover all categories of illiterate adults. Ten thousand general schools and 1,000 mosques will be used as literacy centers. In addition to the standard literacy courses, vocational courses will also be provided for 360,000 learners. Such courses will be aimed at encouraging people to attend literacy programs and enabling individuals to find employment. The Literacy Department will seek to increase access to literacy programs for all, including people with disabilities and Kuchis

Based on the Education Law, the Ministry of Education will encourage and support other public and private organizations to provide in-service literacy programs for illiterate employees. It is estimated that 50,000 government employees are illiterate, which alone will require 2,000 literacy courses. The feasibility of establishing a literacy trust fund to support community literacy initiatives will also be explored.

If 140,000 courses are held over the next five years and the number of courses increases each year, then the department estimates that 30,000 courses will be active in 1393 (2014). Since one teacher can teach two courses, there will be a need for 15,000 teachers in 1393 (2014). Rather than increase the number of permanent teachers the Literacy program will use contract teachers. In 1388 (2009), the Ministry plans to allocate 6,500 permanent literacy teachers to the Department which means that around 11,000 contract teachers will need to be employed by 1393 (2014).

Component Two: Curriculum and Learning Material Development and Revision

Targets:

By 1393 (2014):

- Conduct on-going research on the effectiveness of the literacy curriculum for the purpose of program revision
- Review and revise curriculum and textbooks for all literacy programs
- Print and distribute 7.2 million textbooks for learners, 30,000 teacher guides, and 360,000 textbooks for vocational courses
- Provide follow-up learning materials for at least 50% of learners
- Develop a standard assessment system for issuance of certificates for literacy learners

As mentioned in the section on strategies, the literacy curriculum will be regularly revised to improve the quality of textbooks and learning materials. The Ministry will conduct research into the experiences and best practices of other countries in the promotion of literacy and will also conduct an assessment of the efficiency and effectiveness of the existing literacy curriculum. The results of this research will be used to revise and improve the curriculum and textbooks.

Literacy textbooks should be interesting and useful for adult learners. The content introduced should be relevant to adults' lives and should contain health and vocational education. In order to make the program more relevant, different textbooks will be developed for different groups of learners. For example books will be developed for women, which will be different from those developed for farmers. The books will be developed, however, according to the same curriculum framework. Vocational training textbooks will also be developed for literacy courses and teacher guides will be revised based on the new changes to the curriculum and textbooks. In addition, learners will be encouraged to develop their own materials which will ensure that the materials are relevant and will also increase the literacy skills of the learners.

During each course, two books (basic literacy and post-literacy) will be provided to each learner. Therefore, at least 7.2 million books will be printed and distributed over the next five years. The Department expects that teacher guides can be used for a period of two years. Therefore it estimates that around 30,000 teacher guides will be printed over the coming five years. In addition to the basic and post-literacy textbooks, 360,000 textbooks will be printed and distributed for the vocational courses. Finally, in order to help learners learn better and retain their literacy achievements, the Department will develop follow-up learning materials which will be distributed to at least 50% of literacy learners (or 1.8 million).

A standard system will be developed and implemented to assess and evaluate the learners and to issue certificates. If they meet the age and competency requirements of basic education, successful literacy learners can enroll in Grade Four of General Education.

Component Three: Training of Teachers and Literacy Supervisors

Targets:

- Develop the curriculum and learning materials for training of teachers and supervisors by 1389

Draft National Education Strategic Plan (2010-2014)

- Establish a Literacy Teacher Education Institute in 1390 (2011)
- Train 412 master trainers in provinces and districts annually
- Provide refresher courses each year to all literacy teachers on teaching methodology and literacy subject matter
- Train 3,000 teachers to provide literacy education for adults with special needs by 1393 (2014)

Since the literacy learners are adults and adult education is different from education for children, a separate curriculum and learning materials will be developed for training adult literacy teachers. The curriculum will include the literacy objectives, strategies and teaching methods and will also contain strategies and methods for assessing learners' achievements. Based on the yearly academic supervision results, new educational materials will also be developed for teachers.

Because there is no Adult Education department in universities and teacher training colleges in the country, over the coming years the Literacy Department will study the best mechanisms for enhancing the capacity of literacy teachers. To do this they will establish a separate Literacy Teacher Education Institute in 1390 (2011). This Institute will also make recommendations on the development of a credentialing and certification system for literacy teachers.

Each year, 412 master trainers will be trained and dispatched to districts to train literacy teachers in the districts. In this manner, all literacy teachers will be trained in the subject matters and teaching methods once a year. The Department will also assess and take measures to train literacy teachers for illiterate adults with special needs (e.g. visual, hearing and speech impairments).

Component Four: Academic Supervision

Targets:

By 1393 (2014):

- Develop a new system to supervise the activities of the literacy program by 1390 (2011)
- Train 900 literacy supervisors
- Supervise academically the literacy courses
- Establish a standard system to measure the learning achievements of learners after completion of each course

Since the existing literacy supervision system is old, the program will develop a new system including new procedures and forms. After the system is developed, literacy supervisors will be trained in the new system. In the new Tashkil of the Ministry, six professional members of the

Literacy Program will be stationed in each district education office. The literacy manager will be responsible to establish and supervise the literacy courses in the district.

To ensure quality and efficiency of literacy programs, 900 literacy supervisors will be trained on the new supervision system by 1393 (2014). The supervisors will visit literacy course sites once each quarter to provide necessary support and guidance to teachers and will supervise the performance of teachers and learners. They will also administer the standard learner achievement assessment at the completion of courses.

Component Five: Management and Coordination

Targets:

- Establish the High Literacy Commission which will conduct quarterly meetings
- Revise policies, regulations, bylaws and guidelines of the literacy program
- Provide proper working space and administrative equipment for at least 50% of Literacy Department personnel by 1393 (2014)
- Train and enhance the capacity of all administrative staff annually
- Develop and publish annual operational plans, budgets, quarterly and annual reports for the Literacy Department each year
- Conduct a mid-year review of programs and projects each year and revise activities and projects as needed to achieve targets
- Establish the literacy database by 1390 (2011)

The High Literacy Commission will be established to provide oversight and set policies, monitor literacy activities and coordinate implementation activities at high level. The Commission will be led by the second Vice President, and attended by the Ministers of Education, Higher Education, Interior, Defense, Hajj and Endowment, and the heads of National Science Academy, Municipality, Afghanistan Independent Human Rights Commission, and civil society organizations. The Deputy Minister Literacy will serve as the Secretariat of the Commission.

The Literacy Department will review all legal documents including regulations, procedures and guidelines for the Department and revise as necessary. Such revisions will be done through a consultative process and will incorporate other countries' experience and the context in Afghanistan. The documents will be available to the public through the Ministry's website.

The Department will work to strengthen the capacity of literacy staff in the capital and provinces. Training will be provided on management, computer, English language and other professional subjects.

Like other programs, the Literacy Program will develop annual operational plans based on a situation analysis and assessment of the progress and efficiency of Literacy Programs, and in line with the National Education Strategic Plan for Afghanistan. Each year the Department will also prepare a budget for facilities' improvements and equipment and submit its request to the Procurement Department. Quarterly reports on the progress and challenges of the program will be prepared and submitted to the Department of Planning and Evaluation and the Ministry leadership. The activities of the program over six months will be carefully evaluated and the results will be used to revise and develop operational plans.

A comprehensive database will be developed to cover all activities of the Literacy Program. The database will be part of the Ministry's EMIS and will contain all information on literacy programs. It will be used for monitoring, evaluation and planning. The information on program activities will be collected from districts and provinces and will be communicated to the center by the literacy supervisors.

Program Five: Education Management

This program has three Sub-Programs: Education Infrastructure Development, Education Administrative Development, and Strategic Management Development

Sub-Program 5.1: Education Infrastructure Development

Overall Goal

To provide proper, conducive and safe learning and administrative spaces for all students and educational staff through balanced development of education infrastructure throughout the country.

Overall Strategies

The Ministry of Education must provide quality and free education for all children on an equitable basis. One major component of quality of education is conducive learning spaces for teachers and students. The Ministry plans to provide decent buildings for all public educational institutes by 1399. One main strategy of the Ministry will be strengthening the standards, planning and monitoring systems of the Infrastructure Department. Construction and rehabilitation will be based on the criteria set and will be supervised by the Ministry's experts. Provincial engineering teams will be responsible for on-site inspection to ensure that construction proceeds according to the Ministry's standards.

To increase the enrollment of girls, all new girls' schools will be designed with boundary walls and water and sanitation facilities; these facilities will be added to existing girls' schools. New school buildings will also be designed to accommodate the needs of all children, including children with disabilities.

Increased community contribution to education is another strategy of the Ministry. Since it is not able to undertake the whole cost, the Ministry will encourage the people and private business people to provide land and contribute to construction of school buildings. Such efforts will, however, be supervised by provincial engineering teams. The Ministry has formed these engineering teams in each province and has set standards and criteria for their use. The participation of the community in the provision of education services will increase the sense of ownership among people which will also improve maintenance and protection of the schools.

Part of the strategy to improve people's participation in education affairs will be through the use of School Councils. Through participating in these councils parents and community members will become more directly involved in school management. (See also the General Education sub-program of this plan.)

