Afghanistan

Education for All 2015 National Review

This report was prepared by the relevant national authorities in view of the World Education Forum (Incheon, Republic of Korea, 19-22 May 2015). It was submitted in response to UNESCO's invitation to its Member States to assess progress made since 2000 towards achieving Education for All (EFA).

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Afghanistan National Education for All (EFA) Review 2015 Report

June 2014

Cover Photo: Courtesy of Farzana Bardal, AKF Afghanistan

Foreword

The Afghanistan National Education For All (EFA) 2015 review is part of a global stocktaking of progress towards the Education for All (EFA) targets, which are linked to the Millennium Development Goals (MDGs). The EFA targets and the MDGs constitute the tangible indicators against which progress is measured. They form part of the Afghanistan National Development Strategy (ANDS) policy framework and the National Education Strategic Plan (NESP).

This review is the result of a government led process of critical self-assessment of EFA progress and contribution to the EFA 2015 review regional report and thereby the EFA global report, taking into account the difficult point of departure and the huge challenges that Education has been facing in Afghanistan. In recognition of these difficulties, the time frame for achieving the 2015 EFA goals was modified to 2020, when Afghanistan joined the EFA movement in 2005.

Significant progress has been made against the EFA goals since 2001. Children are enjoying easier access to schools with the establishment of twelve thousand new general schools. The increase in enrolment from 1 million pupils, almost all boys to today's enrolment of more than 8 million students, 39 % of whom are girls, stands out as one of the most significant achievements in the world. The number of teachers has also significantly increased from 110,000 in 2007 to around 187,000 in 2013 of which 32 % are females. The annual number of secondary graduates has risen from about 10,000 in 2001 to more than 266,000 in 2013 and it is estimated to reach 320,000 in 2015. Enrolment at higher education institutions has risen from less than 8,000 in 2001 to more than 132,000 in 2013. Investments have been made to improve quality and relevance of education.

A major restructuring of the Ministry of Education (MOE) took place during the last decade and significant capacity has been built over the period so that the MOE administration today is well equipped to take on the challenges of the future. However, as the report suggests, there are still numerous challenges that the education sector is facing in Afghanistan: financing sustainable service delivery and much-needed expansion is one of the daunting tasks, while ensuring quality at all levels is another challenge. Finally, peace and security cannot be ignored and continued violence also poses a latent threat to the overall stability and operational effectiveness of the system.

I would like to acknowledge the generous and persistent assistance from the majority of our development partners in successfully conducting this review and I would like to thank them for their support in achieving the result.

Farooq Wardak
Minister of Education

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Acronyms and Glossary of Terms Used

AFMIS	Afghanistan Financial Management Information System
AFN	Afghanistan currency: the Afghani (sometimes referred to as Afs) which is divided into 100 Pulse
AKF	Aga Khan Foundation
AMICS	Afghanistan Multiple Indicator Cluster Survey
ANER	Adjusted Net Enrolment Rate
ANDS	Afghan National Development Strategy ("PRSP")
AREU	Afghanistan Research and Evaluation Unit
BEPA	Basic Education Programme for Afghanistan (GIZ, Germany)
BESST	Building Education Support System for Teachers
CB	Capacity Building
CBE	Community Based Education
CBS	Community Based School
CD	Capacity Development
CEDAW	Convention on Elimination of All Forms of Discrimination Against Women
CPD	Continued Professional Development
CSO	Civil Society Organisation
CSO	Central Statistical Office
Dar-ul-Ulums	Grade 13-14 of Islamic Education
DED	District Education Directorates
DM Literacy	Deputy Ministry for Literacy
DM TVET	Deputy Ministry for Technical and Vocational Education and Training
ECD	Early Child Development
ECCE	Early Childhood Care and Development
EDB	Education Development Board
EFA	Education for All
EJSR	Education Joint Sector Review
ELA	Enhancement of Literacy in Afghanistan
EMIS	Education Management and Information System
EQUIP	Education Quality Improvement Programme
ETR	Effective Transition Rate
FTI	Fast Track Initiative
GER	Gross Enrolment Rate
GMU	Grants Management Unit
GoA	Government of Afghanistan
HDR	Information and Communication Technology
HRDB	Human Development Report (UNDP)
ICT	Human Resource Development Board
IGoA	Islamic Government of Afghanistan
IIEP	International Institute for Educational Planning, Paris
INSET	In-service Teacher Training
IRoA	Islamic Republic of Afghanistan
ISAF	International Security Assistance Force
IT	Information Technology
LCEP	Learning for Community Empowerment Program
LEAP	Literacy Enhancement for Afghan Police
Madrasa	Islamic school for children
M&E	Monitoring and Evaluation

