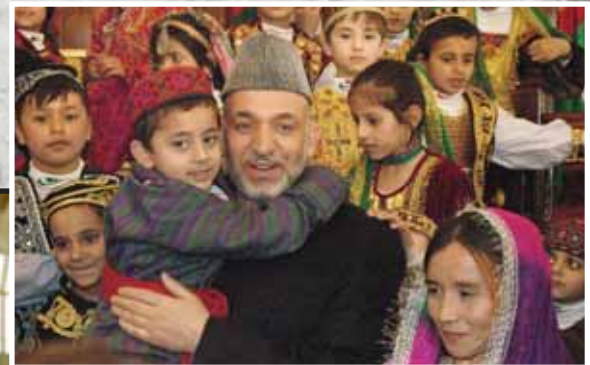




Islamic Republic of Afghanistan
Ministry of Education

National Education Strategic Plan for Afghanistan

1385-1389





Islamic Republic of Afghanistan
Ministry of Education

National Education Strategic Plan

"By 2020 all children in Afghanistan, boys and girls alike, will be able to complete a full course of primary education."

Afghanistan's MDG for Education



Government's Five-year Strategic Benchmark

By end Jaddi 1389 (end 2010) in line with Afghanistan's MDGs, net enrolment in primary schools for girls and boys will be at least 60% and 75% respectively; a new curriculum will be operational in all secondary schools; the number of female teachers will be increased by 50%; 70% of Afghanistan's teachers will have passed a competency test and a system for assessing learning achievement will be in place.

AFGHANISTAN COMPACT, 1385

Afghanistan, Hamal 1386

Table of Contents

List of Acronyms7

Message from the Minister9

Executive Summary 11

National Education Strategic Plan27

Introduction27

Chapter One: Situation Analysis28

Chapter Two: Strategic Framework..... 46

Chapter Three: Priority Programs49

Program 1. General Education 49

Program 2. Teacher Education and Working Conditions.....57

Program 3. Education Infrastructure Rehabilitation and Development.....62

Program 4. Curriculum Development and Learning Materials66

Program 5. Islamic Education 72

Program 6. Technical and Vocational Education and Training 78

Program 7. Literacy and Non-formal Education83

Program 8. Education Administration Reform and Development88

Chapter Four: Costing and Financing 94

Chapter Five: Implementation and Monitoring Framework96

References99

Priority Program Matrices.....100

List of Acronyms

ADB	Asian Development Bank
AFMIS	Afghanistan Financial Management Information System
AIA	Afghanistan Interim Authority
ARDS	Afghanistan Reconstruction Development Services
CBS	Community-based schools
CDB	Core Development Budget
CF	Curriculum Framework
CLC	Community Learning Center
CSO	Central Statistics Office
CTD	Department of Compilation and Translation
DANIDA	Danish International Development Assistance
EDB	External Development Budget
EFA	Education for All
EFMIS	Education Finance Management Information System
EMIS	Education Management Information System
FY	Fiscal Year
GPR	Gender Parity Ratio
HRIS	Human Resource Information System
I-ANDS	Interim Afghanistan National Development Strategy
IARCSC	Independent Administrative Reform and Civil Service Commission
IBE	International Bureau of Education
ICD	Institute of Curriculum Development
ICT	Information and Communication Technology
IIEP	International Institute for Educational Planning
ILO	International Labor Organization
INSET	In-service Education Training
ISESCO	Islamic Education, Scientific and Cultural Organisation
JICA	Japan International Cooperation Agency
LEP	Lateral Entry Program
MDGs	Millennium Development Goals
MDU	Materials Development Unit
MoE	Ministry of Education
MoF	Ministry of Finance
MoHE	Ministry of Higher Education
MoLSAMD	Ministry of Labor, Social Affairs, Martyrs and Disabled
MRRD	Ministry of Rural Rehabilitation and Development
NESP	National Education Strategic Plan
NGO	Non-governmental organisation
NCIE	National Council for Islamic Education
NLC	National Literacy Center
NRVA	National Risk and Vulnerability Assessment
NSDP	National Skills Development Program
NSP	National Solidarity Program
OIA	Office of Internal Audit
OIG	Office of Inspector General

OB	Operating Budget
PAR	Public Administrative Reform
PCC	Planning and Coordination Committee
PEC	Provincial Education Council
PRR	Priority Reform and Restructuring
RIMU	Reform Implementation Management Unit
SCSM	School Construction and School Mapping
SASCs	School Advisory and Support Councils
TA	Technical Assistance
TED	Teacher Education Department
TEP	Teacher Education Program
TRC	Teacher Resource Center
TSUL	Technical Support Unit for Literacy
TTC	Teacher Training Center
TTI	Teacher Training Institute
TVE	Technical and Vocational Education
TVET	Technical and Vocational Education and Training
TVIs	Technical and vocational institutes
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
URPR	Urban to rural parity ratio
USAID	United States Agency for International Development
WB	World Bank
WFP	World Food Program

Note: Afghanistan follows the Solar Calendar which is approximately 621 years behind the Gregorian calendar. The first day of the year is 1 Hamal (21 March). Thus the current year 1386 is equivalent to 21 March 2007 to 20 March 2008. Dates in this document follow the Solar Calendar.

Message from the Minister

The Strategic Plan for the Ministry of Education for the period of 1385-1389 is the first attempt to collate corporate thinking and assess the current situation and challenges that affect this Ministry's ability to meet the government's obligations towards education as stated in the 1382 Constitution, its commitment to the Millennium Development Goals for 1399 and the intermediate targets set in the Afghanistan Compact benchmark for 1389. It is the foundation for rebuilding the education system of Afghanistan.

It is the strong belief of our country's top leadership that a revitalized education system that is guided by the tenets of Islam is at the core of the *State Building* exercise. Therefore, one of the top priorities of government is to rebuild an education system that will act as a fundamental cornerstone in shaping the future of the country through peace and stability, democracy and good governance, poverty reduction and economic growth. The centrality of education to the development, growth and thereby stability of Afghanistan cannot be overstressed.

This plan outlines the Ministry's intent to promote this vision and provides the basis for substantive discussions with our national and international development partners to better link, coordinate and finance interventions in the sector, and contribute to improved aid effectiveness. It takes account of the past and present but looks more to the future. It is a national plan that will guide implementation at all levels of the Ministry. This work represents the collective thinking of all stakeholders. It has been derived through an extensive consultative process involving Afghans at all levels within the Ministry, including the provinces, as well as our partners through the Education Consultative Group. Technical support has been provided by UNESCO's International Institute for Educational Planning (IIEP).

The primary desire of the Ministry is to ensure that all children and adults have access to education. This has led to the development of a strategy that is **national in scope but local in focus and delivery**. Special measures will be required to overcome constraints of access and supply due to geography. The Ministry will work towards strengthening partnerships, clarifying responsibilities and transferring skills. It will 'buy' international and national capacity to fast track some of the initiatives that will build trust and confidence in the current environment.

The Ministry values the contribution made to education by our development partners, and intends to enhance the value of this contribution through improved understanding and **collaborative implementation**. As the strategic intent expressed in this document is a collaborative effort, we should now agree to allocate resources only to program elements included in this plan which should form the basis of an Education Compact.

A Government-led education program needs to be supported through an accountable and transparent system of education financing and administration. The Ministry recognizes the need to build confidence in its ability to meet these tests both to the donors and ultimately to our citizens. Central, provincial, district and school level monitoring and evaluation systems will be strengthened, building a close partnership with communities, civil society, private sector and government to ensure that this promise is maintained.

Implementing this plan is an expensive venture. However, the opportunity costs of not doing so are potentially higher. Our assessment is that it requires some \$308 million in fiscal year 1386 and more than \$1.5 billion over the medium term fiscal outlook in

development financing alone, with another \$190 million in operating costs in 1386 growing to almost \$229 million in 1389.

Within the eight program components there are three high priority areas. First, we are still desperately short of accommodation that meets any reasonable definition of an encouraging and secure learning environment in every part of the sector. Nearly half of our existing schools do not have buildings and many existing buildings are too damaged or unsafe to use. In addition, many schools operate more than one shift per day and, in crowded areas, schools operate three or more shifts which reduces the instructional time available and the quality of education. There is not enough space in existing facilities to accommodate the children currently enrolled and the existing demand for education. Rehabilitation and construction of Teacher Training Colleges is also essential to accelerate high quality pre- and in-service training for teachers.

Second, the *knowledge base* of our teachers is extremely low. Knowledgeable, motivated teachers are central to delivery of quality education. Current approaches to in-service training will continue in the short term and be built into a career-long strategy but more effort is also needed on pre-service teacher training. **Good schools and good principals go together.** Part of the additional recruitment program in the next few years will start to rebuild the capacity for good supervision and knowledge transfer as part of the long term approach to quality improvement.

Third, our ability to establish and implement sound policy, as well as to manage the human, financial and physical resources required to achieve results, is very limited. Addressing this requires substantial investment in technical assistance and a sound strategy to build strong institutions that are sustained through indigenous capacity, developed to meet the fiduciary and management standards demanded of us as responsible stewards of public funds.

Our communities have demonstrated their commitment to their children's futures not only by sending them to school but also by establishing schools through community participation rather than waiting for outside help. In return we will develop a quality, broad-based education system, from which students emerge literate, numerate and technologically proficient as the basis for lifelong learning. Such a system requires nurturing and vigorous protection as well as very significant investment.

This Strategic Plan is supported at the highest levels of the government. It is a "work in progress" and will be reviewed regularly in light of the impact of the fiscal and other enablers as well as our progress towards our goals. I encourage comments and discussion. I seek advice and support. I commit to our mutual agreement and achievement of the goals.

My thanks to our national and international partners, donors, members of civil society and colleagues in government and in the Ministry who gave time and shared wisdom in developing this plan.



Mohammad Haneef Atmar
Minister for Education
Kabul, Hamal 1386

Executive Summary

Purpose

The National Education Strategic Plan (NESP) 1385-1389 indicates what the education system of Afghanistan should look like in the future. It represents the ambitions and aspirations of the people of Afghanistan, their government and the Ministry of Education for a knowledge-based, secure society, guided by the principles and values of Islam, with a strong national identity, actively engaged with the rest of the world and the main national education stakeholders.

It is our assessment of what is required to meet the ambitious benchmarks in education set for achievement by 1389 in the Afghanistan Compact, agreed between the government and the international community in 1385. Achieving these targets will set us on our way to achieving our Millennium Development Goal for Education by 1399.

The Vision for the Ministry

Our vision is to facilitate the development of vibrant human capital by providing equal access to quality education for all and enable our people to participate and contribute productively to the development, economic growth and stability of our country.

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

Our Situation Today

- More than **5.4 million children** are enrolled in schools today, nearly 35% of them girls, compared to a little more than a million 5 years ago and almost no girls.
- Still, **half of our school-age children** are estimated to be out of schools with significant gender and provincial disparities.
- Number of **teachers has grown 7-fold**, but only 22% meet the minimum qualifications of Grade 14. Only 28% are female and located primarily in urban areas.
- There is **no new curriculum for secondary school**. In the last five years, curriculum development has concentrated on the first six years of school.
- Although more than 3,500 school buildings have been constructed **only 25% of our schools** have usable buildings. Thousands of communities have no easy access to schools.
- Thousands of children are being indoctrinated in hatred and intolerance in *madrassas*.
- Nearly **6% of schools have been burned or closed down** due to terrorism in the last 18 months.
- Some **30,000-50,000 students graduate from high school** every year; only one-third of them are admitted to universities, the rest join the pool of unemployed.

- An estimated **11 million Afghans** are illiterate.
- In 1385, education (primary and secondary) received **19% of the operating budget, 4.3% of the core development budget and 7% of the total core and external, operating and development budget.**

Where we want to be in 1389

- **7.7 million children** are enrolled in schools, with **60% girls and 75% boys** in general primary education.
- **75% of our school-age children** are within reach of a school with significantly reduced gender and provincial disparities.
- **70% of teachers** have passed a competency test, **40% of teachers** are women and located proportionately in urban and rural areas.
- **A new curriculum for secondary schools** is being taught to increased numbers of students. National testing system to assess learning achievements of students is being administered.
- **Over 90% of our schools** have buildings, with appropriate facilities for girls and boys.
- ***Madrassas* teaching hatred and violence** are no longer part of the system and Afghans are provided with broad-based Islamic education in-country.
- **50% of high school graduates** meet entry level standards for tertiary or post-secondary vocational education and are prepared for competition in the job market.
- **Fewer than 8 million Afghans** are illiterate.
- Education receives **15% of its operating budget** for non-salaries costs **and an increased share of the total unified budget** with **50% of capital expenses** managed through the Afghanistan Financial Management Information System (AFMIS).

Programs

The Ministry will organize, plan and manage its programs around eight themes, which are discussed in the following pages. Detailed technical papers, developed by area-specific technical working groups, provide the basis for the policies and priorities set out under each program.¹



Provincial Education Officers being briefed on the NESP, Kabul

¹ These are available upon request from the Ministry.

Program 1. General education

Overall Goal: *By 1389, the net enrolment rate for girls and boys in primary grades will be at least 60% and 75% respectively.*

Principal targets:

- 4,900 new schools and 4,800 outreach classes will be established; specific attention will be given to rural areas and involving communities in identifying suitable locations.
- 7.4 million children in school from Grades 1-12.
- New secondary school curriculum and revised primary curriculum.
- Access for minority groups and children with disabilities or other special needs.
- School Advisory and Support Councils (SASC) in all schools.

Access

The Constitution makes it illegal to refuse access to schools on the grounds of gender, faith or ethnicity. Although there has been progress in the past five years, at the national level, boys' enrolment in primary schools is nearly twice that of girls, at the lower secondary level it is three times higher, and at the higher secondary level boys are almost four times more likely than girls to be enrolled. In rural areas, girls' participation declines precipitously and boys are more than ten times as likely to be enrolled in post-primary education. This dramatic difference is reflected in the low number of women teachers and is a legacy of long term social and political exclusion. It creates the biggest challenge to the critical goals of social integration and equity.

Enabling better access to education for nomadic children, those with learning disabilities, pre-school children and those who have missed out on the first years of basic education and now want to enter the system is also part of the plan.

Quality

There are multiple factors contributing to low quality in the system. Critical ones include the lack of teachers with thorough content-based knowledge; poor teaching methods; the lack of safe, conducive learning spaces; and the lack of quality teaching and learning materials (including textbooks).

Teachers and Teaching Methods

Very few teachers in the system are educated beyond the high school level and trained to teach classes higher than primary grades. Their low level of knowledge has barely been addressed over the past five years as most attention has been given to the improvement of primary school teaching skills. This has been addressed almost exclusively through short term in-service training for classroom teachers.

Existing classroom-based methods are not effective in making students literate or numerate nor do they develop the critical thinking and analytical skills of students. Developing practical skills of teachers, as well as their subject knowledge, is a major requirement for improving the quality of education in Afghanistan. (See also the program on Teacher Education).

Security and Health Factors

Part of the concerted building program described in detail below includes increasing security and addressing comfort and hygiene factors to improve the physical learning environment. School design standards include provision of potable water and adequate toilet facilities for girls and boys. They will also provide access for disabled children. Small, low cost schools, located closer to communities and with reduced walking distances, will provide more accessible learning spaces for young children and girls in particular.

Learning Materials

To date some 21.8 million textbooks have been delivered with a further 26.2 million planned for 1386. Specific attention is now being given to the secondary and Islamic curricula and to a review of the content in the lower primary grades. The structural changes necessary to produce the intended results are also being considered. A Materials Development Unit (MDU) has been established and is currently reviewing the entire textbook production process and developing better printing and care standards to improve the life and relevance of texts.

Management

In fiscal year 1385, a survey of the actual number of teachers was carried out. This will serve as the basis for the formal registration of teachers and the clean up of the payroll for absentee or “ghost” employees.

Subject to certain conditions, including the establishment of a viable School Advisory and Support Council, by 1387 the Ministry will devolve a small amount of monthly non-salary discretionary expenditure to the school level. This should help increase efficiency and effectiveness by ensuring money is spent on things the school community needs most. Supervision will be gradually transformed to focus more on teacher competency and professional development as well as on improved lesson planning and delivery techniques.

The estimated financial requirements² for this program are:

Operating budget: (1386) \$179.56 million: Total 1385-1389: \$948.15 million

Development budget: (1386) \$39.18 million: Total 1385-1389: \$220.84 million

² For all programs, these figures, summarised on page 25, are those proposed to the Minister of Finance as part of the 1386-1388 budget outlook, with the addition of 1389. They are subject to consideration by MoF and donors.

Program 2. Teacher education and working conditions

Overall Goal: *To build a national cadre of qualified school teachers to improve the learning achievement for all students.*

Principal targets:

- Establish/strengthen Teacher Training Colleges in all provinces and 364 Teacher Resource Centers in district headquarters.
- Deliver pre-service teacher training to 17,000 new student-teachers using new curriculum, textbooks and teacher guides.
- Establish a National Teacher Education Institute.
- Provide in-service teacher training to the existing 140,000 teachers.
- Write and print 150,000 textbooks and teacher guides.
- Develop a national distance teacher training program leading to certification.

The number of teachers employed by the Ministry has grown almost seven-fold since 1380 to meet the tremendous increase in enrolment. In response, almost all teacher training has been emergency-based to cope with the significant increase in school enrolment and to address the most immediate problems in the early school years. Regional disparities are significant and act to entrench disadvantage and other weak socio-economic indicators. In the short term, it is likely that in-service training programs will be reinforced; however, the longer term needs for improved and more accessible pre-service training must be addressed now. There is almost no practice teaching element included in the pre-service curriculum.

Pre-service teacher training facilities will be established in every province and linked to district Teacher Resource Centers that will provide continuing professional development through in-service teacher training. In time, all teacher training modules will also be available through audio visual and radio-based programs and through the use of information communication technology (ICT). The Ministry is committed to providing upgrading opportunities for teachers, but also to providing training and technical assistance for school principals, administrators and other staff whose role it is to support teachers.

As part of the implementation of public administration reforms, teacher salaries and other incentives will be reviewed as part of the pay and grading process being coordinated by the Civil Service Commission with priority given to the reward structure for qualified teachers and encouraging qualified teachers to return to the profession. Proposals for non salary incentives include a program of land lease and housing finance to encourage teachers to relocate to provinces and remain for a period of time.

The estimated financial requirements for this program are:

Operating budget: (1386) \$0.56 million: Total 1385-1389: \$2.95 million

Development budget: (1386) \$23.09 million: Total 1385-1389: \$161.87 million

Program 3. Education infrastructure rehabilitation and development

Overall Goal: *To provide a secure, conducive learning environment and work-space for all students, teachers and education administrators.*

Principal targets:

- Construction and rehabilitation of 73,000 classrooms – 70% in rural and 30% in urban areas – using safe and cost effective designs with active involvement of local communities.
- Construction of 18 Teacher Training Colleges with dormitories for male and female students in each province.
- Construction and rehabilitation of 432 Islamic schools, including 34 centres of excellence at district and provincial levels including dormitories for boys and girls.
- Construction of 398 rural and urban District Education Resource Centers that will serve as Teacher Resource Centers, Community Learning Centers and Education District Offices.
- Rehabilitation, establishment and construction of 49 Technical and Vocational Education Schools and Training Centers.

As of 1384, only 25% of the more than 8,000 schools in Afghanistan were categorized as “useable” and just over half of the schools had a building. Most schools also lacked essential facilities such as access to clean drinking water and toilets.

Based on the projections of students likely to enter the system over the next five years and on some assumptions about their progress and class sizes, the Ministry estimates that 73,000 additional and refurbished classrooms will be required by 1389.

The plans for teacher training include construction of 18 Teacher Training Colleges, with dormitories for women and men by 1389 and up to 364 additional buildings for in-service training and local teacher resources and 36 office buildings at the provincial and central levels. The technical and vocational education strategy includes construction, establishment or major refurbishment of 49 technical and vocational schools and training centers over the next five years. In order to encourage higher participation rates at secondary level, the Ministry also plans to construct at least 16 dormitories during the planning period. In the short-term accommodation will be rented to meet student needs. The Ministry will coordinate with the National Solidarity Program (NSP) to maximise the impact of school related investment across Afghanistan.

The Ministry will use standard design approaches to school construction, and work closely with development partners to develop and manage a rolling construction program. This will require substantial investment in technical assistance and training as well as capital investment. Planning will also include provision for future costs of operations and maintenance and the Ministry will encourage active community participation in the school construction process through SASC, financial and in-kind contributions.

The estimated financial requirements for this program are:

Operating budget: (1386) \$0.16 million: Total 1385-1389: \$0.82 million

Development budget: (1386) \$171.31 million: Total 1385-1389: \$857.52 million

Program 4. Curriculum development and learning materials

Overall Goal: *To develop a quality modern national curriculum for primary and secondary schools based on Islamic principles and values that will meet national, regional and international standards.*

Principal targets:

- Develop a new curriculum and new textbooks for secondary education.
- Establish a National Institute of Curriculum Development incorporating a National Standards Board for defining and evaluating teaching and learning standards and accreditation.
- Ensure all school children have a complete set of new curriculum textbooks.
- Develop and implement a nationally-administered annual testing system for assessment of learning achievements for primary and secondary students.
- Strengthen institutional and staff capacities in curriculum development.

The Ministry of Education is establishing a National Institute of Curriculum Development that will be responsible for coordination of all curricular needs in the country, including general primary and secondary education, Islamic education, early childhood education and education for children with special learning needs (including Kuchi, gifted children and children with physical or learning disabilities). Over time it will also take the lead in standards assessment and accreditation.

Over the period of the plan, the Ministry intends to ensure that all students in primary and secondary school have access to a complete set of grade-specific new curriculum textbooks during each school year. The Ministry will also develop learning materials for children with special learning needs including gifted children, nomadic children and children with physical or learning disabilities.

It will establish and implement a nationally-administered annual testing system for assessment of learning achievements of primary and secondary students and continue training and capacity building of Ministry staff to improve the curriculum development process and the production and distribution of quality teaching and learning materials.

The estimated financial requirements for this program are:

Operating budget: (1386) \$0.37 million: Total 1385-1389: \$1.94 million

Development budget: (1386) \$39.71 million: Total 1385-1389: \$ 192.22 million

Program 5. Islamic education

Overall Goal: *To develop a modern broad-based Islamic education system for all Afghans.*

Principal targets:

- Develop a modern curriculum for Islamic education.
- Provide access to modern Islamic education for 90,000 students across the country by 1389.
- Establish a national cadre of qualified Islamic educators.
- Establish and equip centers of excellence in Islamic education with access for girls and boys in each province.

The Islamic education system faces similar challenges to those in the general education sector. The highest priority requirements are to develop a curriculum and textbooks for Islamic education, built on modern principles of inclusion and tolerance, develop teachers' capacities, provide better physical spaces (madrassa buildings) and teaching and learning materials, and develop an effective administrative and management capacity.

The program's key strategy is to build broad-based consensus and political support by bringing Afghanistan's key political, religious and academic figures into the process of consultation and discussion. This process of public consultation has already begun and has laid the foundation for further collaborative consultation and discussion, which will be continued through a series of small-scale public discussions in Kabul and in main regional centers during the next five years.³

The strategic objective of the Ministry is to make quality Islamic education accessible to boys and girls across the country. The Ministry plans to construct 34 higher secondary madrassas (grade 7-14) and dormitories for boys and 34 higher secondary madrassas and dormitories for girls in each of the 34 provincial capitals. Thirty-four of these centers will be developed into Centers of Excellence or high level madrassas (*Darul-Ulam*). *These institutions will provide broad based education including Islamic studies, sciences, general studies, foreign languages as well as computer science.* The Ministry also plans to build a secondary madrassa (grade 7-12) in each of the 364 districts in Afghanistan.

The estimated financial requirements for this program are:

Operating budget: (1386) \$2.30 million: Total 1385-1389: \$12.20 million

Development Budget: (1386) \$4.90 million: Total 1385-1389: \$24.75 million

Islam makes it a duty for everyone to seek knowledge and discover facts.

³ The Ministry has completed an intensive review and production of an initial curriculum, with the support of UNESCO and Jordanian experts. It is now preparing for consultation with the community.

Program 6. Technical and vocational education and training

Overall Goal: *To provide relevant, quality technical and vocational education opportunities to male and female Afghans in order to equip them with marketable skills that meet the needs of the Labor market in the country and the region.*

Principal targets:

- Reform the curriculum to match the needs of the Labor market and modern methods and to meet accreditation standards.
- Develop an accessible, regional network of TVET schools and training Centers, including 17 new schools and a school for people with special needs.
- Equip all existing technical and vocational education schools and Centers to teach using modern standards of skills training.
- Increase the total enrolment in formal TVET schools to 46,000 students by 1389.
- Improve the quality of TVET by developing the capacity of teaching and management staff.
- From 1386 to 1389, train 12,000 people, at least 40% of whom will be female, in finance and public administration skills.
- Train 12,000 skilled and semi-skilled Afghan workers by 1389 through short-term technical and vocational training courses that are linked to the national literacy strategy.

Technical and vocational education and training (TVET) is a cornerstone for sustainable economic recovery and poverty alleviation in Afghanistan. The Afghan labor market currently faces an acute demand for skilled and semi-skilled people to cope with the pace of reconstruction simultaneous with high levels of under-employment.

The Ministry is committed to reorienting the focus of training to Afghanistan's future technicians, skilled workers, the services sector and civil servants. It will provide accessible vocational and technical education and training opportunities in appropriate trades, business and management skills and technology. This will be achieved over the coming five years through a closer partnership with the private sector and improved coordination through the NSDP established by the President in 1383. The Ministry will establish a national School of Public Administration as a means of developing a strong career civil service as a key element of institution building.

The NSDP is envisaged to evolve as the main authority for setting and reviewing standards but in the short term is facilitating the introduction of urgent basic skills development and providing technical assistance. The Ministry successfully bid to participate in the provision of short-term skills development training of unemployed people, particularly women under an NSDP funding facility. This will also play a part in developing the capacity and technological awareness of instructors.

The estimated financial requirements for this program are:

Operating budget: (1386) \$1.16 million: Total 1385-1389: \$6.07 million

Development Budget: (1386) \$5.30 million: Total 1385-1389: \$15.74 million

Program 7. Literacy and non-formal education

Overall Goal: *To develop a long-term literacy program to empower communities and individuals to build a productive, secure and literate nation.*

Principal targets:

- Improve literacy rates of all Afghans in line with the Education for All goal of increasing literacy by 50%.
- Ensure that at least 60% of learners are female, and that minority groups, Kuchi and people with disabilities are specifically targeted.
- Build a national partnership program of literacy and non-formal education that includes government, mosques, private and non-government actors.
- Train 17,000 teachers and 3,500 mullahs in delivery of literacy courses.
- Establish 398 Community Learning Centers in urban and rural districts to deliver literary, vocational training and social services.

Afghanistan faces a daunting task to increase literacy rates in the country with an estimated 11 million currently illiterate Afghans aged 15 and above. Improving literacy rates will require the combined efforts of the Ministry of Education and other partners within the Government of Afghanistan as well as communities, the private sector and other non-government actors.

To reduce costs and increase impact, the Ministry will build upon existing development programs and ensure that district level facilities are available through the establishment of community learning centers (CLC) and the direct participation of specially trained mullahs.

The overall literacy strategy formulated through the Ministry will be coordinated through a National Literacy Center. It will encourage the use of multiple approaches and materials in order to make the learning process more relevant to the needs of adult learners. The Ministry also intends to encourage improved literacy among its own workforce through in-house programs or incentives to participate in external programs.

The estimated financial requirements for this program are:

Operating budget: (1386) \$4.20 million: Total 1385-1389: \$22.25 million

Development budget: (1386) \$6.51 million: Total 1385-1389: \$45.97 million

Program 8. Education administration reform and development

Overall Goal: *To develop the Ministry of Education into an effective, accountable, fully funded and functioning public institution that facilitates education for all.*

Principal targets:

- Create a sustainable, transparent and accountable financial management system down to school level through major systems and capacity improvement with increased allocations through the national budget system.
- Continue to develop an Education Management Information System and expand Information Communication Technology from school level to headquarters.
- Create a new and professional Human Resources Unit with clear policies, procedures, regulations and systems at central, provincial, district and school levels.
- Implement PRR and Pay and Grading of all approved positions within the Ministry including teaching staff.
- Develop a comprehensive strategy and plan for training and capacity-building for all levels of staff at central, provincial, district and school levels.
- Design an anti-corruption strategy and improve fiduciary standards at all levels.
- Establish a clear legislative framework for the delivery of quality education.

Structural reform

The highest priority for the Ministry is to develop an organizational and institutional structure that can support the Ministry over the medium term and provide the basis for major public administration reforms. The Ministry will be structured and managed along program lines⁴, with core policy and management oversight capacity in the Central Office and decentralised management of resources and program outputs down to the individual school level. This will require increased and sustained investment in our staff. The Ministry has embarked on the reform and development of the *Tashkeel* that will represent its staffing needs based on the new institutional structure. The appointment process for key line management positions has also commenced.

Financial and public expenditure management reforms

Concurrent with its participation in the program budget pilot (which will include the central office and three provinces) the Ministry has begun to accelerate access to a minimal number of AFMIS terminals in order to improve systems support for financial management, analysis and reporting. The budget cycle will be the main driver for internal management capacity building and systems development. Specific support will be sought for intensive development of the procurement capacity of the Ministry.

⁴ MoE is one of three pilot ministries working with the MoF to introduce the first steps towards program budgeting and a unified budget in Afghanistan in the 1387-1390 budget.

Improved fiduciary standards

The new structure includes provision for an Office of Internal Audit that will report directly to the Minister and will be charged with developing a modern audit capability, with particular emphasis on the preparation and assurance of the Annual Financial Statements of the Ministry. There is also a provision for the establishment of an Office of Inspector General, with a specific mandate to undertake investigations into allegations or appearances of fraud and corruption in the Ministry.

Information systems and ICT

An ICT development strategy will be prepared as part of developing the overall capacity to manage the Ministry. With donor assistance, progress is being made on the development of an Education Management Information System (EMIS) and the first data collection surveys have been completed. This project begins to address one of the most significant current inhibitors to effective planning and management - the lack of information and reliable data. Linking this to AFMIS and the Human Resources database will also be essential. The Ministry intends that all management and administration civil service employees should have the opportunity to be “digitally literate” by the end of this planning cycle.

Human resources and capacity building

Most staff are poorly prepared to meet the challenges of the proposed management model or its supporting technology. Many are currently unable to meet the standards likely to be set for recruitment to their current level, let alone for promotion based on knowledge, qualifications and performance.

Staff surveys have shown that many staff recognize this and have identified a consistent and coherent range of skills and knowledge that they need to acquire. These range from basic time and records management to use of computer-based office systems, English language training and knowledge and understanding of the new institutional framework. These identified needs will guide the development of internal skills development activities and the identification of other sources of training.

Legislative framework for the delivery of quality education in Afghanistan

There is an urgent need for the development and passage of a new Law on Education. As part of the structural reform process, provision has been made for in-house legal advice and drafting of legislation that establishes the role and authority of the Minister and the Ministry of Education. The first national Legal Adviser has been appointed.

The estimated financial requirements for this program are:

Operating budget: (1386) \$1.32 million: Total 1385-1389: \$6.89 million

Development budget: (1386) \$18.44 million: Total 1385-1389: \$46.52 million

Implementation and Monitoring Framework

The NESP will be implemented in a flexible way through the use of Annual Operational Plans related to the annual budget appropriations. The Ministry's model for central policy and oversight with devolved service delivery requires the NESP to be based on provincial plans and even on plans for districts and local communities/schools. Planning inputs will be sought from decentralized levels of management.

The Planning Department will act as a Secretariat for a Steering Committee chaired by the Minister and comprise the main program implementation departments. Its capacities will be strengthened for that purpose. A similar structure will be set up at the provincial level and chaired by the Provincial Directors.

Implementation of the Plan will be monitored on a regular basis through structured meetings within the different implementing departments and divisions, based on the targets and indicators contained in the Operational Plans. Short standardized written reports will be produced by the departments and divisions on a quarterly basis and linked to the mid-year budget review through the Steering Committee. During the last quarter of the fiscal year, the Secretariat of the Steering Committee will prepare a consolidated annual report which will serve as the basic document for the Annual Review Meeting with national and international stakeholders and provide some support for the budget preparation cycle and preparation of the following year's Operational Plan. In this way, feedback from the monitoring process will be fully incorporated into the annual forward planning process.

External Assistance

The high priority areas of management capacity building, construction project planning and management, curriculum development, policy analysis and development and governance improvement are all likely to require substantial additional and sustained technical assistance. This assistance must be implemented in such a way as to ensure that the new skills required to sustain the system will be passed on in the minimum time. This is particularly the case with regard to implementation of the range of public administration reforms in both financial and human resources development. The major policy change in devolving decision making authority for certain expenditures will also require intensive and widespread training programs as the systems support arrangements are put into place.

The high priority capital assets development program, particularly with regard to construction of schools and facilities for teacher training, will require very large levels of capital investment commencing in 1386 and sustained throughout the period of the current Strategic Plan and beyond. It is the Ministry's intention to improve aid effectiveness as part of its partnership with the international community and to ensure close alignment of donor contributions to the Government's and Ministry's priorities. In principle this Strategic Plan should be the basis for all future policy and funds allocation commitments. We seek the commitment of the international community to achieve this policy objective.

Costs

The total financing requirement for the period 1386-1389 is \$2,345 million of which \$1,512 million is required through development budget channels and \$833 million for annual operating costs. Approximately 54% of the total financing requirement is directed at infrastructure improvement. This is predominantly required for schools, teacher colleges, madrassas and technical and vocational education schools and training centers, with some refurbished or new administrative buildings. The General Education program accounts for over 90% of the total operating budget. Teacher salaries remain the major annual operating cost. It is estimated that some \$45 million will be required to improve the management capacity of the Ministry, with \$18 million sought for 1386. 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 find it difficult to successfully implement all other programs.

Of the \$308 million in development costs requested for 1386, the Ministry of Finance has supported an appropriation through the core budget of nearly \$92 million leaving a currently unfunded requirement of \$216 million for 1386. The details of the financial requirements are included in the table on the following page.