To ensure efficiency and cost-effectiveness in construction works, the Ministry will ensure that local resources and materials are used to the extent possible. Schools will be constructed throughout the country on an equitable basis. More works will be allocated to provinces where the student classroom ratio is higher or where useable buildings do not exist. School construction programs not only provides conducive learning environment for children by also create employment and income for local labors.

Objectives

- Develop policies, standards, designs, bills of quantity, standard cost estimates and implementation guidelines for the construction of educational institutions
- Identify the educational institutes and administrative units that need to be rehabilitated or constructed
- Construct and equip educational institutes and administrative offices
 - By 1393, at least 75% of General and Islamic classes will have usable buildings
 - By 1393, at least 100% of Technical and Vocational Education and Training classes will have usable buildings
 - By 1393, at least 75% of TTC classes will have usable buildings
 - All education departments will have usable buildings by 1393
- Maintain the constructed buildings
- Ensure that standards and criteria are implemented in the construction of schools
- Manage the Infrastructure Development sub-program in close coordination with other relevant departments

Priority Program Components

1. Identification of Rehabilitation and Construction Needs
2. Construction and Equipping of General Schools
3. Construction and Equipping of Islamic Schools and *Dar-ul-Ulums*
4. Construction and Equipping of Technical and Vocational Schools
5. Construction and Equipping of TTCs, Science Centers and Labs
6. Construction and Equipping of Educational Offices in Provinces and Districts
7. Monitoring and Quality Control
8. Maintenance of Buildings
9. Management and Coordination

Component One: Identification of Rehabilitation and Construction Needs

Targets:

- Assess the situation of existing infrastructure by 1391 (2012)
- All educational offices and at least 100% of educational institutes will have legal title documents by 1393 (2014)
- Survey the location and land for construction of all new buildings
- Develop an annual plan for rehabilitation and construction of schools

To realistically design and implement infrastructure development programs, the Ministry will conduct a survey of the existing education infrastructure. The process will cover all teaching and administrative buildings of the Ministry including schools and classrooms to identify the existing needs. The results of the survey will be used for future planning purposes.

In some instances the Ministry does not have legal title to the land for construction of buildings. Securing legal title for all land provided for construction of buildings is a priority of the Ministry. The Infrastructure Department will closely collaborate with the Land and Properties Department in this respect. Therefore by 1393 (2014) the Ministry will have legal title documents for all schools with buildings.

The construction sites and land will be surveyed so that all new buildings will be properly sited. The locations will be determined based on the criteria set by the Ministry. Each year the Ministry will also develop an annual plan for rehabilitation of existing buildings.

Component Two: Construction and Equipping of General Schools

Targets:

- Construct 65,000 new classrooms for newly established schools and expansion of existing general schools
- Rehabilitate 16,000 existing classrooms
- Build boundary walls for 2,000 existing schools
- Provide drinking water facilities and sanitary toilets for 5,000 existing schools
- Construct 2000 school science and ICT labs
- Provide tables and chairs for 4,000 existing schools
- Provide sports facilities for 6,600 schools
- Construct 50 houses for caretaker teacher families as part of a new pilot program for school construction

To expand the network of general schools and provide buildings for newly established schools, 65,000 classrooms will be built throughout the country. In addition the Ministry plans to rehabilitate 16,000 existing classrooms. To ensure security, particularly of female students, boundary walls also will be built for 2,000 existing schools by 1393 (2014).

The new standard school designs include provisions to equip general schools with furniture, safe drinking water, sanitation facilities and boundary walls. Therefore all new construction contracts will include such facilities. Many existing schools do not have these facilities, however, so the Ministry will build boundary walls for 2,000 schools (especially for girls' schools), equip 4,000 schools with furniture (average 1,000 students each), and provide water and sanitation facilities for 5,000 schools within the next five years. Sports facilities will also be built for 6,600 schools. In order to improve the quality of science and ICT teaching and learning at high schools 2,000 buildings for science and ICT labs will be constructed within the existing high schools where lab rooms are not already constructed as part of the school building. In addition, the Ministry will construct 50 small residential houses that will be attached to new school buildings. These houses will be occupied by caretaker teacher families. The Ministry of Education will research the feasibility and impact of this housing scheme with respect to its

impact on improving school protection and reducing related costs. The decision on further expansion of this activity will be made based on the research findings and recommendations.

Component Three: Construction and Equipping of Islamic Schools and Dar-ul-Ulums

Targets:

By 1393 (2014):

- Construct 3,500 new classrooms for Islamic schools and *Dar-ul-Ulums* and expand the existing schools
- Rehabilitate 1,000 classrooms in Islamic schools and *Dar-ul-Ulums*
- Construct boundary walls for 220 existing Islamic schools
- Provide safe drinking water facilities and sanitary toilets for 200 Islamic schools and *Dar-ul-Ulums*
- Provide tables and chairs to 380 Islamic schools and *Dar-ul-Ulums*
- Provide sports facilities for 450 Islamic schools and *Dar-ul-Ulums*
- Construct and equip dormitories for 180 Islamic schools and 32 *Dar-ul-Ulums*
- Construct mosques for 60 *Dar-ul-Ulums*

Expansion of Islamic schools is an important policy of the Ministry. Therefore 3,500 new classrooms will be built for Islamic schools and *Dar-ul-Ulums*. To ensure security for them, boundary walls will also be built for 220 existing Islamic schools by 1393 (2014). Safe drinking water and sanitation facilities will be provided for 200 Islamic schools and *Dar-ul-Ulums*, and 380 Islamic schools and *Dar-ul-Ulums* will be provided with furniture (average 300 students each) by 1393 (2014).

Sports facilities will be provided for 450 *Dar-ul-Ulums* and Islamic schools to support the physical and intellectual development of Islamic education students. To provide access to Islamic education for children in rural and remote areas, dormitory facilities will also be provided for 180 Islamic schools and 32 *Dar-ul-Ulums*. In addition 60 mosques will be built for 60 *Dar-ul-Ulums* by 1393 (2014).

Component Four: Construction and Equipping of Technical and Vocational Facilities

Targets:

- Construct and equip 110 new TVET complexes
- Construct and equip 364 district-level TVET schools
- Rehabilitate, expand and equip 34 TVET complexes
- Construct and equip 121 dormitories for TVET schools

To help ensure the expansion of technical and vocational education throughout the country, the Ministry will build and equip 110 new complexes for technical and vocational institutes and schools (existing schools that do not have buildings plus new schools) by 1393 (2014). In addition to increase access to TVET throughout the country, the Department will build and equip 364 district-level schools. The new complexes will be equipped with all equipment necessary for technical and vocational education. In addition 34 technical and vocational

centers will be rehabilitated, expanded and equipped by 1393 (2014). To facilitate the access of students in rural and remote areas to technical and vocational education, 121 dormitories will also be built.

Component Five: Construction and Equipping of TTCs, Science Centers and Labs

Targets:

- Construct and equip 45 new TTC complexes
- Construct 364 satellite TTCs in districts (multi-purpose buildings)
- Construct and equip 55 dormitories for TTCs
- Construct National Center for Science and Technology Education and 34 provincial mini satellite science centers by 1391 (2012)
- Construct 360 community learning centers

Forty-five additional Teacher Training Colleges (TTCs) will be built throughout the country by 1393 (2014). Such TTCs will be equipped with teaching and administrative complexes and dormitories and will provide teacher education programs for students from remote areas.

To improve the quality of education, and provide necessary support to teachers in rural and remote areas, the Ministry will also construct and equip 412 satellite TTCs in districts. These centers will be multi-purpose buildings and will be used for teacher education, community learning centers and district education offices. The National Center for Science and Technology Education in Kabul and 34 provincial mini satellite science centers will also be constructed and equipped by 1391 (2012). To promote the literacy program in rural areas 364 community learning centers will be constructed in rural districts.

Component Six: Construction and Equipping of Educational Offices in Provinces and Districts

Targets:

- Construct new building for the central ministry by 1390 (2011)
- Construct and equip 20 buildings for provincial education offices by 1393 (2014)
- Construct and equip warehouses for storage of books and learning materials in 34 provinces and 364 districts by 1389

The Ministry will construct a new building for the central ministry by 1390 (2011) and buildings for the remaining 20 provincial education departments by 1393 (2014). In addition warehouses will be built in 34 provinces and 364 districts to store textbooks and learning materials. The central Ministry warehouse will also be expanded.

Component Seven: Monitoring and Quality Control

Targets:

- Strengthen the central engineering team for design and standards, and the provincial engineering teams for monitoring and quality control

- Revise policies on construction and maintenance of buildings based on experience
- Review and revise, as needed, the criteria and standards for construction projects
- Revise and develop plans, designs, and volume of work and estimated costing
- Develop guidelines on contracts, monitoring and quality control
- Develop guidelines for take-over and registration of buildings
- Monitor the projects under construction by the Ministry and other organizations
- Prepare monitoring and quality assurance reports based on site visits
- Ensure registration of all completed construction works
- Obtain one-year guarantee from the implementing company regarding completed construction works

Supervision and quality control of buildings constructed, particularly by the private sector, are critical activities of the Ministry. For this purpose, an engineering team has been tasked with the design and development of standards for construction of schools and education administration buildings. Provincial engineering teams have also been formed to supervise the construction works and ensure implementation of the Ministry's standards. The teams will be strengthened by providing transport and other facilities so they can visit all school construction sites and prepare monitoring and quality assurance reports.