MAIL	Ministry of Agriculture Irrigation and Livestock
MDG	Millennium Development Goal
MoE	Ministry of Education
MoF	Ministry of Finance
MoHE	Ministry of Higher Education
MoI	Ministry of Interior
MOPH	Ministry of Public Health
MRRD	Ministry of Rural Rehabilitation and Development
NAPWA	National Action Plan for Women of Afghanistan
NDP	National Development Program
NER	Net Enrolment Rate
NESP	National Education Strategic Plan
NESP II	National Education Strategic Plan II (1389-1393)
NFEMIS	Non Formal Education Management Information System
NGO	Non Government Organisation
NPP	National Priority Programme
NRVA	National Risk and Vulnerability Assessment (2003; 2005; 2007-08; 2011-12)
ODA	Official Development Assistance
PACE-A	Partnership Advancing Community-based Education, Afghanistan
PC	Provincial Council
PED	Provincial Education Department
PRT	Provincial Reconstruction Team
PCR	Pupil Class Ratio
PRESET	Pre-service Teacher Training
PTR	Pupil Teacher Ratio
REU	Research and Evaluation Unit
SBS	Sector Budget Support
SCA	Swedish Committee for Afghanistan
Shura	Traditional Afghan committee structure, used for school councils (SMC)
SMC	School Management Committee, sometimes also named school Shuras
SWAp	Sector Wide Approach
SY	Solar Year
TA	Technical Assistance
Tashkil	Civil Service staff establishment
TB	Textbook
TTC	Teacher Training Centre
TVET	Technical & Vocational Education and Training
UNAMA	United Nations Assistance Mission to Afghanistan
UNDAF	United Nations' Development Assistance Framework
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nation's Children Fund
UNSCR	United Nations Security Council Resolution

1. Introduction

The Afghanistan National Education for All 2015 Review Report is the result of a government led process of critical reflection on educational performance during the last decade. The Ministry of Education (MOE) established three technical working groups with the participation of MOE staff, external development partners and other sector stakeholders. With technical assistance provided by UNESCO and an external consultant, the Planning Department of MOE has led the process towards the finalisation of this stocktaking of progress.

The report is divided in four sections and one annex. The first section, the *Introduction,* provides the contextual information, the methodology, and gives a brief overview of education sector challenges, the policy framework and the relevance of EFA in the Afghan context. The second chapter comprises the bulk of the report. It tracks progress in the six EFA goals against a standardised list of indicators. The third chapter looks at EFA strategies and sector management in Afghanistan and it identifies emerging challenges and government priorities, not the least in the post-2015 scenario. The final chapter, four, summarises the conclusions and suggests directions for the way forward.

The annex contains a full list of all the EFA indicators. It contains detailed quantitative data and is structured on basis of the six EFA goals and numbered by the indicators specified in the "Detailed Outline Report for EFA of The National EFA Review Report".

1.1 Development Context

Afghanistan is one of the poorest countries in the world[1]. It ranks as the 13th least developed on the HDI. Life expectancy is 49,1 years for both sexes[2]. It has one of the highest fertility rates in the world (6 births /woman)[3], one of the highest maternal mortality rates in the world (460 per 100.000), and the highest infant mortality rate in the world (122 deaths per 1000 live births)[4].
The social and economic fabric of the country is marred by decades of war and conflict.

Poverty is widespread. According to the National Risk and Vulnerability Assessment (NRVA) 2011-2012, 36.5% of Afghans are not able to meet their basic needs, and are under the national poverty line, which is defined at 1.255 Afs (USD 22) per person per month[5]. The official unemployment rate is low and stands at 8.2%[6], but most employed people (77%) have insecure jobs with low salaries, especially women, who are less likely to be employed and have lower salaries[7].