Cost Estimates for the National Education Strategic Plan 1385-1389

Program	Description	Revised Estimates		Proposed Budget Year			5-year Total
		1385	1386	1387	1388	1389	
Program 1	General Education	165.22	218.74	238.55	273.44	273.05	1,169.00
	Operating	159.64	179.56	188.93	202.99	217.04	948.15
	Development	5.58	39.18	49.62	70.45	56.01	220.84
Program 2	Teacher Education	7.24	23.65	46.16	45.23	42.54	164.82
	Operating	0.48	0.56	0.59	0.64	0.68	2.95
	Development	6.76	23.09	45.57	44.59	41.86	161.87
Program 3	Education Infrastructure Development	26.87	171.47	243.10	214.74	202.16	858.34
	Operating	0.12	0.16	0.17	0.18	0.19	0.82
	Development	26.75	171.31	242.93	214.56	201.97	857.52
Program 4	Curriculum Development	12.38	40.08	38.74	33.82	69.14	194.16
	Operating	0.31	0.37	0.39	0.42	0.45	1.94
	Development	12.07	39.71	38.35	33.40	68.69	192.22
Program 5	Islamic Education	2.10	7.20	11.35	8.28	8.02	36.95
	Operating	2.10	2.30	2.42	2.60	2.78	12.20
	Development	-	4.90	8.93	5.68	5.24	24.75
Program 6	Technical and Vocational Education and Training	2.30	6.46	4.16	4.39	4.50	21.81
	Operating	0.98	1.16	1.22	1.31	1.40	6.07
	Development	1.32	5.30	2.94	3.08	3.10	15.74
Program 7	Literacy and non-formal education	3.80	10.71	16.69	17.91	19.11	68.22
	Operating	3.80	4.20	4.42	4.75	5.08	22.25
	Development	-	6.51	12.27	13.16	14.03	45.97
Program 8	Education Administration Reform and Development	2.36	19.76	13.60	9.15	8.24	53.11
	Operating	1.09	1.32	1.39	1.49	1.60	6.89
	Development	1.27	18.44	12.21	7.66	6.64	46.22
Total		222.27	498.07	612.35	606.96	626.76	2,566.41
	Operating	168.52	189.63	199.53	214.38	229.22	1,001.28
	Development	53.75	308.44	412.82	392.58	397.54	1,565.13
Total Employees		181,603	191,603	201,603	216,603	231,603	

Notes: The total Operating Budget includes an amount of \$6.3 million allocated in contingency funds for employment of 10,000 additional staff during 1386. The Development Budget proposed for 1386 is \$308.44 million. A further \$8 million carried forward from 1385 will also be available in 1386.

Based on the projection for incremental student enrolment over the next four years and an acceptable student to teacher ratio, it is estimated that the Ministry will need to increase its teacher numbers by a minimum of 95,000 over the next four years. The 1386 operating budget has allocated resources for 10,000 new teachers, 5,000 short of the estimated minimum requirement for this year. More precise needs will become available over the course of 1386 with the completion of the schools survey across the country and the additional teachers and corresponding financial requirements will be computed into a revised version of the Strategic Plan.

Conclusion

In the past five years, the demand for education services has outstripped supply at every level. Widespread and very substantial interventions by donors, their NGO partners and communities themselves have been constrained by financial resources, capacity and insecurity. These efforts have not been well coordinated with the Ministry, with one result being that information is still inadequate for strategic decision making. The number of teachers has increased significantly and without regard to qualifications or experience. The Ministry has suffered from high turnover at the top and the effects of a long term erosion of virtually all management skills. Technology has not penetrated the Ministry.

In this environment, moving from crisis management to strategic planning and decision making is imperative, but likely to take some time. This Strategic Plan is therefore a snapshot of the present and only an initial guide to the future. It is the first such document in the recent history of the Ministry. Its importance is in its existence, its comprehensiveness and the degree to which it has guided the first attempt at submitting a medium-term budget on a program basis. It contains more assumptions than hard data and focuses more on inputs than outputs, but it is the basis on which future data will be gathered, information organised and progress measured. It is our assessment of the real implications for the Government, the citizens, the Ministry and our donor partners of reaching targets set in the Afghanistan Compact and Millennium Development Goals and the cost of doing so.

The Afghanistan Compact and the Millennium Development Goals are mutual pacts between the government and the international community. It is the intention of the Ministry of Education that the NESP and its subsequent iterations will also be the basis for implementation of that mutual commitment.

NATIONAL EDUCATION STRATEGIC PLAN

Introduction

Over the last four years, communities in Afghanistan have demonstrated their desire to educate their children. They have identified three main requirements of the system that their children should emerge from school literate, numerate, and computer literate. More children than ever before are now enrolled in schools. One goal for the education sector as a whole, therefore, is to build on and maintain this positive commitment on the part of both parents and students.

As part of this commitment the Ministry of Education has embarked on this process of strategic planning in order to develop one guiding framework for educational activities throughout the country over the next five years. The NESP for 1385-1389 was developed through a consultative process that included representatives from all departments of the Ministry of Education, provincial and district-level educational representatives, members of civil society and members of the international community (UN and NGO) and donors. As such, the plan incorporates the views of multiple stakeholders with regard to the challenges that the system faces and the priorities for addressing those challenges. The purpose of the plan is to lay out a unified vision of the educational needs of the country and to establish targets for achieving specific goals over the next five years. The plan will serve as a flexible guide for concerted action by all partners and indicates the priority goals and implementation strategies of the government to meet longer term goals and any unexpected changes in the environment.

Insecurity in the country is a serious threat to the delivery of education to several regions. A well funded and strategically consistent approach to education is an investment in long term security and stability.

The demand for improved education in Afghanistan is overwhelming, yet it must compete for resources with similarly overwhelming needs for health care, food security and poverty reduction. Education, however, is a key enabler of development and human security contributing to improved health, good governance, sustainable livelihoods and economic growth.

Chapter One: Situation Analysis

Afghanistan is one of the poorest and least educated countries in the world with very large gender and rural-urban disparities in educational access⁵. The Central Statistics Office (CSO) estimates that some 660,000 children reached the admission age (7) for school in 1384 – a number which is projected to increase over the next five years. More than five million children are currently enrolled in the school system from Grade 1 to Grade 12.

The 1328 Constitution obliges the State to provide free and compulsory education from Grade 1 to Grade 9 and free education to the completion of tertiary level. While the Ministry of Education has primary responsibility for education throughout the country, other ministries also support the overall system of education. For example, the Ministry of Labor, Social Affairs, Martyrs and Disabled is responsible for some vocational and skills training programs, and the Ministry of Higher Education is responsible for tertiary education. As a result, there is a need for close coordination among the various ministries and institutions that support education in the country.

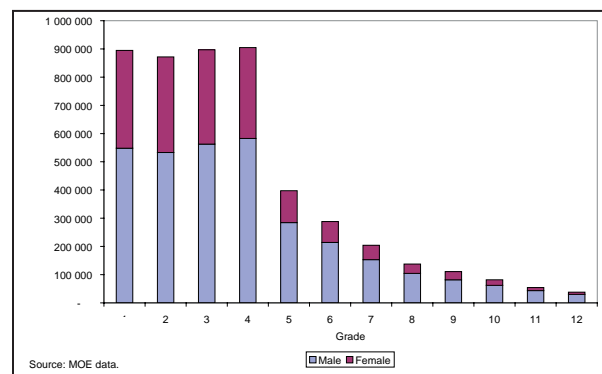
Under the Constitution, education is to be consistent with the tenets of Islam; therefore the responsibility of the Ministry extends to the operation of madrassas and the integration of religious and faith based education into the overall system. The Constitution also stipulates that, “the State is required to provide the

opportunity to teach native languages in the areas where they are spoken.” This requires that the Ministry takes necessary measures to fulfil this mandate beginning with conducting public consultations on the issue and how it should be addressed.

General Education

According to Ministry of Education statistics, almost 4.9 million children were enrolled in school in 1384, an increase of nearly four million children since the fall of the Taliban in 1381. In 1384, the vast majority of students (73%) were enrolled in Grades 1-4; enrolment falls off dramatically beginning in Grade 5. Only 9% of all students were enrolled at the lower secondary level and 4% at the upper secondary level (see Figure 1). The estimated gross enrolment rates for each level of education are shown in Table 1.⁶ These rates, however, vary significantly among Afghanistan’s provinces – from a high of 179% in Baghlan to a low of 61% in Helmand.

Figure 1. Enrolment by Grade 1384.



Source: MoE educational statistics.

5 It is estimated that possibly 75% of people in Afghanistan live in rural areas. According to UNESCO and others, up to 90% of rural women and 65% of rural men over 15 are illiterate. Urban rates of literacy are higher but the gender disparity is wide. The rates for people in the 15-24 cohort are generally higher but again gender disparity is significant.

6 The percentage of males and females of the various school-aged categories are based on the CSO population estimates by age and gender for 1385 as these are the only population estimates by gender that are currently available.

Table 1: Gross Enrolment Rates, 1384⁷

Level	Boys	Girls	Total
Primary	151%	92%	123%
Lower secondary	46%	17%	33%
Higher secondary	6%	2%	4%

Source: MoE enrolment data; Central Statistics Office population data.

The gross enrolment rates in primary grades include over-age students who missed schooling previously. The information necessary to compute the primary net enrolment rate is still not available because the information related to the age of children in each grade is not collected through the regular school census. The latest available estimate of 57% is based on the National Risk and Vulnerability Assessment (NRVA) household survey of 1382. Establishing more accurate gross and net enrolment ratios will depend on obtaining more accurate population data and implementing a system whereby students' ages are recorded as part of their school registration for each grade. A national census is scheduled to be conducted in 1387.

Over the next five years, it is anticipated that the enrolment distribution by grade level will begin to take on a more normal pattern where children will be spread more evenly across the primary grades. This will add more challenges to the system as more and more of the students who are currently enrolled in Grades 1-4 advance to middle and secondary school.

7 The gross enrolment rates should be interpreted with caution. One challenge with determining accurate enrolment figures is an existing government policy that allows children to remain registered for three years, even if they do not attend school.

Access to education

Girls' education

During the time of the Taliban, girls were not officially allowed to attend school. Official Ministry statistics indicate that there were no girls enrolled in school in 1380. Girls who attended school during that time generally lived in the northern provinces that were not controlled by the Taliban or attended home-based schools supported by the UN and NGOs; their enrolment was not officially recorded. Girls' enrolment at the primary level has increased dramatically in the past five years. However, parents are reluctant to send their girls to school if schools are not located close to their homes. The small percentage of female teachers (28% nationally but ranging from less than 1% in Uruzgan to 64% in Kabul), customs and local insecurity also inhibit girls' participation in some areas.

As seen in Table 2, at the primary level boys' enrolment is nearly twice that of girls, while at the lower secondary level it is three times higher and at the higher secondary level boys are almost four times more likely than girls to be enrolled. The gender parity ratios show that girls in urban areas are approaching gender equity at the primary level but that boys are almost twice as likely to be enrolled in secondary schools.

Table 2: Gender Parity Ratios, 1384.

Level	GPR-Overall	GPR-Rural	GPR-Urban
Primary	56.1	47.4	75.2
Lower secondary	33.3	11.9	53.6
Higher secondary	28.0	6.8	41.8
Total Grades 1-12	52.5	43.5	69.3

Source: MoE educational statistics.

One strategy that has been adopted by national and international organizations that are supporting education is the development of community based schools (CBS) that are located closer to children's homes in order to increase access in rural areas, especially for

girls. Community-based schools (CBS) are not currently linked with the formal education system and are run with different approaches and standards by partners. While these schools are meant to complement and support the Government's efforts in areas where children do not have easy access to education, in some instances they compete for students with local government schools. In consultation with partners, the Ministry has developed an initial draft policy on these schools in order to ensure that the education of the children who attend these schools is officially recognized so that they can continue their education in government schools beyond lower primary grades and that CBS are located where they are most needed.

Rural-urban differences in access

As shown in Table 3, the urban to rural parity ratio (URPR) indicates that more than twice as many students are enrolled in primary schools in rural areas than in urban areas, which is logical as most of the population lives in the rural areas. The opposite is true, however, for students at the secondary level. Increasing access to education is particularly challenging in the rural areas as communities are more dispersed, and are physically more difficult to access because of geography and, in some instances, insecurity. This makes constructing schools as well as ensuring an adequate number of properly trained teachers more difficult in the rural areas, especially at the lower and upper secondary levels.

Table 3: Rural-Urban Differences in Access to Educational Services

Level	Rural	Urban	URPR
Primary	2,745,499	1,501,072	54.7
Lower secondary	184,408	268,605	145.7
Higher secondary	57,264	116,528	203.5
Total Grades 1-12*	2,987,171	1,886,205	63.1

Source: MoE educational statistics.

In some parts of the country, general insecurity and attacks targeted directly at schools are also

a major threat to education. These attacks have been increasing. Throughout 1384, there were 72 attacks on schools in seven provinces in the country. In the first half of 1385, 73 schools in 26 provinces were attacked. These attacks are a serious threat to the gains made in enrolment by the education system in the last four years. If parents do not think that their children will be safe in school or *en route* to school, they will keep their children home.

Education for special groups

Kuchi: The "National Multi-sectoral Assessment on Kuchi" (de Weijer 2005) estimates that there are more than 2.4 million Kuchi in Afghanistan. The National Multi-sectoral Assessment also estimated that the national average of Kuchi children attending school is 6.6% for boys and 1.8% for girls. These children are most likely to spend time in school during the winter when these populations are settled in the winter grazing areas.

Children with disabilities: According to Handicap International (2005), there are an estimated 196,000 school-aged children with disabilities in Afghanistan and only 22.4% of them (15% of girls) are attending regular government schools. More than 75% of them have not accessed school for any period of time and the drop-out rate for students who do enroll is high – more than 75% drop out during primary school and the number of those completing secondary and continuing to higher education is less than one percent. Handicap International attributes these high dropout rates to the lack of adapted materials, sensitized teachers and to discrimination or prejudicial behaviour of others.

There is presently only one school supported by the Ministry that provides education for some 150 children who are visually impaired. A further 3,900 children with disabilities are receiving informal education through NGOs (STEPS Consulting 2006). There is no formal

policy on the education of children with disabilities.

Pre-school aged children: There is no formal policy or system related to early childhood education in Afghanistan, thus there is no meaningful policy development capacity. The Ministry of Labor, Social Affairs, Martyrs and Disabled runs approximately 200 kindergartens in the country but these are essentially day care centers without a strong educational component and are run primarily for the children of government employees. In addition, a number of NGOs have worked to develop community based initiatives through the use of women's literacy programs and early childhood play groups.

Over-aged children: To date, the Literacy Department has supported the Ministry's one accelerated learning program for out of school children. This two-year program was designed for children between the ages of 9-14 who are out of school and do not want to (or cannot) enter the formal system at Grade 1. Children who successfully complete this program can enter the formal system based on the results of an entrance examination. In principle, students who do well in the accelerated learning program should enter the formal system at Grade 5 but can also enter Grades 2, 3 or 4. In 1384, 238 children graduated from this program and 69 subsequently entered the formal school system. The remaining students chose to attend the vocational supplementary schools that are supported by the Literacy Department (see the section on Literacy and Non-formal Education).

Quality of education

The poor quality of education in Afghanistan is affected by multiple factors including few teachers with thorough content-based knowledge and an understanding of effective teaching methods; the lack of safe, conducive learning spaces; and low quality teaching and learning materials. Teacher-centered classrooms and rote learning are the norm in

Afghanistan's classrooms. Although there has not been a comprehensive study on violence in classrooms, there are anecdotal reports of physical punishment of students as a classroom management technique.

In addition, teachers rarely target their teaching to address the specific learning needs of each child in their class. Efforts are mainly centered on the brighter children and little attention is given to children who are experiencing difficulty (see also Spink 2004). Existing classroom-based methods are not effective in teaching students to read and write and they do not develop the critical thinking and analytical skills of students. Teachers either do not know how to implement more student-centered methods or are not motivated to change their teaching style. Improving the pedagogical skills of teachers as well as their content knowledge is critical to improving the quality of education in Afghanistan.

Management

The wider-scale management of the Ministry is discussed in more detail in the sections on Education Administration Reform and Development. With regard to General Education, however, several management issues warrant further attention.

Teachers' compensation

At the systemic level, the low level of teacher salaries is a major problem for both the teachers and the education system. The range of teachers' salaries is from \$32 (for a grade 12 teacher with no experience) to \$88 (for a teacher with a Master's degree and 40 years of experience). The average teacher salary is approximately \$74 per month which includes a meal allowance and the recent pay rise. To provide an additional incentive for teachers to remain in the system as well as to encourage mobility and attract more women teachers, the Ministry is developing a program of land allocation for teachers. The government's Priority Restructuring and Reform

(PRR) and Pay and Grading reforms, due in 1386, should help with both attraction and retention of better qualified teachers.

Teacher recruitment

Teachers are recruited at both the central and the provincial levels, but only teachers recruited through the Ministry receive permanent status. Teachers recruited at the provincial level are “contract” teachers. In principle, graduates of the two-year Teacher Training Colleges (TTCs) are required to teach for four years and graduates of the universities (four-year programs) are required to teach for eight years. In practice, however, graduates from these institutions often do not fulfill these requirements. The current recruitment processes lack transparency. There has been a history of corruption and nepotism in hiring practices and a number of “ghost” employees are presently on the payroll. Merit-based recruitment and progression will be introduced as part of the implementation of PRR and Pay and Grading Reforms. The Ministry has already commenced the reform of recruitment processes.

For applicants who are graduates of Grade 12, the Ministry has conducted a test to determine whether they can be posted as teachers to the provinces.⁸ In the past, this test has not been standardized and has been strictly content based. There has not been a component that attempts to test the applicants’ teaching skills or attitudes.

Teacher supervision and support

The system of teacher supervision is primarily administered through the Provincial Education Departments. The system does not currently lend itself to supporting the teachers’ professional development. Supervision visits are rare particularly in rural areas where there is a lack of transport and schools are scattered

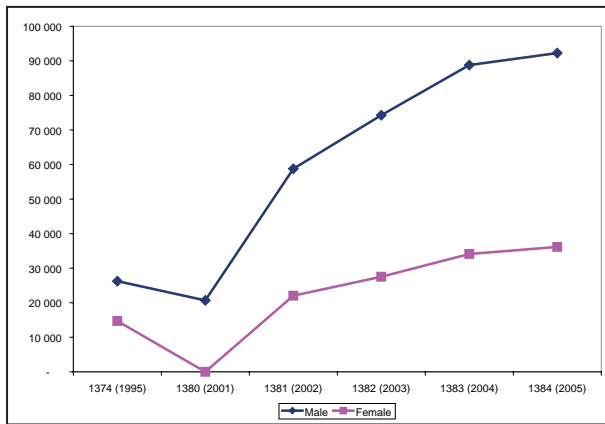
over large geographical areas. Supervisors are primarily inspectors who do little to improve the methodology and teaching practices of the teachers. Moreover, there is no systematic reporting and feedback on findings and recommendations from the supervisory staff back to the Central level.

While SASCs can play a vital role in the management of schools and the supervision of teachers, these Councils are not widely used in Afghanistan. As discussed in the School Construction and School Mapping section, SASCs are being established as part of the Ministry’s EQUIP project in order to increase community support with regard to school construction and maintenance. The number of SASCs and their role will be expanded over the next few years in order to develop stronger linkages between communities and their schools, which will also improve the quality and safety of schools.

Teacher Education and Working Conditions

Since 1380, the number of teachers has increased from approximately 21,000 to more than 140,000 (see Figure 2). During the time of the Taliban, female teachers were not permitted to work. While some taught in home-based schools, those teachers were supported by private sources or NGOs. In 1384, there were 128,400 general education teachers throughout the country; 72% of them were male and 28% female. As discussed above, the shortage of female teachers is of particular concern because it affects the ability of girls, especially older girls, to enroll in and attend school. The shortage of female teachers is a serious challenge in all regions of the country outside of Kabul.

⁸ In Kabul, teachers can no longer be hired who have fewer than 14 years of education.

Figure 2. Number of Teachers 1380-1384

Source: MoE educational statistics.

Since 1381, the Ministry has recruited thousands of new teachers each year. To be hired as a permanent teacher a candidate should be a Grade 12 graduate and have obtained a teaching diploma, although many of the teachers throughout the country do not meet this official requirement. In 1384, 29% (36,178) of all teachers in Afghanistan had completed fewer than 12 years of education and an additional 49% (63,310) were Grade 12 graduates. Kabul Province is the only place in the country where the majority of teachers meet the official educational requirements for teachers. Existing teachers who have not completed Grade 12 are generally not formally employed⁹ – instead they are categorized as “contract teachers.” These teachers cannot be promoted and are not eligible for retirement privileges.

In addition, these teachers cannot participate in the Ministry’s formal in-service teacher education program and cannot obtain a teaching diploma, unless they resign from their posts and enroll in the five-year pre-service program – an option that is most likely not financially

feasible. The best that these teachers can hope for, under the current system, is to take part in short-term refresher courses to update their subject matter knowledge and pedagogical skills. As a consequence, in-service training policies are in urgent need of review.

The issue of teacher qualifications, while important, does not sufficiently address the question of teacher quality. What is most needed is a thorough understanding of teachers’ competencies, knowledge and skills. The current system of teacher education does not focus on grade-specific skills and little attention is paid to practical teaching skills. Therefore, even those teachers who have completed 14 years of education or a university degree may still lack the skills and attitudes required to be effective teachers.

Teacher training

To address the issue of teacher quality, the Ministry has supported teacher training since 1381 (AIA 2002). Like other responses to Afghanistan’s critical conditions in 1381 and 1382, the Ministry’s teacher training activities were substantially supported by international organizations. In addition, many organizations also conducted teacher training activities outside of the Ministry system, often with minimal coordination of these efforts.

The Teacher Education Department (TED) of the Ministry is responsible for training all Grade 1-9 teachers in the country. In addition, the TED also conducts refresher courses for all existing teachers, including Grade 10-12 teachers who were initially trained through the Ministry of Higher Education. The training offered by the TED takes two principal forms: formal pre-service training at the TTCs for which students obtain a diploma upon completion and short-term refresher courses (in-service training) that

⁹ There are instances of teachers who have been on the permanent payroll for many years who are not Grade 12 graduates but predominantly those who are not Grade 12 graduates are contract teachers.

are offered either through the Teacher Upgrading Institute¹⁰ or the Teacher Education Program.

Pre-service teacher training

There are two pre-service teacher training options. Students who have graduated from Grade 9 can enroll in a five-year pre-service teacher training program. When they have finished the program, they are eligible to teach Grades 1-3 of primary education. As of 1384, there were only 195 students enrolled in this program.

Students who have completed Grade 12 and want to become teachers can enroll in a two-year pre-service program. In 1384, there were 2,478 students (1,530 male and 948 female) enrolled in the two-year pre-service program. The combined number of students studying to become teachers through these pre-service programs was fewer than 3,000 in 1384. During the last five years, the Ministry has trained only 1,646 new teachers through the TTCs and a number of students were also studying at the university level to become teachers. This presents a serious challenge as it is anticipated that the Ministry needs to recruit at least 95,000¹¹ teachers over the next five years.¹²

The Ministry's current pre-service teacher training curriculum is outdated, is not linked to the new primary education textbooks and is not grade specific. The training materials that are

available in the TTCs are normally hand-written, poor quality photocopies. Further, while the two-year pre-service teacher training program consists of 2,304 total hours of study, only 12 of those involve practice teaching and not all TTCs offer even this small practical component.

In-service teacher training

In addition to pre-service teacher training, the TED also provides in-service training for existing teachers who wish to upgrade their skills and qualifications. Existing teachers who are Grade 12 graduates can enroll in a two-year in-service program that takes place in a TTC after school hours. The curriculum for the two-year pre-service and in-service programs is identical; teachers who complete the in-service program are awarded the same teaching diploma as those who complete the two-year pre-service program. As of 1384, 7,403 existing teachers (3,045 male and 4,358 female) were enrolled in the in-service program and from 1380-1384, 5,603 existing teachers upgraded their qualifications and received a teaching diploma.

When the reconstruction of Afghanistan started in 1382, one of the main objectives was upgrading the academic, technical and vocational knowledge, skills and attitudes of existing teachers. In order to fulfill this objective, the national Teacher Education Program (TEP) was designed in close cooperation with international organizations and NGOs, to address teacher training needs in a comprehensive way. The main supporters of teacher education include USAID, DANIDA, World Bank, UNICEF, Germany, France and Aga Khan Foundation.

The TEP approach was to involve regularly scheduled teacher training for existing teachers in the system. Two modules of in-service training were developed (INSET I and INSET II) as part of TEP. The initial round of INSET I teacher training was the first step of a process to help unqualified teachers reach the "minimum qualification" established by the

10 The Teacher Upgrading Institute has been the main provider of short-term refresher courses but it is scheduled to be closed down as the new TTCs and TRCs become operational.

11 The Ministry of Finance, however, has only committed to 10,000 additional teachers per year under the current medium term fiscal outlook ceilings.

12 This estimate is based on the Ministry's projection of the number of additional teachers needed to meet the Ministry's targets for class sizes based on the projected increases in student enrolment.

National Standards of Teaching Practice. The proposed design of TEP is a model in which Teacher Resource Centers are established in every district of the country (364 in total). The TEP model uses a cascade method of teacher training whereby master trainers are trained first. They then train teacher trainers who are responsible for training the teachers. As of 1384, 30 core trainers, 132 master trainers, 561 teacher trainers and 23,132 teachers in eight provinces have received pedagogical training through INSET I. This training consists of 52 ninety-minute sessions and takes place over 13 days. There are no teacher resource centers yet established.

Education Infrastructure and Facilities

Most of the school facilities throughout Afghanistan were destroyed or damaged as a result of the years of war. In 1381, the government estimated that out of a total of approximately 6,000 schools in the country only 547 had useable buildings. Table 4 shows the number of schools in Afghanistan for each of the last five years. It is important to note when reviewing these statistics, that a “school” in Afghanistan does not necessarily have a school building. Many students study in rented premises, in tents or in the open air. In 1384, out of 8,397 schools in Afghanistan, the Ministry reports that only 2,080 (25%) were categorized as “useable” and just over half of the schools (54.1%) had a building. The proportion of schools without a building varies from 16% in Kandahar to 97% in Nuristan. The proportion of usable school buildings ranges from 5% in Ghor to over 50% in Nangarhar, Kabul and Panjshir. Most schools also lack essential facilities; only 20% have access to water and 33% are not equipped with proper sanitation. The number of schools with toilets varies by province from over 70% in Kabul to fewer than 5% in Nuristan.

Table 4: Total number of schools, 1380-1384

Schools	Male	Female	Total
1380	3,389	-	3,389
1381	5,077	962	6,039
1382	5,990	1,147	7,137
1383	6,813	1,441	8,254
1384	6,597	1,615	8,397

Source: MoE educational statistics.

During the past four years, the government and its partners have started the process of reconstructing or rehabilitating schools as shown in Table 5. With funding from various donors, multiple contractors have built these schools for the Ministry in all 34 provinces of Afghanistan. Over the past five years, donor agencies and NGOs have constructed and/or rehabilitated a considerable number of schools across the country.

These schools vary considerably – both in terms of the cost and quality of construction. In some cases, the Ministry has not occupied newly constructed or rehabilitated schools due to safety concerns. The Ministry has now developed a complete set of standards for school construction and site preparation, including a model for lower cost schools that incorporates the use of local materials and community labor.

Table 5: Number of schools reconstructed/rehabilitated from 1381 to 1384

Year	Number
1381	586
1382	940
1383	852
1384	1,138
Total	3,516

Source: MoE educational statistics.

The Ministry’s ability to plan and manage a large construction program was very limited until recently. School construction in the past five years has been largely carried out without the Ministry’s involvement and with little support to build that missing capacity. The

Ministry therefore faces a significant challenge in managing a program to construct the number of school buildings and classrooms needed. This will require improved coordination as well as the development of monitoring and technical capacity within the Construction Department of the Ministry to make sure that all construction activities meet the Ministry's standards and to ensure effective community participation.

Under the Ministry's EQUIP project which is funded by the World Bank, SASCs are established for each of the schools constructed. These SASCs include the head teacher, one other teacher in the school and representatives from Community Development Councils. Among their responsibilities, SASCs are to identify the priority needs for their schools; to certify, in cooperation with an assigned engineer, the acceptability of their school buildings and to be responsible for some maintenance based on small grants provided through the project. The plan is for the SASC policy to be extended and implemented in all schools in Afghanistan. However, this roll out to all schools will need considerable resources particularly to develop capacities of district education staff and hire social mobilizers to work with communities.

While significant progress has been made in identifying the location and condition of schools throughout the country, there is an on-going need for school mapping to identify both construction and rehabilitation needs as well as to establish more definitively how many schools are currently operating in Afghanistan and where more schools and school buildings are needed. Current Ministry policy is to locate primary schools no more than three kilometers from a village. This distance is extended to four-five kilometers for secondary schools. Presently, the Ministry does not have the data to determine how far the existing schools are from each village in the rural areas. There are reports that some students in rural areas walk up to four hours each day to attend school. Accurate data are necessary to determine where new primary

and secondary schools are needed or where there is a need to establish community-based outreach schools/classes.

Curriculum Development and Learning Materials

Education in Afghanistan suffered for many years as different competing groups throughout the country developed their own curricula and as textbooks were used to promote various political ideologies rather than academic content. In 1381, the Department of Compilation and Translation (CTD)¹³ with the support of UNESCO's International Bureau of Education (IBE) and UNICEF began the process of developing a new curriculum framework for general education. The focus of this framework is the development of a centralized and uniform curriculum that will be used throughout the country to cultivate traditions, religious and moral values and to equip students with the knowledge, skills and attitudes that will enable them to become lifelong learners prepared for work and adult life (CTD, 1382). The Ministry, with the support of partners, has developed syllabi and textbooks for all subjects of primary education (Grades 1 to 6) in the two national languages. In some parts of the country, children in the early primary grades study in one of the local languages spoken in the area. Therefore, the Department has begun translating/developing the Grade 1 and 2 language textbooks into Uzbeki, Turkmani, Baluchi, Pashaei and Nuristani.

Revision of the primary school curriculum was the first task undertaken by the CTD, in line with the priority placed on improving primary education in order to support the Education For All (EFA) and MDG targets. With regard to secondary education, in the first year after the

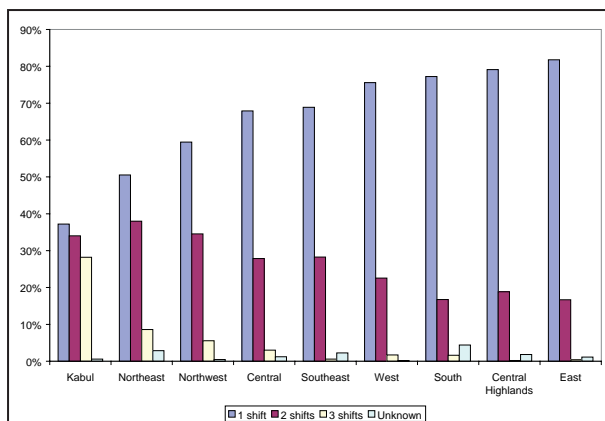
13 This is the official name of the Department of Curriculum.

fall of the Taliban, there was a review of all textbooks, except the religious education books, to ensure that specific political ideologies were not included in the texts.

The full process of curriculum reform for Grades 7-12 began in 1385. This was necessary to update the secondary school textbooks which were written in the 1980s and to eliminate confusion between the syllabi and the contents of the textbooks. Use of the existing materials is further complicated by the capabilities of some of the secondary teachers who do not have the competencies to teach their subjects effectively. In addition, the content of the courses and the methodology of teaching do not engage students, which diminishes the quality of their learning.

One challenge to the implementation of the curriculum is the shift system that is being used in many schools in the country. Due to the dramatic increases in enrolment over the last four years, many schools, especially in crowded urban areas, are operating in multiple shifts (see Figure 3). This acts to reduce children's time in the classroom by as much as 50% with significant impact on the quality of their education and learning. There is a need to identify the minimum knowledge and competencies that students should learn in each grade and to provide guidance to teachers on how to meet these minimum criteria.

Figure 3. Percentage of schools with multiples shifts 1384.



Source: MoE educational statistics.

Textbooks and teacher guides

The Publications Division of the CTD is responsible for managing the production and distribution of textbooks, teacher guides and other teaching and learning materials. In addition, the Science Center (which, under the current reorganization, is planned to be renamed the Instructional Materials Center) produces lab books and materials for use in science labs. Since 1381, the focus has primarily been on primary school textbooks. Initially, in order to get textbooks into the schools quickly, the subject-based textbooks (both primary and secondary) that were produced by the University of Omaha in conjunction with the Afghan refugees in Pakistan were modified to omit all references to direct violence. The religious textbooks were not modified initially. In 1381 and 1382, USAID printed 15 million and 11 million textbooks, respectively.

After the new curriculum framework was agreed, textbooks for the primary grades were re-written, printed and distributed to the schools. USAID continued to support the printing of the new textbooks and DANIDA began providing support in this area in 1383. In the last three years, almost 21 million textbooks have been printed (17 million by USAID and 3.6 million by DANIDA). As of 1385, all primary school textbooks have been re-written but not all have yet been printed and distributed.

In 1381-1383, the World Food Program (WFP) supported the Ministry by distributing the textbooks to schools. These initial distributions were plagued with difficulties. Books were lost along the way and many schools complained that they did not receive their textbooks or received incorrect language versions. In 1384, the Ministry assumed responsibility for the distribution of all textbooks. Afghanistan Reconstruction and Development Services (ARDS) managed the tender process and textbooks were distributed by private contractors accompanied by CTD personnel who ensured that schools signed for the textbooks

that they received. It takes approximately three months to distribute textbooks throughout the country. Due to the difficulty in accessing schools during the winter, many of the cold zone schools that begin in March receive their textbooks after the start of the school term.

Islamic Education

Islam is at the core of Afghanistan's culture and values and, accordingly, the 1382 Constitution stipulates that education is to be consistent with the tenets of Islam. Therefore students in all of Afghanistan's formal schools study Islam and the Holy Quran. For those families who want their children to study Islam in more depth, however, the government supports separate Islamic schools. These schools, the Islamic madrassas and Darulhefазs¹⁴, are supported by the Department of Islamic Education within the Ministry.

Access to Islamic education

Before 1371, there were 13 religious madrassas and Darulhefазs in Afghanistan, but during the

years 1371 to 1375, the number of madrassas and Darulhefазs increased to 314. Under the Taliban regime (1375-1380), the number of informal madrassas and Darulhefазs increased to 1,000 with more than 100,000 students attending. In 1381, because of funding constraints the new government was able to support only the madrassas that were formally approved and operational before 1375. The current breakdown of religious schools in Afghanistan is shown in Table 6. The number of private madrassas is not known but the Ministry plans to register these private religious schools within the next five years.