The Ministry will revise the criteria and standards for construction works that will be used for the supervision of construction projects. Proper measures will be taken to develop plans, designs, work volumes and approximate cost estimations of projects. The plans and designs will be used as references during the construction of buildings. To facilitate the handover of projects, the Ministry will also develop quality control procedures and an end of project quality assurance checklist to facilitate the conclusion of contracts.

According to the Ministry's policies, the education construction projects implemented by the Ministry and other organizations must be regularly inspected based on the set standards to ensure that the plans and designs are applied and all criteria are observed in the provision and use of materials. Inspection reports will be prepared by engineering inspectors and sent to the central Infrastructure Development Department to be used in evaluating and, if need be, revising the construction projects.

The Ministry will obtain one-year guarantees for the schools and administrative buildings constructed by private construction companies. Companies will be required to remedy any shortcomings and faults that are detected within one year of completion of construction.

Component Eight: Maintenance of Buildings

Targets:

- Establish and strengthen maintenance teams
- Regularly maintain teaching and administrative buildings

The Ministry will form maintenance teams throughout the country and will train them to maintain the teaching and administrative buildings. The teams will regularly visit buildings and report to the provincial engineering teams which will then take necessary actions. Minor rehabilitation works will be promptly undertaken by the local maintenance teams. School committees will also be encouraged to assist with minor maintenance of the schools.

Component Nine: Management and Coordination

Components:

- Develop annual operational plans for construction and maintenance of buildings
- Provide technical support for the distribution of land to Ministry staff
- Maintain the database of construction projects and update the Ministry's database of land and fixed assets upon completion of projects
- Supervise the implementation of operational plans
- Coordinate with relevant departments and other stakeholders
- Develop quarterly and annual reports

Based on the National Education Strategic Plan for Afghanistan, the Infrastructure Development Program will develop, implement and monitor annual operational plans for construction and maintenance works.

The Infrastructure Department will support the Ministry's program of land distribution to staff. The Department will undertake technical surveys of the land, coordinate with the Ministry of Urban Development and provide other technical inputs as required.

The department will maintain a database for all construction projects. In addition, as construction projects are completed the Department will make sure that the Ministry's central database for land and fixed assets (see the sub-program on Education Administrative Development) is updated with details of the completed projects.

To prevent duplication and promote cost-effectiveness, the Infrastructure Development Department will improve coordination with other departments and stakeholders involved in construction of education institutes.

Quarterly and yearly reports on infrastructure development activities will be prepared to be used in the evaluation of construction projects and to improve accountability of the Ministry.

Sub-Program 5.2: Education Administration Development

Overall Goal

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

Overall Strategies

The existing administrative processes and procedures are generally old, long and complicated. To bring reforms, the Ministry will make them simpler and shorter. Special attention will be given to the satisfaction of clients of services and facilities, and complaints will be heard thoroughly.

Information communication technology will be optimally used optimally to enhance efficiency of the administration. The administrative systems at the central and provincial levels will be computerized.

Decentralization and delegation of more authority to Provincial and District Education Departments is one of the main strategies of the Ministry. At the beginning of each year, the Ministry will provide the Provincial Education Departments with an allocation of new teachers that can be hired for that year. The provincial departments will be responsible for recruiting these staff and then will submit the list of names for final endorsement by the Ministry.

Donors will be encouraged to channel assistance through the core development budget. This will enable the Ministry to allocate budgets to urgent priorities, address provincial disparities and increase aid effectiveness.

The Ministry will make optimal use of community and private sector capacities in providing facilities and support services. The process of selecting contractors/implementers will be open and transparent. The Ministry will supervise the activities of implementers. The Ministry will also work to improve coordination with the Ministries of Finance and Economy and other public stakeholders.

The capacity of the staff and institutions for enhancement of quality and effectiveness, particularly at provincial levels, will be continuously increased and a system to assess the competency of employees will be developed and implemented. Particular attention will be paid in all aspects of educational administration to providing services and staffing in an equitable and just manner, especially to deprived provinces and districts.

Objectives

By 1393 (2014):

- Reform administrative, executive and recruitment structures; train, evaluate, reward and effectively manage Ministry personnel according to administrative reform norms and modern management in order to enhance the efficiency of the personnel and administration to successfully implement education programs

- At least 75% of Ministry employees will meet qualifications required for their positions
- Implement education programs through the development of an effective and transparent financial system with a capacity to implement program budgeting in the capital and provinces, facilitate timely payments and provide analytical financial reports for better decision making
 - Sufficient ordinary and development budgets will be provide for all education programs
 - Salaries of all employees will be paid on a timely basis
- Develop a transparent and efficient procurement and logistics system throughout the country in order to provide timely procurement and logistic services to education programs
 - All necessary goods for education departments and offices will be purchased in a timely and cost-effective manner.
- Introduce and mainstream ICT in the Ministry of Education to enhance the efficiency and effectiveness of personnel and education offices in successful implementation of education programs
 - All central and provincial education departments and offices, at least 80% of district education offices, and 30% of educational institutes will be effectively using ICT.
- Provide timely support services to all staff and offices of the Ministry
 - At least 80% of education departments and offices at national, provincial and district level will have access to transport and logistics facilities
- Acquire the land and title for the construction of all educational institutes and register all land and buildings in a central database
- Establish a security awareness system and improve coordination with communities and security departments in order to prevent security incidents and protect education offices, institutes, the staff and students.

Priority Program Components

- 1) Administrative Reform and Human Resource Development
- 2) Financial System Development
- 3) Information Communication Technology
- 4) Procurement and Logistics, Services and Properties
- 5) Security and Protection
- 6) Management and Coordination

Component One: Administrative Reform and Human Resource Development

Targets:

- Implement the new *Tashkil* based on public administration reforms at central, provincial and district levels
- Restructure the organization of the Ministry, as necessary, based on a needs assessment
- By 1393 (2014), recruit all staff of the Ministry under the new pay and grade system based on open competition and merit.
- Develop a comprehensive capacity building strategy and plan and train at least 80% of the Ministry staff in relevant professional subjects and general subjects like English, computer, management, human rights, gender, environmental protection and counter-narcotics.
- Develop and implement an annual performance appraisal system by 1389 and reward staff based on the assessment results
- Develop and implement a comprehensive human resource management information system (HRMIS) by 1389 (2010)

The implementation of the revised *Tashkil* of the Ministry and the new pay and grade system has started at the central and provincial levels. The new structure is more responsive to the Ministry's core programs. There will be an on-going review of the organizational structure of the Ministry, however, in order to identify and make changes as needed. Gender policy will be mainstreamed in restructuring and positions will be made gender specific as much as possible.

By the end of 1388 (2009), all 4,000 administrative staff in the central Ministry and 42,000 teachers in the provinces will have been appointed under the pay and grade system. All remaining teachers and 25% of administrative staff in the provinces will be appointed through this process in 1389 and the remaining administrative staff by the end of 1391 (2012). Those employed through the pay and grade scheme will receive higher salaries, which is expected to attract more capable staff to the Ministry of Education and thus increase efficiency and effectiveness. To encourage recruitment and appointment of qualified teaching and non-teaching staff in rural areas, especially female staff, the Ministry of Education will work with the Civil Service Commission and the Ministry of Finance to provide additional allowances such as regional allowances, hazard pay and special top-up pay for female staff relocating to rural areas.

To date, capacity building programs have been implemented on an ad hoc basis, which makes it difficult to gauge their impact on the Ministry. To organize such activities and increase their effectiveness, the Ministry will develop a comprehensive capacity building plan. According to the plan, at least 80% of the staff of the Ministry will receive training on various relevant subjects such as English language, computer, human rights, gender issues, environmental protection, and counter-narcotics. In addition based on the identified capacity development needs of various staff members, more specialized trainings will be conducted including training in rules and regulations, policies and guidelines. Placement of technical advisors and specialists

will be part of the capacity building strategy which will include clear objectives for system development, training of civil servant staff, filling the service delivery gap and a time bound exit strategy for the advisors. The Ministry of Education will make use of trainings provided by the Civil Service Commission.

A staff performance appraisal system will be developed. Annual staff assessments will be conducted and feedback on staff performance will be provided to all staff by their immediate supervisors. The system will help identify weaknesses and strengths and the assessment results will be used to make recommendations for promotions or further staff training.

Building on the existing teacher registration database and after a thorough system analysis, a comprehensive HRMIS will be developed. The system will include separate modules for Tashkil/Structure, appointment and personnel records, capacity building, and performance assessment. The system will be responsive to specific needs of MoE departments as well as to the reporting requirements of other ministries and will be linked to EMIS.

Component Two: Financial System Development

Targets:

- Develop and submit annual integrated program budgets (ordinary and development) that specify national and provincial budget allocations
- Make timely payments at central and provincial levels
- Update and implement the Budget Preparation and Expenditure Tracking (BPET) system in the center by 1389 and in the provinces by 1392 (2013)
- Implement the AFMIS system in the center and all of the provinces by 1390 (2011)
- Prepare quarterly reports on budget and expenditure based on program and province
- Coordinate the resource mobilization process with the Ministries of Economy, Finance and Foreign Affairs

The Ministry is now implementing the program budgeting approach required by the Ministry of Finance. In the coming years, an annual integrated ordinary and development program budget will be produced. It will be based on central and provincial program budgets. Therefore each program will know the budget allocations for central and provincial levels to be able to better plan or adjust its activities. The program budgets will be prepared based on the operational plans that are developed under the supervision of the Department of Planning and Evaluation.