Malnutrition is almost pandemic. 59% of Afghan children are stunted, which means that due to malnutrition occurring before the age of two, they are suffering irreversible damage to their physical and cognitive development[8]. Deficiencies of iodine or iron have been shown to reduce children's cognitive and motor skills and even their IQ[9]. Similarly, worm infestation causes anaemia and poor physical, intellectual and cognitive development, resulting in a detrimental effect on students' educational performance. Even short-term hunger can adversely affect a child's ability to learn.

[1] Human Development Report 2013, UNDP
[2] Ibid.
[3] Ibid.
[4] Ibid.
[5] National Risk and Vulnerability Assessment 2011 – 2012
[6] Ibid.
[7] Draft National Education Sector Plan 2014-2020 (NESP) III).
[8] UNICEF Afghanistan statistics 2008-2012
[9] See e.g. Sultan Qaboos Univ Med J. Dec 2007; 7(3): 267–272.

The exact number of the Afghan population is unknown. The last comprehensive census in Afghanistan took place in 1979. All later population data are estimates based on projections from this census. Afghanistan Central Statistics Office (CSO) estimated that Afghanistan's population was 25.5 million in 2012.[10] United Nations Population Division (UNPD), however, estimated the population to be 30.552 million in 2013.[11] Population growth according to UNPD is 3.1%, and if the population continues to grow at this rate, it will reach 42.6 million in 2020.

Afghanistan has a very young population. The demographic composition is 50 % under the age of 15, and 36% of the population are at school age. [12] NRVA (2008) reports that 21% of Afghan children aged 6-17 (about 1.9 million) are working. Of these, at least 13% (1.2 million) can be classified as child labourers, e.g. only working. Child labour is a key reason for children being out of school. The number of grade 12 school graduates is going to double from 225,000 in 2014 to 451,000 in 2019.

In a response to this context the Afghanistan National Development Strategy (ANDS) was developed in 2008. It had a vision that by 2020 Afghanistan would be a stable Islamic constitutional democracy at peace with itself and its neighbours; that it would be a tolerant, united and pluralistic nation honouring its Islamic heritage and aspirations towards participation, justice and equal rights for all. Afghanistan should be based on a strong, private sector led market economy, social equity, and environmental sustainability. The major goals of the ANDS were: Security, Governance, Rule of Law and Human Rights, and Economic and Social Development.

With regard to education, the Government aims at having a well-educated nation. Since 2002, the Government has invested heavily in the education sector and has attained progress toward the ultimate goals of educating all of Afghanistan's children, reducing illiteracy, and creating a skilled labour force. (ANDS 2008:14). The Constitution of Afghanistan (Article 22) proclaims that 'education is the right of all citizens of Afghanistan'. It echoes the Universal Declaration of Human Rights (1948) that declared education as a human right. I

At the end of the strategic period, progress against the ANDS goals has been mixed.
There has been significant progress in social development since the fall of the Taliban in 2001. Life expectancy at birth has risen from 44[13] to 60,5[14] and consistent and impressive improvements have been observed for maternal health indicators. Significant improvements have been seen in youth literacy where female literacy has gone up from 29% in 2005 to 48% in 2012 and male literacy from 43% in 2005 to 64% in 2012.[15] The estimated years of schooling for all increased from 2.5 to 8.1 during the last ten years[16]. The distribution of social benefits, however, has been unequal. The Gender Inequality Index (GII) value is the second lowest in the world[17], and the sustainability of this progress remains fragile with the withdrawal of international military forces and a possible reduction in the volume of external development assistance.

[10] National Risk and Vulnerability Assessment 2011 – 2012
[11] United Nations Population Division, World Population Prospects- The 2012 Revision,
[12] National Risk and Vulnerability Assessment 2011 – 2012
[13] CIA Factbook 2009
[14] Unicef Statistics, Afghanistan 2012
[15] National Risk and Vulnerability Assessment 2011 – 2012
[16] NRVA 2011
[17] UNDP Statistical Tables from the 2013 Human Development Report

The economy has grown during the last decade but the future looks bleak. Political uncertainties due to the withdrawal of international forces have reduced financial investments, and economic growth is expected to decrease from 14.4% in 2012 to 3.5% in 2014[18].