There are no Islamic schools in the provinces of Daikondi, Nimroz, and Uruzgan. This, combined with lack of transportation in some areas and the lack of dormitories, makes it impossible for some students who may wish to attend a religious school to do so. In addition, some children who might want to attend madrassas are unable to do so because of the economic circumstances of their families. For girls wishing to attend religious schools, access is

Table 6: Number of Islamic Schools, Students and Teachers by Region.

Region	Schools	Students			Teachers			S:T Ratio
		Male	Female	Total	Male	Female	Total	
East	69	13,996	1,551	15,547	490	2	492	32
Central	40	11,440	2,074	13,514	518	21	539	25
Northeast	56	9,578	584	10,162	390	11	401	25
West	25	5,358	650	6,008	150	13	163	37
Southeast	39	5,156	215	5,371	266	-	266	20
Northwest	27	3,663	122	3,785	147	5	152	25
Kabul	11	2,137	-	2,137	16	-	16	134
South	6	1,561	-	1,561	44	1	45	35
Central Highlands	2	278	165	443	5	-	5	89
Total	275	53,167	5,361	58,528	2,026	53	2,079	28

Source: MoE educational statistics.

14 The Darulhefазs are religious schools that focus on memorization of the Quran. *Extraordinary Darulhefазs* are for blind people.

further limited by the lack of madrassas for girls or dormitory facilities.

During the past three years, only one new Islamic school has been established and one rehabilitated although there are recent initiatives to rehabilitate madrassas in Jalalabad, Herat, Kabul and Helmand. While only 55% of the Islamic schools submitted information on the condition of their facilities during the last school survey, of those reporting, only 9% indicated that their building was useable and more than 30% indicated that they either had no building or that their building was destroyed. Most Islamic schools operate in tents, mosques or open spaces.

Teachers

According to the Ministry's guidelines, teachers in Grades 7-9 of madrassas should be graduates of the madrassas (Grade 14) and teachers for Grades 10-12 should have a bachelor's degree. However, only 26% of existing teachers have graduated from Grade 14 or higher (see Table 7) and most are not familiar with student-centered teaching methods. Some teachers have also taught in neighboring countries and are therefore not familiar with the curriculum in Afghanistan.

Table 7: Teachers' Qualifications by Number and Percentage

Teacher Qualifications	Number	% of total
Baccalaureate / grade 12	1,181	53%
Grade 14	461	21%
Bachelor's degree	103	5%
Private education	483	22%
Total	2,228	100%

Source: MoE educational statistics.

As shown in Table 6, there is also a shortage of teachers in the madrassas. The student-teacher ratio in the Islamic schools ranges from 10 in Badakshan to 134 in Kabul, compared to a targeted student-teacher ratio of 20:1 for secondary grades

Curriculum

Although the Islamic Education Department has revised the curriculum several times, it does not match the present-day needs of students and Afghan society. There is a great deal of repetition within the syllabi and the curriculum makes it difficult for students of Islamic education to transfer to General Education if they desire. While new subjects such as science, mathematics, social science and English language have been added to the curriculum, teachers do not have sufficient skills to teach these subjects and textbooks have not been developed.

As part of a broad-based consultation process, the Ministry plans to host a high level Islamic Education conference in Kabul. The conference will be followed by ongoing provincial and district level consultations. Based on these deliberations, new syllabi will be developed that support the agreed goals for Islamic Education, creating better integration of other subject areas into the system and greater post-graduation employability or access to higher education.

The few textbooks that are available in the Islamic schools need to be re-designed to be more practical and to correspond to the objectives for each grade. In addition, the few Islamic schools that have reference books have a limited selection of old books; there is a need to provide more up-to-date learning materials.

Management

Consistent with the intention to devolve responsibility for operating expenditure planning and management, madrasa staff will be included in training programs on management issues. In addition, the system of monitoring, evaluation and supervision of teachers' performance, which is inactive in Islamic schools, needs to be reinstated.

Communities throughout Afghanistan are supportive of Islamic schools and have great respect for their Islamic scholars. As such the

support of communities is essential for the upgrading of the Islamic schools – both in terms of curriculum and with regard to the construction or repair of school buildings. Formerly, Islamic schools taught Grades 1-12 but now they only enroll students from Grades 7-12. Some religious leaders do not support this change so it is vital that the Ministry is able to obtain their support with regard to the curriculum and the overall system of Islamic education which builds upon the positions outlined in the 1382 Constitution.

Technical and Vocational Education and Training

Over its 80 years of experience, the Department of Technical and Vocational Education has produced some 50,000 graduates. The Department supports three different programs – a two-year program (Grades 13-14), a three-year program (Grades 10-12) and a five-year

program (Grades 10-14). Some technical and vocational schools were established in provinces based on local, often very narrowly focused, requirements thus limiting the opportunities for students who wanted to obtain skills for use in the wider labor market. At present there are 46 technical and vocational schools in the country. Forty-two of them are managed by the Ministry; the remaining schools are managed by the Ministry of Transport and Aviation; the Ministry of Water and Power Supply; the Ministry of Telecommunication and the Ministry of Culture, Information and Tourism. Curricula are inconsistent, sometimes overlap and produce low quality outcomes.

As shown in Table 8, 17 out of 42 schools and almost 60% of all technical and vocational teachers and students are located in Kabul. Female students are enrolled in only eight of the 17 schools in Kabul and only three provincial schools – in Balkh, Herat and Kunduz. While Ministry policy allows females to enroll in any

Table 8: Technical and Vocational Schools, Students and Teachers by Province.

Province	Number of Institutes	Students			Teachers			S:T ratio
		Male	Female	Total	Male	Female	Total	
Kabul	17	4,422	818	5,240	269	121	390	13
Herat	3	680	86	766	26	0	26	29
Balkh	3	600	3	603	48	24	72	8
Helmand	2	263	0	263	16	0	16	16
Kapisa	1	246	0	246	15	0	15	16
Juwzjan	2	242	0	242	16	5	21	12
Nangarhar	2	226	0	226	25	0	25	9
Faryab	1	224	0	224	13	3	16	14
Baghlan	2	210	0	210	18	1	19	11
Kunduz	2	116	75	191	11	0	11	17
Kunar	1	173	0	173	4	0	4	43
Farah	1	147	0	147	14	0	14	11
Parwan	1	132	0	132	6	0	6	22
Uruzgan	1	108	0	108	11	0	11	10
Kandahar	1	85	0	85	16	0	16	5
Khost	1	81	0	81	10	0	10	8
Badakshan	1	74	0	74	2	0	2	37
Total	42	8,029	982	9,011	520	154	674	13

Source: MoE educational statistics.

of the technical schools, their participation rate is very low. As stipulated in the I-ANDS and in the vision of the Ministry of Education, expanding technical and vocational education to all interested students, including women, will be a priority. Accordingly, the Government of Afghanistan established a NSDP to coordinate the development of a more effective approach to Technical and Vocational Education across the sub-sector by developing market linkages to skills development.

Teachers

Teachers in Technical and Vocational Institutes (TVIs) should have at least a Bachelor's degree or substantial practical experience. However, only 34% currently meet or exceed the tertiary qualification. The shortage of well-qualified staff is partially because many teachers fled the country during the years of war but also because the better qualified teachers are able to compete for higher paying jobs outside the Ministry. The low standard of the facilities may also be a deterrent.

Buildings and equipment

As in other parts of the education sector, almost all buildings and equipment in the Technical Institutes have been destroyed as a result of the years of war. During the past three years, four new technical schools have been established, three have been rehabilitated and eight reconstructed. Those reconstruction and rehabilitation projects were planned by NGOs or donors and implemented without the participation of the Ministry.

Despite these projects there is still a lack of buildings and equipment. Of the 42 TVIs managed by the Ministry, 10 are still completely damaged, 16 partially damaged and 7 are operating in rented buildings.

In addition to the poor condition of the buildings, the TVIs lack the equipment that is necessary for effective technical skills training.

The result is that the program of study in the TVIs is purely theoretical; students have no opportunity to undertake essential practical work. Most graduates are unemployable in their trades areas, even in areas where there is a significant skills shortage.

Curriculum

The existing curriculum in the technical and vocational schools has not been updated for almost 30 years. The labor market study currently being conducted by the Ministry of Labor, Social Affairs, Martyrs and Disabled under the guidance of NSDP will provide crucial information on which to base a new curriculum relevant to labor market needs and in line with the Ministry's tradition of providing longer term training in more complex trades and vocations.

The priority for technical and vocational programs will initially be the more complex trades of the construction sector such as plumbing and electrical; automotive and large equipment mechanics; information technology and agriculture. The Ministry also intends to provide training in office administration and management, accounting and related skills relevant to both public and private sector needs.

To some extent regional labor markets will define what is offered, although some schools, including those in regional centers, will offer the broadest range of programs and seek to encourage participation from across the country, which will require provision of appropriate dormitory accommodation. Certain new programs, such as those based around information technology, may first be restricted to central areas with reliable infrastructure and greatest need.

As new curricula are developed it will be important to ensure that Afghanistan's standards of training meet accreditation and certification standards recognized within the region as well as by the global market. Cross national recognition of certificates will enable a

higher level of mobility of Afghanistan's human capital resources.

Management

The recurrent budget for Technical and Vocational Education (TVE) is allocated as part of the Ministry's overall budget. The 1385 development budget for TVE is only \$2.9 million (for construction, equipment and capacity building), although the development budget requirements for 1386-1389 is a minimum of \$14.5 million, of which \$5 million is sought for 1386. This requirement does not include costs of physical infrastructure development needs. Those costs are included under the Education Infrastructure Development component. In accordance with the intention to devolve authority for the allocation of some operating costs, senior staff of the TVIs will be included in general management training.

Literacy and Non-formal Education

According to Afghanistan's MDG Report (2005), the estimated literacy rate of those aged 15 and above was 34% in 1383 (50% for men and 18% for women). In rural areas where 74% of all Afghans live, however, an estimated 90% of women and 63% of men cannot read, write or do a simple math computation (MRRD 1382). The rates are only somewhat better in urban areas.

The United Nations Population Division estimates that the 1384 population is approximately 29.9 million, and will increase to 35.6 million by 1389. This includes approximately 16 million Afghans aged 15 or older in 1384, increasing to 19.3 million of this age by 1389. Assuming that approximately one-third of the current population aged 15 and above are literate, there are at least 11 million Afghans aged 15 and above who are now in need of literacy and numeracy skills development. Unless the formal school system succeeds in improving literacy rates among young Afghans,

as many as 1.4 million additional people may require literacy skills development by 1389.

The Literacy and Non-formal Education Department currently supports a general literacy program, which is a nine-month program for those between the ages of 15-45 who did not previously have access to education and who are not literate. Tables 9 and 10 present the number of enrolled students (male and female) and the number of graduates (male and female) from 1381-1384.

Table 9: Number of enrolled students, 1381-1384

Year	Male	Female	Total
1381	180,723	161,361	342,083
1382	199,447	157,891	357,338
1383	271,938	174,959	446,897
1384	190,728	195,713	386,441

Source: MoE educational statistics.

Table 10: Number of graduates, 1381-1384

Year	Male	Female	Total
1381	92,389	86,713	179,102
1382	115,824	91,888	207,712
1383	111,036	821,84	193,220
1384	52,937	67,168	120,105

Source: MoE educational statistics.

Participants take part in an initial six months of literacy training that uses a formal curriculum and textbook. Following this initial period, participants may take part in an additional three months of supplementary training. Participants can choose from two options for the supplementary training component:

- **Literacy supplementary schools:** These schools cover the materials presented in Grades 4-9 of the formal system. The focus of these courses is 40% vocational subjects and 60% literacy subjects.
- **Labor supplementary schools:** These schools are designed for graduates of the literacy program who are employed by the private sector or in governmental offices. Participants in these schools can earn up to a ninth grade equivalency and are then able

to attend night schools to earn up to a Grade 12 certificate.

The Literacy Department also supports vocational supplementary schools that are designed for graduates of the accelerated learning program. The focus of study in these schools is 60% vocational subjects and 40% literacy subjects. Students can study the equivalent of Grades 5-9 in this program.

The programs supported by the Literacy Department to date have focused on grade equivalency, but the Ministry's emphasis during the course of this Strategic Planning exercise will shift to a focus on functional literacy and skills-based learning that is relevant to the lives of adult learners. This is an essential change in direction if the Government is to achieve better value for money and meaningful impact in order to reach the goal of halving illiteracy.

Access to literacy programs

Most of the existing literacy programs operate in the cities while in the rural areas, where there are high rates of illiteracy and poverty, people have less access to these programs. In addition, people are less likely to participate if they do not see the relevance of the planned activities to their daily lives. Insecurity in some areas of the country is also an obstacle to people's participation in literacy initiatives, especially for women. In addition, the shortage of female literacy facilitators makes it difficult to enroll women in the literacy programs.

Literacy facilitators

The skills required for literacy facilitators are quite different from those of formal education teachers. For this reason, although training of literacy facilitators was previously the responsibility of the Teacher Education Department, it is now the responsibility of the Literacy Department. The Literacy and Non-formal Education Department has conducted some ad hoc seminars and workshops in

order to improve the academic knowledge and pedagogical skills of literacy staff, but their capacity is limited and efforts to date have not been well-coordinated and have resulted in limited impact.

Most of the existing facilitators do not have experience in adult education and lack adequate training with regard to facilitating literacy activities. Among existing facilitators, 27% have not completed Grade 12, 70% are Grade 12 graduates, 2% are Grade 14 graduates and approximately 2% have a bachelor's degree or above. The Ministry is currently reviewing its accreditation standards for literacy facilitators.

Learning spaces

After the collapse of the Taliban, reconstruction of supplementary schools began and 78 supplementary schools re-started their activities with the cooperation of national associations, UNESCO and Japan. In addition, six CLCs have been established and started their activities in Parwan and Kabul provinces. These centers are open to all people between the ages of 9 and 45. Participants study basic literacy and can also take part in skills training programs. While some literacy and skills training activities take place in these formal learning spaces, most literacy classes are held in people's homes. This can sometimes result in disruptions to the program when people are unable to offer their home on a particular day or when they withdraw from the program but, in general, this is an effective way of conducting large scale literacy education. As part of the Ministry's vision for expanding literacy in the country, the Ministry will encourage communities to offer learning spaces in mosques as well as in people's homes.

Curriculum

A revised basic literacy curriculum has been prepared and will be available in 1386 but there is no existing curriculum for the skills training offered in the supplementary schools and local

educational centers. The use of multiple local languages throughout Afghanistan is another obstacle to literacy training and requires the use of local facilitators who read and write the local language.

The Department has written a new textbook as part of the LAND Afghan project. There is some question as to whether a formal literacy textbook is the most effective way of teaching literacy and whether it is economically viable to base the literacy strategy on an approach that requires the use of a textbook. A more flexible approach requires that teachers are able to develop and produce low-cost teaching materials that are relevant to the lives of participants but this requires a more concerted training effort for the literacy teachers.

Community participation

There is a need to increase the involvement of communities in literacy efforts. When adults do not see the relevance of planned programs, they do not participate. This is a challenge in some parts of the country. Therefore, the vision for the CLCs includes a prominent role for local people with regard to the design and implementation of programs in the centers.

Education Administration Reform and Development

To support all of its programs, the Ministry employs approximately 140,000 teachers and a further 41,000 staff in administrative and other categories. The Ministry is the most decentralized in the government and employs approximately 60% of all staff paid from the national budget. Its existing processes and systems are outmoded and in need of review and updating to increase efficiency. The use of technology in the Ministry is very limited and needs to be expanded. Internal control systems are also weak which has resulted in widespread

corruption and ineffective management of personnel and resources.

Until a year ago the Ministry was essentially by-passed in the greater part of the government-wide reforms in public administration, civil service reform and the budgeting and planning mechanisms developed to support the government's main agenda and strategies. The result was the isolation of the Ministry from the national budget¹⁵ process, lack of clarity in the share of the budget being delivered to education and virtually no recurrent finance for anything other than salaries. The 1385 budget was not allocated below the Ministry level until more than four months after the budget was passed.

Donor support for the sector is strong, however, and there is a willingness to work more closely in developing a priority based approach to financial and technical support, with a clear intention to work towards sustainable capacity for administration and management within the Ministry.

Recent progress

One of the first interventions of the the new leadership that took charge of the Ministry in Saur 1385 (May 2006) was the development of a core change management group of senior national and international advisers and initiation of a model for ensuring that this group works to pass on the required skill set to others within the Ministry. The majority of the key positions are now filled.

In Asad 1385 (August 2006), a full restructuring process was initiated to meet the Public Administrative Reform (PAR) requirements. The result has been submitted to the Civil Service Commission. Key appointments at the Director

15 In this document "the budget" is a reference to both the recurrent budget and the "development" (or capital) budget, consistent with the intention to move towards a unified budget from 1386.

level were advertised and the first 12 positions filled with new appointees. High priority has been assigned to the further development of implementation plans for PAR, in particular to building a modern human resources framework within which to undertake the task of capacity building and to developing the capacity for budget planning, preparation and execution using Ministry of Finance systems as the basis for management and reporting.

In the same month, the Minister also commissioned a full review of a draft Law on Education for submission through Cabinet to the National Assembly. The purpose of the Law will be to:

- more clearly define the roles and responsibilities of the Ministry and Minister under the relevant sections of the 1382 Constitution
- provide a better defined legislative base for policy development
- align the management of the Ministry to other legislation including the *Public Finance and Expenditure Management Law* and the *Public Administration and Civil Service Reform Law*
- formalise the authority to make regulations and other instruments for regulating and managing the non tertiary education sector in Afghanistan.

In effect, this Law will formally “establish” the Ministry. In addition, an Institutional Framework is being developed as part of the process of establishing critical policy areas to be reflected in the development of the draft Law.

The Ministry is one of three pilot ministries within government that will begin the process of program budgeting as a step towards budget unification. This process also supports the strategic approach to the management of the Ministry that is reflected in this Plan. It will act as an enabler to bring about significant improvements in financial management, budgeting and reporting for both capital and

recurrent budget expenditures and for reporting results against program plans. The Ministry has made good progress in this area, with the help of specific technical assistance funded by DANIDA, and has prepared the 1386 budget on both program and economic type bases. Ministry of Finance has agreed to accelerate access to a minimal number of AFMIS terminals in order to improve the systems support for financial management, analysis and reporting.

The Ministry has a central ICT network in the Head Office, which currently serves 125 users and provides internet access as well as limited network printing capability to a number of offices. An ICT development strategy will be formulated as part of the overall capacity development intervention to manage the Ministry. With donor assistance, progress is being made on the development of an Education Management Information System (EMIS) and the first data collection surveys have been completed. This project addresses one of the most significant obstacles to effective planning and management – the lack of information and reliable data.

A key unit (the RIMU) has been established with donor support to lead the implementation of the institutional reforms, with a substantial early commitment to the human resources development program. The highest priority is to develop full documentation of job standards, selection criteria, transitional human resources policies and procedures and to begin a series of general training seminars on civil service reform. The World Bank has committed its continuing support to this activity.

Chapter Two: Strategic Framework

Policy Environment

The government is gradually moving out of crisis management mode and adopting a longer-term approach to reconstruction and development. Fiscal limits require better planning and close coordination with donors to both optimize their investments and align them with the government's priorities. The people of Afghanistan have demonstrated that education can be the bridge that transforms an emergency situation into one of hope and promise. The 1382 Constitution commits the government to free and universal education. Effective educational planning and subsequent implementation is therefore critical to Afghanistan's state building efforts as the structure, content and accessibility of education will help determine whether education serves to unify or to divide our citizens. This strategic plan provides a road map by which the objectives and benchmarks of the Millennium Development Goals (MDGs), Education for All (EFA) and the Afghanistan Compact can be met.

Vision

Our vision is to facilitate the development of vibrant human capital by providing equal access to quality education for all and to enable our people to participate and contribute productively to the development, economic growth and stability of our country.

To achieve this vision, the Ministry of Education must evolve into a modern, effective, fully funded and functioning public institution that facilitates access to quality educational opportunities that are based on the principles of Islam and accessible to all children and adults without discrimination. As a part of the

Ministry's national vision it will develop its people, deliver learning, improve standards, optimize resources and strengthen partnerships at all levels.

Education Policy Goals

Three dominant policy themes drive the NESP. Each is discussed below.

Access

The 1382 Constitution makes it illegal to refuse access to schools for any reason. Although there has been progress in the past five years, at the national level, boys' enrolment in primary schools is still nearly twice that of girls, while at the lower and upper secondary levels it is three and four times higher, respectively. In urban areas girls are approaching gender equity but only at the primary level. In rural areas, girls are much less likely to be enrolled at any level of the system than boys, but after the primary years boys are more than *ten times* as likely to be enrolled. The shortage of girls' schools and female teachers, especially at the post-primary level, are the greatest risk factors for achieving higher participation rates and gender equity in the rural areas. Access to education for nomadic children, those with learning disabilities, pre-school children and older children who have missed the first years of basic education and now want to enter the system is also generally low.

In order to increase access, the Ministry plans to pursue an aggressive building and equipment program in addition to assessing the potential for distance learning strategies, for both general education and teacher training. This will include assessing the optimal role for the Ministry and identifying strategies for achieving national

coverage relatively quickly through the use of existing national facilities.

The primary indicator of success by 1389 will be an increase in the net enrolment rate in primary school for girls and boys to at least 60% and 75% respectively. This will require the addition of nearly 5,000 newly established schools and a similar number of outreach classes. Specific attention will be given to rural areas and local communities will be involved in identifying suitable locations.

Quality

The quality of education in Afghanistan is quite low. There are multiple reasons for this, including teachers who do not have a thorough knowledge of either the subjects taught or effective teaching methods; the lack of safe, conducive learning spaces; and the lack of quality teaching and learning materials.

The classroom environment and the quality of education are critically dependent on the quality of teaching. Teacher-centered classrooms and rote learning are the norm in Afghanistan's classrooms. Existing classroom-based methods do not deliver basic literacy and numeracy and they do not develop the critical thinking and analytical skills of students. Teachers either do not know how to implement more student-centered methods or are not motivated to change their teaching style. Although improving the pedagogical skills of teachers is a contributor to improving the quality of education in Afghanistan, recent survey data indicate that the knowledge level of teachers is also extremely low. This indicates the need for a teacher training program that consists of both subject training as well as pedagogical training.

As part of the aggressive building program, efforts will be made to include improved security, comfort and hygiene in the building designs in order to improve the physical learning environment. The quality of education will also be improved by continued updating

and revision of the curriculum (especially the secondary school curriculum) and by increased community involvement in school management. Examples of how quality will be measured include the progression rates of students through the system and the number of teachers who have successfully completed the teacher competency test. In addition systems will be put in place to monitor and coach teachers on a regular basis.

Management

A major policy shift seeks to devolve greater authority to the school level for minor operating expenses, planning and execution. This is part of the overall intention to improve governance and management standards in the Ministry.

Recruitment processes are also being reviewed and will be part of the overall public administration reforms. As a first step, in fiscal year 1385, a survey of the actual number of teachers was carried out. This will be followed, in subsequent phases, by a formal registration of teachers and cleaning the payroll of absentee or "ghost" employees. As part of the implementation of public administration reforms, teacher salaries and other incentives will also be reviewed as part of the pay and grading process being coordinated by the Civil Service Commission. Competition with international agencies, particularly for the better qualified teachers, continues to present an obstacle to retention.

Knowledge testing and supervision and inspection will be gradually transformed to focus more on teacher competency and professional development as well as improved lesson planning and delivery techniques. Assessment will include measures of student performance outcomes.

Strategic Approaches

The underlying principle of the Ministry in ensuring that all children have access to education is to develop a strategy that is **national** in scope but local in focus and delivery. Special measures will be required to overcome constraints to access and supply due geography and promote the richness of Afghanistan's diversity based on Islamic principles. In this way, education can be a powerful unifying force within the rich cultural diversity of Afghanistan while promote national identity and pride.

The Ministry will work towards strengthening partnerships, clarifying responsibility and transferring skills. The Ministry will seek to 'buy' international and national expertise to fast track some of its initiatives and to build trust and confidence in the current unstable environment. The Ministry values the contribution made to education by other partners, and will seek to enhance the value of this contribution through improved understanding and **collaborative implementation**.

A Government-led education program needs to be supported through building an **accountable** and transparent system of education financing and administration. The Ministry recognizes the requirement to build confidence in its ability to accomplish this, both with the donors and ultimately with the citizens. Central, provincial, district and school level monitoring and evaluation systems will be strengthened, building a close partnership with communities, civil society and government to ensure that the promise of quality education for all can be kept.

The programs of the Ministry have been developed to ensure a **holistic** approach to the education sector. The Ministry's overall plan includes infrastructure needs, technical and support requirements and systems development to meet priority objectives. Technical education, secondary education and education for special

groups each becomes an integral part of building a knowledge-based society that is able to respond to the current and future economic needs of Afghanistan and the region.

Education programming also needs to respond to the specific socio-political and security environment in Afghanistan. There is a complex dynamic between education, tradition, society, government and the economy and the education system needs to adopt a **responsive** approach to programming in order to meet these multidimensional demands. In this regard, education content and the mode of delivery must be **relevant** to the actual learning needs and abilities of Afghan society. Afghan families need to feel confident that investing in education for themselves or their children will provide an overall social or economic return in the medium- to long-term.

Chapter Three: Priority Programs

Program 1. General Education

Overall goal: Regardless of gender, ethnicity, socio-economic status and religious affiliation, all school-aged children and youth will have equal access to quality education in order to develop the knowledge, skills, values and attitudes required for a better future – both for themselves and for their country. By 1389, the net enrolment rate for boys and girls in primary grades will be at least 75% and 60% respectively.

As indicated in Chapter One, the Ministry has had major achievements since 1380. Despite this, the education system is still facing immense challenges. According to the National Risk and Vulnerability Assessment (NRVA) household survey of 1382, only 57% of primary school-aged children were in school (MRRD 2003). It is still possible that half the potential population is still outside the system. Significant gender gaps and geographic disparities exist with regard to access to education at all levels. The vast majority of students are enrolled in Grades 1-4; very few are enrolled in secondary education where the curriculum has yet to be updated. The education of girls is still facing threats and challenges due to political and socio-economic conditions.

Fewer than half of the schools in the country have a building and only 26% of existing buildings are useable. Only 33% of schools have any access to sanitary facilities and only 20% have potable water. Laboratories, libraries and sport facilities are almost non-existent. Many children still do not have the textbooks and supplies that they need. In many areas, schools are over-crowded due to shortages of schools and teachers. Existing teachers need in-service training and better support and supervision. Student activities and basic services, like health services and counseling, are still lacking.

Children with special needs are not receiving attention and measures to facilitate the integration of returning refugee children and access to education for nomadic children are needed. In addition, there are no clear policies on pre-primary education and the main government support to pre-school aged children is provided by the Ministry of Labor, Social Affairs, Martyrs and Disabled in the form of kindergartens (or day care centers) for government employees. Parents are not fully engaged in and informed of school affairs in the absence of formal SASC.

Overall strategy

The Ministry has developed a multi-dimensional General Education Program which aims at:

- increasing access to primary and secondary education
- improving the quality of general education
- improving the management of schools and the overall system of formal education

The General Education Department has the main responsibility for implementation of this program and will be the main channel of communication with development partners. Other departments will provide some specific support to the general education program, particularly in the areas of management, curriculum design and pre-service training.

The Ministry will encourage the development of private schools (pre-primary as well as primary and secondary) but will regulate these schools and require that all schools use the government's approved curriculum, teaching materials and teacher qualifications, as a minimum.

NGOs will be encouraged to participate with Ministry in the provision of education, especially for pre-school children and children with disabilities and special needs. Many NGOs have deep roots and widespread presence in numerous geographic locations throughout the country; through these linkages they are well placed not only to assist the Ministry in the delivery of special education programs, but also to provide independent supervision and monitoring support.

The participation of local communities in the construction, maintenance, protection and development of schools as well as in the promotion of education in various districts and provinces will also be actively encouraged. SASC (*Shuras Mashwarati wa Himayati Maktab*) will be established and be a condition for some other policy changes. The SASC will function as the informal education sub-committees of the Community Development Councils that have already been established under the National Solidarity Program (NSP).

Objectives

- ▶ Increase the net enrolment rate in primary school for girls and boys to at least 60% and 75% respectively and improve access to secondary education facilities for girls and boys
- ▶ Increase access to primary and secondary education by establishing approximately 4,900 new schools and supporting the establishment of 4,800 outreach classes (CBS)
- ▶ Enhance participation of community leaders, parents and students in school affairs by

establishing 13,380 SASC (one in every school)

- ▶ Support provision of special education opportunities for all children with special needs, including children with disabilities, gifted children, Kuchis and over-aged children
- ▶ Provide a conducive learning environment in all primary and secondary schools that contributes to the mental, physical and emotional development of all students
- ▶ Strengthen supportive supervision, monitoring and assessment of education delivery
- ▶ Develop and implement a national communication strategy for girls' education
- ▶ Formulate a policy framework for establishing and operating private schools.

Priority program components

To address these objectives, the General Education Program will consist of the following components:

- ▶ Policy frameworks, rules and regulations
- ▶ Establishment of new schools
- ▶ Special programs
- ▶ Extra-curricular activities, sports and scouts
- ▶ Student services
- ▶ Supervision and monitoring
- ▶ Management and community participation

Component 1: Policy frameworks, rules and regulations

Targets:

- ▶ Develop policies, regulations and guidelines for pre-school education by 1387.
- ▶ Review and update regulations for basic and secondary education by the end of 1386 including regulations for establishing new schools and teaching in native languages.

- ▶ **Formulate and approve a policy framework for private schools (pre-school, primary and secondary) by 1386.**
- ▶ **Register and monitor all private schools (pre-school, primary and secondary) in the country by 1389.**

A new Education Law will be prepared for approval and ratification by Cabinet and National Assembly respectively, to codify the main responsibilities of the Ministry and provide a basis for subsequent regulations and procedural guidance. This will provide a stronger legislative framework and better define major policies for implementation of the government's priorities for education.

The government recognizes the vital role that the private sector can play in meeting the current demand for education but in order to ensure that quality education is provided to all Afghan students, policies and guidelines for registration and operation of private schools and certification of students will be developed. The Ministry will define the curriculum framework for all schools in the country, but private schools will retain some flexibility in order to give students various choices with regard to the selection of additional study subjects. The General Education Department will be responsible for registering and monitoring private schools (see component 6) and the Teacher Education Department will define standards for teacher accreditation.

Research will be carried out to identify current good practices in the area of child development and early childhood education in Afghanistan and in the region as part of the development of formal pre-school education. The General Education Department, in close coordination with the Ministry of Labor, Social Affairs, Martyrs and Disabled, will develop policies and guidelines for establishing and running pre-school education centers throughout the country – those supported by the government as well as private pre-school programs. The

Ministry will run two experimental pre-school centers. Monitoring and supervision of pre-school education will be conducted by Ministry supervisors (see component 6).

Clear policies are also needed for children with special learning needs. The “National Framework for Action on Disability in Afghanistan” has been submitted by Ministry of Labor, Social Affairs, Martyrs and Disabled to the Cabinet and is currently under review. The framework recommends a coordinated approach to development of guidelines for the education of children with disabilities.

Component 2: Establishment of new schools

Targets:

- ▶ **Conduct a school mapping survey in cooperation with the Department of Planning by 1387 in order to identify where new schools are needed.**
- ▶ **Formalize policy on establishing and running outreach classes by the end of 1385.**
- ▶ **Coordinate with communities and NGOs to establish 4,800 outreach classes by 1389.**
- ▶ **Establish 4,900 new schools¹⁶ in the country by 1389 and ensure that children from 90% of all villages can access formal schooling.**
- ▶ **Ensure that each province has at least one model school.**
- ▶ **Post teachers and administrative personnel (principals, agirs, etc.) in all new schools.**

To meet the increasing demand for education and in order to achieve the I-ANDS net enrolment targets, it is estimated that the

¹⁶ The total number of classrooms that need to be constructed over the next five years is projected to be 73,000. This includes classrooms for existing schools as well as for the approximately 4,900 new schools that need to be established.

Ministry will need to establish another 4,900 new schools over the next five years.¹⁷ Construction of the new schools will be planned and monitored by the Construction Department.

Determining where new schools are needed will require a comprehensive mapping of the existing locations of schools in order to identify the communities or villages where children do not have access to education. The school mapping survey will be conducted in close cooperation with the Departments of Planning and Construction and close consultation and involvement of district Shuras and local communities.

Ensuring that children are safe in schools and on the way to school is critical to ensuring parents' willingness to allow their children to attend school. By establishing smaller schools for the primary and lower secondary grades that are closer to children's homes, the Ministry will be able to increase access for all children, especially for girls. In addition to the establishment of formal primary and secondary schools, the Ministry will seek to increase access to schooling via a system of outreach classes that are connected to a "hub school". While these outreach classes may be initially supported by NGOs, they will use the Ministry's formal curriculum and textbooks. All outreach classes will also be eligible for all Ministry supported school supply distributions and will be included in all school assessment programs. In addition, teachers in the outreach classes even if initially

hired and paid by NGOs will be eligible to participate in the Ministry's in-service teacher education program and will be able to seek accreditation and employment by the Ministry subject to assessment of their qualifications.

The General Education Department will ensure staffing of new schools within the overall staffing plan for the Ministry. Many of the new schools will be established in remote areas of the country where it is difficult to attract new teachers. Therefore, the Department will coordinate closely with the Teacher Education Department in order to attract new graduates from the TTCs and TRCs to those areas. The Department will also be responsible for ensuring that every school has a School Advisory and Support Council with community representatives in order to promote "ownership" of the schools by community members (see also component 7). At least one model school will be established in each province (similar to Amani and Isteqlal). The schools will be affiliated with a well known school in the region or other continents.

Component 3: Special programs

Targets:

- **By end of 1386, develop and implement a national communication strategy for girls' education in close consultation with partners, local and spiritual leaders and communities.**
- **By 1386, set up and operate a fund to promote girls' education and to provide approximately 14,000 scholarships and incentives (from 1386-1389) for girls from districts with very low girls' enrolment to be able to complete grades 7-12.**
- **By 1389, attain a net primary school enrolment rate of 45% and 30% for boys and girls with disabilities, respectively.**
- **By 1389, establish and operate 35 provincial resource centers for children with disabilities.**

¹⁷ These estimates are based on an assumption of using each classroom for two school "shifts" each day. If the objective over the next five years was to ensure that all classrooms were used for only one shift (thereby increasing the number of hours of instruction for each student every day), the total number of schools/classrooms needs to be doubled. Because this target is neither economically nor technically feasible, the General Education Department has indicated that schools will use a double shift system.