Timely and effective implementation of programs requires timely payments in the center and provinces. As mentioned in the situation analysis, presently payments are not made on time, for multiple reasons, which hinders implementation of the plans. The Ministry will therefore train its Finance, Procurement and relevant program staff on rules, regulations and proper procedures in order minimize errors and accelerate payments. Staff will also be trained to make

adequate cash flow projections that will be submitted to the Ministry of Finance, which will help ensure that payments can be made on a timely basis.

To improve financial management procedures in the Ministry, the Afghanistan Financial Management Information System (AFMIS), developed by the Ministry of Finance, will be implemented in all provinces by 1390 (2011). It is currently being used at the central level and in 21 provinces. All program expenditures will be recorded in AFMIS in order to monitor implementation and expenditures and to address implementation problems. In addition, the Ministry's complementary Budget Preparation and Expenditure Tracking (BPET) system will be used to track program results against expenditures.

The Finance and Accounting Department will prepare quarterly and annual analytical reports based on program and provincial expenditures. These reports will be used to solve problems in the transfer and expenditure of budgets and for revision of plans as needed.

The Finance and Accounting Department will coordinate closely with the Grants Management Unit and the Ministries of Finance, Economy and Foreign Affairs to make necessary arrangements for the transfer and management of funds provided by development partners.

Component Three: Information and Communication Technology

Targets:

- Conduct research on successful experience of other countries in the use of ICT in the education system
- Identify the ICT needs of program and administrative departments including computer systems (software), ICT equipment, and training needs of staff
- Provide technical assistance to and supervise the procurement of ICT equipment and its optimal use
- Provide ICT infrastructure and equipment for all departments and offices in the center and provinces
- By 1393 (2014) train all staff of the Ministry at central, provincial and district level to effectively use ICT
- Develop and implement a maintenance and support system for the ICT equipment provided
- Distribute educational laptops for 10% of grade 4-6 students by 1393 (2014)
- Maintain the Ministry's website to provide public information

The Ministry of Education will conduct research on the optimal use of ICT in educational administration and management. This research will be used for decisions regarding optimal technology to be installed in offices at central and provincial levels and to increase the efficiency of ICT use in all departments and offices. Additional research will also be conducted,

in close collaboration with the Curriculum, Teacher Education and Science and Technology Education program, regarding effective use of ICT for educational purposes.

The ICT Department of the Ministry will assess the needs of education offices in the capital and provinces and will then develop and implement a plan. By 1393 (2014), the Ministry will equip all central and provincial education departments, 80% of district education offices and 30% of educational institutes with information and communications technology. In addition as discussed under component one of this sub-program staff will receive computer training as needed.

Support and maintenance will be provided for ICT equipment and facilities. The ICT Department will develop a maintenance plan and will pay regular visits to facilities to repair equipment or solve technical problems. As needed, equipment will be replaced.

The Ministry will evaluate the results of the One Laptop per Child pilot project (described in Chapter One). The results of this evaluation will be used for decision making on further expansion of the project. The Ministry plans to expand the use of ICT in schools either through this project or through alternative technologies. The implementation of the project will also encourage parents to provide laptops for their other children.

The Ministry's website will be maintained and will continue to be used to disseminate information on the Ministry's activities, collect feedback from people and answer their questions. The Ministry will regularly update the website with plans, reports, statistics, rules and regulations, research on Afghan education and news in national languages and English. The Ministry website will facilitate public access to information and transparency of education services.

Component Four: Procurement and Logistics, Services and Properties

Targets:

- Train and equip the central and provincial logistics and procurement units by 1389
- Develop databases by 1389 to: register all contracts, purchases and goods of the Ministry; maintain the Ministry's transport facilities; and to record all land and buildings of the Ministry
- Provide land for the construction of educational institutes, administrative buildings and teachers' residential areas
- Settle land disputes with individuals and other organizations
- Provide support services (including transport facilities, goods for programs, office equipment and building and maintenance services) to staff in the capital and provinces when and as needed

To strengthen the Procurement and Logistics Department, the Ministry will equip central and provincial units and will provide training for their staff. A database will be developed to store information on contracts and purchases. The purchases will be undertaken locally and major transport and logistics activities (for example related to textbooks or school construction) will be undertaken by the private sector.

Presently the Services Department provides regular pick-and-drop transport for the Ministry's personnel, other transportation services that are needed during working hours and minor maintenance procedures for Ministry vehicles. To improve the quality of these services, a database will be established that will contain information on the Ministry's transport facilities. Over time the Ministry will out-source transport and maintenance services to the private sector but will maintain a supervisory role to ensure that services are provided as required.

Although more than 11,000 educational facilities are active in Afghanistan, only half of them have usable buildings with lands owned by the Ministry. However, land must be provided for new construction projects. The Ministry's Directorate for Land and Properties is responsible for identifying land for construction projects and for distributing plots of land to teachers. It will work to distribute residential plots to at least 75% of Ministry staff by 1393 (2014). To better manage such issues, the Ministry will develop and maintain a database with information on plots of land available and allocated for schools and educational facilities and their legal status, and plots of land distributed to staff. The information will also be used to facilitate the identification of sites for the construction of educational institutes. This directorate is also responsible for settling disputes related to land ownership and making sure that property that has been illegally taken over by others is returned to the Ministry.

Component Five: Security and Protection

Targets:

- Equip and train central and provincial security and protection units
- Develop security systems for education offices and educational institutes with the cooperation of security organizations
- Monitor all education offices, educational institutes, student routes to schools on a continuous basis in order to identify probable threats, including attacks, violence, sexual abuse and addiction to narcotics
- Provide awareness training and guidelines for key staff and, through them, for other staff and students on possible threats
- Strengthen coordination with community and security organizations to prevent attacks
- Register daily the security incidents into a database and provide analytical reports

Over the past years, the enemies of Afghanistan and education have been attacking schools, martyring or injuring students and burning facilities. With the cooperation of security

institutions, the Ministry has developed a system to protect education facilities and offices, and will equip and train protection officers in the capital and provinces.

All education offices and institutes, and students' and teachers' routes to schools will be constantly monitored by protection officers, networks of community leaders and educational staff. Through these networks, possible threats will be identified and necessary measures taken to prevent incidents. Key staff of educational institutes and offices and through them students will be trained on prevention measures and security guidelines. With the cooperation of the UN Mine Action Program, awareness of students, teachers and other staff will be raised on the dangers of landmines and unexploded devices and ammunition.

The Ministry will provide secure and conducive learning spaces. Probable cases of violence, sexual abuse, and addiction in schools will be identified by protection officers and necessary action will be taken to prevent them. If necessary, protection officers will refer the perpetrators to relevant justice bodies.

The security or protection of educational institutes is not feasible without the participation of the community and security institutions. The Ministry will enlist the support of school and community councils to help protect schools, and will secure the cooperation of central and local security bodies.

A database will be put in place to store information on security incidents on a daily basis and to prepare analytical reports. The reports will be used to identify insecure areas and to implement appropriate security measures.

Component Six: Management and Coordination

Targets:

- Revise all administrative, finance and procurement rules, regulations and guidelines by 1393 (2014)
- Develop and revise annual operational plans of the sub-program
- Provide quarterly and annual reports
- Review and evaluate mid-yearly the activities and education development projects

The unit in-charge of policy and procedures under the office of the Deputy Minister Administration and Finance will review all legal documents including regulations, procedures and guidelines for this sub-program and revise them as necessary. The revisions will be aimed at increasing efficiency, shortening procedures and ensuring quality and financial controls. The revised documents will be available to the public through the Ministry's website.

Like other programs, the Education Administrative Development Sub-Program will, in line with the National Education Strategic Plan for Afghanistan, develop annual operational plans and budgets based on a situation analysis and assessment of progress and efficiency. Quarterly reports on the progress and challenges of the sub-program will be prepared and submitted to

the Department of Planning and Evaluation and the Ministry leadership. The activities of the sub-program over six months will be carefully evaluated and the results will be used to revise and develop annual operational plans.

Sub-Program 5.3: Strategic Management Development

Overall Goal

To increase effectiveness, efficiency, accountability and transparency of the Ministry of Education at a strategic level and within the framework of national laws and international commitments.

Overall Strategies

Planning, monitoring and evaluation will be strengthened and gradually decentralized and the capacity of education departments and offices as well as provincial and district staff members will be increased. The development of provincial strategic plans will support the decentralization policy as will the development and implementation of EMIS at the provincial level. At the provincial and district level the Ministry will work to involve communities, civil society and the private sector in the design and implementation of education programs in order to strengthen the education system, increase community ownership of education programs and make the education services more relevant to local needs.

All policies, procedures, and control mechanisms to reduce administrative and financial corruption in education departments in the center, provinces and districts will be revised, published and disseminated. Relevant staff will be oriented on the policies and the internal audit function will be further strengthened.

All national and foreign resources will be distributed based on need and equity. Donors will be encouraged to channel their assistance to education through the core development budget.