The human rights situation, however, is worrying; in particular for women and girls, and the year 2013 witnessed a number of setbacks in the human rights situation. Last year a landmark law to prevent violence against women was turned down by parliament, the quota of seats for women on provincial councils was cut, and a proposal to reintroduce stoning as a punishment for adultery – used more against women than men – put forward by the Ministry of Justice. In 2014, parliament passed a law that exposed victims of domestic violence by preventing relatives testifying against each other, although it was later modified on Karzai's orders[19].

In addition, insecurity is a key barrier to development, including education. According to the 2012 Global Peace Index (GPI), Afghanistan was the most insecure country in the world after Somalia. In 2012, about 553 schools were closed due to insecurity, depriving over 275.000 students from education. Local communities and the Ministry of Education (MoE) with the support of religious and local influential persons are continuously making efforts through negotiations with Taliban to re-open the schools.

1.2 Education Sector Challenges

There has been considerable progress over the past ten years in terms of access to education in Afghanistan. Enrolment has increased from just about 1 million children, almost all boys, in 2001 to over 9 million in 2013 of which 39% are girls. All education-related indicators– including gender equality indicators – show improvement since NRVA 2007-08, even though at the same time it is observed that the pace of improvement has slowed down. Despite major achievements in the last decade, education performance in Afghanistan is still among the poorest in the world, and the current rate of improvement will fail to achieve the ANDS targets by 2020.

The share of the Afghan population, 25 years and older, that has completed any level of formal education is very small– less than 7 %, and for women as few as 3 %.[20] However, major improvements in primary and secondary school completion are observed for the younger age group 15-24 years, especially for girls. This is the result of increasing school attendance in the past decade. The net enrolment rates[21] (NER) in primary education for girls and boys were 64 and 86 % in 2013, while NER in General Education (gr. 1-12) were 50 and 71 for girls and boys respectively..
The downside of these figures is that 3.3 million children are still out of school according to MOE Planning Department estimations. Opportunities to attend education are inadequate, especially for girls and women, and rural and Kuchi (nomadic tribe) populations in general, even though the gender gap in education and literacy show continuous improvement, in both absolute and relative terms. Thus, the gender parity index (GPI) in primary, secondary and tertiary education was 0.74, 0.53 and 0.42 respectively in 2012, compared to 0.69, 0.49 and 0.28 in 2007-08, (EJSR 2012, based on MOE EMIS).

[18] World Bank: South Asia Economic Focus Report, Oct. 2013.
[19] Amnesty International, "Afghanistan: President Karzai blocks law protecting perpetrators of domestic violence", 17 February 2014
[20] National Risk and Vulnerability Assessment 2011 – 2012
[21] NER: The number of children of official primary school age, who are enrolled in primary education as a percentage of the total children of the official school age population. NER is considered to be a measure of the education coverage at a specific level in a country's education system and as such a useful indicator for cross country comparisons.

Barriers to access to education include: insecurity, poverty, and child work, lack of schools in remote areas, long walking distance to schools, and harassment of children on their way to school.[22] Attacks against students and schools are still common. The most frequent type of attack according to the UNICEF school security database is arson, where school buildings, tents or inventory was burned. Explosions in or near schools buildings (including throwing of grenades, mines and rocket attacks) and direct attacks against students or education personnel are also common[23].

For girls, cultural barriers are dominant among the reasons for not attending school. Specific barriers to girls' education include shortage of female teachers, especially in higher grades, cultural beliefs about girls' education, lack of necessary facilities in schools such as toilets, drinking water, and surrounding walls, and early marriages (child marriage). For boys, one of the main reasons is the need to contribute to family income, and also lack of access and quality of access to school[24]. The importance of these reasons increases with age. Insecurity and distance to schools are important reasons for non-attendance in rural areas. No more than around two in five rural households live within two kilometres of a primary school. Overall net primary school attendance in rural areas is 54 %, while in urban areas it is 78 %.[25] Primary school attendance varies significantly between children living in the poorest households (40% attendance) and those living in the wealthiest households (79% attendance). Disparity in attendance[26] also varies across regions with central region having the highest (77.9% attendance) and lowest in Southern region (21.9%). It was not possible to disaggregate data by province due to unavailability of data (AMICS 2010/11).