- **By 1389, establish and operate two regional schools/resource centers including dormitory facilities to provide special education opportunities for gifted students.**
- **By 1389, at least 35% of Kuchi children will have access to specially adapted programs of formal education.**
- **By end of 1386, a functioning accelerated learning program will be in place for out-of-school children.**
- **By end of 1386 register, support and monitor all schools for refugee children in Pakistan and Iran through Afghan Education attachés.**
- **Support Afghan-run refugee schools through provision of textbooks, teachers and accreditation of certificates.**

In addition to the strategy for building schools close to communities, the Ministry will develop a national information program about the benefits of girls' education in order to encourage more parents to send their girls to school. Information on best practices and successful results of girls' education will be collected from Afghanistan and regional countries and will be disseminated via meetings with SASC and other local structures and through the media. Special events will also be organized to campaign for girls' education. Under a special scheme and in close consultation with local communities female teachers will be recruited/relocated to districts where there are no girls enrolled in the secondary grades. The female teachers relocated (with couples/Mahram) will be placed in at least one school in the district to facilitate continuation of girls' education in the secondary grades.

As new educational facilities are constructed, the needs of **children with disabilities** will also be considered in order to increase their access to education. Where possible, children with disabilities will be integrated into regular schools which could require some building

modifications, special training for teachers and appropriate curriculum considerations.

Where indicated by need, provincial resource centers will be established and equipped to serve children with hearing, visual and multiple impairments. As much as possible, these centers will prepare children to access regular schools and will also provide some additional specialized classes or tutoring where appropriate. Teachers with special training to teach children with disabilities will be recruited to work in these schools/resource centers. All children with disabilities enrolled in regular or special schools will follow the national curriculum and testing system with adaptations made to ensure that their learning is adequately assessed. The target is to attain a net primary school enrolment rate for children with disabilities of 45% for boys and 30% for girls by 1389.

Tools for identification of gifted students and policies and guidelines for their education will be developed. Research will be carried out on best practices and modules for education of **gifted students** will be reviewed. The Ministry will establish and equip two regional schools/resource centers with dormitory facility for gifted students (Grades 4-9). These centers will be staffed by teachers who are specially qualified and trained in gifted education. The gifted education program will seek to establish linkages and exchanges between gifted students of Afghanistan and gifted students from other countries.

Access to education for **Kuchi** children is restricted because of their nomadic lifestyle. Based on the MRRD Multi-Sectoral National Assessment on Kuchi that was conducted in 1384, the Ministry of Education will develop a plan to ensure that children from nomadic and semi-nomadic Kuchi populations are provided with special educational programs. Decisions regarding the most appropriate ways to school these children will be based on studies and policy dialogue within the Ministry and with provincial education officers and representatives

from Kuchi communities. At a minimum, Kuchi children will be encouraged to enter formal schools located in their summer and winter locations and will not be subject to discrimination or cumbersome registration procedures. This group may also benefit from the use of distance education facilities or travelling teachers. The establishment of mobile schools for Kuchi children is also being considered. Special schools are also being established with dormitory facilities.

The years of conflict in Afghanistan have deprived thousands of adolescents of their right to education. For **over-aged children**, accelerated learning programs can enable them to access the formal school system or prepare them for the labor market. Accelerated learning programs are currently offered by the Literacy Department and multiple NGOs. During the next five years, however, accelerated learning programs will be incorporated into the formal education program of the Ministry. Children aged 10-15 may enrol in accelerated classes and will complete two grades in one year.

The General Education Department, in cooperation with the Department of Planning, will conduct a survey to identify the number of young people who were or remain excluded from the school system in order to develop strategies and incentives for them to undertake some form of education. The Ministry will work with partners to establish accelerated learning programs where they are most needed and will increase the scope of its own program. This will ensure that students who complete an accelerated learning class can resume their formal schooling or perhaps gain more meaningful employment.

To facilitate and support the education of **Afghan refugee children** the Government's Education Attachés in neighboring countries will be strengthened. All schools run/managed by Afghans in neighboring countries will be registered, the Afghan national curriculum will be made compulsory and textbooks will be

provided by the Government of Afghanistan. The General Education Department will also develop a system for evaluating the education documents/certificates of both teachers and students in order to more efficiently integrate them into schools in Afghanistan when they return.

Component 4: Extra-curricular activities, sports and scouts

Targets:

- **Develop a physical education curriculum with corresponding teaching materials and mainstream physical education into the general education system by the end of 1386.**
- **Provide sports material, equipment and facilities to all general schools by 1389.**
- **Establish an independent scout authority in Afghanistan, provide uniforms to (20,000) scouts each year and train all boy and girl scouts in the basics of scouting, and emergency preparedness and response within their schools and in surrounding communities.**
- **Establish/strengthen student associations in all schools by 1389 to encourage extra-curricular activities in schools.**
- **Facilitate the participation of 40 student athletes in regional and international tournaments annually.**

The Ministry will develop policies and guidelines for physical education and sports in schools. Physical education teachers will be trained and sports material and equipment will be provided to all primary and secondary schools. Every school will also have a dedicated play/sports ground. Special physical education and sports materials/equipment will also be provided for children with disabilities. Each school will have at least one sports team and tournaments will be organized twice a year among these teams. The Ministry will work with the National Olympics Committee to encourage

donations for sports supplies and establishing play/sports grounds.

The Scout Association of Afghanistan is currently housed at the Ministry. The scout association will be registered as an independent social organization. The aim of the scouting program is to promote the values of self-discipline, helping and serving others and responsible citizenship. Scout leaders from the community will be recruited and trained. The scout leaders will train boy and girl scouts in the basics of scouting and emergency preparedness and response activities and scouts will be encouraged to participate in festivals and national celebration days. The Ministry will provide uniforms to around 34,000 girl and boy scouts.

Extra-curricular activities in schools will be conducted under the auspices of the school counselors (*Moalim-e Rahnoma*). These activities will be carried out through different student associations, such as academic, cultural and social associations. These associations will help students to develop their talents in art, public speaking or other activities not covered in the formal curriculum.

Component 5: Student services

Targets:

- **Develop policies and guidelines for counseling and guidance of students, teachers and parents.**
- **Recruit two qualified counselors per province to trial the introduction of these services.**
- **Develop policies and guidelines for school feeding and food assistance to students.**
- **Develop systems for monitoring food distribution processes.**
- **Continue school feeding programs in all basic schools in food-insecure areas.**
- **Supply and maintain first aid kits in all schools.**

- **In cooperation with the Ministry of Health, train at least two school health volunteers in every school by 1389.**
- **Ensure all schools have safe drinking water and meet basic school health standards by 1389.**
- **Organize mobile health clinics to visit all schools on a monthly basis.**

With the cooperation of other Ministries, health and student services activities will also be provided to offer additional support aimed at helping children achieve in school. Policies and guidelines will be developed for various support models for students.

Policies and guidelines will be developed on how to address the needs of students, teachers and parents for counseling and guidance. Counselors will be recruited¹⁸ to provide counseling services to students, teachers and parents. Two qualified counselors will be recruited and placed in selected provinces in order to pilot test the introduction of these services.

The Ministry will sign a Memorandum of Understanding with the Ministry of Health and development partners working in the health sector as part of the school health initiative. School health volunteers (both teachers and students) from each school will be trained in basic first aid. The MoH will supply basic first aid kits to all schools at the beginning of each academic year and replenish them on a quarterly basis. Extra-curricular health education sessions will be organized for adolescents and their parents. The Health Department of the Ministry will ensure that safe drinking water and sanitation facilities are maintained properly. In cooperation with the Ministry of Public Health and development partners, the Ministry will organize mobile health clinics that will

¹⁸ Criteria and tools will be developed for the selection of counselors.

visit schools at least once per month in order to identify potential risks to students' health.

Component 6: Supervision and monitoring

Targets:

- ▶ Develop supervisory guidelines and checklists by the end of 1386.
- ▶ Recruit/assign 434 central and provincial level supervisors.
- ▶ Train approximately 1,200 supervisors at central, provincial and district levels.

A reformed, modern inspectorate is a necessary condition for better quality education results and the monitoring of teacher and student performance. Guidelines and checklists will be developed in close consultation with teacher training, curriculum development and general administration departments to facilitate the work of the inspectorate. Supervisors will conduct at least monthly supervision and monitoring of education delivery (subject matter, methodology and aspects of educational administration) at the school level, develop and follow-up goals with teachers and principals, report on monitoring findings, and provide recommendations and feedback to school management as well as to the Provincial Education Department and the General Education Department. Supervision and monitoring reports will be linked with EMIS for updates and in order to ensure that all related departments can use the reports. In order to offer physical protection to schools and social support to teachers (particularly female teachers) and students, protection officers will work to mobilise local communities. In addition, protection officers will also monitor schools and report on instances of corporal punishment of students, abuse and other rights-related issues.

Component 7: Management and community participation

Targets:

- ▶ Develop guidelines and regulations for community contributions by the end of 1387.
- ▶ Establish and train/strengthen 13,380 SASC by 1389 (one for every school).
- ▶ Provide training to all SASC on gender and the importance of girls' education by 1389.
- ▶ Computerize all student records by 1389.

SASC have been a feature of some reforms under the EQUIP project supported by the World Bank. The Ministry intends to expand the concept throughout the education system. The Ministry has developed draft guidelines for establishing SASC which delineate the composition, role and responsibility of the council and criteria for selection of council members. The establishment of an SASC will be a pre-requisite in order for schools to obtain financial management authority per the decentralization policy. SASCs will also be responsible for developing school quality enhancement plans. All schools that successfully establish SASCs and school quality enhancement plans will be provided with school enhancement grants.

Students' transcripts for the last three years of upper secondary will be computerised starting from 1385. By the end of 1386, the Ministry expects to complete computerisation of these three year transcript for graduates of grade 12 over the past 40 years. This will make the process of providing certificates easier. Other student-related records will be computerised as part of the EMIS development process. The computerisation process will begin with grade 12 students and be extended downward to Grade 1 students.

Program 2. Teacher Education and Working Conditions

Overall goal: To build a national cadre of qualified primary and secondary school teachers to improve the learning achievements of all primary and secondary school students.

The majority of teachers throughout the country do not meet the official requirements to be teachers and the lack of quality teacher training has resulted in poor instructional quality in the classrooms of Afghanistan. Pre-service training is fractured and out-dated. In addition, subject specialists are not encouraged to consider teaching, and recent short-term in-service training interventions have been of limited impact. Possibly half the teachers currently employed would not be able to pass the examinations that are given to their students.

The low level of teacher salaries is another major problem in attracting and retaining qualified teachers in the education system. The average teacher salary is \$74 per month although this is expected to increase as part of the implementation of general public administration reforms. Some additional incentives to attract qualified teachers, particularly women, or to relocate them to areas where there is a shortage of teachers will also be considered.

Overall strategy

Over the coming five years, the foundations of a teacher education structure will be developed with pre-service teacher training facilities established in every province and linked to district Teacher Resource Centers that will provide in-service teacher training to teachers in government or other schools. Distance education strategies will be explored to augment these fixed facilities. The Ministry is committed to providing upgrading opportunities for teachers, but also to providing training and technical assistance for school principals, administrators

and other staff whose role it is to support teachers.

One incentive scheme being considered is the establishment of a special housing scheme for teachers in order to attract women to the teaching profession and to increase the number of qualified male and female teachers in the rural and underserved areas of the country. Incentives to encourage well-qualified Afghan teachers in Iran and Pakistan to return to Afghanistan and to become teachers in their home country may also be considered.

Objectives

- Ensure that 70% of primary and secondary teachers pass a nationally-administered teacher competency test by the end of 1389.
- Increase the number of female primary and secondary teachers by 50% by 1389.
- Develop national pre-service and in-service teacher training programs that are based on national teacher competencies by the end of 1386.
- Establish by the end of 1386, a national teacher qualification and registration system and a competitive and transparent recruitment system.
- Operationalize 34 teacher training colleges with boarding facilities by the end of 1386 and establish 364 Teacher Resource Centers (one in each district) by 1389.
- Train and deploy 2,184 teacher educators by 1389 to the newly established Teacher Resource Centers to provide ongoing in-service training and teacher support.

- Develop a set of distance learning teacher training modules by the end of 1387 that target rural and hard-to-reach primary school teachers.

Priority program components

To address these objectives, the teacher education program will consist of the following components:

- Construction and upgrading of teacher training facilities
- Pre-service teacher training
- In-service teacher training
- Distance education
- Education administration
- Research and standards

Component 1: Construction and upgrading of teacher training facilities

Targets:

- By 1386, construct and equip 18 Teacher Training Colleges, including with facilities for audio-visual and internet linkups.
- By 1389, construct and equip 364 district level Teacher Resource Centers¹⁹.
- By the end of 1386, establish a National Teacher Training Institute.

At the central level the Ministry will establish a national **Teacher Training Institute (TTI)**. Its focus will be on training trainers for the provincial Teacher Training Colleges (TTCs) rather than training teachers directly. It will also provide guidance for all provincial TTCs and will be equipped with audio-visual and internet facilities. The Teacher Training Institute will be linked to Sayed Jamaluddin College and Kabul University of Education.

Linked to the TTI will be 34 **provincially based Teacher Training Colleges (TTCs)**. The Ministry plans to construct new facilities where none exist as well as to bring all existing TTCs to a national standard agreed by the Ministry. The TTCs will provide the main support for pre-service teacher training for pre-primary to grade 9. Each TTC will be equipped with a library, administrative buildings, training centers, science laboratories, internet, video conferencing facilities and audio-visual and radio equipment. The network of TTCs will also utilise the local school system to increase the practice teaching component of the curriculum. Boarding facilities to accommodate an average of 200 students (100 male and 100 female) will also be constructed.

The third level of the Ministry of Education's teacher training structure will be the **district level Teacher Resource Centers (TRCs)**. These centers will focus on providing in-service teacher training to existing teachers. They will be small facilities that will be used as a training center, as well as a base for the district level trainers. A standard design for the TRCs is being developed by the Ministry. The TRCs will provide the main face-to-face training program to ensure that all teachers across the country are brought up to a satisfactory standard as defined through the eight teacher standards and the national teacher competency assessment which will be developed by the Ministry in the next 12 months. The Ministry's approach will be to 'bring the training to the teacher'.

Component 2: Pre-service teacher training

Targets:

- By the end of 1386, develop a new pre-service curriculum framework and syllabi for all grade 1-9 teachers and write accompanying textbooks and other instructional materials.
- By the end of 1386, develop a new pre-service curriculum framework and syllabi

¹⁹ The 364 TRCs will be multi-purpose buildings which will also be used CLC and District Office Administration.

for special education, pre-school and Islamic education teachers.

- ▶ **By 1389, educate 17,000 new teachers; at least 40% of whom will be women.**
- ▶ **By the end of 1387, provide 4,500 trainers with one year of intensive training in subject and grade specific areas.**

A new pre-service teacher education curriculum will be developed that is linked to the new primary education curriculum textbooks and is grade specific. It will also incorporate elements of modern pedagogical methods and issues related to human rights, HIV/AIDS, narcotics and environment protection. In addition, the curriculum will address the role of the teacher in the community and address some of the key teacher attitudes that are essential for becoming a good quality teacher. The curriculum will be competency based in order to prepare teachers for the nationally administered teacher competency test.

The pre-service teacher training programs will be conducted out of the TTCs. Teacher educators will participate in an initial intensive training program focused on subject and grade specific areas. The curriculum will be delivered through face-to-face training but will also require practice teaching time where teachers will have the opportunity to apply their newly learnt knowledge. Training materials will be a combination of printed materials, audio-visual and web based resources. The training will be a combination of theory and practice.

The pre-service teacher training curriculum for grade 1-9 teachers will be developed using a phased approach and will build upon the eight teacher standards that have been developed by the Teacher Education Department and good practice examples from the region.

Once the framework has been agreed, the Teacher Education Department will work with a team of staff to develop the syllabi for each subject and assessment unit and will work closely with the curriculum development team

in the Ministry as well as with the Islamic Education Department and with the special education and pre-school sections of General Education. Following the development of the syllabi, the Ministry will assemble several teams to develop the teaching materials, which will include print, radio, TV and web-based materials. All training materials will be complemented with teacher training guides.

Component 3: In-service teacher training

Targets:

- ▶ **By 1389, 140,000 teachers will have participated in in-service teacher training programs.**
- ▶ **By 1389, 70% of all teachers will successfully pass the national teacher competency test.**
- ▶ **By 1389, 2,200 teacher educators will be trained.**

There are currently almost 140,000 teachers in the general schools in Afghanistan and more in the private sector. Few of these teachers have the necessary teaching skills and subject-based knowledge to teach effectively. Based on the competencies of the pre-service curriculum that will be developed by the Ministry and building on the materials already developed through the Teacher Education Program, the Ministry will develop a set of in-service teacher training modules. These modules will respond to the specific training requirements of teachers in terms of both pedagogy and subject knowledge. In addition, issues related to human rights, HIV/AIDS, narcotics and environment protection will also be incorporated into the curriculum and syllabi.

The in-service material will be rigorously field-tested prior to finalisation. The in-service training programs will be facilitated by teacher educators but will be led by teachers themselves, based on practical classroom experience. District level **teacher educators** will be trained at the TTCs and selected based on the

recommendations of the trainers in the TTCs. Teacher educators will undergo a six-month training program at their provincial TTC prior to deployment to their districts. Distance education strategies will also be incorporated into the delivery strategy.

Component 4: Distance education

Targets:

- ▶ **Develop a comprehensive plan and materials for a multimedia in-service distance learning program for teachers.**
- ▶ **Establish certification and accreditation criteria for teachers completing programs.**
- ▶ **Produce multimedia education materials.**
- ▶ **Monitor and evaluate the program upon implementation.**

Distance learning is a logical vehicle to deliver educational services to institutions, communities and households across the country as a means of reducing the problems associated with inadequate facilities and cultural inhibitors to girls' education in particular. It may also be a useful alternative in rural and remote areas where there is a shortage of trained teachers.

Distance education is not a cheap substitute for face-to-face student-teacher interaction. It may well be, however, an important and effective way of directing the new curriculum to remote or other under-served areas as an adjunct to traditional school based delivery. It can also be used as a component of teachers' in-service and possibly pre-service training.

The Ministry intends, with the support of the international community, to explore options for using its existing broadcast capacity and cost effectively using the Ministry's current and potential assets in this field. The teacher education packages already developed for face-to-face training will be converted into audio-visual materials for widespread dissemination through the media. A comprehensive plan and materials for a multimedia in-service distance learning program will also be developed.

Teachers who attend and complete the program will be issued certificates. The teacher education department will work closely with educational radio-television to develop audio-visual materials. Programs will be monitored upon implementation.

Component 5: Education administration

Targets:

- ▶ **Develop administration competency framework by 1386.**
- ▶ **By 1389, 21,000 school principals and headmasters will be trained on issues of effective school management.**
- ▶ **By 1389, 4,000 educational managers will have participated in short-term workshops or received scholarships to improve their management skills.**

To perform their jobs properly, the key personnel of the Teacher Education Department, TTI, TTCs and experimental schools need to acquire the basic skills of management, monitoring and evaluation in order to improve the quality of education in their respective organizations. To meet this objective, regular refresher workshops and short- or long-term scholarships will be provided on an annual basis. Management and administration training for headmasters and principals will also be conducted to improve school management and administration.

Component 6: Research and standards

Targets:

- ▶ **Develop standards for admission, enrolment and graduation.**
- ▶ **Develop a teacher credentialing system by 1387.**
- ▶ **Develop a monitoring and evaluation system for TTCs and TRCs as well as for teacher training that is conducted in the private sector by 1386.**

The teacher registration and assessment efforts that are being conducted by the Ministry

(see also the Priority Program on Education Administration Reform and Development) will lay the foundations for developing a teacher credentialing system that will in turn establish teacher pay and grading levels. This credentialing system will enable unqualified teachers who participate in specified in-service training courses to become accredited.

The development of a strong monitoring and evaluation system to ensure that the teacher training and professional development program is well targeted and effective will also be critical. The monitoring and evaluation program will have three main objectives to ensure that training programs are being implemented effectively, that training programs have an impact on children's learning and that training programs reflect and respond to the actual needs of teachers in the field.

In order to achieve these objectives, the Ministry will carry out a number of specific activities. In addition to the national teacher competency testing that will be ongoing and linked to teacher assessment and accreditation, the Ministry will conduct a national student learning achievement study (see also the Curriculum Development and Learning Materials section). While teaching standards are one assessment of the quality of teaching, a more effective assessment is to understand whether students are learning.

The district level teacher educators will become the Ministry's key classroom monitors on teaching quality. In addition to these staff, small teams will regularly monitor the administrative side of teaching, including teacher attendance and the verification of teachers registered on the payroll and schools that are registered with the Ministry.



Boys and girls under burning sunshine

Program 3. Education Infrastructure Development

Overall goal: To provide a conducive learning environment and work-space for all students and education administrators by expanding education infrastructure throughout the country.

Acceleration of school construction is necessary to ensure physical access to education for all in Afghanistan and to cope with demographic pressures. Based on modelling of student population, class sizes and a range of assumptions related to progress towards the I-ANDS and Millennium Development Goals, it is projected that approximately 73,000 classrooms still need to be either fully reconstructed or established over the coming five years to ensure that all children enrolled in schools have access to an environment that is conducive to learning.

An effective school mapping survey is urgently needed in order to identify underserved communities. In particular, current capacity, especially at middle and higher secondary levels needs to be clarified. A component of the survey and resulting planning and project management should include building sustainable capacity to undertake all phases of a multi-year construction program.

Overall strategy

Rehabilitation and (re)construction of schools and other types of educational facilities is the top priority of the Ministry. The Ministry, together with development partners, will undertake a school mapping process to identify the location, condition and mix of existing schools and will then develop a needs-based approach to programming construction.

Provincial and district resources will be strengthened for this purpose and communities will be involved. Financial and technical support of development partners will be needed

throughout the rebuilding process and to support training efforts with local communities. The private sector will be relied upon for physical construction but will be under the technical supervision of central and decentralized educational authorities.

Objectives

- Construct and furnish 73,000 new classrooms for primary and secondary education by 1389.
- Construct 18²⁰ new Teacher Training Colleges by 1389.
- Construct 398 District Education Resource Centers (for use as TRCs, CLCs and district education offices) by 1389.
- Construct 364 district level madrassas, 68 provincial madrassas (34 for boys and 34 for girls), including 34 Centers of excellence for Islamic Education by 1389.
- Construct, rehabilitate and establish 49²¹ Vocational Education Schools and Training Centers by 1389.

20 Presently, there are 19 TTCs with buildings. Of these, two TTCs are district-based and are located in Shighnan and Jaghori. The 18 new TTCs that are planned will be located in 17 provinces and one district (Andkhai). By 1389 there will be 34 provincial and 3 district-based TTCs.

21 There are an additional 13 Technical and Vocational Schools that exist in the country and that are in need of rehabilitation. These will be rehabilitated as additional funds become available.

- Construct/rehabilitate 36 buildings for education administration (35 provincial education offices and one central ministry office) by 1389.
- Ensure that quality standards are set and applied for all schools that are constructed or rehabilitated.
- Establish Provincial Engineering Teams in each province by the end of 1385 and a technician in each district by 1389.
- Conduct regular maintenance of constructed/rehabilitated buildings.

Priority program components

To address these objectives, the school construction program will consist of the following components:

- Education infrastructure construction and school mapping facilities
- Technical capacity of the Ministry's Construction Department at central and provincial levels
- Educational facilities infrastructure and furniture

Component 1: Education infrastructure construction and school mapping facilities

Targets:

- Conduct feasibility study of existing and planned education infrastructure.
- Establish a Planning and Coordination Committee within the MoE by 1386.
- Establish 34 Provincial Education Councils by the end of 1386.
- Provide training to 90% of SASC (approximately 12,000) by 1389.

Development of physical infrastructure is essential for achieving the targets in the NESP. Accordingly, this program will focus on identifying and assessing the situation of existing education infrastructure and proposing measures for construction safety and security.

Feasibility studies will also be carried out for planned education infrastructure. These activities will be carried out in close cooperation with the Planning and General Education Departments.

Additionally, the Ministry will create three main administrative entities in order to make sustainable progress in this area: (1) the School Construction Planning and Coordination Committee at the Ministry level, (2) a Provincial Education Council in each of the 34 provinces, and (3) a School Advisory and Support Council in each government school.²²

At the central level, a School Construction Planning and Coordination Committee (PCC) will be established. It will consist of representatives from the Ministry's Departments of Planning, School Construction and General Education as well as donor representatives. It will ensure the overall coordination of all school construction planning activities including fundraising for school construction and rehabilitation, allocation of financial resources to provinces (for both the Ministry-budgeted and donor projects), monitoring and management of school construction projects and support to Provincial and SASC.

In each of the 34 provinces, a Provincial Education Council (PEC) will also be created. The PECs will be responsible for developing provincial plans for school rehabilitation and construction, conducting local consultations, enforcing government school rehabilitation and construction guidelines, involving communities and monitoring construction. After a school has been approved for construction, the provincial education authorities will assume responsibility for the school building. Communities will also

²² For the detailed composition and responsibilities of these structures, see *Rehabilitation & Construction of School, Guidelines*. Islamic Republic of Afghanistan, Ministry of Education. July 2006.

be heavily involved in the school construction process through the SASC. These councils will be entrusted with responsibilities ranging from the preparation of school development plans (for the construction of additional classrooms) to ensuring routine maintenance of the schools. Communities will be encouraged to provide different forms of support, including provision of land for school construction (with land ownership officially transferred to the Ministry), local construction materials, skilled and unskilled labor and direct financial contributions.

Component 2: Technical capacity of the Ministry's Construction Department at central and provincial levels

Targets:

- ▶ **Recruit 20 technical specialists to work in the the Ministry's Construction Department by the end of 1386.**
- ▶ **Establish 34 Provincial Engineering Teams (three engineers per team) in each province by 1386.**
- ▶ **Recruit and post 364 technicians at the district level (one per district) by 1389.**
- ▶ **Modify and improve the existing school building database by 1386.**

The Ministry's Construction Department is responsible for coordinating and technically supervising the construction of all educational facilities in the country. Presently, the Department has five engineers and virtually no other professional or technical staff; this is insufficient based on the size of the construction program. Its current functions are limited primarily to small scale maintenance and repair.

The Construction Department therefore will be reliant on outside assistance for the foreseeable future for most facets of planning and management of a multi-year construction program. One of the highest priorities, therefore, is to integrate a capacity building component into a donor financed construction

commitment and to recruit key professional staff to work in a project team.

The Ministry's intention is to develop capacity for a core office for capital program planning, design and large scale project management, with a provincial supervision capacity. This will also require substantial investment in procurement management and the related financial programming skills. By the end of the current plan horizon, it is envisaged that the Construction Department will be able to manage a continuing program with local capacity.

The Department of Construction will use the previously mentioned school assessment survey to modify and improve its existing school database for use at central and provincial levels in order to develop a better base for planning and management of a capital investment plan that is linked to the annual budget cycle. Data collection will also be incorporated into the EMIS surveys as that system matures.

Component 3: Educational facilities infrastructure and furniture

Targets:

- ▶ **Set and enforce standards, specifications and guidelines for all new construction projects beginning in 1386.**
- ▶ **Plan for, survey, design and monitor the construction of approximately 73,000 classrooms, 18 TTCs, 364 District Education Resource Centers, 432 madrassas, 49 technical and vocational schools and training Centers and 35 education administration buildings, by the end of 1389.**
- ▶ **Provide school furniture for all new classrooms according to agreed standards by 1389.**

The Department of Construction is developing a basic set of design templates and construction

standards for schools. These guidelines²³ will specify in detail all requirements for school construction, including the components of a school complex, site selection criteria (standard walking distances), the number of students per classroom, registration of the school with authorities, classroom size and technical specifications related to water and sanitation, playgrounds and school green spaces. The guidelines include construction specifications aimed at ensuring physical access to school facilities for all children, including those with disabilities. The technical guidelines and standard technical designs developed so far provide a range of options for the use of construction materials including locally available materials that will help lower costs and stimulate local economies.

By the end of the plan period, the Construction Department and the Provincial Engineering Teams should be capable of taking responsibility for coordinating the planning, designing and monitoring/inspecting the construction of all educational facilities in the country.

All new schools and educational facilities are expected to include furniture such as desks and chairs for students and teachers, libraries, teachers' rooms and administrative rooms.

It is planned that continuing maintenance will be managed within the annual operating budget. Technical and vocational schools should be fully equipped for training purposes. The construction of dormitories may also be a component of some higher level educational institutions.

The Construction Department will work jointly with the Departments of Technical and Vocational Education, Teacher Education, Islamic Education and Literacy in order to develop standards and the annual and medium term construction program.

The furniture production shop of the Construction Department will be responsible for the provision/procurement of desks and chairs for new schools. This shop will also support school furniture repairs.



Lycee Abdur Rahim Shahid

23 See Cost effective Schools Construction, Policy Guidelines & Technical Specifications for School Construction. Islamic Republic of Afghanistan, Ministry of Education, July 2006.

Program 4. Curriculum Development and Learning Materials

Overall goal: To develop a quality modern national curriculum for primary and secondary schools based on Islamic principles and values that will meet national, regional and international standards.

The development of a quality curriculum that responds to the real educational needs of Afghanistan is a critical element in building the human capital of the country and in developing the knowledge, skills, values and attitudes that the nation wants its children to embrace. Afghanistan's curriculum has been a political and ideological tool for the last 80 years. By 1381, it was irrelevant to meet the development needs of the country.

The Ministry is in the process of establishing a national Institute of Curriculum Development to coordinate and depoliticise curriculum development. The Institute will bring together a team of subject specific curriculum development specialists, syllabi specialists and others with relevant skills in preparing educational materials.

In 1381, the Department of Compilation and Translation in the Ministry began to develop a new curriculum framework for general education. The focus of this framework was the development of a standardized curriculum to be used throughout the country. The highest priority was to establish a more relevant curriculum for grades 1-6. With the support of donors, in 1385 the Ministry also started on the development of a curriculum for middle and high school levels.

Textbooks to support the curriculum have been produced with funding and technical assistance primarily provided by USAID and DANIDA; this support is expected to continue for some time. Initial distribution efforts have been plagued by inefficiency and many textbooks that were destined for school children were lost in transit.

Overall strategy

The government has decided to pursue a national curriculum as a means of building unity as well as to lift educational standards throughout Afghanistan. The Constitution also has a provision for promoting other native/local languages.

The Ministry of Education is establishing a national Institute of Curriculum Development that will be responsible for all school level curricular needs in the country, from entry level to grade 12. Curriculum development for technical and vocational education is discussed separately elsewhere. Islamic curriculum development (also discussed separately) will be aligned to the national standards, with specialists in Islamic studies working together with other subject matter specialists.

During the next year, special emphasis will be placed on completing a new curriculum and textbooks for secondary students. Awareness messages on human rights²⁴, HIV/AIDS, narcotics and environment education will be included in the new textbooks. A quality secondary education curriculum of an international standard that is relevant to the reconstruction efforts of the country will help Afghanistan effectively build its human capital and develop economic opportunities both within the region and globally. Over the last four years, record numbers of students have

²⁴ The MoE and the Afghanistan Independent Human Rights Commission will work together on including human rights issues in the new curriculum and syllabi.

enrolled in schools. As these children progress through the educational system, a strong and relevant secondary curriculum will also play an important role in helping to retain their continued interest in learning.

The processes of production and distribution of learning materials will become more effective and efficient as a result of lessons learned from past experiences. In addition, the Ministry will seek to build the capacity of its staff to design and produce textbooks and other learning materials while at the same time exploring options for private sector cooperation.

Objectives

- Establish a national Institute of Curriculum Development.
- Finalise a new curriculum framework for secondary education.
- Ensure that during each school year all students in primary and secondary school have access to a complete set of grade-specific textbooks based on the new curriculum.
- Develop learning materials for children with special learning needs including gifted children, nomadic children and children with physical or learning disabilities.
- Develop and approve an accelerated learning curriculum for grades 1-6.
- Conduct ongoing training and capacity building of Ministry staff to continuously improve the curriculum development process and the production and distribution of quality teaching and learning materials.
- Establish and implement a nationally-administered annual testing system to assess the learning achievements of primary and secondary students.

Priority program components

To address these objectives, the curriculum development and learning materials program will consist of the following components:

- Review of the national curriculum framework
- Syllabi development for lower and upper secondary education
- Textbooks and teacher guidebooks
- Provision of other pedagogical materials and equipment
- Improving central department offices
- Human resources and capacity building
- National Standards Board

Component 1: Review of the national curriculum framework

Targets:

- **Develop policy and procedure for curriculum review by 1386.**
- **Finalise and obtain approval for the new curriculum framework for secondary education by 1386.**
- **Print and distribute 4,500 copies of the new curriculum framework for secondary education by the end of 1385.**
- **Review and update the curriculum framework for primary and secondary education in 1389²⁵.**

The process of developing the new curriculum framework for secondary education began with a two-week workshop in Kabul in September 1385 and is now well underway. During this

²⁵ An overall curriculum review for grades 1 to 12 will take place every seven years. Partial reviews and complete reprinting for primary textbooks, grades 1 to 3, will happen every two years, and for grades 4-12 will take place every three years.

workshop, curriculum specialists from the UNESCO International Bureau of Education (IBE) worked with Ministry staff to begin to outline the new curriculum framework. Special emphasis was placed on ensuring consistency between the new primary education curriculum and that proposed for secondary education to ensure coherence and consistency throughout the system. The curriculum framework will also encompass learning in native languages and the needs of special groups such as children with disabilities.

Public consultations will be held on the draft curriculum framework to ensure that views of relevant stakeholders are considered when finalizing it. The curriculum framework will be printed in both Dari and Pashto and widely circulated. In addition, the framework will be reviewed again after the new syllabi have been drafted (see component 2). Once the framework has been finalized, it will be submitted for approval.

Component 2: Syllabi development for lower and upper secondary education

Targets:

- ▶ Complete syllabi draft according to the model prepared under the supervision of UNESCO-IBE.
- ▶ Develop and finalise new syllabi for secondary education by 1386.
- ▶ Print and distribute 9,000 syllabi brochures to all schools and relevant stakeholders.