To ensure quality of information and efficiency of administrative procedures, data and statistics on educational institutes, staff members, teachers and students will be collected and updated through computerization of administrative processes including recruitment and students' records at provincial and, in later stages, district and school levels. In addition all databases and information systems in different departments of the Ministry will be linked to the central EMIS in order to provide all departments with access to needed information. This will enable them to use the information better for planning and decision-making purposes.

Strategic decisions and actions will be based on accurate statistics and information and a thorough analysis of the issues including scientific research where necessary. The relations and communication between the education programs and the local, national and international media will be strengthened within the framework of the communication strategy and developed policies.

Objectives

- Review and revise, as necessary, all policies, regulations, and guidelines and other legal documents by 1393

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- Increase the role of the Ministry in coordinating externally funded projects in accordance with Ministry priorities and convince more donors to channel funds through the core development budget
- Strengthen the capacity of internal audit department to conduct annual inspections and audits of all education departments and fight corruption
- Address all complaints filed by customers and clients in a timely manner
- Develop national and provincial operational plans every year and evaluate main activities of the Ministry
- Strengthen and further develop EMIS in the center and provinces
- Develop and publish quarterly and annual standard reports

Priority Program Components

- 1) Policy Development and Revision
- 2) Strategic and Operational Planning
- 3) EMIS, Monitoring, Evaluation and Reporting
- 4) Grants Management
- 5) Control and Audit
- 6) Strategic Relations
- 7) Management and Coordination

Component One: Policy Development and Revision

Targets

- Strengthen the Education Academic Council by 1390 (2011)
- Revise, by 1390 (2011), policies, regulations and guidelines based on identified needs, and national and international commitments; develop new policies, rules and regulations as needed
- Develop and make available to education departments and institutes the Afghanistan Education Compendium and a collection of education legislative documents and guidelines by 1390 (2011)

The Ministry will develop and strengthen the Education Academic Council as a professional body. The main responsibilities of the Council will be to conduct research on policies, procedures, systems and educational strategies; to revise laws, regulations and guidelines and to provide recommendations for improving the quality of education. The Council will revise policies, regulations and guidelines and, if need be, develop new ones to ensure equitable

access to and quality of education, and to fight against administrative corruption. The research and policy revision will be carried out in close coordination with relevant program departments and national and international research bodies.

The Afghanistan Education Compendium will contain general information on Afghan education, the organizational structure of the Ministry, duties and responsibilities of each department, the main policies of the Ministry and other important information. The Compendium will be developed to raise public knowledge on education and to provide guidance for clients. All legal documents of the Ministry will be collected and printed as another package, and made available to education departments and institutes. This package will provide education staff with information related to policies, duties and procedures.

Component Two: Strategic and Operational Planning

Targets

- By 1390 (2011), standardize main activities and develop standards costs
- Develop provincial strategic plans for all provinces by 1393 (2014)
- Develop annual national and provincial operational plans and conduct a mid-year review of them every year
- Develop operational plans for education departments in all districts by 1393 (2014)
- Train 500 planning managers of districts, provinces and the capital in planning, monitoring, evaluation and reporting by 1393 (2014)

The Ministry will develop a standard definition of its main activities and how they are implemented, together with associated standard costs. This will facilitate the development of standard plans and proposals as well as implementation of activities. Standard costs will be adjusted based on regional variations. The activity and cost standardizations will be prepared in close collaboration with the programs and the Finance Department.

To ensure implementation of the National Education Strategic Plan for Afghanistan, annual operational plans and budgets will be developed in the third quarter of each year for the following year. Each year the implementation of operational plans will be reviewed in the middle of the year. Based on such reviews, the operational plans will be revised as necessary. The process of operational planning has started at the central and provincial levels. This process will be strengthened over the plan period so that all departments understand and can develop their own plans with minimal guidance from the Planning and Evaluation Department. Beginning in 1389 the Planning and Evaluation Department and Finance Department will train and support Provincial Education Departments on the development of operational plans and budgets.

Beginning in 1391 (2012), the Planning and Evaluation Department will begin the process of training and supporting the districts' education offices to produce district-level annual operational plans. This will promote a needs-based bottom-up planning approach. By 1393

(2014), all districts education office staff will be trained and supported in operational planning. To develop and enhance the planning capacity of Ministry staff at all levels, 500 managers from the capital, provinces and districts will be trained on planning, monitoring and evaluation.

Component Three: EMIS, Monitoring, Evaluation and Reporting

Targets

- By 1393 (2014), develop additional modules for the EMIS for specific needs of programs and departments and connect them to the central EMIS
- All central, and provincial education departments will have access to EMIS by 1393 (2014)
- At least 60% of district education departments and 20% of educational institutes throughout the country will have access to EMIS by 1393 (2014)
- Develop mechanisms to report on implementation progress at central and provincial levels and produce a consolidated report for all programs by 1390 (2011)
- Develop and implement an integrated monitoring and evaluation system by 1390 (2011)
- Conduct mid-term review of NESP implementation in 1391 (2012) and a final evaluation in 1394

Lack of reliable information and data are two of the biggest challenges that hinder proper decision making, policy development and planning. These problems were partially addressed by the EMIS that was developed in 1386 (2007) but the system needs strengthening and further development. As indicated in the other four priority programs, the Ministry intends to develop multiple modules for different education programs in the capital and provinces. These modules will all be connected to the EMIS.

The EMIS will gradually expand throughout the country to ensure that all educational institutes have access to needed information. One of the main objectives is for the Provincial Education Departments to be able to use the EMIS modules to collect and enter relevant data on employees, students, facilities and assets. By 1393 (2014), all central and provincial education departments, 60% of district education departments, and at least 20% of educational institutes will have access to EMIS.

A standard reporting system will be established for reporting on program implementation progress in the center and provinces. National and provincial focal points responsible for reporting on programs, components and main activities/projects will be assigned for each program and sub-program. Periodic reports will be submitted by provincial focal points to their relevant program focal points at national level. The national program focal point will consolidate provincial reports and submit a consolidated report to the Department of Planning and Evaluation. This system will allow the Ministry to more efficiently produce consolidated quarterly and yearly reports. In addition, EMIS staff will be trained to develop reports based on users' identified needs.

With the cooperation of national and international organizations, the Ministry will develop a monitoring and evaluation system for use in on-going monitoring of NESP implementation and for evaluation of key education projects (See Chapter Four for more information). Through this system, the progress of the projects will be measured, challenges identified and recommendations proposed to overcome them. A mid-term and final evaluation of the NESP will be conducted in collaboration with partners.

Component Four: Grants Management

Targets

- Strengthen the Grants Management Unit and deploy focal points at the provincial level by 1390 (2011)
- Each year identify projects to be funded through the external development budget
- Improve capacity to prepare proposals to address funding gaps and attract funds by 1390 (2011)
- Develop a system to supervise procurement processes and conclusion of contracts conducted through the external development budget by 1389
- Develop database and regulations for funding, implementing, monitoring and evaluation of projects funded through the external development budget by 1389
- Coordinate all externally funded programs and projects and align them with the NESP

The central Grants Management Unit will be strengthened and focal points will be deployed to the provinces by 1390 (2011) to ensure that education projects are sufficiently funded, and to improve coordination between the Ministry and its partners. The Ministry will work with its partners to ensure that all external programs and projects are designed and implemented based on the NESP.

The main function of these units will be to address funding gaps by securing funds for education projects in the center and provinces. By 1390 (2011), the Ministry will be able to prepare proposals and attract funds for under-funded projects.

In 1389 the Ministry will hold joint meetings with donors and international partners in order to attract funds. The financial and technical needs of the projects will be discussed with donors and international partners. The education projects for funding through the external budget will be identified each year and will be discussed with partners.

A system will be developed to track procurement, execution and conclusion of contracts for externally funded projects, including those supported by PRTs. This will include a database to register and store information on funding, implementation, monitoring and evaluation of all projects that are funded through the external development budget. An end of project summary report for each project will be prepared and maintained in the database. Joint evaluation of major projects will be organized through the Education Development Board

(EDB). The reports will include a description of the implementation process and financial expenditures, and will provide an analysis of the implementation issues, challenges and suggested solutions.

Component Five: Control and Audit

Targets

- By 1393 (2014), the Ministry will have the capacity to conduct annual inspections and audits of all education departments
- A professional body of inspectors and financial auditors will be trained by 1391 (2012)
- All filed cases will be addressed and registered in a database by 1390 (2011)
- A transparent system for reporting audit findings will be established by 1390 (2011)

The Ministry will strengthen its internal inspection and audit system so that it will be based on international standards. By 1393 (2014) the Ministry will have the capacity to conduct annual inspections and audits of all education departments every year. The system will be aimed at systematically inspecting and auditing the financial, procurement, recruitment, administrative, and program activities in order to reduce corruption. Based on the reviews and research done, a transparent system for reporting audit findings will be put in place. Audit findings will be presented to the Minister or his/her designee. Follow-up action will be taken as appropriate. This may include referral to the Attorney General for further investigation or, in less serious offenses, issuance of a warning letter to the staff which will also be included in his or her personnel file in the HRMIS.