With regard to literacy, similar patterns and changes are recorded as for school attendance and enrolment. The adult literacy rate was 45 % for men and a low 17 % for women (AMICS 2010/2011)[27]. The literacy rate is dramatically different for the rural and urban populations, with rural adult literacy rate less than half of urban adult literacy rate for both males and females. Much of this difference can be contributed to less school access available in rural compared to urban areas.

The improvements in literacy between 2005 and 2011-12 are particularly observed in the youth literacy rate, which, while still low, increased from 20 to 32 % for females aged 15-24 and from 40 to 62 % for male youth.[28] Consequently, the gender parity index for youth literacy has improved from 0.45 in 2007-08 to 0.52 in 2011-12. Again, the population in rural areas is at a severe disadvantage. The youth literacy rate there is only 39 %, compared to 71 % in urban areas.[29]
The stark contrasts in literacy rates between male, female and provinces are illustrated in the maps on p. 42 figure15.

1.3 Education Policies, Strategies and Interventions

Since the signing of the Education for All (EFA) goals, the government of Afghanistan has put in place several policies, strategies and plans towards achieving the EFA goals. The National Education Strategic Plans (NESP) I, II, and III (not yet approved) are key strategy documents developed to facilitate this process.

[22] National Risk and Vulnerability Assessment 2011 – 2012
[23] Knowledge on Fire: Attacks on Education in Afghanistan, Care, 2009
[24] National Risk and Vulnerability Assessment 2011 – 2012
[25] Ibid.
[26] AMICS data on attendance is used here because the MOE EMIS does not disaggregate enrolment by wealth. For other comparisons, however, the EMIS enrolment figures have been used.
[27] EMIS provides figures of literacy learners in absolute figures but does not calculate the literacy rates. Therefore, AMICS and NRVA data has been used.
[28] National Risk and Vulnerability Assessment 2011 – 2012
[29] Ibid.

The MoE presents the following vision for the sector:[30]

> The Ministry of Education's vision is to develop human capital based on Islamic principles, national and international commitments and respect for human rights by providing equitable access to quality education for all in order to enable them to actively participate in sustainable development, economic growth, stability and security of Afghanistan.
>
> To achieve this, the Ministry of Education (MoE) must be evolved to a modern, effective, fully funded and accountable public institution that facilitates equal education opportunities for children and adults, without any kind of discrimination across Afghanistan.

The focus of the MoE strategic plan NESP III is formulated under three major policy interventions: equitable access, quality of education and education management, which are specified in a series of goals[31]:

POLICY INTERVENTION	**GOALS**
EQUITABLE ACCESS	Free quality education for all Afghans
	Millennium Development Goals (MDGs) and Education for All (EFA) goals
	Equitable and Balanced Development
	Inclusive Education
	Girls' education
QUALITY OF EDUCATION	Focus on Quality
	Student Islamic and National Identity
	Abolition of Corporal Punishment
	Elimination of violence against women
	ICT for education
EDUCATION MANAGEMENT	Promote teachers' status
	Institutional capacity development
	Information based decision making
	Rule of Law
	Decentralization of education administration
	Private sector
	Community participation
	Increase coordination with stakeholders
	Preparation for transformation phase
	Education in Emergency.

Table 1 provides NESP-II and NESP-III benchmarks and targets related to population and enrolment projections for 2015 and 2020, which aim at a substantial increase in enrolment in the next five years.

[30] From the NESP III, which has not yet been formally approved. It is expected, however, that this will happen soon in 2015 and that its final version will be largely in correspondence with the draft version.
[31] NESP III p. 13 ff. "Strategic Framework"

Table 1: Benchmarks, Projections for 2015 and 2020 (figures in millions)

	Gender	2010	2015	2020
Population (UNPD)	Female	15.3	17.6	20.4
	Male	16.0	18.4	21.5
	Total	31.4	36.1	42.0
School age population	Female	5.0	5.8	6.7
	Male	5.3	6.1	7.1
	Total	10.3	11.9	13.8
Population age 15 and plus	Female	7.6	8.8	10.2
	Male	8.0	9.2	10.7
	Total	15.7	18.0	21.0
Ages 15-24	Female	2.6	3.0	3.5
	Male	2.8	3.2	3.7
	Total	5.4	6.3	7.3
Primary Enrolment	Female	2.0	3.1	4.6
	Male	3.0	3.8	4.8
	Total	5.1	6.9	9.5
Lower Secondary Enrolment	Female	498,600	872,978	1,423,070
	Male	948,442	1,232,970	1,658,224
	Total	1,447,042	2,105,948	3,081,294
Upper Secondary Enrolment	Female	163,999	456,165	796,668
	Male	377,692	735,866	1,140,683
	Total	541,691	1,192,031	1,937,351
Total Gen. Ed. Enrolment	Female	2,709,912	4,449,441	6,854,760
	Male	4,391,549	5,794,076	7,665,680
	Total	7,101,461	10,243,518	14,520,439