In 1385, with the support of UNESCO-IBE, a team of approximately 40 Afghan subject specialists (Islamic education, language education, mathematics, science, social studies, arts and culture) convened in Amman, Jordan for one month at Obeikan Research and Development to draft the new syllabi in consultation with international consultants/high level specialists for different learning areas/subjects. After this workshop, draft syllabi will

be developed in Dari and Pashto for further public consultation and review. Once approved, a new set of syllabi brochures will be printed and distributed to all schools in Afghanistan and as well as to other relevant stakeholders.

The Curriculum Department will also begin consultations with the Teacher Education Department and school managers to discuss plans for implementation of the new curriculum and contracts will be issued to Afghan textbook authors. Since the new syllabi will be based on the principles of competency learning, it will be easier for the Department to adapt them for accelerated learning classes.

Component 3: Textbooks and teacher guidebooks

Targets:

- ▶ Review the policy and procedures for textbook production, distribution, inventory and use by mid 1386.
- ▶ Develop and print 72 new textbook titles for grades 7-12 by the end of 1386 (for distribution in 1387).
- ▶ Review and update textbooks for grades 1-12.
- ▶ Beginning with the 1386 school year²⁶, distribute a complete set of grade-specific textbooks (for grades 1 to 6) based on the new curriculum to every student in Afghanistan.
- ▶ By 1387, develop new teacher guidebooks for secondary and primary education.
- ▶ Print and distribute teacher guidebooks to all teachers in the country.

The Ministry's policies with regard to textbooks are that every student will receive a complete set of grade-specific textbooks each year and that

²⁶ The new textbooks for secondary education will be ready for distribution by the beginning of the 1387 school year.

revised textbooks will be developed and printed every three years. Printing a full three-year supply of textbooks is not economically feasible as it would require storing millions of surplus textbooks each year in order to have a sufficient quantity to meet projected enrolment increases over the three-year period. In the three years after each new textbook is developed or revised, the number of textbooks that need to be printed for each school year will be based on two factors: the number of existing textbooks for each grade that can be reused and the number of students projected to enrol in each grade. In order to reduce costs, students are required to return their textbooks at the end of each school year. The Department estimates that between 80 to 90% of students return their textbooks at the end of the year and that the majority of these are reusable. Further analysis is needed to determine more precise return and reusability rates for each grade in order to more accurately project the number of textbooks that must be printed every year.

By the end of 1385, all textbooks for the new primary curriculum will have been developed and during 1386 textbooks will be developed for the new secondary curriculum. For each textbook the Department will also produce an accompanying teacher guidebook. New teacher guidebooks for all primary school teachers will be finalized and distributed during 1386 and, as the new secondary textbooks are finalized for each grade, the accompanying guidebooks will be produced and distributed. In addition, the specialists from the Department will deliver training on the new curriculum to master trainers from the Teacher Education Department who will then be responsible for training all existing secondary teachers on the new curriculum.

In 1386, the Ministry will embark on a process of consultation with the public and various stakeholders regarding the promotion of other native languages, which is mandatory under the Constitution. While some native language

textbooks have been developed for Grade 1 and 2, these consultations will form the basis for decisions regarding the number of textbooks and teacher guidebooks that still need to be translated.

To meet the challenges associated with the production of teaching and learning materials, the Ministry will upgrade its capacity in the area of graphic design and layout in order to facilitate the textbook production process. Printing contracts will be awarded based on international tender in order to save costs. In addition, the Ministry will review existing textbooks to analyze changes in layout and design that may contribute to cost savings. Private contractors will deliver textbooks to individual schools and will be selected based on a competitive bidding process conducted by the ARDS Department of the Ministry of Economy. Ministry of Education staff will accompany these contractors to ensure that all schools receive and sign for their allotted textbooks.

Component 4: Provision of other pedagogical materials and equipment

Targets:

- Equip 80% of secondary school science labs throughout the country and provide each school with a science kit by 1389.
- Prepare, print and distribute science education lab guidebooks.
- Equip high schools with audio-visual facilities and computer labs.
- Provide at least 80% of all schools with a small school library by 1389.

The Curriculum Department is also responsible for the production and distribution of all other pedagogical and learning materials. Over the next five years as new schools and classrooms are constructed, the Curriculum Department will be responsible for advising on the basic provision of teaching and learning materials that will help improve the quality of education. The intention is eventually to equip every

secondary school in Afghanistan with such learning aids as science laboratories, computer laboratories and library facilities.

Component 5: Improving central department offices

Targets:

Improve the Central Department offices through rehabilitation of the warehouse and construction of certain new buildings.

- ▶ **Equip central science and math labs.**
- ▶ **Modernize the general equipment of the Department and the specialized equipment of its various centers.**

Next to improving organizational structure and staffing the Curriculum Department with qualified cadres, the Ministry will also give priority to modernising and rehabilitating the Department's central offices and units. In order to increase quality, the Curriculum Department will carry out the rehabilitation and modernisation of its central units in close co-operation with the Departments in charge of the programs on Education Infrastructure and Education Administration Reform and Development. The Department's production workshops, national language center, national instructional material center, standards board, art center and Islamic center and other core units, such as publishing, storage will be equipped with modern academic and technical resources, such as an offset press, generators, a safe warehouse for teaching and learning materials, photocopiers, reference books and computers.

Component 6: Human resources and capacity building

Targets:

- ▶ **Revise and prepare by-law for professional incentives for academic and professional members of department.**
- ▶ **Reinforce the human resource capacity of the department by recruiting and**

employing various specialists through external support and the lateral entry program and by contracting expert teachers and academics for preparing textbooks and teaching materials.

- ▶ **Offer opportunities for enhancing the technical skills of the regular department staff by providing scholarships for master degrees, observational visits to Asian countries and the organisation of national workshops.**
- ▶ **Implement PAR for staff of the science center and curriculum department.**

The Curriculum Department has an increasing, but still limited, capacity to fulfil its duty. The Department will review the existing rules and regulations and develop a new by-law in close cooperation with the Ministry's Legal Advisor. This will provide a solid basis for implementing the Public Administration Reform (PAR) in cooperation with the Reform Implementation Management Unit (RIMU). The by-law will also focus on professional incentives for academic and professional members of the department, with privileges of super scale for academic and technical staff.

Moreover, while focusing on its long-term needs, the Curriculum Department will also concentrate on improving the capacity of its human resources. To do this, the Department will provide various scholarships for its academic and technical staff to obtain masters degrees in language, science, mathematics, social sciences, special education, Islamic education, technical and vocational education and literacy. This will further be supported by the provision, through external funding, of fellowships for educational and observational tours in various countries throughout the Asian region.

Component 7: National Standards Board

Targets:

- ▶ **Establish a National Standards Board by the end of 1386.**
- ▶ **Develop and implement a nationally-administered annual testing system for assessment of learning achievement of primary and secondary students (at grades 6, 9 and 12) by the end of 1389.**
- ▶ **Obtain regional (or international) recognition of the Afghanistan curriculum by 1389.**

The Institute of Curriculum Development (ICD) will establish a National Standards Board by the end of 1386. This semi-independent board will develop a national system of student assessment

and evaluation during 1386 and 1387. This will require training test item developers, development of test items for each grade and subject (a question bank) and pilot testing of the examination questions to ensure reliability.

The completed examinations should be ready for full-scale implementation during 1388. Administration of the tests will be carried out through the school system under the General Education Department, with data assessment and further development to be under the aegis of the National Standards Board and the ICD. By 1389 the aim is to achieve accreditation of the general education curriculum in the region and possibly more widely.



Students of Bebe Mahro

Program 5. Islamic Education

Overall goal: To develop a modern broad-based Islamic education system for all Afghans.

During the last three decades of war and political turmoil, the Islamic education system and its madrassas have played a vital role with regard to the education of young Afghans but have occasionally been misused for political purposes. In spite of some educational shortfalls and setbacks, madrassa education has retained a unique influence and control over Afghanistan's educational, political and social milieu. In the recent past, Afghanistan's madrassa education has served multiple purposes. Madrassas have served as educational institutions for basic education and centers of advanced learning in Islamic studies and have produced many of Afghanistan's political leaders.

It is the official policy of the Ministry to admit students to the Islamic education system from grade 7 onward. At present, the curriculum of most of the madrassas is designed for grades 7 to 12, but a few madrassas teach from grades 7 to 14. In areas where general education schools do not exist, madrassas may also admit students from grade 1. In such cases, the Ministry plans that the madrassas will implement the curriculum of general education for grades 1 to 6 with optional lessons on religious issues. It is argued that while the curriculum of general education provides considerable lessons on religious issues, children who are admitted for grades 1 to 6 in madrassas should also be able to choose at the end of the primary cycle (grade 6) whether they want to continue with specialized Islamic education in madrassas or would like to join the mainstream general education system. This policy will allow students to move between general and Islamic education after completing their primary education.

Currently, the Islamic education system faces challenges in developing its national curriculum and accompanying textbooks, the capacities of its teachers and an effective administrative and management system. Providing physical spaces (madrassa buildings) and teaching and learning materials are also significant challenges.

Overall strategy

The Ministry's main strategy is to improve and develop Islamic education as part of the Islamic Republic of Afghanistan's rehabilitation and reconstruction program. The Ministry proposes to further develop the Islamic education system by initiating a process of public consultation and dialogue to build national consensus on the system of Islamic education; reviewing the Islamic education curriculum to bring it up to an internationally recognized standard of excellence; and providing support and training to teachers to improve their ability to more effectively teach Islamic education.

The overall strategy of the Ministry is to make quality Islamic education accessible to boys and girls across the country. To do this, the Ministry plans to build a secondary madrassa (grade 7-12) in each of the 364 districts in Afghanistan. In addition, the Ministry plans to construct 34 higher secondary madrassas (grade 7-14) and dormitories for boys and 34 higher secondary madrassas and dormitories for girls in each of the provincial capitals. The implementation of these plans will make quality Islamic education accessible to approximately 90,000 students by 1389.

Objectives

- ▶ Develop a new curriculum for Islamic education built on modern principles of inclusion and tolerance by the end of 1386.
- ▶ Establish a national cadre of 3,180 qualified Islamic education teachers by 1389.
- ▶ Establish 68 provincial level Islamic schools by 1389.
- ▶ Establish district level Islamic schools with a combined Islamic and technical/ vocational education curriculum by 1389.

Priority program components

To address these objectives, the Islamic education program will consist of the following components:

- ▶ Development of a National Islamic Education System
- ▶ Development of a curriculum framework for Islamic education
- ▶ Publication and distribution of textbooks and teacher guidebooks
- ▶ Construction, rehabilitation and equipping of madrassas
- ▶ Development of administrative and management capacities
- ▶ Teacher education
- ▶ Development of policies for private and cross-border madrassas

Component 1: Development of a National Islamic Education System

Targets:

- ▶ Lead a process of public consultation and discussion in each of the next five years (1385-1389) to provide broad-based support for the establishment of a National Islamic Education System.
- ▶ Establish a National Council for Islamic Education by 1386.

- ▶ Organise a high level conference on Islamic education in 1386 to learn from the experiences of other Muslim countries.

The program's key strategy is to build broad-based consensus and political support through bringing Afghanistan's key political, religious and academic figures into the process of consultation and discussion. This process of public consultation has already begun and has laid the foundation for further collaborative consultation and discussion, which will be continued through a series of small-scale public discussions in Kabul and in main regional centers during the next five years (1385-1389).

The Ministry also plans to establish a National Islamic Education Council to regulate, update and review the Islamic Education system. The Council will have the authority to revise and comment on any major plans for Islamic Education. In addition to the Council, there will also be a Technical Working Group (TWG), which will include ten members of the National Ulema Council and Islamic Education staff from the Ministry. The TWG will be responsible for developing the religious education curriculum content and for planning an ongoing series of consultations and discussions.

The Ministry also aims to explore the experiences of other Muslim countries through organising a high level conference in Kabul in association with the Islamic Education, Scientific and Cultural Organisation (ISESCO). The conference, which will be organised in 1386, will be an academic event at which academics and scholars from various Muslim countries will gather to present their experiences in Islamic education. The Conference will highlight the fact that Afghanistan is committed to the principles and values of Islam and the development of a modern Islamic Education system; provide an opportunity or the exchange of ideas between the scholars and academics from Afghanistan and other Muslim countries; and provide the basis for the development of the national Islamic Education system.

Component 2: Development of a curriculum framework for National Islamic Education System

Targets:

- ▶ Organize workshops for the preparation of the curriculum framework.
- ▶ Review and evaluate the curriculum of different Muslim countries.
- ▶ Develop a curriculum framework for Islamic education by the end of 1386.
- ▶ Develop syllabi for Islamic education by the end of 1386.

In order to achieve the above targets, the Islamic Education Department plans to review curriculum frameworks from other Muslim countries and conduct various seminars, workshops and conferences in order to prepare a new curriculum framework for the Islamic Education system. Once the curriculum framework has been completed, syllabi will be drafted for each subject and grade of Islamic Education. The new curriculum framework and syllabi will accommodate both Hanifi and Ja'fari schools of law. In order to ensure quality, the Ministry will also establish a team of curriculum development specialists in Islamic education and will consult with other curriculum development specialists in the Ministry for additional technical assistance. In addition, the leader of the Technical Working Group for Islamic Education participated in the workshop on syllabi development for secondary education that was held in Amman, Jordan during 1385 (see the Curriculum Development program) in order to become familiar with the processes and technical aspects of curriculum development. Science subjects and computer will also be included in the Islamic Education curriculum.

Once the syllabi for Islamic Education have been developed, textbooks for subjects specific to Islamic Education, such as the principles of Islamic law, the principles of *hadith*, *Tarikh*

al-Tashri` etc. will be written. For other subjects, such as natural and social sciences, mathematics, English language and computer, the textbooks from General Education will be modified. Development of the curriculum framework, draft syllabi and textbooks will be supervised by the National Council for Islamic Education (NCIE). The draft syllabi and textbooks will be piloted during 1387 and feedback will be obtained from madrasa teachers and administrators in order to evaluate them and make necessary modifications. After the piloting and evaluation process, the draft syllabi and textbooks will be finalised in 1388. In 1389, a further review will be conducted to incorporate feedback and good practices that are discussed during the high level conferences on Islamic education.

Component 3: Publication and distribution of textbooks and teacher guidebooks

Targets:

- ▶ Design and write/purchase²⁷ all textbooks for grades 7-14 by the end of 1386.
- ▶ Submit the designed and written textbooks to NCIE for review and comments by the end of 1386.
- ▶ Print/purchase 500,000 copies of the reviewed textbooks by the end of 1386.
- ▶ Distribute 500,000 printed/purchased of the reviewed copies during the first quarter of 1387.
- ▶ Prepare, review and print 50,000 teacher guide books by the end of 1386.
- ▶ Distribute 50,000 teacher guidebooks during the first quarter of 1387.

27 Some of the madrasa textbooks, which are in Arabic and developed in other Muslim countries, will be purchased and taught in Afghanistan's madrassas until capacities are developed to translate and re-write them according to the country's need.

In order to attain the set targets, the main strategy is to design and write all titles for grades 7-14 and submit them for review and editing to the National Council for Islamic Education (NCIE) by the end of 1386. After the review and editing process, the textbooks will be printed in the last quarter of 1386 and distributed in the first quarter of 1387. The Department of Islamic Education plans to conduct a further review of textbooks in 1388 in order to make necessary revisions and print new textbooks.

Teacher guidebooks for grades 7-14 will also be designed and written in 1386 and submitted to NCIE for review and editing. The reviewed and edited teacher guidebooks will be printed and distributed in 1387. A further process of review will follow in 1389.

Component 4: Construction, rehabilitation and equipping of madrassas

Targets:

- **Construct 34 provincial madrassas and dormitories for girls and 34 provincial madrassas and dormitories for boys by the end of 1387.**
- **Construct 364 madrassas (one in each district) by 1389.**
- **Equip the existing and newly constructed madrassas and dormitories with teaching and learning materials.**
- **Develop 34 out of 68 provincial madrassas into high level madrassas (Darul-Ulum).**
- **Provide specialized education in the high level madrassas.**

It is expected that by 1389, each district (Wolowski) in Afghanistan will have a madrassa teaching students from Grades 1 to 12. These madrassas, *Madaris-e Thanawi* (Secondary Madrassas) will operate in two shifts. Girls will attend the morning shift and boys will attend the afternoon shift. Each madrassa will consist of 24 classrooms – two classrooms for each grade.

In addition, 68 *Madaaris-e Aaali* (Higher Secondary Madrassas) and 68 dormitories (34 for boys and 34 for girls) will be constructed in each of the 34 provinces. These madrassas will admit students from grades 7 to 14. The project is expected to be completed by 1387. Each madrassa will contain 16 classrooms.

As the facilities and learning culture within the current madrassas are not at an acceptable quality and standard, it is planned that 34 of the 68 provincial madrassas will be developed into centers of excellence in Islamic education. While national in scope, this program will give particular attention to the more unstable areas within the country. In order to facilitate the attainment of the set target, the Government of Afghanistan established a Policy Action Group (PAG) to consider special development needs in the more insecure areas of the country. The Ministry proposes to ensure that two of the eight high level madrassas are constructed in these unstable areas. Each madrassa will provide classrooms for 700 students, dormitories for 200 students and an extensive library that will store at least 10,000 books. They will provide specialised education in modern educational pedagogy and educational psychology, and quality education in Islamic education for girls and boys alike.

Component 5: Developing administrative and management capacities

Targets:

- **Train 432 madrassa directors and deputy directors in management and administration by the end of 1386.**
- **Train 568²⁸ madrassa employees on administrative, accounting and financial affairs by the end of 1387.**

28 568 employees will be selected from 364 secondary (district) madrassas (1 employee from each) and 3 from

► **Recruit and train 70 supervisors by 1389 to monitor and evaluate madrassas.**

In order to achieve the overall goal and objectives for the Islamic education system over the next five years, the administrative and management capacities of the system must be strengthened. The Department will seek to accomplish this by providing various technical courses and educational programs in administration, management, financial and accounting affairs.

Management courses will be provided for directors and deputy directors of 432 madrassas by the end of 1386. In addition, courses on management, administration, financial affairs and computer skills will be provided for 568 madrassa employees during 1386 and 1387. In order to establish an effective monitoring and evaluation system, a mobile team of 70 well-trained staff will be educated (10 in management and financial affairs and 60 in academic and teaching related affairs) by 1389 to monitor and evaluate the administrative, management, financial affairs and teaching qualities of all madrassas across the country.

Component 6: Teacher education

Targets:

- Provide 2,000 madrassa graduates/potential teachers with scholarships to foreign countries by 1389.
- Arrange in-service courses in modern teaching methods for 2,040 madrassa teachers during 1386 and 1387.
- Increase the number of teachers in madrassas to 3,180 by 1389.

The main strategy to achieve the targets for this component is based on providing training for the existing teachers, arranging educational

each of 68 higher secondary (provincial) madrassas, including 8 Darul-Ulums.

courses and recruiting new teachers. The Islamic Education Department plans to train 2,000 madrassa graduates (potential teachers) by providing them scholarships to foreign countries over the next four years (1386-89). It is envisaged to provide scholarships for 500 madrassa graduates each year through 1389. In addition, educational courses will be provided for the existing teachers over the next five years. In 1385, contracts will be signed with 10 supervisors from different Muslim countries to help the process. From 1386 to 1389, seminars and educational courses will be provided for 510 madrassa teachers from 34 provinces each year.

The Islamic education system will also be strengthened by the recruitment of an additional 1,140 teachers over the next four years (1386-89). This will increase the number of teachers from the current 2,040 to 3,180 by 1389, resulting in an average student-teacher ratio of 28. As needed, these teachers will also participate in educational courses related to pedagogy and content.

Component 7: Development of policies for private and cross-border madrassas

Targets:

- Prepare regulations by 1386 for evaluating certificates of cross-border madrassas.
- Prepare a databank of questions by the end of 1386 to examine the learning achievements of students from cross-border madrassas.
- Register all private madrassas by 1388.
- Provide local educational seminars and prepare and distribute teaching kits (10 textbooks per kit).

Many returning Afghan refugees have studied in madrassas in Pakistan and Iran. Because the madrassas in Iran and Pakistan are not linked with the Ministry of Education in Afghanistan, it is difficult for the Islamic Education Department to differentiate between authentic

and forged certificates. In order to assess the learning achievements of the returning students and certify their studies, the Islamic Education Department plans to evaluate the returning students. The evaluation will consist of an examination of the qualifications of the returning students from cross-border madrassas, which will be conducted by the National Council for Islamic Education and the Commission for the Evaluation of Qualification of Islamic Scholars of Afghanistan. In addition, the Department will prepare a databank of questions by 1386 in order to give returning students an examination to assess their knowledge of Islamic studies, based on the Department's new curriculum. Those who pass the competency examination with an examination result of 80% or greater will receive a certificate, or will be placed in an appropriate grade in one of the madrassas in Afghanistan. The evaluation and examination process is meant to evaluate the qualification of the returning students.

Beginning in 1386, the Department of Islamic Education will start the registration of private madrassas in Afghanistan. This process is expected to be completed by 1388. In addition, any new private madrassas will be expected to register with the Ministry. As part of the registration process, private madrassas will be encouraged to adopt the national curriculum for Islamic Education. As an incentive, the Ministry will provide educational materials and teachers' kits (50 textbooks) for grades 7-14 to all private madrassas who agree to follow the Ministry's curriculum. In addition, teachers of these private institutions will be invited to participate in the local (provincial) educational seminars conducted by the Islamic Education Department. Private madrassas that meet the Ministry's standard will become accredited.



These children attending school hold the key to shaping their future

Program 6. Technical and Vocational Education and Training

Overall goal: To provide relevant and quality technical and vocational educational opportunities for male and female Afghans in order to equip them with marketable skills that meet the needs of the Labor market in Afghanistan and other countries.

The development of Technical and Vocational Education and Training (TVET) is an essential cornerstone for the recovery process and poverty alleviation in Afghanistan. The sub-sector has been under stress from war and requires significant investment in human and fixed capital. The Afghan labor market currently faces an acute demand for skilled and semi-skilled people in order to cope with the rapid pace of reconstruction, even though unemployment levels are high in the country. This is hampering reconstruction at several levels and is likely a factor in local instability.

The current TVET physical infrastructure is virtually destroyed and teaching methods are rooted in the past. The existing curriculum offered in the technical and vocational institutes (TVIs) is not focused on the needs of the labor market and has little relevance to modern, high skill trades. The provision of TVET is fractured, with several Ministries providing some form of TVET. In response, in 1383, the government created the National Skills Development and Market Linkages Program (NSDP) to facilitate socio-economic recovery. Ministry is a member of the Steering Committee for this program.

Teachers are poorly qualified and many have had little exposure to changes in technology or other advances in their field. Currently, there are only 674 TVET teachers for the whole of Afghanistan. The very low participation of girls raises issues related to the social constraints they are facing and the relevance of the training opportunities offered to them.

Overall strategy

The TVET program will contribute to attaining the I-ANDS skills development goal, which is to “develop an effective skills development system that is responsive to the labor market needs.” The Ministry and other bodies such as the Ministry of Labor and Social Affairs must combine efforts in order to meet the I-ANDS target of training “150,000 men and women in marketable skills through public and private means” by 1389. The Ministry has traditionally concentrated on longer course, higher skill training and aims to rebuild its capacity and reach into higher complexity trades and sub-professional areas.

This will be achieved over the duration of the present Strategic Plan through the expansion of the existing formal TVET system, a closer partnership with the private sector and the provision of short-term training courses in various technical and vocational fields that will be targeted at unemployed young people, both male and female. Technical education will touch upon public administration, construction, information and communication technologies (ICTs), agriculture and industry. Vocational training will be more skills based and will be offered in both urban and rural areas. These training programs will not necessarily be offered through an official school-based system but rather will be targeted towards on-the-job training.

The curriculum and textbooks will be revised along modern TVET principles. New teachers will be recruited and trained to deliver the curriculum in centers that are appropriately

equipped for delivering practical and theoretical training. Similarly, the TVET management structures and systems will be strengthened for the existing non-teaching staff.

Objectives

- ▶ Reform the curriculum to match the needs of the labor market and modern methods and to meet accreditation standards.
- ▶ Develop an accessible, regional network of TVET schools and training centers, including establishment of 16 new schools and a school for people with special needs.
- ▶ Equip all existing technical and vocational education schools and centers to teach using modern standards of skills training.
- ▶ Increase the total enrolment in formal TVET schools to 46,000 students by 1389.
- ▶ Improve the quality of TVET by developing the capacity of teaching and management staff.
- ▶ From 1386 to 1389, train 12,000 people, at least 40% of whom will be female, in finance and public administration skills.
- ▶ Train 12,000 skilled and semi-skilled Afghan workers by 1389 through short-term technical and vocational training courses that are linked to the national literacy strategy.

Priority program components

To achieve the above objectives, the TVET program will consist of the following components:

- ▶ Infrastructure and equipment
- ▶ Curriculum development
- ▶ Technical capacity building
- ▶ Management
- ▶ Short-term training courses

Component 1: Infrastructure and equipment

Targets:

- ▶ **Rehabilitate and rebuild the existing TVET schools and the TVET Department and establish 17 new schools (including a School of Public Administration) and a training center for people with special needs by 1389.**
- ▶ **Equip all schools and training centers with educational facilities such as libraries, workshops, laboratories, and dormitories by 1389.**

The current state of destruction of almost all TVET school buildings and equipment and the prospect of increased enrolment by 1389 require a massive (re)construction and rehabilitation effort. The TVET Department of the Ministry, the Department of Construction and the Ministry's Department of Administration will work in a coordinated manner towards achieving these targets. Initially, the focus will be on rehabilitation and reconstruction of the technical and vocational schools and centers in the capital. A designated number of annual admissions in these institutions will be reserved for provincial applicants. In 1388-1389, 16 new technical and vocational schools (including zoned multi-purpose TVIs) will be constructed in the provinces. New buildings will also be constructed and equipped for the TVET Department, for a training center for people with special needs and for a School of Public Administration. It is expected that by 1389, a total of 62 fully equipped and staffed technical and vocational schools and training centers will be operational throughout the country.

Component 2: Curriculum development

Targets:

- ▶ Conduct specific labor market studies for curriculum improvement.
- ▶ Revise the TVET curriculum for eight²⁹ technical fields by the end of 1386.
- ▶ Develop syllabi by 1386.
- ▶ Develop 80 textbooks titles and print 8,000 textbooks in 1387-89.

Based on the results of a national skills assessment survey that will be completed in 1386 by the Ministry of Labor, Social Affairs, Martyrs and Disabled and the International Labor Organization (ILO) and in liaison with the Ministry's Curriculum Department, the TVET Department will identify a range of technical fields relevant to the needs of the national labor market. These will be concentrated among the higher value trades that are normally the area of the Ministry's focus.

It is envisaged that an initial range of textbooks will be developed following these analyzes that will be used as the basis for teaching the curriculum. In order to ensure that the TVET curriculum remains attuned to the country's technical and vocational training needs, the TVET Department will conduct smaller scale specific studies on an annual basis thereafter in conjunction with private industry representatives. This review process will be coordinated through the NSDP, already established by the government, and envisaged

29 The eight technical fields include car industry, machinery, electrics, public administration (economics, finance and credit, and public administration), agricultural studies (agronomy and veterinary sciences), petroleum and natural gas, construction and engineering, and secretarial studies. These eight technical fields are selected because of their high demand in Afghanistan's society and because of the technical resources available for these eight fields.

to develop as an independent assessment and accreditation body.

Component 3: Development of technical capacities

Targets:

- ▶ Provide in-service training to 700 previously and newly recruited teachers in up-to-date trades, skills and competencies relevant to the curriculum by 1389.
- ▶ Ensure all support staff are trained in basic administrative competencies by 1388.
- ▶ Provide up to 50 scholarships each year for promising instructional staff to obtain up-to-date knowledge of specific fields or technologies.
- ▶ Establish an Internet center by the end of 1385.

The implementation of the new curriculum and the expansion of the TVET sub-sector must be matched by relevant technical skills of the teaching and non-teaching personnel. A large proportion of the current teachers will require training in new methods, the application of new technology and an understanding of the principles underlying the curriculum and its focus on usable skills in a growing economy. Training for future technical teachers will also need to be revised. This will be done through a range of in-service and longer term or more intensive programs, established with the assistance of international experts and the NSDP.

Specific attention will be given to developing trainers in a range of areas relevant to educational management and administration such as: general management principles, project management, report writing, organizational communications, computer use, English language, secretarial skills, human resources management, information management, basic accounting, procurement and general office management. Given the present shortage in qualified teacher trainers, the TVET Department

will first draw upon foreign experts to design and deliver initial training programs to strengthen the capacity of the national teacher trainers with a view of building their capacity as quickly as possible. Technical cooperation with external partners will also be strengthened so as to secure a predictable number of scholarships on a yearly basis for teachers, administrators/managers and, in some cases, highly talented students to be trained abroad.

Component 4: Management

Targets:

- ▶ **Recruit 1,200 new teachers by 1389.**
- ▶ **Recruit 190 administrative and support staff by 1389.**
- ▶ **Revise TVET by-laws and regulations for better education quality and discipline by 1387.**
- ▶ **Establish a system for certification and accreditation by 1387.**
- ▶ **Establish a mechanism for private sector investment in TVET schools through public/private partnerships for education delivery.**

The restructuring of TVET in the Ministry will depend on effective and efficient management at training centers and within the Ministry. Approximately 1,200 new teachers will be recruited over the next five years in order to reach a total of 1,874 teachers in 1389. Administrative/ management and support staff will also be retrained or recruited in order to support the new schools and teaching staff and to improve the effectiveness and efficiency of the existing management system itself.

A range of administrative measures will be taken such as the revision of the TVET regulatory framework (that specifies staff and school regulations and examination procedures) and the introduction of results-based management principles and merit/quota for selection of students from rural areas. The TVET Department will also seek closer

integration of the training delivered in technical and vocational schools with the private sector. Cooperation protocols will be established with the private sector and public administration at large to offer students the best possible opportunities to develop practical skills. Partnerships with NSDP and private institutions will be developed and codified in order to ensure harmonization of the curriculum, standards and certification. To create a long-term sustainable TVET teacher training mechanism, it will also be important to draw upon the technical capacity of the Higher Education sector. A Memorandum of Understanding will be signed to set up TVET Teacher Training Departments in relevant faculties of the MoHE such as Engineering, Polytechnic, Sciences or Agriculture. Agreements will also be sought for harmonization of the curriculum with Higher Education so as to offer a possibility for TVET graduates to enter university.

Component 5: Short-term educational courses

Targets:

- ▶ **Establish a national School of Public Administration by 1386.**
- ▶ **Train 12,000 Afghans in finance and management skills by 1389.**
- ▶ **Train 13,000 Afghans in short-term technical and vocational courses by 1389.**

The TVET Department will provide short courses aimed at equipping up to 4,000 young people and existing civil servants (at least 40% of whom will be female) on an annual basis, with the basic skills in administration, management, finance, accounting and information and communication technology (ICT) that are needed to meet the requirements of delivering responsible and accountable services in the government and private sectors. These courses will be offered through a new national Business and Public Administration School that will be located in Kabul and will be part of an effort to deliver life-long learning opportunities to career

officials and future leaders of the country. The courses will equip them to manage increasing levels of complexity and responsibility. The course participants will be selected from all provinces of Afghanistan through a transparent process.

In close collaboration with NSDP, the Ministry will also offer opportunities to be trained or retrained to those who have dropped out of the formal education system and those who are unemployed. This initiative will be aimed at complementing the “regular” training delivered by the TVIs and will contribute to poverty alleviation and the reconstruction effort. The TVET Department will coordinate its efforts with the Literacy Department to support productive skills training efforts that will take place at the community level.

A comprehensive training program will be developed that will aim at equipping up to 4,000 Afghan men and women (including adults) every year with income-generation skills to improve their employability and living conditions. The training will be delivered in the form of short-term vocational courses (six months to one year) in a wide range of areas such as bee keeping, fruit drying, food processing, auto mechanics, carpentry, masonry, welding, hospitality, radio, television and cooking. New curriculum and specific training materials will be developed for these courses.



Three classrooms in a storehouse of Qalai Waheed Secondary School

Program 7. Literacy and Non-formal Education

Overall goal: To develop a long-term literacy program to empower communities and individuals to build a productive, secure and literate nation.

Afghanistan faces a daunting task in reducing illiteracy rates in the country. This will be done first through improving access to and the quality of the school system itself as well as through giving specific attention to those who have missed out on education and deserve a second chance. Improving literacy rates will require the combined efforts of the Ministry of Education and other partners within the Government of Afghanistan as well as the support and participation of communities, the private sector and non-government actors. New approaches are likely to be needed to engage more people and to focus on meeting different needs.

Overall strategy

The Ministry of Education will review the current policy and approaches to literacy and non-formal education including the development of multiple approaches and materials in order to make the learning process more relevant to the needs of adult learners. This could include directly implementing literacy programs or setting standards for and certification of facilitators; setting and monitoring standards of student assessment; training and supporting trainers and facilitators down to the village level; encouraging and supporting best practices, materials and curriculum that are appropriate to the life of each learner; collecting, analyzing and disseminating data; and coordinating donors and facilitating partners (NGOs and other organizations) to ensure national coverage.

To reduce costs and duplication and increase impact, the Ministry of Education will coordinate with existing development programs

such as the National Skills Development Program and the Vocational Training Centers of the Ministry of Labor and Social Affairs to maximise learning opportunities for people outside the main population centers through the use of innovation and mass media programs.

Objectives

- Improve literacy rates of all Afghans by at least 50% in line with the Education for All goals.
- Ensure that at least 60% of learners are females, and that minority groups, isolated groups, Kuchi and people with disabilities are targeted specifically.
- Enable more than 1.8 million Afghans to attain demonstrated literacy by 1389.
- Provide non-literate youth and adults across all 34 provinces with access to basic-literacy and post-literacy enhancing opportunities through mass media.
- Utilise the education management information system to measure and monitor achievements in literacy.
- Establish a partnership with mullah-Imams to provide community support for literacy courses and train them to become literacy facilitators in their communities.

Priority program components

To address these objectives, the literacy and non-formal education program will consist of the following components:

- Development of a National Literacy Strategy
- Development of teaching and learning materials

- ▶ Training and capacity development
- ▶ Delivery of the National Literacy Program
- ▶ Monitoring and evaluation
- ▶ Program management

Component 1: Development of a National Literacy Strategy

Targets:

- ▶ Establish High Commission for National Literacy by 1386.
- ▶ Establish National Literacy Center by the end of 1386.
- ▶ Develop a national implementation/operational plan for literacy by the end of 1386.