Component Six: Strategic Relations and Communication

Targets

- Revise, strengthen and implement the communication strategy for the Ministry of Education by 1389
- Develop and communicate public awareness materials on policies, plans, progress and education issues through press conferences in the center and provinces, the Ministry's website, internationally-recognized publications and other means
- Organize quarterly coordination and consultation workshops for provincial and district officials every year

Provision of quality education services for all requires implementation of the Ministry's policies, and plans. There are also issues in delivery of education programs and meeting targets. An effective communications strategy is therefore needed to disseminate information to all of the Ministry's stakeholders about policies, plans, challenges, and progress. The purpose of the strategy is to build the trust of students, parents, communities, donors and others and attract their support for education in Afghanistan. The Ministry will develop public awareness materials and analytical reports on policies, progress and existing education issues. These will

be communicated through regular press conferences in the capital and provinces, the Ministry's website, internationally-recognized publications and other media. In addition to coordinating and consulting with decentralized district and provincial levels, the Ministry will hold regular quarterly workshops to improve coordination, decision-making processes and information sharing of policies and strategies with other levels.

Component Seven: Management and Coordination

Targets

- Revise all legislative documents, regulations and administrative, financial, and procurement guidelines by 1393 (2014)
- Organize periodic Education Development Board meetings
- Develop and revise annual operational plans of the sub-program
- Develop quarterly and annual reports
- Review and evaluate activities and projects of the program bi-annually

Relevant legal documents including regulations, procedures and guidelines will be reviewed and revised as necessary. The revisions will be aimed at increasing efficiency, shortening procedures and ensuring quality and controls. The revised documents will be available to the public through the Ministry's website.

Education Development Board (EDB) meetings will be organized on a monthly basis to discuss policy issues, program updates, funding requirements and coordination among education stakeholders. Technical working groups established under EDB will meet regularly and discuss programmatic technical issues and propose issues for discussion and decision making at EDB. Funding initiatives for education at global level such as Fast Track Initiative will be approached with EDB support for funding education programs in Afghanistan.

Like other programs, the Strategic Management Development sub-program will, in line with the National Education Strategic Plan for Afghanistan, develop annual operational plans and budgets based on a situation analysis and assessment of progress and efficiency. Quarterly reports on the progress and challenges of the sub-program will be prepared and submitted to the Department of Planning and Evaluation and the Ministry leadership. The activities of the sub-program over six months will be carefully evaluated and the results will be used to revise and develop operational plans.

Chapter Four: Implementation, M&E Framework

It is evident that the Ministry can achieve its objectives contained in this strategic plan if the activities are duly implemented, the progress of the Ministry towards achieving the objectives is regularly measured and the problems and challenges are identified and addressed.

Implementation

Implementation structure and responsibilities

NESP provides a clear structure for programs and program implementation at national and provincial level. The five priority programs (and 10 sub-programs) with clearly specified objectives and targets related to the planned main activities are clearly linked together and if fully funded and implemented will achieve the overall education objective at national and provincial levels.

Through implementation of Priority Administrative Reform the Ministry structure has been revised to meet the program implementation requirements, prevent duplication, and improve coordination at national and provincial levels. The NESP program design corresponds to the revised structure of MoE. Under the leadership of the Minister of Education there are five deputy Ministers¹¹ each leading one of the priority programs¹². Under each Deputy Minister there are 3-8 directorates, each responsible for a sub-program/component(s) and its related main activities. At the provincial level under the direction of the Provincial Education Director there are five senior managers¹³ each responsible for implementation of a priority program at the provincial and district level. The schools are responsible for actual delivery of education with close involvement of School Shuras.

Non-governmental organizations will participate in implementation of NESP priority program activities within legal frameworks and only after approval of the Ministry of Education through signed cooperation of agreements. Private sector organizations/companies will participate in education services delivery within approved rules and regulations and through contracts award for specific services¹⁴.

¹¹ General and Islamic Education, Curriculum and Teacher Education, Technical and Vocational Education, Literacy, Admin and Finance Deputy Ministers

¹² The Minister will appoint some one to act as a focal point who will have the responsibility for implementation of sub-program 3 of Education Management Program (Strategic Management Development.)

¹³ Senior managers General and Islamic Education, Director Teacher Training College, Senior Manager TVET, Senior Manager Literacy, Senior Manager Admin and Finance.

¹⁴ Running private schools, supply of goods and services, school construction, for example

Annual operational plans and budget

The strategic plan will be translated into annual national and provincial operational plans and budgets with clear annual targets for each priority program. These plans will be developed through participatory processes involving the heads of provincial and district education departments as well as the central departments. They will be responsible to set the annual targets and define the specific activities of each program for the year. The Department of Planning and Evaluation will provide training and capacity building, the frameworks, formats and other necessary guidelines to support the planning process. The annual operational plans and budgets will be shared with education partners through EDB before submission to the Ministry of Finance. After the budget appropriation/approval by the Ministry of Finance, the national and provincial operational plans will be revised according to the allocated budget, and after approval of the Minister, will be communicated to the program authorities in the center and Provincial Education Departments.

Program activity implementation

The first step in successful implementation of the NESP is proper understanding of the plan and resources available for its implementation. The Department of Planning and Evaluation will prepare and print the NESP in local languages and organize orientation trainings for priority program and component directors at national and provincial levels. Through a cascade system all ministry staff will be oriented to the NESP. Once annual operational plans are developed, similar trainings will be organized each year in order to ensure that all departments and staff members have clearly understood the tasks assigned to them.

To strengthen effective implementation of the strategic plan and operational plans, more authority will be delegated to provincial and district education offices and, at the same time, the monitoring capacity of the central administration will be strengthened. The more the implementers are involved in decision-making, the more responsible they will feel and the more effort they will make to solve problems.

The most important factor with regard to plan implementation is strengthening delivery capacity at central, provincial, district and school levels. The Ministry of Education will recruit and deploy technical assistance to improve the systems, adequately staff provincial and district education offices and train civil servants and school managers in relevant disciplines. Special attention will be focused on improvement of financial management, procurement and logistics systems at national and provincial levels by deploying qualified staff and computerized systems to increase effectiveness and efficiency.

Optimal utilization of the capacities of the Afghan private sector and non-governmental organizations is an important factor for successful implementation of the NESP. The Ministry of Education will encourage donors to develop and utilize local capacities and institutions for implementation of projects funded through the external development budget. The Ministry of Education will endorse funding foreign organizations and companies as implementing partners only in exceptional cases when critical technical expertise is not available locally. The Ministry

of Education will also use the Afghan private sector and non-governmental organizations for service delivery through contract awards from core budget.

To effectively implement NESP, coordination among different departments of the Ministry and between the Ministry and its partners at central and provincial levels will increase through joint meetings. Internal program coordination meetings will be organized within each program and across programs on a weekly basis both at central ministry and provincial levels. The Teacher Education program and the Technical and Vocational Education program will also implement their programs in coordination with the Ministry of Higher Education and the Ministry of Labor and Social Affairs, and other independent departments active in the education sector. Monthly and quarterly program coordination meetings will be organized with relevant stakeholders.

Risks and risk mitigation

Security in some of the provinces will negatively affect implementation of the program and children's access to the formal education system. The Ministry of Education will continue to establish and strengthen school support *Shuras*, engage communities in school protection, support community based education and support education in emergencies in order to ensure children have access to education.

Political instability in general and frequent changes in the leadership of the Ministry may have negative effects on governance and on implementation of the plan. Strengthening the Ministry's systems and capacities will help mitigate the negative effects associated with these risks.

The Social context in some communities particularly in the south may undermine girls' enrollment and retention particularly in the secondary grades mainly due to lack of female teachers. Campaign for girls' education, awareness-raising through local and religious leaders about the importance of girls' education and relocation of female teachers to rural schools are strategies that will be considered to mitigate these risks

Economic conditions may force some poor families to gain economic benefits from their children's labor, which will prevent them from attending school. The Ministry of Education will campaign for child rights, and with partners' support provide stationery and food for education to encourage poor families to send their children to school. Accelerated learning classes and provision of dormitory facilities will also encourage enrollment of children.

Availability and willingness of **qualified human resources** to teach in the rural areas may hamper provision of education services. The Ministry will work with the Civil Service Commission and the Ministry of Finance to provide, in addition to increased salaries, regional allowances, hazard pay and special incentives to female teachers.

Government budget constraints and predictability of external funding will negatively impact access to and quality of education. Through EDB, the Ministry of Education lobby within Parliament and will encourage donors and MoF to provide adequate resources to education and prioritized activities.

Monitoring and Evaluation

Monitoring of activities and evaluation of results are an integral part of all phases of the planning and implementation processes for core education and development programs and projects. They have separate but complementary roles.

Monitoring is a continuous function that uses the systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives, and progress in the use of allocated funds.

Evaluation is the systematic and objective assessment of an ongoing or completed project, program, or policy, including its design, implementation, and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact, and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision making process

Overall NESP monitoring will consist of three broad elements:

- Monitoring of progress against targets, by compilation of within year and annual progress reports with information on the performance of each component towards defined targets as set in annual work plans and budgets. These will be based on the broad program targets presented in the NESP which will be broken down into detailed outputs, activities and inputs required for each fiscal year.
- Monitoring of resources use against budget, which will be based on expenditures compared to the budget by program (operating and development) including utilization of donor funding (for donors who transfer their funds through the core development budget)
- Monitoring and reporting on development partners' contributions through external budget projects. The Ministry of Education, in consultation with EDB members, will develop monitoring and reporting formats for projects/funds that are managed by partners outside of the government budget. The reporting will be aligned with the NESP program structure. EDB will consolidate such reports provided by partners.