Source: MOE EMIS & UNDP

1.4 EFA Relevance in Afghanistan

In 2000, during the Taliban regime the EFA goals might have been perceived perfectly relevant in the Afghan context but it was not until 2005, four years after the ousting of the Taliban, that the country made its commitment to the EFA goals and integrated these and the MDGs in its strategic plans for education and development. In light of this situation, the time frame for Afghanistan's achievement of the EFA targets was set for 2020 instead of the 2015, which is the norm for most other countries. In 2014, almost 10 years into the EFA period, Afghanistan has made significant gains towards the achievement of the EFA goals and their relevance remains as high as ever for guiding policy priorities and monitoring progress.

Afghanistan's last Education for All National Monitoring Report was launched on 4th May 2011. At that time, the number of students had increased eight fold since 2001. Thirty years of conflict had a devastating impact on Afghanistan, not the least in the field of education. In 2011, the relevance of the EFA goals was, and is still, high:

- Early childhood care and education has never attracted any meaningful attention in the overall Afghan context;
- Primary education enrolment ranked among the lowest in the world in 2000 and despite significant gains in access, the number of out of school children remains high and survival rates are worrying;
- Learning opportunities for youth and adults were negligible at the beginning of the decade and are still grossly inadequate;
- Literacy rates were and are still among the lowest in the world but are rapidly improving among the younger population;
- Gender equality in education was almost utopian in 2000 and is still very low, but the gap is slowly narrowing, in particular at primary level;
- The quality of education is generally poor. Learning achievement is low and despite improvements in teacher qualifications, curriculum and textbooks education is still faced with a considerable number of challenges.

Afghanistan Education System

The structure of the Afghan education system consists of three levels of general education from grades 1-12, a parallel system of Islamic education, technical and vocational education as well as teacher training from higher secondary level and Higher education above grade 13.

Primary Education: 6 years Grade 1-6 age 7-13
The government provides free academic education at state schools. From age 7 to age 13 pupils attend primary schools where they learn the basics of reading, writing, arithmetic and their national culture.
Religious education is the responsibility of clerics at mosques, but it is being regulated by the Department of Islamic education under MOE[32].

Lower Secondary Education: 3 years Grade 7-9 age 13-16
Three years of middle school follow where academic-style education continues. Students must pass an examination at the end of this phase if they wish to study further.

Higher Secondary Education: 3 years, grade 10-12 age 16-19
At secondary school students have a choice between continuing with an academic path for 3 years that could perhaps lead on to university, or study subjects such as applied agriculture, aeronautics, arts, commerce and teacher training instead. Both programs culminate in a *Baccalaureate* examination.

Vocational Education: from short-term courses to formal training grades 10-12 and 13-14
Technical and Vocational Education (TVET) programmes are delivered in formal education led by MOE and non-formal courses and programmes led by MOLSAMD and NGOS.