A National Literacy Strategy will be developed that delivers community-based, demand driven and cost effective services for non-literate Afghans. As this Strategy will aim for national coverage, it will need the full endorsement of the President and Cabinet and effective coordination. Therefore, the Ministry of Education will work with the Government of Afghanistan to establish a *High Commission for National Literacy* to give high profile support to a nationwide literacy program. Its main role is to raise awareness, advocate for increased attention to issues of literacy and to encourage and ensure policy implementation by all ministries and other stakeholders at all levels.

The Ministry of Education will review the mechanisms for effective coordination between its Literacy Department, the private sector, non-governmental partners, donors and other ministries to assess the potential for a National Literacy Center (NLC). The NLC would be responsible for mapping existing literacy programs and conducting an assessment of best practices and lessons learned nationwide. It would also coordinate the training of Master Trainers who would train district trainers, non-governmental partners, and ministry staff.

To accelerate capacity building, the Ministry of Education will establish a *Technical Support Unit for Literacy* (TSUL) to assist in managing and coordinating literacy initiatives at all levels (central, provincial and district) and provide a basis for transition to a National Literacy Center. The TSUL will be comprised of a team of technical experts in literacy and lifelong learning, community development, education planning and management and policy. It will assist the Literacy Department to develop standards of student assessment and facilitator certification, evaluate and certify curricula and materials and coordinate the efforts of partners.

Provincial and District Education Coordination Offices will become the primary delivery coordination units for literacy in the provinces. They will be based in the existing MoE Provincial and District Education facilities and maintain a relatively small number of specialised staff. These staff will be responsible for facilitator training and mentoring, distribution of materials, and coordination of literacy and other skills-based activities in their geographic areas. Student assessments and class monitoring data will be channelled from communities through the district and provincial offices to the central Literacy Department. As non-government partners gradually withdraw from implementing literacy programs, the sustainability of the program will be ensured by staffing the provincial and district offices with the Ministry trainers and support staff.

Based on the national strategy, a literacy implementation plan will be developed in close collaboration with other related ministries and partners. The Ministry will make special efforts to reach isolated and minority linguistic groups and, where possible, to provide materials in their first languages as well as in the two official languages of Afghanistan.

Component 2: Development of teaching and learning materials

Targets:

- Print and distribute 1,800,000 literacy textbooks, 37,000 teacher guidebooks and 1,800,000 post-literacy textbooks during the plan period.
- Translate, print and distribute materials into local languages identified in the Constitution: 30,000 copies per language.
- Prepare and distribute 72,000 learning kits.
- Develop special materials for Kuchi learners, for learners with special needs and for distance education and Mosque-based literacy.

The current Literacy Department curriculum will be reviewed and adapted where needed and will form the basis for all providers. A massive effort will be made to provide literacy classes using literacy and post-literacy textbooks and teacher guidebooks throughout the country. Also, beginning in 1387, the National Literacy Program will transition to the use of a 'learning kit' of materials for each class, from which teachers and individual learners can draw. The content of these materials will be related to participants' lives and the need for productive skills. In this way literacy teaching will not be only textbook-dependent, but will also build upon best practice materials inside and outside Afghanistan.

Learners and facilitators will also develop new learning materials that reflect their interests, local culture and history. Some of these learner-generated materials will become part of the 'learning kit,' and some will become part of a community library. Students will be encouraged to develop materials and newsletters for a community bulletin board and to help create a 'culture of education' within the community. Literacy materials will be provided for Kuchi,

mosque-based literacy classes and literacy courses delivered through CLCs.

Component 3: Training and capacity development

Targets:

- Train 68 provincial and 816 district master trainers during the plan period.
- Train special needs literacy teachers.
- Train trainers for the private sector and NGOs.
- Build awareness among other ministries and civil society.
- Upgrade professional skills of central level officers.

The National Literacy Center will provide support for literacy facilitator training at the provincial and district level and will develop national training guidelines and standards. Training programs will be conducted through a cascade model at the district and community level and will be further supported by NGO partners. Literacy teachers will be trained and mentored by roughly 900 Ministry master trainers. Special attention will be given to training literacy teachers in how to adapt their literacy activities to learners with special needs. This will be done in close cooperation with the Teacher Education Department.

Capacities of staff at the central level will also be enhanced through the organisation of several workshops aiming at advanced skill development in program design and planning and in methodological aspects of adult literacy practices. Consultative workshops will also be organized in order to create greater awareness among other ministries and civil society about the importance of adult literacy as a main factor of improving living conditions and stimulating development.

Component 4: Delivery of National Literacy Program

Targets:

- ▶ **Conduct surveys to determine levels and patterns of illiteracy in local communities to identify specific needs (72,000 communities to be covered by the end of 1389).**
- ▶ **Recruit 17,000 literacy teachers by the end of 1387.**
- ▶ **Provide 1,800,000 learners with basic supplies for literacy classes.**
- ▶ **Establish 364 CLCs throughout the country.**
- ▶ **Beginning in 1386, put in place a program for Mosque-based literacy courses.**
- ▶ **Prepare and run a program for literacy through distance learning.**

The Ministry aims to increase the provision of literacy teachers from 4,000, who are currently mainly based in Kabul to a more nationally based coverage of 17,000 by 1387. Local level literacy staff will carry out surveys in different communities in order to identify and map out the specific literacy needs, to create greater awareness and demand for literacy and to better target the delivery of the National Literacy Program. It is foreseen that in this way 1,800,000 learners will be enrolled in literacy courses and provided with the necessary supplies during the plan period. Special programs will also be organized for public sector employees including 25,000 agirs from the Ministry.

Communities are a key partner in improving literacy in Afghanistan. While the Ministry of Education will support some direct implementation of literacy courses, its role will be heavily focused on supporting implementation through community engagement. Mosques are a vital part of every community in Afghanistan. The Ministry will seek to involve Mullah-Imams in literacy

training initiatives. Imams can play a vital role in both delivering literacy training and in encouraging members of their communities to participate in literacy programs. Participating Imams will also receive training to teach the Ministry's literacy courses and a supply of the Ministry's relevant literacy textbooks.

The private sector could also play a vital role in supporting literacy throughout the country in the interests of increased productivity and as a social contribution. Corporate leaders will be natural partners in helping to link local market demand for particular productive skills with curriculum development for literacy courses that will supply a more literate labor force. The Ministry will partner with the private sector to ensure the quality of their programs.

The Ministry intends to reach all households in Afghanistan through the mass media, including radio and information and communication technology, to encourage participation in literacy classes. The mass media campaign will enlist the support of national, religious and business leaders in order to reach as many Afghans as possible.

Component 5: Monitoring and evaluation

Targets:

- ▶ **Ensure proper monitoring of the different literacy programs through regular field visits.**
- ▶ **Carry out an annual province-based evaluation.**
- ▶ **Set up an efficient, decentralized information system.**

In order to ensure proper monitoring of the implementation of literacy activities, the database of the Department will be further developed and linked to the EMIS of the Ministry. Supervisors will carry out regular field visits to monitor the delivery of the different types of courses and an annual evaluation of the literacy program implementation will be carried out on a provincial basis.

Component 6: Management of Program

Targets:

- ▶ **Ensure proper staffing of the offices in charge of literacy at central, provincial and district levels.**
- ▶ **Provide the different offices with proper equipment and means of transportation and a budget for operation and maintenance.**

The program aims to improve management and administration capacities to sustain literacy programs at all levels (central, provincial and

district). Offices will be better staffed and better equipped, while the technical skills of the staff will be upgraded. These efforts will be even more important because the program focus will shift from urban to rural areas and since active community participation is envisaged under the new program. To train its staff in community development and participation, the Literacy Department will conduct its capacity building activities in close cooperation with the Education Administration Reform and Development program.



An outdoor classroom located between two buildings

Program 8. Education Administration Reform and Development

Overall goal: To develop the Ministry of Education into an effective, accountable, fully funded and functioning public institution that facilitates education for all.

Education for all is one of the most basic needs of any nation wishing to improve the well being of its people and its ability to compete regionally and in the world and to reduce the incidence and effects of poverty. Afghanistan has committed to working towards the Millennium Development Goals, in particular those addressing the need for widespread and freely available education to all citizens regardless of gender, ethnicity or faith. The relevant MDG is that **by the year 1399, all children in Afghanistan, boys and girls alike, will be able to complete a full course of primary education.**

Indicators of management weakness include uncontrolled and inappropriate recruitment of teachers (including hiring teachers who do not meet Ministry standards); a very low percentage of the operating budget allocated to non-salary overheads; an inability to expend its core budget and off budget funds on priority projects; weak coordination; and lack of visibility regarding the extent and effectiveness of donor/NGO participation in the education sector.

Overall strategy

As the largest government employer and one of the most dependent on external financing for its physical and human capital and investment requirements, the Ministry intends to work closely with the donor community and build confidence in the Ministry's ability to manage change. The Ministry's vision for organizational change includes increasing reliance on its own people and systems and adherence to public administration standards to achieve a sustainable ability to finance and support the delivery of improved quality education from Grades 1-12 and within certain other

areas mandated for the Ministry. Achieving this will require developing of the Ministry's institutional, financial, human, physical and technological capacities.

Objectives

- Implement the standards of the Public Administrative Reform program at the central, provincial and district level with organizational restructuring serving as a main force for renewal.
- Establish a modern finance and management sector in the Ministry structured around the need to comply with the Public Finance and Expenditure Law, related legislation and generally accepted practice.
- Reform and build the capacity of the Ministry's administrative and operational structures to recruit, retain, reward, train and more effectively manage personnel.
- Ensure that 85% of staff hold appropriate qualifications for their current positions by 1389.
- Develop a coherent legislative and rules based framework for the delivery of quality education in Afghanistan.
- Establish a technological base to support the Ministry's capacity to develop informed national policy, monitor and evaluate progress towards national goals and provide appropriate reports.
- Ensure balance between the total number of male and female employees over the next five years.
- Improve integration of policy development, planning and budget preparation/execution in the Ministry.

Priority program components

To address these objectives, the education administration reform and development program will consist of the following components:

- Financial and management systems
- Information systems and information and communication technology (ICT)
- Public Administrative Reform
- Human resources and capacity development
- Legislative framework

Component 1: Financial and management systems

Targets:

- **Revise financial and management procedures to comply with the Public Finance and Expenditure Law, related legislation and generally accepted practice by mid-1386.**
- **Implement program-based budgeting (annual and capital components) for the 1386-1388 budget.**
- **Improve the fiduciary standards of the Ministry.**
- **Achieve connection to the AFMIS, with trained operators for the beginning of fiscal year 1386.**
- **Give specific attention to the development of procurement capacity within the Ministry in order to more efficiently and effectively expend available recurrent and project funds.**
- **Conduct a national education sector study in time for the preparation of the 1388 budget.**

The Minister of Education is one of three Ministries that will participate in a program budgeting pilot in Afghanistan. This is an initial step towards unification of the National budget and will support the management approach that is reflected in this Strategic Plan. The budget will remain at the center of policy development

and act as an enabler to bring about significant improvements in financial management, budgeting and reporting of capital and operating budget expenditures and the results against program plans. This is a critical success factor for the Ministry and the donor community in rebuilding a closer partnership and shared priorities.

The Ministry will also conduct a national education sector study with special attention to education financing, the participation of donors and optimisation of strategic assets of the Ministry. As part of this study, the Ministry will assess options for private sector and community participation in financing and provision of quality education.

Concurrent with its participation in the program budget pilot (which will include the central office and three provinces) the MoF has agreed to accelerate the Ministry's access to a limited number of AFMIS terminals in order to improve the systems support for financial management, analysis and reporting. The budget cycle will be the main driver for internal capacity building and systems development. Specific support will be sought for intensive development in the procurement capacity of the Ministry.

A General Manager level civil servant will be recruited to head the Finance and Budgeting Department under the Deputy Minister of Finance and Administration. The General Manager will be designated as the Chief Financial Officer of the Ministry. The Ministry is also considering a proposal from the Ministry of Finance to integrate the Planning Department and the Budget and Finance Department under the Deputy Minister of Finance and Administration to strengthen the links between planning and budgeting and to align the planning and budgeting cycles.

The new structure also provides for an Office of Internal Audit that will report directly to the Minister. This office will be charged with developing a modern audit capability and

will concentrate initially on financial and compliance audits, with particular emphasis on the preparation and assurance of the Ministry's Annual Financial Statements. The appointment and procedural establishment of the Office of Internal Audit will aim to reinforce the independence, integrity and tenure of the Auditor and audit staff, consistent with principles established in the Public Finance and Expenditure Management Law. An audit committee has also been recommended.

There is also a provision for the establishment of an Office of Inspector General with a specific mandate to undertake investigations into allegations or appearances of fraud and corruption in the Ministry. The office will be small and given similar authorities and protections to those of the Internal Auditor, who may also refer potential cases to the Inspector General. The Inspector General will report only to the Minister and will have the power to investigate and refer potential cases for legal action.

Component 2: Information systems and information and communication technology (ICT)

Targets:

- ▶ **Develop and make operational a project database that includes the activities of all education partners by 1386.**
- ▶ **Develop and make operational an Education Management Information System (EMIS) as a basis for analysis of policy by the end of 1386.**
- ▶ **Prepare a financial plan for acquisition of ICT equipment and a distribution plan based on the capacity of departments/staff to utilise the equipment.**
- ▶ **Develop and implement a strategy for ICT skills acquisition throughout the Ministry with a target of full computer literacy by the end of 1389.**

The Ministry has an interim central ICT network in the Head Office that currently serves 125 users and provides internet access as well as networked printing capability to a number of offices. An ICT strategic plan will be prepared as part of developing the overall capacity to manage the Ministry. With donor assistance, progress is being made on the development of an Education Management Information System (EMIS) and the first data collection surveys have been completed. This project begins to address one of the most significant inhibitors to effective planning and management: the lack of information and reliable data. Linking this to AFMIS and the Human Resources database will also assist in this regard.

The initial focus of most management and systems reforms will be on the center of the organisation. It requires the development of clearer rules and procedures as well as a cadre of people who can oversee the spread of improved management through the decentralised structure. The management and implementation model is based on devolution of management decisions *and accountability* to Provincial Education Offices, District level clusters and, through community partnerships, to the individual school level.

This management model requires a modern and robust technological base so that:

- ▶ the central office of the Ministry can monitor resource and expenditure flows and other management performance indicators
- ▶ information can flow in both directions to facilitate the development of plans and the preparation of budgets
- ▶ there is a platform for the EMIS, AFMIS and HRIS – the three main information systems that will support decision making, resource allocation and management
- ▶ there is the basis for widespread use of office technology and intra-office communications across the country

The ICT department will be developed within the Finance and Administration pillar and key appointments have been made. With the assistance of the World Bank, the ICT department has developed a proposal for a substantially upgraded platform for the central office that will serve as the basis for wider application of computers within the Ministry and provide the basis for progressive connection to provincial office nodes.

Component 3: Public Administrative Reform

Targets:

- **Gain approval of Priority Reform and Restructuring (PRR) structure (including separate human resource management units for teaching and non-teaching staff).**
- **Implement the Public Administrative Reform (PAR) program structure at the central, provincial and district levels with organizational restructuring as the main force for renewal beginning at the end of 1385 and extending through 1389.**
- **Establish core personnel unit/s at the central Ministry, in Provincial Education Offices and in District Education Offices with international advisers and initial long-term staff as main drivers for public administration and skills development.**
- **Begin job classification/pay and grading process for all positions level 3 and below (with an emphasis on teachers), with appropriate consultation with IARCSC.**
- **Hire and have in place staff at director level and above in the central Ministry and the levels of Deputy Provincial Education Director and district education manager by the end of 1386.**
- **Design and begin implementation of an anti-corruption strategy.**

The highest priority for the Ministry is to develop an organizational and institutional structure that can support the Ministry over the medium term and provide the basis for

major public administration reforms throughout the Ministry. The Ministry will be structured and managed along program lines³⁰, with a core policy and management oversight capacity in the Central Office and decentralised management of all resources and program outputs down to the individual school level.

This structure has been thoroughly revised under the current Minister for endorsement by the Civil Service Commission. Initial recruitment processes for Director level positions under the PRR processes have been commenced. The PRR and the Public Administration and Public Expenditure framework will form the basis for all structural reforms in the Ministry.

A capital improvement plan for office accommodation will be developed and efforts will be made to improve the capacity of the Construction Department to undertake capital planning through to project management and delivery for the total construction program of the Ministry. (See the program on Education Infrastructure Rehabilitation and Development).

A new Human Resources Department is another critical success factor for the implementation of PRR, Pay and Grading, recruitment and overall personnel development and management processes. The current office accommodation is totally inadequate as a workplace. A review of the office accommodations in the provinces and districts will also be undertaken in the first 12 months of the plan period.

30 MoE is one of four pilot Ministries working with the MoF to introduce the first steps towards program budgeting and a unified budget in Afghanistan in the 1387-1390 budget.

Component 4: Human resources and capacity development

Targets:

- ▶ **Develop and implement a Human Resources database by 1387.**
- ▶ **Revise and publish procedures for recruitment of both teachers and other personnel by mid-1386.**
- ▶ **Conduct by mid-1386 a teacher registration program to confirm the baseline number of teachers.**
- ▶ **Conduct a census of non-teaching staff by the end of fiscal year 1386.**
- ▶ **Identify training needs based on the skills and systems requirements of the Ministry of Education (including literacy) by mid-1386.**

Like many areas of the civil service, the Ministry has suffered a near total breakdown of even the most basic of public administration standards and there is little organizational memory of effective management principles or practices. Most staff are poorly prepared to meet the challenges of the proposed management model or its supporting technology and many will be unable to meet the standards likely to be set for recruitment to their current level, let alone for promotion based on knowledge, qualifications and performance.

On the positive side, however, staff surveys have shown that many staff recognize this and have identified a consistent and coherent range of skills and knowledge that they need to acquire. These range from basic time and records management to the use of computer-based office systems, English language training and knowledge and understanding of the new institutional framework.

The Ministry's ultimate goal is to ensure a well-trained, "digitally literate" and competent workforce. This requires sustained capacity building efforts and shorter-term measures to complement the existing Ministry staff

with outside expertise. In cooperation with donors, the Ministry will adopt a strategy of buying capacity in the short to medium term to assist in building capacity for the longer term. Technical experts will be sought to lead major policy, management development and capacity building tasks for up to three years. They will work alongside national (Afghan) advisers to the Minister and with senior staff to mentor them and help develop their management and leadership skills and the relevant skills of their staff. Principals, headmasters and senior teachers will also receive management training consistent with the intention to devolve local management and expenditure authority to the school level. (See also the programs on Teacher Education and Working Conditions and General Education).

In some sections of the Ministry, particularly with the agirs, literacy levels are quite low, which reduces the effectiveness of these staff and limits their ability to compete for even entry level administrative tasks as well as their mobility in the labor market. Many are likely to be displaced as technology and structural changes deliver expected efficiency gains. The Ministry will seek to offer or provide incentives for staff to participate in literacy programs to improve their ability to seek alternative employment within the Ministry or the wider labor market. The goal is to have a fully literate workforce within the Ministry by 1388.

Component 5: Legislative framework

Targets:

- ▶ **Recruit and train a small cadre of legal graduates (three in 1386 and two in 1387) for preparation of regulations, directions and other instruments.**
- ▶ **Recruit an international technical adviser and national legal adviser by mid-1386.**
- ▶ **Prepare and obtain passage through the National Assembly of a "Law on Education" in 1386.**

- **Prepare and obtain Cabinet approval of Regulation on Private Schools and consequent internal rules by the end of 1385.**
- **Develop an Annual Legislation Plan by the end of the first quarter of each year.**
- **Build a full set of regulations, instructions and manuals for operation of the Ministry based on the Education Law by 1388.**

There is an urgent need for the development and passage of a new Law on Education that is consistent with the Constitution and establishes the role and authority of the Minister and the Ministry of Education. As part of the structural reform process, provision has been made for

in-house legal advice and drafting of the legislation. The first national Legal Adviser has been appointed. The terms of reference for this position include drafting an organic Law on Education and some important regulations; and establishing, recruiting and training a small number of professional staff to provide long-term legal advisory services to the Ministry. This office will also guide the development of internal rules, procedures and guidelines consistent with the public management package of laws in cooperation with other departments in the Ministry.



Classroom in Afshar Lycee

Chapter Four: Costing and Financing

Achieving the educational goals of I-ANDS by 1389 and addressing the challenge of the Millennium Development Goals will be costly. The pressure created by the number of students already in the system and our shared objective to increase the quality and length 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 investment. The Ministry has to accommodate the new entrants, train additional (and current) teachers to higher standards of knowledge and skills and simultaneously manage short-term changes that will have long lasting impact.

Table 10 shows the estimated financing requirement to implement the Strategic Plan, including the annual operating expenses³¹. It is presented on a program basis, consistent with the Ministry's participation in the pilot testing of program budget principles. The total financing requirement for the period 1386-1389 is \$2,345 million of which \$1,512 million is required through development budget channels and \$833 million for annual operating costs.

Of the \$308 million in development costs requested for 1386, the Ministry of Finance has supported an appropriation through the core budget of \$92 million leaving an unfunded requirement of \$216 million for 1386.

Approximately 54% of the total financing requirement is directed at infrastructure improvement. This is predominantly required

for schools, teachers' colleges, madrassas and technical and further education colleges, with some refurbished or new administrative buildings. It is spread across all 34 provinces. Over 90% of the total operating budget is in the General Education program, although the share of non-salaries costs is moving from about 7% of operating costs in 1385 to 10% in 1386 and an estimated 15% in 1389. Teacher salaries, however, remain the major annual operating cost. It is estimated that some \$45 million in development costs will be required to improve the management capacity of the Ministry with \$18 million sought for 1386. 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 and in the longer term. Full details of the financial requirements are set out in the annex of the Strategic Plan which contains the detailed program matrices.

31 The 1386 operating budget estimate of \$189.63 million includes the annual appropriation for the Ministry of Education submitted to the National Assembly by the Ministry of Finance plus an amount of \$6.3 million included in Contingency funds for recruitment of additional staff during 1386.

Table 10. Cost Estimates for the National Education Strategic Plan 1385-1389

Program	Description	Revised Estimates		Proposed Budget Year			5-year Total
		1385	1386	1387	1388	1389	
Program 1	General Education	165.22	218.74	238.55	273.44	273.05	1,169.00
	Operating	159.64	179.56	188.93	202.99	217.04	948.15
	Development	5.58	39.18	49.62	70.45	56.01	220.84
Program 2	Teacher Education	7.24	23.65	46.16	45.23	42.54	164.82
	Operating	0.48	0.56	0.59	0.64	0.68	2.95
	Development	6.76	23.09	45.57	44.59	41.86	161.87
Program 3	Education Infrastructure Development	26.87	171.47	243.10	214.74	202.16	858.34
	Operating	0.12	0.16	0.17	0.18	0.19	0.82
	Development	26.75	171.31	242.93	214.56	201.97	857.52
Program 4	Curriculum Development	12.38	40.08	38.74	33.82	69.14	194.16
	Operating	0.31	0.37	0.39	0.42	0.45	1.94
	Development	12.07	39.71	38.35	33.40	68.69	192.22
Program 5	Islamic Education	2.10	7.20	11.35	8.28	8.02	36.95
	Operating	2.10	2.30	2.42	2.60	2.78	12.20
	Development	-	4.90	8.93	5.68	5.24	24.75
Program 6	Technical and Vocational Education and Training	2.30	6.46	4.16	4.39	4.50	21.81
	Operating	0.98	1.16	1.22	1.31	1.40	6.07
	Development	1.32	5.30	2.94	3.08	3.10	15.74
Program 7	Literacy and non-formal education	3.80	10.71	16.69	17.91	19.11	68.22
	Operating	3.80	4.20	4.42	4.75	5.08	22.25
	Development	-	6.51	12.27	13.16	14.03	45.97
Program 8	Education Administration Reform and Development	2.36	19.76	13.60	9.15	8.24	53.11
	Operating	1.09	1.32	1.39	1.49	1.60	6.89
	Development	1.27	18.44	12.21	7.66	6.64	46.22
Total		222.27	498.07	612.35	606.96	626.76	2,566.41
	Operating	168.52	189.63	199.53	214.38	229.22	1,001.28
	Development	53.75	308.44	412.82	392.58	397.54	1,565.13
Total Employees		181,603	191,603	201,603	216,603	231,603	

Notes: The total Operating Budget includes an amount of \$6.3 million allocated in contingency funds for employment of 10,000 additional staff during 1386. The Development Budget proposed for 1386 is \$308.44 million. A further \$8 million carried forward from 1385 will also be available in 1386.

Based on the projection for incremental student enrolment over the next four years and an acceptable student to teacher ratio, it is estimated that the Ministry will need to increase its teacher numbers by a minimum of 95,000 over the next four years. The 1386 operating budget has allocated resources for 10,000 new teachers, 5,000 short of the estimated minimum requirement. More precise needs will become available over the course of 1386 with the completion of the schools survey across the country and the additional teachers and corresponding financial requirements will be computed into a revised version of the Strategic Plan.

Chapter Five: Implementation and Monitoring Framework

The plan has been shared with donors and other stakeholders as a first step in a new round of consultations. The President has given it his full endorsement and has invited Ambassadors and donor representatives to consider their continuing engagement within the parameters of the plan for the coming years.

Implementation of the Plan

The NESP indicates what the education system of Afghanistan should look like in the future. It represents the ambitions and aspirations of the Ministry of Education and of the main national education stakeholders. By identifying eight priority programs and formulating precise targets to be reached during the coming five years it spells out the practical steps to be taken in order to move ahead. Implementation of the plan, however, will not be a straightforward undertaking. There will be a constant need for careful monitoring in order to systematize learning by doing and to adapt the plan to changing circumstances and events. The sequencing, pace and phasing of implementation will, to a large extent, be determined by the development of increased management capacities at all levels of the education system and by the availability of the necessary financial resources. It will also be greatly influenced by the overall political and socio-economic development of the country and the commitment of donors to financing the priority elements in a predictable and sustained way.

In view of the uncertainties, implementation of the plan will be organized in a flexible way on the basis of Annual Operational Plans. Each year a general review of the NESP and quarterly reviews of the Operational Plans will be carried out in order to assess progress made and problems encountered during the time period under review. The results of these

reviews will be taken into account to prepare the Operational Plans for the following year. In this way, feedback from the monitoring process will be fully incorporated into the annual forward planning process. At mid-term, the review will be broadened to examine the extent to which the medium-term plan may have to be adjusted, taking into account the short term achievements obtained.

Annual Operational Plans will be based on the program matrices presented in the Annex to this plan. Subject to budget appropriations, they will detail the targets to be reached, the specific activities to be carried out and the different inputs (material and human) to be mobilised. They will assign clear responsibilities for the implementation and monitoring of each of the programs and program components to specific departments, divisions or units in line with the new organizational structure that is being established through the on-going restructuring of the Ministry.

Of particular importance will be the creation of close linkages between the preparation of the annual plans and the preparation of the annual budget to ensure that they are fully compatible and thereby facilitate efficient implementation. This recognizes the centrality of the budget to the pace of implementation but also reinforces the importance of maintaining the linkages and mutual co-dependence of the Strategic Plan and the annual national budget. The inclusion of the Ministry as one of three ministries to pilot the application of program budgeting procedures should help in reinforcing these links.

Effective plan implementation will also necessitate the full involvement of the decentralized levels of administration. This is especially important since the future management model envisaged by the Ministry will be based on delegation of management

decisions and accountability to provincial education offices, district level clusters and, through community partnership, to individual schools. Therefore, the NESP will be translated into Provincial Plans and into Plans for districts and local communities/schools. The main constraint for moving in this direction is the lack of technical capacities at the decentralised level to prepare and monitor plans and at the central level to guide and oversee the decentralised planning process. The development of technical capacities at both levels will require simultaneous training and the use of the strategic planning process as a capacity building tool. All Provincial Education Departments will be invited to prepare their own plans within the overall national plan framework and all will receive training and guidance in this respect, with the pilot program budget provinces receiving more intensive attention.

Monitoring

A limited set of key indicators will be identified which will allow assessment of progress made and results obtained on the basis of objective targets. Different types of indicators (relating to input, process, output and impact factors) will be needed according to the level at which the monitoring is taking place. At the highest central level, monitoring will concentrate mainly, if not exclusively, on output and impact of the different programs. The basis for preparing the list of key indicators for central level monitoring will be the education indicators already identified to facilitate the implementation of the Afghanistan Compact. To these, others will be added which will be directly derived from the benchmarks and targets put forward in the Program Matrices. Special care will be taken to make sure that all indicators are commonly agreed upon by the different stakeholders and development partners in order to ensure smooth coordination and cooperation. The identification of indicators will be accompanied by the preparation of special

monitoring guidelines and tools. These will be made available to the different actors involved in order to ensure coherence of monitoring reports and facilitate consolidation at the system level.

The usefulness of the indicators thus identified will depend on the quality of the information available. Considerable progress has recently been made in improving the Education Management Information System (EMIS) located in the Planning Department of the Ministry. The efforts made so far will be vigorously pursued, improved and reinforced during the coming years in order to equip the Ministry as quickly as possible with a reliable and functioning information system – an essential prerequisite for efficient planning and monitoring. The EMIS will be designed so that it can be used for planning and monitoring at decentralised levels as well as at the central level. Budget-related data will be better organised through AFMIS. These two databases will also be linked to the proposed Human Resource Information System (HRIS).

In addition to the regular monitoring reports that will be produced, Annual Financial Statements will also be available. They will be prepared by the Finance Directorate and reviewed by the Office of Internal Audit that will be established as part of the restructuring process.

Organizational Arrangements

Overall coordination of the implementation and monitoring process will be the responsibility of the Steering Committee, chaired by the Minister (or his representative), and comprise directors of the different departments or divisions in charge of implementing the different programs or program components and selected senior advisors. The Planning Department will continue to act as the Secretariat for the Steering Committee and its capacities will be strengthened for that purpose. The Budget and

Finance Department will also be part of the Steering Committee.

Initially, the Technical Working Groups will be responsible for the direct preparation of the Annual Operational Plans and for the preparation of monitoring reports under the guidance of the Steering Committee. As planning is incorporated into normal management and line staff become more familiar with the process, it is likely to become more streamlined. In order to improve coordination and develop the capacities of all levels, the Steering Committee will focus capacity building interventions on techniques pertaining to project management cycles including annual planning.

Plan implementation will be monitored on a regular basis through structured meetings within the different departments and divisions based on the targets and indicators contained in the Operational Plans. Small quarterly monitoring reports will be produced by the same departments and divisions using simple standardized reporting tools provided to them by the Secretariat of the Steering Committee. The reports will be submitted to the Steering Committee for them to review progress, examine problems and constraints and recommend corrective action where needed.

During the last quarter of each fiscal year, the Secretariat of the Steering Committee will prepare a consolidated annual report on the basis of the quarterly reports and other additional inputs which it might request from the different departments. This report will serve as the basic document for the Annual Review Meeting with stakeholders which will be organized each year (see below). At the same time, Operational Plans for the next year will be prepared for the respective programs under the guidance of the Steering Committee and submitted to the Secretariat for integration within one overall sector-wide annual plan.

Consultation with national and international development partners will be an essential part of the monitoring process. Throughout the year, regular meetings will be organized with the Education Consultative Group in order to keep them informed about progress made and problems encountered during plan implementation. Toward the end of each fiscal year, a formal Annual Review Meeting will be organised. All stakeholders (including donors, NGOs, civil society representatives and representatives of decentralized levels of management) will be invited. This review meeting will offer a consolidated opportunity to take stock, to jointly assess achievements and shortcomings and to agree on improvements to be made in order to reach the development objectives and targets put forward by the Strategic Plan.

Provincial Steering Committees, under the chairmanship of the Provincial Directors, will be established without delay in order to stimulate and coordinate planning activities at province level. As decentralised planning becomes a reality, systematic monitoring and reporting procedures will also be put in place at provincial and district levels. Specific capacity building activities in this area will be initiated immediately.

References

- Afghanistan Interim Administration (AIA). 2002. "Comprehensive Needs Assessment for the Education Sector in Afghanistan."
- Afghanistan's Millennium Development Goals Report. 2005: Vision 2020.
- Compilation and Translation Department. 1382 (2003). Curriculum Framework Afghanistan: Volume I.
- de Weijer, Frauke with Andrew Pinney, Amanullah Assil, Zuhoor Mehri and Shamim Kabuli. 2005. National Multi sectoral Assessment on Kuchi.
- Handicap International. 2005. National Disability Survey in Afghanistan.
- Interim Afghanistan National Development Strategy, 2006. Government of Afghanistan
- Ministry of Education, Compilation and Translation Department. 1382 (2003). Curriculum Framework Afghanistan: Volume I.
- Ministry of Rural Rehabilitation and Development (MRRD). 2003. National Risk and Vulnerability Assessment.
- National Oversight Committee. 2005. Interim Afghanistan National Development Strategy: A strategy for economic growth and poverty reduction.
- Samady, Saif. 2001. Education and Afghan Society in the Twentieth Century. Paris: UNESCO.
- Spink, Jeaniene. 2004. "Situational Analysis: Teacher Education and Professional Development in Afghanistan", paper prepared by the Afghanistan Research and Evaluation Unit.
- STEPS Consulting. 2006. Assessment and Advice on Capacity, Needs and Future Strategies to Promote Equal Access to Education for Children with Disabilities in Afghanistan.
- UNHCR. 2006a. "Rebuilding Lives in Afghanistan" downloaded from <http://www.unhcr.org/cgi-bin/teaxis/vtx/afghan?page=intro>, last retrieved on 29 October 2006.
- _____. 2006b. "2005 Global Refugee Trends: Statistical Overview of Populations of Refugees, Asylum-Seekers, Internally Displaced Persons, Stateless Persons, and Other Persons of Concern To UNHCR", downloaded from <http://www.unhcr.org/statistics.html>, last retrieved on 29 October 2006.