Reporting

Program and component directors will prepare monitoring plans and checklists. When education supervisors at national, provincial and district levels make visits to schools and institutions, they will monitor the front line staff and make sure that staff at all levels clearly understand the plan, implement it in a timely manner and according to the guidelines, and report accurately on progress and challenges. During follow-up visits, the supervisors will check whether performance has improved, provide feedback to staff and report on progress and challenges to their relevant managers.

Monthly program/activity updates will be prepared by provincial education offices and submitted to relevant program directors at national level. The program directors will prepare program summary updates and submit them to the Department of Planning and Evaluation.

Consolidated monthly updates will be prepared and communicated across the programs. Quarterly progress reports will be prepared for each of the five priority programs and will be consolidated into one report. The Finance Department will also prepare quarterly program expenditure reports. These reports will be prepared for internal use only.

The second quarter report will be a semi-annual report (progress and expenditure). The Ministry leadership and program directors will review plan and budget execution, challenges and proposed solutions, and make necessary adjustments to the annual plan and budget. The review will also provide recommendations and inputs for preparation of the following year's operational plan. The semi-annual report will be shared with education stakeholders.

The Department of Planning and Evaluation will also establish and strengthen a central monitoring and verification team. The team will carry out quarterly verification missions to selected projects sites and verify the actual implementation outputs/results against the quarterly reports provided by program directors. Verification reports will be prepared by the team and communicated to the Ministry leadership as well as used to provide feedback to program management teams.

The Ministry has developed an Education Management Information System (EMIS), which has been used in the development of this second strategic plan. This is a significant step towards a comprehensive monitoring and evaluation system. Efforts will be made to improve the quality and the timeliness of the data. As discussed in Program 5, the EMIS system will be deployed at provincial level to improve and accelerate data collection process. Other specific modules will be developed for specialized departments. The Afghanistan Financial Management Information System and Budget Planning and Expenditure Tracking system are other initiatives that will provide valuable monitoring information. Program specific analytical reports will be generated from these systems that will be used for reviews and decision making.

A comprehensive consolidated annual narrative and expenditure report will be produced which will indicate progress against set targets for each program as well as challenges and lessons learned. Detailed statistical data will be annexed to the report. The annual report will show performance, changes in key outcome targets such as enrolment, pupil/teacher ratios, pupil/classroom ratios, examination results and other data on learning achievements. This report will serve as the key monitoring instrument to assess overall program and sub-program performance. The report will be presented to education stakeholders such as education partners, Ministries of Economy and Finance, and Parliament. The report will also be uploaded at the ministry website for public access. As needed MoE will also commission periodic studies to further assess the performance of the education system in relation to meeting the goals and objectives set out in NESP2.

The annual audit will be conducted by the Office of the Controller and Auditor General, Government of Afghanistan. The audit will be a full scope financial and compliance audit. The annual audit report will be presented within six months of the close of the fiscal year.

Meetings

Monthly EDB meetings will be organized and updates will be provided to education partners on NESP implementation. The MoE will also organise semi-annual meetings in cooperation with the EDB. The meetings will serve as a common review of program performance including MoE, NGOs, private sector education partners and external funding partners to the sector. The semi-annual review meetings will consist of one to review progress in the previous fiscal year and another to review proposed work-plans and budgets for the following fiscal year.

The semi-annual meeting to review progress will be convened in Sawr/Jawza (May/June) and will review overall progress for the previous fiscal year based on expenditure reports, progress reports and annual reports. At this meeting donors will be expected to make an initial indication of funding to be provided for NESP for the following fiscal year, which will enable MoE to include this in their budget preparation process.

The semi-annual meeting to review proposed work plans and budgets will be convened in Meezan/Aqrab (October/November) in time for inclusion of decisions in the overall submission of the MoE budget to MoF and subsequently the Parliament following the regular state budget appropriation calendar. The meeting will review the Annual Work Plan and Budget for NESP for the next fiscal year, the audit report of the previous fiscal year, and the findings of review and or study missions.

Developing Monitoring Capacities

The capacity for implementation of the M&E system at different levels will be enhanced through different training and mentoring programs. In addition the Department of Planning and Evaluation will work to develop awareness and capacity for the use of monitoring and evaluation results within other departments and among different decision-makers.

The Department of Planning and Evaluation will also provide assistance to each program to strengthen its monitoring and evaluation systems and instruments. The monitoring of program outcomes, outputs and activities as specified in the NESP-2 logical framework matrices will be consistently undertaken in order to produce reliable, useful and timely information to improve implementation and revision of program plans.

Reviews

The semi-annual meetings will be presented with the relevant plans, budgets and reports as described in the section above. In addition, based on prior annual meeting decisions, MoE in cooperation with EDB will conduct reviews and studies before the next semi-annual meeting to assess actual outcomes of the NESP and/or to assess specific areas of focus under the NESP (like learning outcomes, coverage and outreach of services, efficiency and effectiveness of resource use, relevance and cost effectiveness of projects with external funds managed by partners out of the government budget). These reviews will be external and thus serve as an additional source of information to verify progress and annual reports based on internal monitoring

systems, as well as to identify opportunities to conduct studies and assess outcomes in specific areas, both for monitoring purposes and for informing the MoE and donors.

Evaluation

Mid-term Evaluation

In close coordination with EDB the ToR for an external mid-term evaluation will be developed and external consultants will be recruited to conduct mid-term evaluation and present an evaluation report focusing on progress, implementation challenges and recommendations. The Department of Planning and Evaluation will initiate an Education Development Forum at the midpoint of the implementation phase to conduct a mid-term evaluation of the overall progress. The meeting for the mid-term evaluation will be chaired by the Minister, and will be attended by deputy ministers, heads of departments, stakeholder representatives, public and non-government organizations and donors. Based on the results achieved compared to the objectives and targets of the NESP, objectives, strategies and activities for the second half of the implementation will be revised, if necessary, and considered for future strategic planning.

Final Evaluation

The final evaluation of the National Education Strategic Plan will be done by the Education Development Forum at the end of the implementation phase. External consultants will be recruited to carry out the evaluation. The evaluation will assess the outcomes of the strategic plan on the overall status of education in Afghanistan and review the lessons learned from the implementation of the strategic plan. The results of the evaluation will be practically used for the development, implementation and monitoring of the next strategic plan.

The final evaluation report prepared at the end of the implementation phase will include the monitoring results, comparison of the two last years of implementation, and the results of the research done. The report will contain a summary of the implementation progress of programs, and the challenges and the lessons learned. The report will reflect the achieved outcomes and the long-term impacts made by implementation of the strategic plan. If some objectives and outcomes have not been achieved, the reasons will be identified and solutions will be suggested. The report will also contain the feedback of the communities, civil society organizations, donors and implementing partners.

Research (Case Study)

With the cooperation of universities and national and international research organizations, the Department of Planning and Evaluation will more deeply evaluate some components or activities of the plan that are of specific importance to the Ministry. Such evaluations will consider the effectiveness, efficiency, and sustainability of activities. The results will be used in the revision of policies, objectives, and strategies adopted by the Ministry. The analytical results of such evaluations will be made available to the leadership of the Ministry.

Chapter Five: Costing and Financing

Costing

Achieving the educational goals of NESP by 1393 (2014) and addressing the challenge presented by the Millennium Development Goals and Education for All will be costly. The pressure created by the number of students already in the system and our shared objective to increase the quality and relevance of their education is greater now than it was five years ago. Demand from the community has outstripped supply and the future demands from current students require significant additional investments. The Ministry must accommodate the new entrants, build new schools, recruit and train additional (and current) teachers to higher standards of knowledge and skills and simultaneously manage short-term changes that will have long-lasting impact. Improving the quality of teaching is not possible without proper remuneration to attract and retain qualified teachers/staff. In addition, implementation of the new government-wide Pay and Grade system will have huge cost implications.

While the investment required is great, education is the basic right of all children and adults and a pre-condition for democratic processes and social participation. It is the foundation for development of human resources required for economic development of the country and can contribute to poverty reduction and bringing peace and unity. Education service delivery also provides large number of employment opportunity nationwide.

Operating Budget

The calculation of the base salary is made by multiplying the number of existing staff in 1388 (2009) and the average pre-Pay and Grade salary rate for each category of staff (teachers, officers, support staff). Increase in salaries due to Pay and Grade is calculated separately. The existing staff will be covered under pay and grade in four years starting in 1388 (2009) (around 42,000 teaching staff in all provinces and 4,000 non-teaching staff in MoE center in 1388 (2009), remaining 132,906 teachers and 12,554 non-teaching staff in 1389, and the remaining 25,108 non-teaching staff in 1390-1391/2011-2012. Based on the increase in students enrollment and student teacher ratio over 165,000 new staff will be recruited in the coming five years. The cost of recruitment of new staff is calculated separately based on new pay and grade system.