Priority Program Matrices

Program 1. General Education

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
1. Policy frameworks, rules and regulations						
<i>Pre-school education</i>						
1.1 Set up pre-school education unit to conduct research on pre-school practices (including the role of mosques) in Afghanistan and other countries and to conduct a survey in 8 provinces, organize a seminar to share the results and development of policies and guidelines in cooperation with MoLSA (cost includes technical advisor for 48 months and survey and seminar costs)		115 000	58 000	48 000	48 000	269 000
1.2 Revise existing policies and guidelines and develop revised ones in coordination with MoLSA, for establishment and running pre-school education centers by private sector, social organizations and government (cost includes seminars to review and refine policies and guidelines)		10 000				10 000
1.3 Develop national curriculum for a two-year pre-school education for child development and preparing them for basic education program (in coordination with MoLSA) (cost includes international and national TA and orientation for private sector stakeholders)		62 000	2 000	2 000	2 000	68 000
1.4 Strengthen supervision and monitoring of pre-school education program implemented by government and non-governmental organizations, including community and parents monitoring and participation and develop monitoring and supervision guidelines		5 000	5 000	5 000	5 000	20 000
1.5 Strengthen teaching/learning methods of pre-school education programs implemented by government and non governmental organizations	Cost in Program 2. Teacher Education and Working Conditions					
1.6 Provide teacher education support for pre-school teachers	Cost in Program 2. Teacher Education and Working Conditions					
1.7 Establish/strengthen and run two pilot formal pre-school education centers with 8 classes in 2 provinces (cost includes equipment, furniture, supplies and operating costs; construction cost included in Program 3)		-	47 500	54 500	58 000	160 000
Total for pre-school education		192 000	112 500	109 500	113 000	527 000
1.8 Review and update regulations for basic and secondary education (cost is for technical advisor for 2 years)		48 000	48 000	-	-	96 000
<i>Private schools</i>						
1.9 Formulate and approve a policy framework for private schools (cost includes technical advisor for four years, a short-term consultant in 1386 and a seminar)		111 000	54 000	48 000	48 000	261 000
1.10 Register all private schools (cost includes a database/registration officer and furniture and equipment for the position)		9 200	8 200	7 200	7 200	31 800
1.11 Develop and implement a detailed schedule for monitoring and supervision of private schools (cost includes 35 supervisors/monitors at \$400 per month, travel, training and monitoring tools and materials)		234 500	234 500	234 500	234 500	938 000

Program 1. General Education

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
1.12 Train teachers of private schools through national teacher training programs	Cost in Program 2. Teacher Education and Working Conditions					
<i>Total for private schools</i>		354 700	296 700	289 700	289 700	1 230 800
Total for component 1		594 700	457 200	399 200	402 700	1 853 800
2. Establishment of new schools						
2.1 Conduct school mapping survey to identify where new schools are needed (cost includes survey design, training of survey staff, training of district education office (\$400 x 364), data collection and production of provincial and district maps with school locations)		660 000	290 000	20 000	-	970 000
2.2 Formalize policy on establishing and running community-based schools (cost includes research, consultation, and workshops)		50 000	-	-	-	50 000
Total for component 2		710 000	290 000	20 000	-	1 020 000
3. Special programs						
<i>Girls' education</i>						
3.1 Develop and implement a national communication strategy for girls' education (cost includes technical advisor (\$4,000 per month), office furniture and equipment and development of materials on girls' education)		76 000	72 000	68 000	68 000	284 000
3.2 Provide training to School Advisory & Support Councils on gender and importance of girls education (cost includes development and printing of training materials, 50 trainers in 1386 and 91 trainers thereafter (\$400 per month), transportation costs (\$150 per person per month), evaluation and reporting)		424 900	621 700	621 700	621 700	2 290 000
3.3 Collect information on best practices and successful results of girls' education and disseminate through local structures and media (cost includes 35 provincial focal points (\$400 per month), transportation costs (\$100 per month per focal point), office furniture and equipment (\$1,000 per province) and costs to disseminate messages via radio, TV and print)		304 000	295 000	295 000	300 000	1 194 000
3.4 Organize special events to campaign for girls' education (such as graduation ceremonies for grade 12 female students) and six roundtables three times a year on TV and radio (\$3,000 per roundtable)		81 950	99 025	110 465	121 660	413 100
3.5 Recruit qualified female teachers to teach grades 7-12 in rural secondary schools (2,045 in 1386 and 4,460 thereafter at a cost of \$300 per month). Activity will be managed by an NGO that will monitor and support the teachers (15% estimated management fee).		9 429 660	19 427 760	19 427 760	19 427 760	67 712 940
3.6 Provide incentives to female students in rural districts to complete grades 10-12 (60 students from each of 223 schools at a cost of \$8 per month for 9 months)		963 360	963 360	963 360	963 360	3 853 440
Total for girls' education		10 316 510	20 515 485	20 522 925	20 539 120	71 894 040

Program 1. General Education

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
Disabled Children						
3.7 Develop policies and guidelines for education of disabled children, in coordination with MMD, MoLSA and other governmental organizations (cost includes consultant for four months (\$15,000 per month), five Afghan experts (\$400 per month), a two-day seminar for 40 people to finalize policy and guidelines, office furniture and equipment and a pilot implementation project)		109 800	54 800	82 800	52 800	300 200
3.8 Establish a coordination body for education of disabled children (cost includes technical coordinator (\$4,000 per month), four support staff (\$300 per month), office furniture and equipment, technical resources, capacity building and an observation trip to regional countries (5 people for 15 days)		150 450	121 200	137 450	121 200	530 300
3.9 Adapt, as necessary, the basic education (grade 1-9) curriculum to meet the needs of disabled children and develop special teaching and learning materials (cost includes curriculum development expert (\$1,000 per month for 48 months, short-term curriculum development consultant (\$15,000 x 4 months), supplies and equipment (including a Braille printer), printing and distribution of materials)		134 000	32 000	62 000	32 000	260 000
3.10 Establish and equip special schools/resource centers for disabled children (hearing, visual, intellectual and multiple impairments) (cost includes equipping resource centres (\$10,000 per centre) and provision of supplies and special sports materials and equipment for children with disabilities in the formal schools (200,000 x \$2)		160 000	620 000	680 000	660 000	2 120 000
3.11 Recruit/assign sufficient qualified teachers to teach disabled children (cost includes one coordinator, 8 qualified teachers and 5 support staff for each provincial resource center (10 in 1386, 20 in 1387, 30 in 1388 and 35 in 1389) at a cost of \$300, \$200 and \$100 per month, respectively; and rental of a vehicle for the coordinator and one for each center at a cost of \$1,000 per month)		420 000	828 000	1 236 000	1 440 000	3 924 000
3.12 Implement syllabi and extra curricula activities, cost included in 3.10						
3.13 Develop and use special system for assessing teaching and learning competencies	Included in Programs 2 and 4					
3.14 Facilitate integration of disabled children where possible into regular schools (cost is for development of a referral system; training for teachers is included in Program 2)		400	600	800	1 000	2 800
Total for Disabled Children		974 650	1 656 600	2 199 050	2 307 000	7 137 300
Gifted children						
3.15 Develop policies and guidelines for gifted students' education and develop tools for identification of gifted students (cost includes technical coordinator (\$4,000 per month), consultant (\$60,000), three Afghan experts (\$400 per month), office equipment, travel and a two-day seminar).		71 400	100 150	126 850	99 200	397 600

Program 1. General Education

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
3.16 Assess/adapt curriculum for basic education (grade 1-12) for gifted students and develop teaching and learning materials (cost includes 2-3 technical experts (\$2,000 per month), consultant (\$40,000), supplies (\$400 per month), printing (\$10,000 per year) and travel costs (\$1,000 per month).		66 800	118 800	118 800	98 800	403 200
3.17 Establish and equip two regional schools/resource centers for gifted students (classes 4-12) (cost to equip each center is \$40,000; construction costs are included in Program 3)		20 000	60 000	0	0	80 000
3.18 Recruit/assign sufficient qualified teachers to teach gifted students (cost includes two coordinators (\$1,000 per month), 9 teachers per center (\$500 per month in 1386), 6 support staff per center (\$100 per month)		146 400	146 400	146 400	146 400	585 600
3.19 Implement/pilot test teaching and learning materials and extra curricular activities (cost includes one researcher (\$2,000 per month), one vehicle per center (\$30,000 each), teaching and learning materials, fuel, maintenance and food for students)		24 000	201 600	313 923	158 560	698 083
3.20 Develop and use special system for assessing teaching/learning competencies	Cost in Programs 2 and 4					
3.21 Facilitate linkages between gifted students of Afghanistan and gifted students of other countries (cost includes two IT administrators (\$1,000 per month), computers and equipment)			34 000	24 500	24 500	83 000
3.22 Regional (100 students at \$2,000) and international (60 students at \$4,000) exposure visits for Afghan gifted students to international Olympics, competition and celebrations and vice versa			0	220 000	220 000	440 000
3.23 Assess and integrate students from resource centers to other schools when applicable, costs included in other sections						
Total for Gifted Children		328 600	660 950	950 473	747 460	2 687 483
Kochi children						
3.24 Conduct survey and research to identify traveling routes, stay location and duration and number of children of school age in each stay location in coordination with Ministry of Tribal Affairs and to develop policy and guidelines for education of Kochi children (cost includes short-term consultant (\$30,000), technical coordinator (\$1,000 per month), survey administration (24 people x \$30 per day x 30 days), vehicle rental (\$1,000 per month)		107 600	37 000	37 000	37 000	218 600
3.25 Organize seminar to discuss draft policies and guidelines for education of Kochi children in mobile classes and special classes in cold and hot season schools		3 500	0	0	0	3 500
3.26 Recruit teachers (200 in 1386, 300 in 1387, 400 in 1388 and 500 in 1389 at \$200 per month) for mobile and accelerated classes and provide teacher kits to all teachers (\$100 per kit)		500 000	750 000	1 000 000	1 250 000	3 500 000

Program 1. General Education

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
3.27 Provide student kits (4,000 in 1386, 6,000 in 1387, 8,000 in 1388 and 10,000 in 1389 at \$3 per kit), 500 blackboards (unit cost \$15) and 500 tents and floor mats (\$600 unit cost) to mobile classes for Kochi		135 000	79 500	85 500	91 500	391 500
3.28 Consider special classes in cold and hot season schools for Kochi children	Cost included in Operating Budget					
3.29 Establish a special mechanism for assessing teaching and learning competencies of teachers and students of mobile Kochi classes	Cost included in Programs 2 and 4					
Total of Kochi Children	-	746 100	866 500	1 122 500	1 378 500	4 113 600
Out-of-School Children						
3.30 Adapt the curriculum and teacher guides for accelerated learning classes	Cost included in Program 4: Curriculum Development and Learning Materials					
3.31 Develop additional teaching/learning materials for accelerated learning classes (cost includes materials development, printing and distribution)		40 000	20 000	20 000	20 000	100 000
3.32 Conduct survey and identify out-of-school-age children (cost includes a coordinator (\$500 per month) and travel costs (\$300 per month))		9 600	9 600	9 600	9 600	38 400
3.33 Recruit (on contract basis) and train teachers for accelerated learning classes and develop and produce teacher kits (unit cost \$50) for all teachers (400 in 1387, 600 in 1388, 800 in 1389 at \$120 per month)		20 000	606 000	904 000	1 192 000	2 722 000
3.34 Provide student kits (8,000 in 1386, 12,000 in 1387, 16,000 in 1388 and 1389) in order to implement syllabi and lessons plans according to the adapted curriculum (unit cost \$3)		24 000	36 000	48 000	48 000	156 000
3.35 Integrate graduates of accelerated learning classes into general schools for continued education						
Total for Out-of-School Children	-	93 600	671 600	981 600	1 269 600	3 016 400
Afghan Refugee Children						
3.36 Provide salaries and equipment for 7 Education Attaches in Iran, Pakistan and Tajikistan	Cost included in Operating Budget					
3.37 Register and monitor all schools run/managed by Afghans (cost includes 5 monitors each in Pakistan and Iran (at \$100 per day for 20 days per year) and travel costs (\$30 per day for 20 days per year)		26 000	26 000	26 000	26 000	104 000
3.38 Necessitate implementation of Afghan national curriculum in Afghan run schools in neighboring countries, cost included in Attaches' salaries						
3.39 Provide teacher education support for teachers in Afghan-run refugee schools						
3.40 Provide textbooks to Afghan-run schools, cost included with general textbooks in Program 4: Curriculum Development and Learning Materials						
3.41 Establish an effective mechanism for evaluation of education documents/certificates of teachers and students and their integration into schools in Afghanistan when they return	Cost included in Operating Budget					
Total for Afghan Refugee Students		26 000	26 000	26 000	26 000	104 000

Program 1. General Education

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
Dormitories						
3.42 Equip 16 dormitories for students (Kochi, gifted students and students from rural areas that do not have access to schools), \$40,000 per dormitory for initial set-up and \$4,000 per dormitory per year for supplies			352 000	384 000	64 000	800 000
3.43 Recruit and train dormitory instructors and support staff	Cost included in Operating Budget					
3.44 Provide food and supplies to dormitories	Cost included in Operating Budget					
Total for Dormitories			352 000	384 000	64 000	800 000
3.45 Provide two-year scholarships (unit cost \$4,250) for fifteen 12th Grade Graduates from each province each year (estimated 2,100 students (boys and girls) total)			2 789 063	3 012 188	3 123 750	8 925 000
Total of component 3		12 485 460	27 538 198	29 198 736	29 455 430	98 677 823
4. Extra-curricular activities, sports and scouts						
4.1 Develop policies and guidelines for physical education and sports in schools, in close consultation with National Olympics Committee (cost includes technical coordinator (\$2,000 per month), short-term consultant (\$10,000 per month for 2 months), two Afghan experts (\$400 per month), office equipment, transportation and a two 2-day seminars for 40 people (\$50 per day))		79 600	57 600	51 600	51 600	240 400
4.2 Develop curriculum and training material for physical education (cost includes two technical experts (\$2,000 per month), operating costs (\$400 per month), travel costs (\$500 per month) and development and printing of teaching and learning materials)		124 000	104 000	106 000	106 000	440 000
4.3 Recruit and train 8,000 physical education teachers and sports trainers to implement physical education program and establish sports teams (cost includes training of sports trainers at \$30 per day for 6 days, salaries of physical education teachers are included in the Operating Budget)		94 000	426 500	453 100	466 400	1 440 000
4.4 Provide sports material and equipment to general schools (9,459 schools in 1387, 10,138 in 1388 and 11,000 in 1389; annual cost \$400 per school)			3 783 600	4 055 200	4 400 000	12 238 800
4.5 Establish play and sports grounds for 9,000 primary schools (unit cost \$2,000)			4 500 000	6 700 000	6 800 000	18 000 000
4.6 Provide physical education and sports materials/equipment for disabled children	Cost included in activity 3.9					
4.7 Organize Spring and Autumn sports tournaments among school teams (cost \$100 per team); number of participating schools equals 9,000; 10,000 and 11,000 respectively in 1387-1389			1 800 000	2 000 000	2 200 000	6 000 000
4.8 Facilitate annual participation of 40 student athletes in regional and international tournaments (cost includes transportation (\$1,500) and accommodation/food (\$1,000) for 40 people)			100 000	100 000	100 000	300 000
4.9 Organize student sports festivals (\$4,000 by 35 provinces)			140 000	140 000	140 000	420 000

Program 1. General Education

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
4.10 Establish and strengthen school (students) cultural, academic and social committees to strengthen self participation of students in extra curricular activities and to further develop the performance of students (cost includes supplies for student committees (\$100 per year per school, estimated at 9,459 schools in 1387, 101,38 in 1388 and 11,000 in 1389)			945 900	1 013 800	1 100 000	3 059 700
4.11 Establish and register a scout authority as a social organization at MoJ, no cost						
4.12 Develop policies and guidelines for development of scout activities in the schools (cost includes technical coordinator (\$2,000 per month, short-term consultant (\$15,000 for 4 months), office equipment and transportation (\$1,500 per month))		82 000	77 000	42 000	42 000	243 000
4.13 Recruit and train an average of 5 scout trainers per province (cost includes 5 trainers per province (\$300 per month), two 10-day trainings for scout trainers (\$30 per day), office equipment (\$2,000 per province) and transportation (\$100 per trainer per month))		942 500	822 000	874 500	822 000	3 461 000
4.14 Attract/register boys and girls to join Zmarak (Scouts), to be done by trainers						
4.15 Train boy and girl scouts in basics of scouts, emergency preparedness and response within the schools and in surrounding communities (cost includes training materials for 10,000 scouts per year (unit cost \$3) and refreshments for three days (unit cost \$1))		60 000	60 000	60 000	60 000	240 000
4.16 Provide uniforms to all girl and boy scouts (approximately 20,000 uniforms at \$35 each)		700 000	700 000	700 000	700 000	2 800 000
4.17 Establish and promote self discipline within the school and support to school students, done by scouts						
4.18 Participate in festivals and national celebration days (\$5 x 6 days x 3,000 scouts per year)		90 000	90 000	90 000	90 000	360 000
Total of component 4		2 172 100	13 606 600	16 386 200	17 078 000	49 242 900
5. Student Services						
<i>Counseling and guidance</i>						
5.1 Develop policies and guidelines for counseling and guidance of students, teachers and parents (cost includes technical advisor (\$3,000 per month), short-term consultant (\$15,000 x 4 months), 5 Afghan experts (\$400 per month), transportation (\$1,500 per month), 2-day seminar for 40 people (\$10 per day), capacity building for MoE counselors, books, observation trips to regional countries for 5 people (\$1,000 travel and \$7,500 per diem), pilot test, furniture and equipment)		152 560	90 000	115 000	80 000	437 560
5.2 Recruit 68 counselors for schools (criteria for qualification of counselors will be set first) (cost includes short-term consultant (\$60,000), 272 school counselors (\$200 per month) and travel costs (\$50 per counselor per month)			211 500	241 500	219 000	672 000

Program 1. General Education

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
5.3 Provide counseling services (psychosocial, educational) to students, teachers and parents (2 counselors per province to run experiment) (cost includes equipment (\$500 per counselor), furniture (\$300 per counselor) and supplies (\$10 per month per counselor))			62 560	62 560	62 560	187 680
5.4 Provide guidance to students for social and civic career development (Islamic principles and values, patriotism and responsible member of global community), no additional cost						-
Total for Counseling and Guidance		152 560	364 060	419 060	361 560	1 297 240
School Feeding (in liaison with partners)						
5.5 Conduct research on effects of feeding students on promotion of learning level			72 000			72 000
5.6 Develop policies and guidelines for child feeding at schools and food assistant to students						
5.7 Provide food to school students						
5.8 Monitor food distribution process						
Total for School Feeding			72 000			72 000
School Health						
5.9 Train school health volunteers (cost includes health technical advisor (\$4,000 per month), 4 master trainers (\$800 per month), transportation (\$1,500 per month), 35 provincial trainers (\$400 per month), transportation for provincial trainers (\$150 per month), training kits (unit cost \$5), office equipment and furniture and refreshments for training volunteers		756 078	787 982	813 696	847 674	3 205 430
5.10 Distribute a first aid kit to every school (cost includes 35 provincial health coordinators (\$400 per month), transportation costs (\$1,000 per month), office furniture and equipment (\$1,500 per coordinator), fire extinguishers and annual refills; first aid kits to be provided by MoH)		232 500	601 520	372 070	383 180	1 589 270
5.11 Provide first aid and student health services, no cost, to be provided by volunteers						
5.12 Conduct health education sessions with students, and when relevant, with parents						
5.13 Assess and take measures to maintain safe drinking water at schools, no cost, chlorination of school water points to be conducted by MoH						
5.14 In coordination with provincial health directorates, organize mobile clinics in the schools for visits, treatment and referral of students to health clinics, services provided by health coordinators						
Total for School Health		988 578	1 389 502	1 185 766	1 230 854	4 794 700
Total for component 5		1 141 138	1 825 562	1 604 826	1 592 414	6 163 940
6. Supervision and monitoring						
6.1 Develop supervisory guidelines and checklists (national coordinator (\$4,000 per month), short-term consultant (\$15,000 x 4 months), development and printing of guidelines		105 000	78 000	88 000	48 000	319 000
6.2 Recruit/assign 70 national education supervisors (\$400 per month) and 364 provincial-level supervisors (\$300 per month)		1 646 400	1 646 400	1 646 400	1 646 400	6 585 600

Program 1. General Education

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
6.3 Train central, provincial and district supervisors. Training includes initial training of 15 days for all supervisors (70 central, 364 provincial and 728 district at \$4 per day) and a 5-day refresher training for all levels (unit cost \$4 per day)		69 720	23 240	23 240	23 240	139 440
6.4 Conduct regular supervision and monitoring of education delivery and continuous follow-up of set goals (cost includes 35 vehicles (\$30,000 each), fuel and maintenance (\$500 per month), 52 computers (\$1,200), office furniture and equipment, travel costs and per diem for supervisors (\$15 x 150 days per year)		2 406 900	1 186 500	1 186 500	1 186 500	5 966 400
6.5 Report on monitoring findings, provide recommendations and feedback to schools (cost for stationery and supplies)		36 000	36 000	36 000	36 000	144 000
6.6 Develop comprehensive Education Management Information System to support planning, implementation and monitoring	Cost in Program 8: Education Administration Reform and Development					
Total for component 6		4 264 020	2 970 140	2 980 140	2 940 140	13 154 440
7. Management and community participation						
7.1 Conduct research on local and regional practices and develop policies and guidelines for community participation (cost includes national technical advisor (\$3,000 for 4 months), short-term consultant (\$15,000 for two months), travel and seminars to discuss findings)		48 000	6 000			54 000
7.2 Establish and train/strengthen School Advisory and Support Councils to assess and solve issues related to students' education and promoting the quality of schools (cost includes national technical advisor (\$4,000 per month), two master trainers (\$1,000 per month), 35 social mobilizers (\$400 per month), 35 provincial trainers (\$400 per month), transportation and per diem (\$15) for 72 people for 200 days per year, training for 3,500 SASCs each year (\$40 per school) and school enhancement grants (\$2,000 per school every other year)		17 764 000	2 522 000	19 464 000	4 140 000	43 890 000
7.3 Establish and strengthen school (students) cultural, academic and social committees, cost included in activity 4.11						
7.4 Establish an effective, transparent and accountable mechanism for attracting public contributions/donations for construction and maintenance of school buildings and provision of equipment/supplies to schools (\$10,000 per province and \$60,000 nationally for promotional activities)			400 000	400 000	400 000	1 200 000
7.5 Strengthen, through training, the role of school principals/headmasters as local leaders of education development and learning process	Cost in Program 8: Education Administration Reform and Development					
7.6 Computerize student records	Cost in Program 8: Education Administration Reform and Development					
Total for component 7		17 812 000	2 928 000	19 864 000	4 540 000	45 144 000
Total Requested Development Budget for Program 1. General Education	5 580 000	39 179 418	49 615 700	70 453 102	56 008 684	220 836 903

* The revised development budget estimates for 1385 are shown in aggregate only.

Program 2. Teacher Education and Working Conditions

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
1. Construction and upgrading of teacher training facilities						
1.1 Construct and equip the national Teacher Training Institute (TTI), cost included in External Budget						
	Cost in Program 3: Education Infrastructure Rehabilitation & Development					
1.2 Construct and equip 18 new Teacher Training Colleges (TTCs) with adjoining boarding facilities (both for male and female).						
	Cost in Program 3: Education Infrastructure Rehabilitation & Development					
1.3 Equip 364 Teacher Resource Centres (TRCs) across the country (one in every district) as part of the newly constructed District Education Resource Centres.						
	Cost in Program 3: Education Infrastructure Rehabilitation & Development					
1.4 Identify and develop partnerships with 26 additional experimental schools for TTCs						
1.5 Provide audio-visual internet linkups (video conferencing facilities) for new and existing TTCs (34 total)						
1.6 Construct & equip dormitories for existing TTCs (12 male and 17 female)						
	Cost in Program 3: Education Infrastructure Rehabilitation & Development					
Total for component 1						
2. Pre-service teacher training						
2.1 Develop a competency based pre-service teacher training curriculum (framework and syllabi) for TTCs (based on national teaching standards) (Costs include 15 technical advisors (\$100,000 per year) and workshops)		290 000	580 000	548 000	352 000	1 770 000
2.2 Develop 140 textbooks and other instructional materials for pre-service training (unit cost \$3,000)		-	105 000	147 000	168 000	420 000
2.3 Field-test instructional materials for pre-service training, print and distribute 15,000 packages (140 textbooks per package)		-	1 500 000	-	-	1 500 000
2.4 Train 500 faculty in new competency-based pre-service teacher training curriculum		-	350 000	-	-	350 000
2.5 Develop a curriculum and syllabi for pre-service training of special education teachers (cost includes technical assistance, international assistance (\$100,000) and 20 national specialists (\$5,000 each)		200 000	-	-	-	200 000
2.6 Develop instructional materials for special education (cost includes technical assistance, international assistance (\$100,000) and 20 national specialists (\$5,000 each)		-	200 000	-	-	200 000
2.7 Print 10,000 textbook packages (estimated 5 books per package) for special education teachers (\$10 per package)		-	100 000	-	-	100 000
2.8 Train 100 special education faculty members		-	50 000	-	-	50 000

Program 2. Teacher Education and Working Conditions

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
2.9 Develop a curriculum, syllabi and textbooks for pre-school teacher training (cost includes international advisor (\$80,000) and national advisor (\$40,000))		120 000	-	-	-	120 000
2.10 Print 60,000 textbooks (two per teacher; three-year supply) for pre-school teachers (unit cost \$2)		-	120 000	-	-	120 000
2.11 Train 150 pre-school faculty members		-	75 000	-	-	75 000
2.12 Develop a curriculum and syllabi for Islamic Education teachers (cost includes one international advisor at \$80,000 and three national advisors at \$40,000 each)		200 000	-	-	-	200 000
2.13 Develop instructional materials for teaching Islamic Education (cost includes travel and accommodation for 30 subject experts to travel abroad and develop the curriculum, and for international experts in Islamic Education to facilitate development of the materials)		300 000	-	-	-	300 000
2.14 Print 5,000 textbook packages (10 books per package) for Islamic education teachers (\$100 per package)		-	500 000	-	-	500 000
2.15 Train faculty & madrasa teachers in Islamic Education by providing 500 scholarships (unit cost \$5,000)		500 000	625 000	675 000	700 000	2 500 000
2.16 Improve living conditions of teachers and TTC lecturers (cost is to provide revolving loans of \$10,000 each for housing for 1,000 teachers in 1386 and 2,000 teachers per year thereafter)		10 000 000	20 000 000	20 000 000	20 000 000	70 000 000
Total for component 2		11 610 000	24 205 000	21 370 000	21 220 000	78 405 000
3. In-service teacher training						-
3.1 Develop and implement a national in-service teacher training and credentialing program for 140,000 teachers (cost is for 8 technical advisors over four years)		200 000	300 000	200 000	100 000	800 000
3.2 Conduct two 13-day in-service trainings (INSET-I and INSET-II) for 140,000 teachers (unit cost \$70 per teacher)		4 200 000	5 600 000	5 600 000	2 800 000	18 200 000
3.3 Provide training (during four consecutive winter breaks) to upgrade 40,000 teachers who are Grade 12 graduates to Grade 13 or 14 (unit cost \$100 per teacher)		700 000	1 300 000	2 500 000	3 500 000	8 000 000
3.4 Provide training to upgrade teachers who have completed less than Grade 12 (unit cost \$50 per person)		500 000	500 000	1 000 000		2 000 000

Program 2. Teacher Education and Working Conditions

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
3.5 Develop and implement a supervision and evaluation system (cost includes system development, travel for 4-6 people per TRC to visit schools and observe teachers, training materials, equipment and operating expenses for TRCs, estimated at \$10,000 for start-up expenses of each TRC and \$6,750 for annual operating expenses); 45 TRCs in 1386, 190 in 1387 and 364 in 1388 and 1389)		1 076 000	2 770 000	4 197 000	2 457 000	10 500 000
Total for component 3		6 676 000	10 470 000	13 497 000	8 857 000	39 500 000
4. Distance Education						-
4.1 Develop a comprehensive plan and materials for a multi-media in-service distance learning program for teachers (cost includes TA, development and conversion of resource materials into multimedia formats)		350 000	800 000	540 000	260 000	1 950 000
4.2 Train 80 teacher educators & supervisors in how to administer and monitor distance education		100 000				100 000
4.3 Establish and administer registration and monitoring system (cost is for technical assistance and for on-going monitoring activities of the 80 teacher educators and supervisors)		148 000	113 000	118 200	120 800	500 000
4.4 Establish and administer certification and accreditation system for teachers completing program.		-	80 000	50 000	50 000	180 000
4.5 Purchase & distribute 50 DVD players and televisions to centers, 40,000 radios to teachers, production equipment and generators		300 000	1 575 000	1 245 000	1 080 000	4 200 000
4.6 Develop an Education & Media Strategy and Legislation (cost is for international TA for strategy development and legislation development)		75 000	-	-	-	75 000
4.7 Develop team for production of contents (cost includes one international (\$60,000) and four national education media technology consultants (\$3,000 per month), equipment and maintenance and operations)		374 000	324 000	194 000	194 000	1 086 000
4.8 Broadcasting (dissemination) costs, includes program production for radio and television, equipment and maintenance and operations		700 000	2 337 500	2 232 500	2 280 000	7 550 000
4.9 Produce multi-media education materials (cost includes equipment for reproduction of DVDs and videos (\$35,000) and operations and maintenance)		135 000	150 000	200 000	250 000	735 000

Program 2. Teacher Education and Working Conditions

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
4.10 Monitoring and evaluation (cost includes on-going monitoring and external evaluations in 1387 and 1389)		20 000	220 000	20 000	270 000	530 000
Total for component 4		2 202 000	5 599 500	4 599 700	4 504 800	16 906 000
5. Education Administration						-
5.1 Develop admin competency framework	Cost in Program 8: Education Administration Reform and Development					
5.2 Train 4,000 education administrators from TTC, TRCs and private teacher education centers, on-going donor activity						
5.3 Train 21,000 school principals, head masters and program deputies, on-going donor activity						
5.4 Obtain 2,500 long-term scholarships for faculty of TED and TTCs, school teachers & school administrators (unit cost \$6,240)		1 200 000	3 900 000	4 020 000	6 480 000	15 600 000
Total for component 5		1 200 000	3 900 000	4 020 000	6 480 000	15 600 000
6. Research & Standards						
6.1 Develop standards for admission, enrollment, graduation, distribution of teachers) (cost is for TA)		400 000	200 000	200 000	100 000	200 000
6.2 Develop a national competency testing, credentialing, and accreditation system for all primary and secondary school teachers		300 000	200 000	100 000	100 000	700 000
6.3 Modify, pilot test teacher recruitment procedures		100 000	200 000	-	-	300 000
6.4 Research and evaluation projects (cost includes TA and other associated costs)		600 000	800 000	800 000	600 000	2 800 000
Total for component 6		1 400 000	1 400 000	1 100 000	800 000	4 000 000
Total Requested Development Budget for Program 2. Teacher Education and Working Conditions	6 760 000	23 088 000	45 574 500	44 586 700	41 861 800	161 871 000

* The revised development budget estimates for 1385 are shown in aggregate only.

Program 3. Education Infrastructure Development

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
1. Education Infrastructure Construction & School Mapping Facilities						
1.1 Conduct feasibility study of structures, technical review of schools built in the country, prepare a pre-survey technical study and make a plan		500 000	-	-	-	500 000
1.2 Construct two central office buildings for MoE and rehabilitate 10 warehouses		5 000 000	5 000 000	-	-	10 000 000
1.3 Construct 19 new provincial office buildings and renovate/expand office buildings in the remaining 15 provinces (average cost \$200,000 per building)		6 800 000	-	-	-	6 800 000
Total of Component 1		12 300 000	5 000 000	-	-	17 300 000
2. Technical capacity of MoE School Construction Department at central and provincial levels.						-
2.1 Recruit 20 technical specialists (surveyors, engineers, designers) to strengthen the capacity of the MoE School Construction Department (\$1,000 person/month)		240 000	240 000	240 000	240 000	960 000
2.2 Recruit 3 engineers for each province (\$1,000 person/month)		1 224 000	1 224 000	1 224 000	1 224 000	4 896 000
2.3 Recruit 364 technicians (one in each district) - to be recruited through the operating budget		<i>Cost included in Operating Budget</i>				
2.4 Recruit one IT officer for Construction Department-operating budget		<i>Cost included in Operating Budget</i>				
2.5 Provide hands-on training to 34 PETs in school construction project design, formulation, and monitoring		<i>Cost included in Operating Budget</i>				
2.6 Provide training to 364 district level technicians		<i>Cost included in Operating Budget</i>				
2.7 Improve and maintain the existing school construction database and new construction - related to 1.1 above						
2.8 Purchase computers and equipment for the central Construction Department and the 34 PETs. Provide 364 district level engineers with basic equipment.		250 000				250 000
Total of Component 2		1 714 000	1 464 000	1 464 000	1 464 000	6 106 000
3. Educational facilities infrastructure and furniture						
3.1 Maintain existing school buildings						
3.2 Construct 73,000 new classrooms, including water sanitation facilities and perimeter walls for General Education (unit cost of \$7,372 per classroom)		100 090 000	136 846 250	139 894 750	141 369 000	518 200 000
3.3 Construct 364 madrassas (one in each district) (unit cost \$79,951)		-	9 700 666	9 700 666	9 700 666	29 101 998
3.4 Construct and equip 68 madrassa model schools (two in each province) with 68 dormitories, ITC, mosques, libraries, perimeter walls and VTCs (one for girls and one for boys) (unit cost \$805,882)		13 050 000	30 050 000	4 760 000	5 440 000	53 300 000

Program 3. Education Infrastructure Development

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
3.5 Construct and equip 18 Teacher Training Colleges with two dormitories each (\$1,100,000 per province) and 29 (12 male and 17 female) dormitories (\$350,000 each dormitory)			7 487 500	10 482 500	11 980 000	29 950 000
3.6 Construct and equip 364 district education resource centers (for use as TRCs, CLCs and District Education Offices) (unit cost \$100,000)		4 599 750	10 224 750	10 674 750	10 899 750	36 399 000
3.7 Establish and equip Public Administration School in Kabul (will include rehabilitation of Commerce school, Jamhuriat & Kabul Admin High School)		6 700 000	-	-	-	6 700 000
3.8 Reconstruct 20 technical and vocational education schools and centres (including 9 dormitories), reconstruct and expand the TVET department building and a training centre for people with special needs		6 800 000	9 400 000	2 700 000	200 000	19 100 000
3.9 Rehabilitate 8 technical and vocational education schools and centres and the School for the Blind		1 600 000	3 800 000	2 000 000	200 000	7 600 000
3.10 Construct 16 technical and vocational education schools and centres and a school for the disabled		1 200 000	400 000	12 000 000	8 800 000	22 400 000
3.11 Provide technical equipment for 30 training workshops and 52 laboratories and equip 24 dormitories		4 559 383	2 856 305	2 118 461	4 073 844	13 607 993
3.12 Rehabilitate and modernize MoE printing press		7 500 000	7 500 000	-	-	15 000 000
3.13 Purchase 1,610,000 chair and desk sets (10,000 in 1385 and 400,000 sets in each coming year) for students (20 set for each class at \$35 per set)		11 200 000	18 200 000	18 760 000	7 840 000	56 000 000
Total of Component 3		157 299 133	236 465 471	213 091 127	200 503 260	807 358 991
						-
Total Requested Development Budget for Program 3. Education Infrastructure Development	26 750 000	171 313 133	242 929 471	214 555 127	201 967 260	857 514 991

* The revised development budget estimates for 1385 are shown in aggregate only.

Program 4. Curriculum Development and Learning Materials

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
1. Review of the national curriculum framework						
1.1 Conduct a general review of curriculum implementation						
1.2 Review and evaluate the curriculum frameworks of different countries						
1.3 Revise the curriculum based on these reviews						
1.4 Finalize the curriculum framework for lower and upper secondary schools						
1.5 Obtain approval of the Government for the new curriculum framework						
1.6 Publish the curriculum framework in Dari, Pashto, and English						
1.7 Prepare implementation plan						
1.8 Update the curriculum framework for grades 1 to 12						
Total for component 1						
2. Syllabi development for lower and upper secondary education						
2.1 Complete syllabi draft for Grades 7-12 according to the model prepared under supervision of UNESCO/IBE						
2.2 Conduct consultations with relevant stakeholders to finalize syllabi						
2.3 Revise subject syllabi for grades 7 to 12						
Total for component 2						
3. Textbooks & Teacher Guidebooks						
3.1 Train 30 specialists (textbook authors, evaluators and technical personnel) and acquire technical assistance from three foreign experts who will facilitate the on-going textbook production process		15 000	20 900	162 000		197 900
3.2 Set standards for development of quality textbook development						
3.3 Issue guidelines for textbook development						
3.4 Identify and recruit textbook authors for 72 textbooks (estimated 250 authors)						
3.5 Train selected textbook authors, to be conducted by the specialists trained in activity 3.1						
3.6 Write 72 textbooks of approximately 140 pages each		308 000			229 600	537 600
3.7 Conduct 10-day training workshops with 70 master trainers on implementation and use of new textbooks		23 500				23 500
3.8 Evaluate (field test) the use of textbooks (approximately 40,000 textbooks will be printed for field test)		120 000				120 000
3.9 Print and distribute textbooks for 1.4 million grade 7-12 students (12 books per student)		21 000 000	-	1 000 000	-	22 000 000

Program 4. Curriculum Development and Learning Materials

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
3.10 Review and update Grade 1-6 textbooks in 1386-1388 and Grades 7-12 in 1389 (includes printing and distribution at an average unit cost of \$2 per book)		10 050 000	25 000 000	18 000 000	62 200 000	115 250 000
3.11 Write and translate 72 teacher guidebooks for Grades 7-12 (150 pages x \$15 per page)		307 929	-	-	-	307 929
3.12 Print and distribute teacher guidebooks at a unit cost of \$1.50 per book		236 777	-	225 570	-	462 347
3.13 Research, preparation of curriculum and technical assistance for children with special learning needs and native language		183 000	289 000	1 196 330	-	1 668 330
Total for component 3		32 244 206	25 309 900	20 583 900	62 429 600	140 567 606
4. Provision of other pedagogical materials and equipment						
4.1 Equip 2,100 high schools with four science labs each (physics, chemistry, biology and math) (all 34 provinces will receive equipment each year) at a unit cost of \$2,000 per lab		3 680 000	5 600 000	5 000 000	2 520 000	16 800 000
4.2 Prepare, print and distribute 68,600 science lab guidebooks (estimated cost per unit \$1) for Grades 4-12		34 300	34 300	-	-	68 600
4.3 Prepare 37 audio-visual centers with equipment (slide projectors, silkscreen, charts, chalk, films, developers) for schools		35 000	50 000	50 000	52 000	187 000
4.4 Prepare educational kits (average unit cost \$110) for 10,000 schools each year and small school libraries (unit cost \$1,000) for 13,326 schools		2 235 000	5 369 000	6 859 120	3 162 840	17 625 960
Total for component 4		5 984 300	11 053 300	11 909 120	5 734 880	34 681 600
5. Improving Central Department offices						
5.1 Purchase and install an offset press	Cost in Program 3: Education Infrastructure Rehabilitation & Development					
5.2 Rehabilitate Avecina warehouse for storage of teaching/learning materials	Cost in Program 3: Education Infrastructure Rehabilitation & Development					
5.3 Construct offices for instructional materials center (as part of MoE compound)	Cost in Program 3: Education Infrastructure Rehabilitation & Development					
5.4 Equip Central Science and Math labs		250 000	250 000	150 000	150 000	800 000
5.5 Purchase and install machinery (e.g. generators with 20 KW power; 3 phases; forklift; one truck) for the instructional materials production workshop		500 000	1 000 000	400 000	300 000	2 200 000
Total for component 5		750 000	1 250 000	550 000	450 000	3 000 000
6. Human Resources and Capacity Building						
6.1 Revise and prepare bylaw for professional incentives for academic and professional members of department.	Cost included in Operating Budget					
6.2 Contract expert school teachers and higher education professors to prepare 250 textbooks (\$3,000 / book) and other learning materials (PRR)		375 000	375 000			750 000
6.3 Implement PAR with privilege of super scale for academic and technical cadre of science center and curriculum	Cost included in Operating Budget					

Program 4. Curriculum Development and Learning Materials

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
6.4 Recruit and employ two expats for curriculum development, materials production, and science education with external support and through the LEP(Lateral Entry Program)		248 000	248 000	248 000		744 000
6.5 Award six scholarships to obtain Masters degrees in language, science, mathematics, social sciences, special education, Islamic education, technical & vocational education and literacy. (Cost includes accommodation and travel.)		36 000	36 000	36 000		108 000
6.6 Provide 18 fellowships for educational and observational tours in Japan, Iran, India, Bangladesh, & the Philippines with external financial support		39 000	39 750	39 810	39 840	158 400
6.7 Conduct two educational workshops per year (100 people) to build capacity in relevant fields such as curriculum development, textbook production etc...		36 000	37 000	38 000	39 000	150 000
Total for component 6		734 000	735 750	361 810	78 840	1 910 400
7. National Standards Board						
7.1 Establish National Standards Board: regulations, by laws and members						
7.2 Identify test -item developers						
7.3 Train test- item developers						
7.4 Develop examination questions bank for each subject and grade						
7.5 Pilot test examination questions for validity and reliability.						
7.6 Revise tests based on pilot						
7.7 Prepare procedures for examinations						
7.8 Conduct first national examinations						
7.9 Evaluate result						
Total for component 7						
Total Requested Development Budget for Program 4. Curriculum Development and Learning Materials	12 070 000	39 712 506	38 348 950	33 404 830	68 693 320	192 229 606

* The revised development budget estimates for 1385 are shown in aggregate only.

Program 5. Islamic Education

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385	1386	1387	1388	1389	Total
1. Development of a National Islamic Education System						
1.1 Organize a national consultation at central and provincial level		50 000	-	50 000	-	100 000
1.2 Establish a National Council for Islamic Education (NCIE)						
1.3 Organize a high level conference on Islamic education		250 000	-	-	-	250 000
Total for component 1		300 000	-	50 000	-	350 000
2. Development of a Curriculum Framework for National Islamic Education System						
2.1 Recruit 10 expats for 6 months to organize workshops and prepare the curriculum framework (CF). (Cost includes salaries, travel and accommodation)		295 000	295 080	-	-	590 080
2.2 Recruit 16 Afghan experts for six months to review and evaluate the curriculum framework of different Muslim countries. (Cost includes salaries, local transport and office accommodations)		76 000	71 000	-	-	147 000
Total for component 2		371 000	366 080	-	-	737 080
3. Publication and distribution of textbooks and teacher guidebooks						
3.1 Produce and print 72 new textbooks titles, purchase 1,000,000 textbooks and distribute all.		1 510 000	2 939 500	2 956 750	3 022 000	10 428 250
3.2 Obtain technical assistance to review and update all textbooks for grades 7-12		45 000	50 750	-	-	95 750
3.3 Prepare 50 teacher guidebooks (\$1,000 per volume) and print copies for 5,000 teachers (\$5 per volume)		655 000	645 000	-	-	1 300 000
Total for component 3		2 210 000	3 635 250	2 956 750	3 022 000	11 824 000
4. Construction, rehabilitation and equipping of madrasas						
4.1 Construct 68 madrasas (34 for girls and 34 for boys) and 68 dormitories (34 for girls and 34 for boys)						Cost in Program 3: Education Infrastructure Rehabilitation & Development
4.2 Construct 364 madrasas (one in each district)						Cost in Program 3: Education Infrastructure Rehabilitation & Development
4.3 Equip existing madrassas and newly constructed madrasas (432 total) with teaching and learning materials, such as mosques, libraries and ITC; equip 68 dormitories (\$2,000 per madrassa) and provide accommodation for 450 students from each province each year (\$250 per student)		1 709 418	4 050 000	1 746 947	1 264 661	8 771 026
4.4 Prepare learning materials for 16,000 students to study educational psychology and modern pedagogy in 8 high level madrasas		56 000	-	-	-	56 000
Total for component 4		1 765 418	4 050 000	1 746 947	1 264 661	8 827 026
5. Development of administrative and management capacities						
5.1 Conduct administrative and management courses (two weeks) for 34 directors						Cost in Program 8: Education Administration Reform and Development

Program 5. Islamic Education

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385	1386	1387	1388	1389	Total
5.2 Conduct courses on administrative, accounting and financial affairs at central and provincial levels and provide ITC courses to improve the management of madrasas for two people per madrasa (720 people over four years).						
	Cost in Program 8: Education Administration Reform and Development					
5.3 Establish an effective mobile team of 10 specialists on monitoring and evaluation of administrative and financial affairs						
	Cost in Program 8: Education Administration Reform and Development					
5.4 Computerize the administrative and teaching affairs (examination system, regulations of dormitories etc.) of 34 central madrasas.						
	Cost in Program 8: Education Administration Reform and Development					
Total for component 5						
6. Teacher education						
6.1 Train 400 graduates of madrasas in foreign countries for teaching positions at a cost of \$5,000 per student		-	625 000	675 000	700 000	2 000 000
6.2 Train 700 madrasa teachers in three-month educational courses		252 000	252 000	252 000	252 000	1 008 000
6.3 Recruit 1,140 new teachers over three years (380 per year)						
	Cost included in Operating Budget					
Total for component 6		252 000	877 000	927 000	952 000	3 008 000
7. Development of policies for private and cross-border madrasas						
7.1 Prepare regulations for evaluating the certificates of cross-border madrasas (in Pakistan and Iran) and the qualification of religious scholars under the auspices of the National Council for Islamic Education and the Commission for the Evaluation of Qualification of Islamic Scholars						
	Cost included in Operating Budget					
7.2 Prepare databank of examination questions						
	Cost included in Operating Budget					
7.3 In 1386 and 1387, register private madrasas and invite their teachers to the local (provincial) educational seminars of Provincial Education Offices and to complete the databank of questions						
	Cost included in Operating Budget					
7.4 Continue the registration process of private madrasas in Afghanistan and encourage the private madrasas to adopt the national curriculum of Islamic Education. Distribute educational materials and teachers' kits (50 textbooks) for grades 7-14.						
	Costs included in Operating Budget and general textbook distribution					
7.5 Continue local educational seminars in 1388-1389 and prepare and distribute teaching kits with 10 textbooks.						
	Costs included in Operating Budget and general textbook distribution					
Total for component 7						
Total requested development budget for Program 5. Islamic Education		4 898 418	8 928 330	5 680 697	5 238 661	24 746 106

Program 6. Technical and Vocational Education and Training

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
1. Infrastructure and equipment						
1.1 Conduct a study on the infrastructure needs of TVE: assess distribution of schools, needs around the country and schools that are worth rehabilitating vs. those that need to be rebuilt		100 000	-	-	-	100 000
1.2 Establish and equip Public Administration School in Kabul (will include rehabilitation of Commerce school, Jamhuriat & Kabul Admin High School)		Cost in Program 3: Education Infrastructure Development				
1.3 Rehabilitate 8 technical and vocational education schools and centres and the School for the Blind		Cost in Program 3: Education Infrastructure Development				
1.4 Reconstruct 20 technical and vocational education schools and centres (including 9 dormitories), reconstruct and expand the TVET department building and a training centre for people with special needs		Cost in Program 3: Education Infrastructure Development				
1.5 Establish 16 new provincial technical schools and centres (construction, registration, equipment)		Cost in Program 3: Education Infrastructure Development				
1.6 Equip 30 practical training workshops and 52 laboratories (including veterinary laboratories and research farms for agricultural schools) in central and provincial technical schools		Cost in Program 3: Education Infrastructure Development				
1.7 Purchase and prepare land for 8 central and provincial technical schools		Cost included in Operating Budget				
1.8 Provide essential supplies for 24 dormitories (central and provincial technical schools)		Cost in Program 3: Education Infrastructure Development				
Total of component 1		100 000	-	-	-	100 000
2. Curriculum development						
2.1. Conduct specific labour market studies for curriculum improvement in cooperation with MoLSA (cost is for TA)		200 000	-	200 000	-	400 000
2.2. Develop a new curriculum framework for 8 disciplines by 1386: Electricity; Car Industry; Machineries; Agricultural Studies (agronomy & veterinary sciences), Public Administration (economics, administration, finance and credit), Construction and Engineering, Mine, Petroleum and Natural Gas; and Secretarial Studies.	24 000	96 000	-	-	-	120 000
2.3 Develop syllabi for 8 disciplines for Electricity; Car Industry; Machineries; Agricultural Studies (agronomy & veterinary sciences), Public Administration (economics, administration, finance and credit), Construction and Engineering, Mine, Petroleum and Natural Gas; and Secretarial Studies.		30 000	120 000	-	-	150 000
2.4. Develop technical textbooks 80 titles (unit cost \$2,000 per title)		40 000	120 000	-	-	160 000
2.5 Purchase 8,000 technical and vocational guidebooks (unit cost \$10 per book)		30 000	50 000	-	-	80 000
2.6. Evaluate implementation of the new curriculum		-	30 000	-	30 000	60 000
Total of component 2	24 000	396 000	320 000	200 000	30 000	970 000
3. Development of technical capacities						
3.1. Deliver 25 in-service training workshops and seminars for capacity building of 700 previously and newly recruited teachers in different areas		21 400	32 100	42 800	53 500	149 800

Program 6. Technical and Vocational Education and Training

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
3.2. Deliver 20 in-service capacity building workshops for 600 administrative staff in different areas	Cost in Program 8: Education Administration Reform and Development					
3.3 Deliver two 10-day in-service capacity building workshops for 120 administrative staff in different areas, (cost is \$250 per participant and includes travel, per diem, and stationery)		30 000	30 000	30 000	30 000	120 000
3.4 Mobilize 980 long- and short-term scholarships and fellowships for 250 teachers, 140 staff and 590 students to be trained abroad (average cost of \$1,020)		148 600	215 300	276 940	358 760	999 600
Total for component 3		200 000	277 400	349 740	442 260	1 269 400
4. Management						
4.1. Recruit 1,200 professional teachers, 100 administrative staff and 90 contractual support staff	Cost included in Operating Budget					
4.2. Revise the by-laws and regulations of 15 technical and vocational schools for better education quality and discipline	Cost included in Operating Budget					
4.3. Supervise yearly TVI performance evaluations for efficiency improvement	Cost included in Operating Budget					
4.4. Establish a system for standards setting, certification and accreditation. This activity will be done in coordination with NDSP.	Cost included in Operating Budget					
4.5 Organize a public awareness campaign to improve the social status of TVET and to attract female students and disabled people (cost includes printing of posters and pamphlets and advertising)		30 000	40 000	40 000	40 000	150 000
4.6 Procure stationery and supplies necessary for student registration, examinations etc.	Cost included in Operating Budget					
Total of component 4		30 000	40 000	40 000	40 000	150 000
5. Short term educational courses						
5.1 Establish a Public School of Administration and train 12,000 12th grade graduates in a 1-year administration and finance course (cost includes TA, foreign teachers and administrative costs, construction included in Program 3)		4 576 000	-	-	-	4 576 000
5.2. Develop and deliver courses to train 13,000 trainees in short-term labour market driven vocational training courses (e.g. car industry, electricity, radio and TV, plumbing, architecture, carpentry, welding, cooking, and computer literacy)		-	2 307 500	2 492 100	2 584 400	7 384 000
Total of component 5		4 576 000	2 307 500	2 492 100	2 584 400	11 960 000
Total requested development budget for Program 6. Technical and Vocational Education and Training	1 324 000	5 302 000	2 944 900	3 081 840	3 096 660	15 749 400

* The revised development budget estimates for 1385 are shown in aggregate only as information by activity is not available.

Program 7. Literacy and Non-formal Education

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385	1386	1387	1388	1389	Total
Component 1: Development of a National Literary Strategy						
1.1 Establish a National Literacy Centre (cost includes TA and start-up and operating costs)		480 000	80 000	15 000	16 000	591 000
1.2 Develop a national implementation/ operational plan for literacy (costs include TA and national consultants)		165 000	-	-	-	165 000
Total for component 1		645 000	80 000	15 000	16 000	756 000
Component 2: Development of teaching and learning materials						
2.1 Print, store and distribute 1,800,000 basic literacy textbooks (unit cost \$2.00), 1,800,000 post-literacy textbooks (unit cost \$4.00) and 37,000 teacher guidebooks (unit cost \$1.00)		1 807 000	3 010 000	3 010 000	3 210 000	11 037 000
2.2 Translate and print materials into four local languages		120 000	120 000	120 000	120 000	480 000
2.3 Prepare 72,000 learning kits at a cost of \$50 each		600 000	1 000 000	1 000 000	1 000 000	3 600 000
2.4 Produce, print and distribute 10,000 books for methodological training (unit cost \$2.00)		20 000	-	-	-	20 000
2.5 Design and develop courses/materials for people with special needs (costs includes the design and implementation of a survey and international and national TA)		50 000	-	-	-	50 000
2.6 Design and develop courses/materials for Kuchis (costs includes the design and implementation of a survey and international and national TA)		50 000	-	-	-	50 000
2.7 Design and develop materials for distance education in literacy (cost includes program design, materials and international and national TA)		290 000	-	-	-	290 000
2.8 Design & develop materials for Mosque-based literacy (costs include consultation, design and development of materials and printing and distribution of 263,500 textbooks at \$2 each)		237 880	600 000	750 000	750 000	2 337 880
Total for component 2		3 174 880	4 730 000	4 880 000	5 080 000	17 864 880
Component 3: Training & Capacity Development						
3.1 Identify and train 68 provincial trainers in three workshops of 10 days each (cost per day is \$30) and 816 district trainers in one 10-day workshop (cost per day is \$20)		204 000	183 600	183 600	183 600	754 800
3.2 Train special needs literacy teachers, will be trained through Teacher Education Department programs						
3.3 Conduct three-day seminars and workshops for 40 people (three in 1386 and two workshops per year thereafter)		3 600	2 400	2 400	2 400	10 800

Program 7. Literacy and Non-formal Education

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385	1386	1387	1388	1389	Total
3.4 Conduct one 10-day methodological training workshop for 40 people from the central ministry		4 000	-	-	-	4 000
3.5 Conduct Training of Trainers workshops for private sector and NGOs		10 800	14 400	7 200	2 000	34 400
3.6 Conduct consultations and awareness building workshops with other ministries and civil society						
						Cost included in Operating Budget
Total for component 3		222 400	200 400	193 200	188 000	804 000
Component 4: Delivery of National Literacy Program						
4.1 Survey 12,000 communities in 1386 and 20,000 communities per year thereafter to raise awareness and demand for literacy in rural and urban areas. Cost includes development and printing of questionnaires plus the costs of conducting surveys.		9 550	11 700	12 000	12 500	45 750
4.2 Recruit 7,000 teachers and supervisors for literacy courses in 1386 and 10,000 in 1387.						
						Cost included in Operating Budget
4.3 Prepare school supplies for 1,800,000 students of literacy courses		720 000	1 200 000	1 200 000	1 200 000	4 320 000
4.4. Conduct survey to determine the priority areas to establish CLCs (CLCs are included in the cost to establish District Education Resource Centers in Program 3: Education Infrastructure Rehabilitation and Development)		17 000	-	-	-	17 000
4.5 Train 10 people from each CLC committee who are in charge of supporting the implementation of literacy programs (10 days for each training, \$10 per day)		68 800	68 800	142 000	154 000	433 600
4.6 Conduct methodological training with 10 teachers from each CLC (10 days for each training, \$10 per day)		-	68 000	142 000	154 000	364 000
4.7 Procure equipment and supplies for 364 CLCs (unit cost of \$12,000)		-	816 000	1 704 000	1 848 000	4 368 000
4.8 Training CLC teachers		-	34 000	85 200	107 800	227 000
4.9 Staffing of CLCs (supervisors, master trainers (in literacy and vocational training) and support staff)						
						Cost included in Operating Budget
4.10 Distribute educational materials (student and class supplies) and conduct literacy seminars for 3,640 Mullah-Imams		1 121 900	2 473 100	2 833 100	2 836 400	9 264 500
4.11 Produce and broadcast literacy programs through multimedia		-	1 087 500	1 122 500	1 120 000	3 330 000
4.12 Conduct literacy training for 25,000 agirs in the MoE, distribute learning materials for private and NGO literacy courses and supervise literacy activities in the 34 provinces		120 500	120 500	120 500	225 500	587 000
Total for component 4		2 057 750	5 879 600	7 361 300	7 658 200	22 956 850
Component 5: Monitoring & Evaluation						

Program 7. Literacy and Non-formal Education

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385	1386	1387	1388	1389	Total
5.1 Monitoring of basic and mosque-based literacy programs		130 000	250 000	50 000	250 000	680 000
5.2 Program Evaluation in all 34 provinces		-	200 000	-	200 000	400 000
5.3 Develop a literacy database/information management system and collect data from all provinces (cost includes three database programmers and \$500 per province for data collection)		264 000	204 000	204 000	204 000	876 000
5.4 Purchase equipment for database/ information management system and recruit one computer operator for each province		20 000	136 000	-	-	156 000
Total for component 5		414 000	790 000	254 000	654 000	2 112 000
Component 6: Management of Program						
6.1 Ensure proper staffing of Literacy Department at provincial and district levels	Cost included in Operating Budget					
6.2 Purchase vehicles (\$30,000 each) for each province and Kabul and two motorbikes (\$600 each) for each district		-	594 000	460 320	432 000	1 486 320
6.3 Operation & maintenance of vehicles	Cost included in Operating Budget					
Total for component 6		-	594 000	460 320	432 000	1 486 320
Total requested development budget for Program 7. Literacy and Non-formal Education		6 514 030	12 274 000	13 163 820	14 028 200	45 980 050

Program 8. Education Administration Reform and Development

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
1. Financial and Management Systems						
1.1 Engage the Ministry of Finance in developing a program budget for 1386-1388, using MTF and Program Budgeting (costs include international advisor for four months and four national advisors)		252 000	250 000	250 000	250 000	1 002 000
1.2 Acquire initial AFMIS terminals in central finance office and train operators to use them		100 000	40 000	40 000	40 000	220 000
1.3 Develop a roll out and training strategy for additional AFMIS terminals to key provincial offices. Acquire terminals and execute.		100 000	200 000			300 000
1.4 Establish a financial management and reporting section, including a Donor Grants Management Unit (cost includes four national advisors for central office and 35 advisors for the provinces).		1 032 000	1 166 000	1 116 000	1 016 000	4 330 000
1.5 Develop tracking and reporting mechanisms compliant with Budget Law, Treasury Directions and need for transparency and ethical expenditure (cost includes international TA for three months and one national advisor)		93 000	70 000	60 000	50 000	273 000
1.6 Develop procurement section and rules for proper procurement and reporting (cost is for international TA, eight central office and 35 provincial technical advisors)		1 404 000	1 156 000	1 066 000	1 066 000	4 692 000
1.7 Incorporate financial and administrative units at Departmental (Director) level and at Provincial and Regional Director level.						
						Cost included in Operating Budget
1.8 Recruit and train staff of new structure to manage overall budget and financial activities (see PRR below)						
1.9 Prepare the annual and capital components of the budget on a fully unified program basis .						Cost included in Operating Budget
1.10 Implement full Internal Audit Office as part of new accountability and anti-corruption measures (cost includes one international adviser and two national advisors).		288 000	380 000	140 000	150 000	958 000
1.11 Implement Office of the Inspector General as part of new accountability and anti-corruption measures (cost includes one international advisor and two national advisors).		288 000	380 000	140 000	150 000	958 000
1.12 Conduct a national education sector study with special attention to education financing (cost includes TA and costs for development and implementation of study)		240 000	340 000	75 000	100 000	755 000
1.13 Review of schools and other capital assets of the Ministry as a basis for medium term capital investment program (cost includes six months of technical assistance).		90 000	-	-	-	90 000
Total for component 1		3 887 000	3 982 000	2 887 000	2 822 000	13 578 000

Program 8. Education Administration Reform and Development

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
2. Information Systems and Information and Communication Technology						
2.1 Conduct school survey to obtain baseline data, cost includes training of data collection team; food, accommodation and transportation for surveyors and supervisors; and hardware, stationery and data entry)		1 179 000	-	-	-	1 179 000
2.2 Develop and operationalise a project database that includes the activities of all education partners.		69 200	-	-	-	69 200
2.3 Establish school level data collection system through regular reporting systems of General and Islamic Education and for private and community-based schools		280 000	-	-	-	280 000
2.4 Computerise records and develop information management system for Technical and Vocational Education and Training		96 000	-	-	-	96 000
2.5 Develop data collection system for Literacy Department		76 000	-	-	-	76 000
2.6 Develop a system and database for tracking the distribution of textbooks		50 000	-	-	-	50 000
2.7 Develop a transcript and certificate system		150 000	-	-	-	150 000
2.8 Conduct sample data collection to evaluate the impact of education programs						
2.9 Establish Information Management Units in the provinces (costs includes staffing and capacity building; equipment costs are included in 2.14)		440 000	660 000	800 000	880 000	2 780 000
2.10 Develop and conduct a teacher registration program to establish the baseline for number of teachers (activity started in 1385)						
2.11 Issue MoE employee ID cards and develop an attendance system for central and provincial level		1 163 200	163 200	163 200	163 200	1 652 800
2.12 Establish a payroll, HR and Inventory data system based on the results of the teacher survey.		200 000	100 000	100 000	100 000	500 000
2.13 Develop an ICT procurement plan for central network system (cost includes hardware, development of the network infrastructure, internet connection and operating costs and additional staff).		1 644 825	1 394 825	499 200	691 075	4 229 925
2.14 Develop an ICT procurement plan for provinces and district network systems (cost includes hardware, development of the network infrastructure, internet connection and operating costs and additional staff).		3 339 980	3 020 780	1 117 480	1 117 480	8 595 720
2.15 Conduct an annual review and monitor for data quality and policy links.		91 800	45 000	45 000	45 000	226 800
2.16 Prepare and execute training plan for staff and basic rules for access to communications components, cost included in training section.						-
Total for Component 2		8 780 005	5 383 805	2 724 880	2 996 755	19 885 445

Program 8. Education Administration Reform and Development

Five Year Development Budget Requested 1385-1389

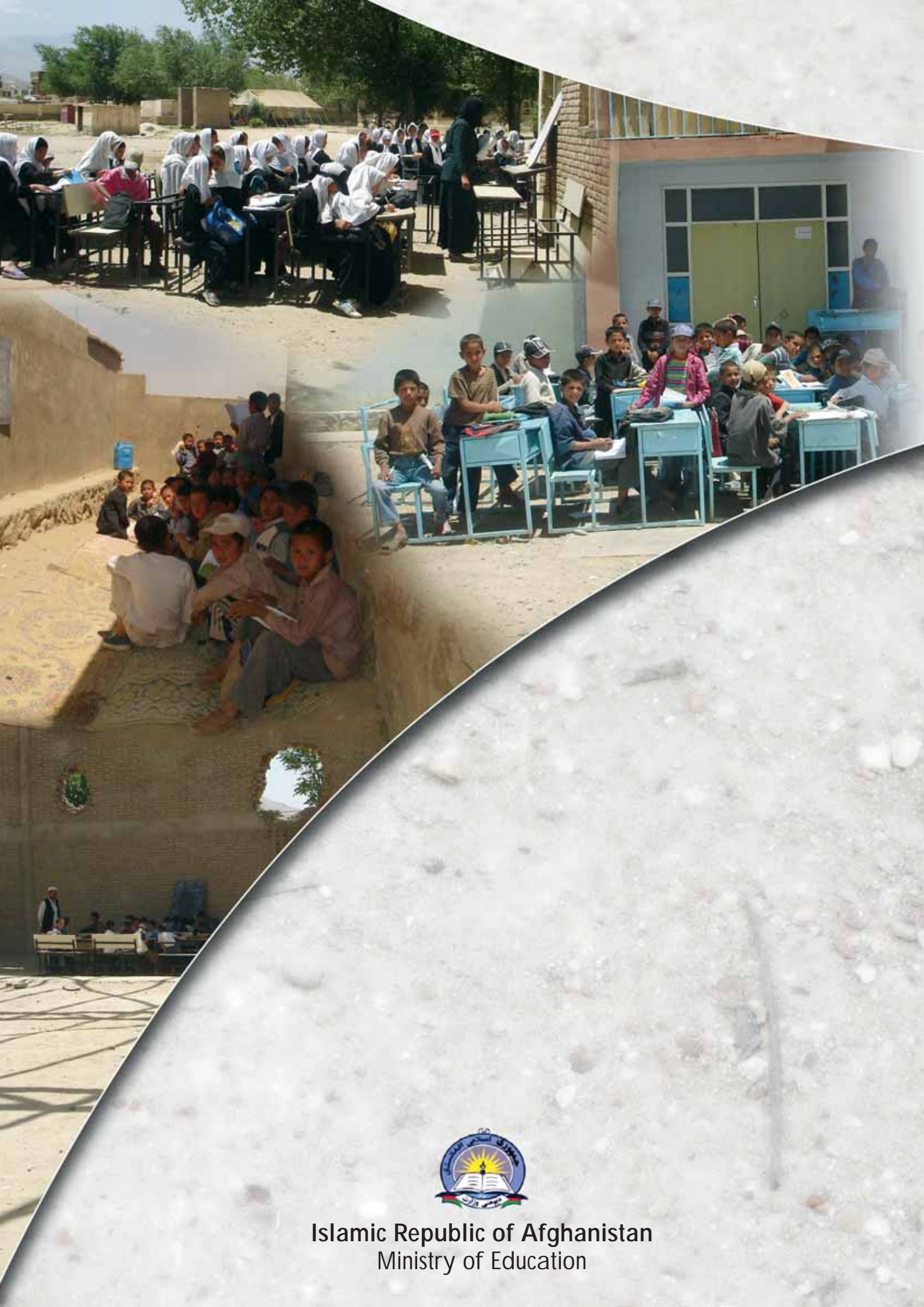
Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
3. Public Administrative Reform						
3.1 Gain approval of PRR structure (includes separate HR management units for teaching and non-teaching staff)						
3.2 Implement new structure throughout MoE. PRR is expected to take 5 years to complete, (cost includes advertising and transportation, food and accommodation for interviewers to travel to the 34 provinces and throughout Kabul).		104 500	104 500	104 500	104 500	418 000
3.3 Establish core personnel unit(s) with national and international advisors and initial long term staff. RIMU will exist for 3 years. Responsibilities will be passed on to MoE HR Dept.		2 160 360	1 665 091	1 514 850	350 000	5 690 301
3.4 Develop overall strategy and staffing policy for new structure.	Cost included in Operating Budget					
3.5. Prepare job descriptions and selection criteria for Director level and above (activity already completed).						
3.6 Develop an information campaign to implement the Public Administrative Reform at the central, provincial, and district level with organizational restructuring as main force for renewal.		10 000	5 000	-	-	15 000
3.7 Develop widespread training program on principles of PRR (in conjunction with IARCSC) (cost includes program development, training for Provincial Directors and Deputy Directors and new school managers in Kabul, and international TA).		300 500	-	-	-	300 500
3.8 Develop and implement guidelines and procedures for Pay and Grading in accordance with Civil Service Law as basis for all staffing actions.		90 000	90 000	-	-	180 000
3.9 Commission study on levels and mechanism for devolving authority to provinces in recruitment and academic accreditation		30 000	-	-	-	30 000
3.10 Design and implement an anti-corruption strategy		140 000	50 000	50 000	50 000	290 000
Total for Component 3		2 835 360	1 914 591	1 669 350	504 500	6 923 801
4. Human Resources and Capacity Development						
4.1 Establish and incorporate HR information system into overall information base (cost includes development of system (national and international TA), software, hardware and training of HR staff to use the database)		600 000	200 000	-	-	800 000
4.2 Establish and publish newly established procedures for recruitment and tracking of teachers and for maintaining system integrity.		291 650	-	-	-	291 650
4.3 Develop and implement a teacher registration system (cost includes national and international TA and ID cards for all teachers (\$300,000)).		750 000				
4.4 Conduct a census of non-teaching staff.		500 000		-	-	500 000

Program 8. Education Administration Reform and Development

Five Year Development Budget Requested 1385-1389

Priority Programs & Detailed Activities	1385*	1386	1387	1388	1389	Total
4.5 Identify training needs based on skills and systems requirements of MoE, develop public administration training materials and conduct training with senior managers.		400 000	295 400			
4.6 Design comprehensive capacity-building strategy and plan for all MoE staff including basic skills for agrirs. Begin implementation of training plan.		200 000	591 250	296 250	296 250	1 383 750
Total for Component 4		2 741 650	791 250	296 250	296 250	4 125 400
5. Legislative Framework						
5.1 Establish a legislative advisory capacity to develop the legal and regulatory framework for education in Afghanistan (cost includes national and international advisor and cadre of legal graduates for drafting regulations)		194 000	142 000	82 000	16 000	434 000
5.2 Review existing legal framework and identify gaps (cost included in activity 5.1)						-
5.3 Reform existing laws including the Education Law and prepare new legislation where necessary (cost included in activity 5.1)						-
Total for Component 5		194 000	142 000	82 000	16 000	434 000
Total Requested Development Budget for Program 8. Education Administration Reform and Development	1 270 000	18 438 015	12 213 646	7 659 480	6 635 505	46 216 646

* The revised development budget estimates for 1385 are shown in aggregate only.



Islamic Republic of Afghanistan
Ministry of Education