Table 8: Planned recruitment of new staff

<i>Summary</i>	1387 (2008) Actual	1388 (2009) Projected	1389 (2010) Estimate	1390 (2011) Estimate	1391 (2012) Estimate	1392 (2013) Estimate	1393 (2014) Estimate	Total 1389-1393 (2010-2014)
Teachers			10,613	29,004	30,434	32,380	33,215	135,646
Officers			581	2,017	2,080	2,193	2,241	9,112
Support staff			1,709	4,392	4,639	4,922	5,054	20,716
Total 4- New Recruitment	12,500	12,500	12,903	35,413	37,153	39,495	40,510	165,474

An increase in the ratio of non-salary costs (budget line 22 and 25) is proposed in order to allow for supply of sufficient teaching and learning material to schools/students, maintenance and repair of buildings constructed through development budget, and covering the per diem and traveling costs to improve supervision and monitoring.

Table 9: Proposed salary and non-salary cost ratios

	1387 (2008) Actual	1388 (2009) Projected	1389 (2010) Estimate	1390 (2011) Estimate	1391 (2012) Estimate	1392 (2013) Estimate	1393 (2014) Estimate	Total 1389-1393 (2010-2014)
Summary Costing								
Operating (Recurrent) Expenditures								
Wages and Salaries (21)	86%	90%	82%	80%	78%	77%	75%	78%
Goods and Services (22)	11%	9%	15%	16%	17%	18%	19%	17%
Purchase of Assets (25)	3%	0%	3%	4%	5%	6%	6%	5%
<i>Sub-Total 2- Budget ratio Operating</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

The proposed option will have a number of comparative advantages. The execution rate of operating budget has been successful as the civil servants managing the program and finances are familiar with the government ordinary budget system. In addition this will pave the way for integration of the operating and development budget in the future.

Development Budget

The government of Afghanistan is not in a position to cover the cost of education through the ordinary budget due to lack of internal resources. Donors' contributions to education are preconditions for success in achieving the NESP objectives and MDG and EFA goals. The major cost items calculated for the development budget include construction of education institutions/schools, technical assistance in the form of TA staff and consultancy services, and other program costs of a developmental type (for example, accelerated teacher education, community based education, inclusive education, etc) that cannot be covered through the ordinary budget at this stage.

Table 10: NESP Costing 1389-1393 (2010-2014)

Ministry of Education								
National Education Strategic Plan 1389-1393								
All 5 Programs	USD Millions (US\$ '000,000)							
Summary Costing	1387 Actual	1388 Projected	1389 Estimate	1390 Estimate	1391 Estimate	1392 Estimate	1393 Estimate	Total 1398-1393
Operating (Recurrent) Expenditures								
Wages and Salaries (21)	226	255	425	540	628	718	808	3,119
Goods and Services (22)	29	26	77	108	138	172	210	705
Purchase of Assets (25)	7	1	17	27	38	50	65	197
<i>Sub-Total All 5 Programs Operating</i>	<i>262</i>	<i>282</i>	<i>519</i>	<i>674</i>	<i>804</i>	<i>940</i>	<i>1,083</i>	<i>4,021</i>
Development Budget	61	199	739	785	890	955	1,003	4,371
TOTAL All 5 Programs	323	481	1,258	1,459	1,694	1,896	2,085	8,392

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Program-1: General Education and Islamic Education	USD Millions (US\$ '000,000)							
<i>Summary Costing</i>	1387 Actual	1388 Projected	1389 Estimate	1390 Estimate	1391 Estimate	1392 Estimate	1393 Estimate	Total 1398-1393
Operating (Recurrent) Expenditures								
Wages and Salaries (21)	205	231	387	493	574	655	734	2,844
Goods and Services (22)	12	8	70	99	126	157	191	643
Purchase of Assets (25)	1	0	15	25	34	46	59	179
<i>Sub-Total Program-1: General Education Operating</i>	218	239	472	617	735	858	984	3,666
Development Budget	7	27	64	72	91	96	101	424
TOTAL Program-1: General Education and Islamic Education	224	266	536	688	826	954	1,085	4,090

Program-2: Curriculum, Teacher Education, Science & Technology	USD Millions (US\$ '000,000)							
<i>Summary Costing</i>	1387 Actual	1388 Projected	1389 Estimate	1390 Estimate	1391 Estimate	1392 Estimate	1393 Estimate	Total 1398-1393
Operating (Recurrent) Expenditures								
Wages and Salaries (21)	5	7	12	14	15	16	17	73
Goods and Services (22)	7	5	2	3	3	4	4	16
Purchase of Assets (25)	0	0	0	1	1	1	1	4
<i>Sub-Total Program-2: Curriculum, Teacher Education, Science & Technology Operating</i>	12	12	15	17	19	21	22	94
Development Budget	13	72	129	117	131	152	155	683
TOTAL Program-2: Curriculum, Teacher Education, Science & Technology	25	84	144	134	149	172	177	777

Program-3: TVET	USD Millions (US\$ '000,000)							
<i>Summary Costing</i>	1387 Actual	1388 Projected	1389 Estimate	1390 Estimate	1391 Estimate	1392 Estimate	1393 Estimate	Total 1398-1393
Operating (Recurrent) Expenditures								
Wages and Salaries (21)	4	5	8	11	15	20	28	82
Goods and Services (22)	2	3	2	2	3	5	7	19
Purchase of Assets (25)	0	0	0	1	1	1	2	5
<i>Sub-Total Program-3: TVET Operating</i>	6	9	10	14	19	26	37	106
Development Budget	3	17	12	18	21	23	23	98
TOTAL Program-3: TVET	9	26	23	32	40	49	60	204

Program-4: Literacy	USD Millions (US\$ '000,000)							
<i>Summary Costing</i>	1387 Actual	1388 Projected	1389 Estimate	1390 Estimate	1391 Estimate	1392 Estimate	1393 Estimate	Total 1398-1393
Operating (Recurrent) Expenditures								
Wages and Salaries (21)	4	5	10	12	13	14	16	64
Goods and Services (22)	0	1	2	2	3	3	4	14
Purchase of Assets (25)	0	0	0	1	1	1	1	4
<i>Sub-Total Program-4: Literacy Operating</i>	5	6	12	15	17	19	21	83

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Development Budget	0	5	42	47	53	61	65	269
TOTAL Program-4: Literacy	5	11	54	62	70	80	86	352

Program-5: Education Management	USD Millions (US\$ '000,000)							
<i>Summary Costing</i>	1387 Actual	1388 Projected	1389 Estimate	1390 Estimate	1391 Estimate	1392 Estimate	1393 Estimate	Total 1398-1393
Operating (Recurrent) Expenditures								
Wages and Salaries (21)	8	7	8	10	11	13	14	56
Goods and Services (22)	8	9	2	2	2	3	4	13
Purchase of Assets (25)	6	0	0	0	1	1	1	3
<i>Sub-Total Program-5: Education Management Operating</i>	21	16	10	12	15	17	18	72
Development Budget	38	78	491	531	594	624	659	2,898
TOTAL Program-5: Education Management	60	94	501	543	608	640	677	2,970

Note: the dollar exchange rate to Afghani at the time of preparation of the budget was 1 US\$ = 50 AFN

Financing

Table 10 shows the estimated financing requirement to implement the Strategic Plan, including the annual operating expenses. It is presented on a program basis, consistent with the Ministry's participation in the program budget principles. The total financing requirement for the period **1389-1393 (2010-2014)** is 8,392 billion USD of which 4,371 billion USD is required through development budget channels and 4,021 million USD for annual operating costs.

Over 91% of the total operating budget is in the General Education program, although the share of non-salaries costs is moving from about 14% of operating costs in 1387 (2008) to 18% in 1389 and an estimated 25% in 1393 (2014). Teacher salaries, however, remain the major annual operating cost. The costing for general education is done for the whole of grade 1-12.

Over 57.3% of the total development budget is directed at infrastructure development, 14.2% to curriculum and teacher education and 8.6% for ICT in schools and offices and 6.1% for literacy. Costs are also allocated in development budget to improve the management capacity of the Ministry. This is a major priority as without concentrated attention to the systems and human capacity of the Ministry, for both central office and decentralized administration, the Ministry will struggle to manage the transition.

The table below provides information on donors' funding commitment for the upcoming five years through core development budget.

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Table 11: donor's funding commitment through core development budget for 1389-1393 (2010-2014)

All 5 Programs	Afghani Millions (AFS '000,000)							
	1387 (2008) Actual	1388 (2009) Projected	1389 (2010) Estimate	1390 (2011) Estimate	1391 (2012) Estimate	1392 (2013) Estimate	1393 (2014) Estimate	Total 1398-1393 (2010-2014)
General and Islamic Education								
Curriculum, Teacher education, science and technology								
Technical and Vocation Education and Training								
Literacy								
Education Management								
<i>Sub-total</i>	3,030	9,929						

Table 12: donor's funding commitment through external development budget for 1389-1393 (2010-2014)

All 5 Programs	Afghani Millions (AFS '000,000)							
	1387 (2008) Actual	1388 (2009) Projected	1389 (2010) Estimate	1390 (2011) Estimate	1391 (2012) Estimate	1392 (2013) Estimate	1393 (2014) Estimate	Total 1398-1393 (2010-2014)
General and Islamic Education								
Curriculum, Teacher education, science & technology								
Technical and Vocation Education and Training								
Literacy								
Education Management								
<i>Sub-total</i>								