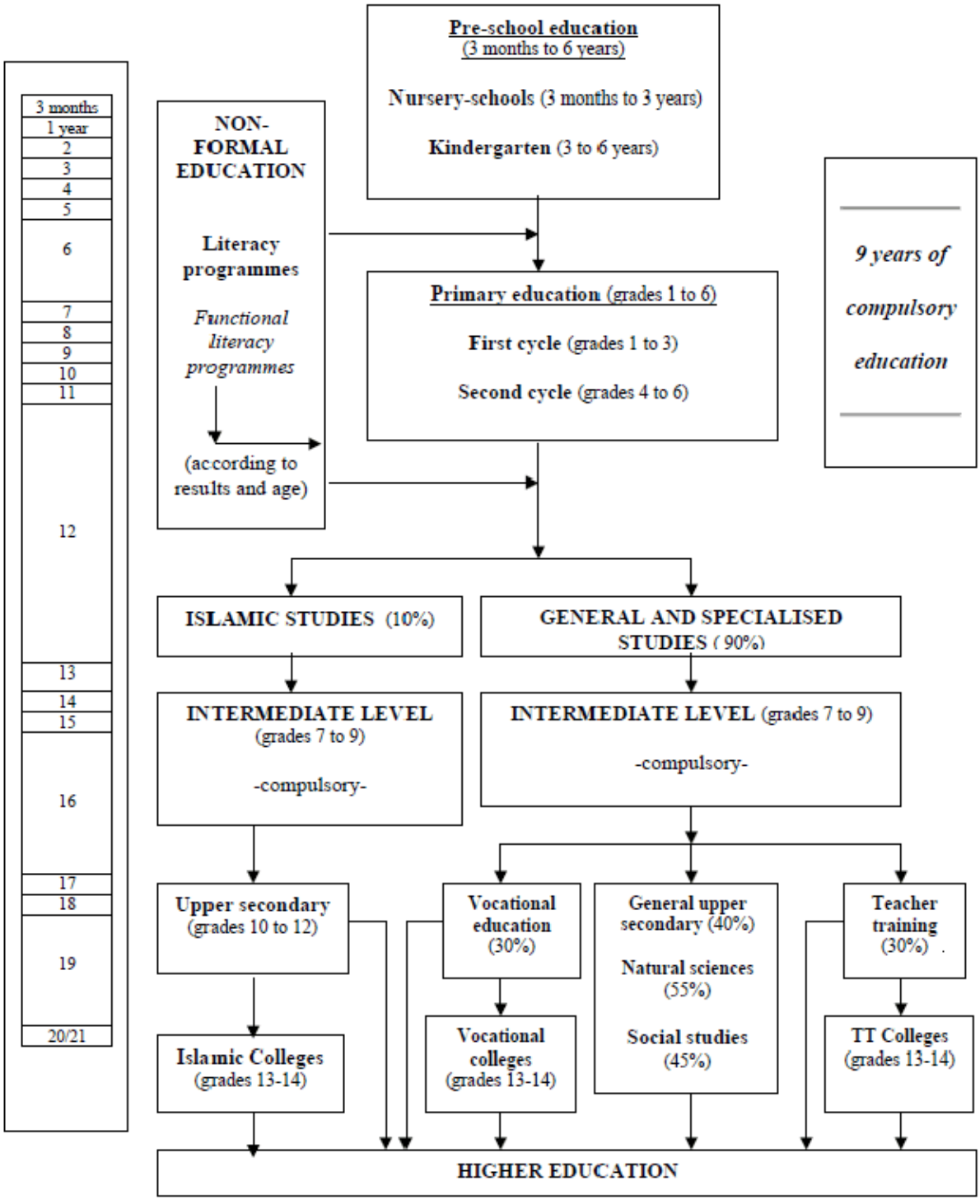
Tertiary Education: grade 13 and onwards

[32] For an introduction to Islamic education in Afghanistan see Anza 2003 and Karlson and Mansory.

Teacher Education (grade 13-14) is offered at Teacher Training Colleges (TTCs) under the Teacher Education Department of MOE.
Higher education is led by MOHE and is provided by a large number of public and private universities. The general structure consists of Bachelor Degrees (4 years), Masters' Degrees (3 years) and doctorate/PhD degrees (3 years).
The Islamic Dar-ul-Ulom system offers education at the level of grade 13-14.

Non-formal Education: In addition to the above-mentioned formal education structure non-formal TVET (short courses) are run by Ministry of Labour, Social Affairs, Martyrs and the Disabled (MoLSAMD) and NGOs.Furthermore, non-formal literacy courses, non-formal adult education courses, etc. are run by MOE Department for Literacy and other ministries, e.g. Ministry of the Interior offer literacy courses for the police and Ministry of Defence offer courses for the Afghan National Army (ANA).

Afghanistan: structure of the education system



Source: MOE-CTD, 2003.

2. Tracking Progress

The stocktaking of EFA progress was done on a goal-by-goal basis, not only in terms of statistical presentation and qualitative analysis of progress, but also assessment of efficiency and effectiveness of the programmes and initiatives employed by the country to achieve the goal (see Annex for detailed indicators).
All enrolment ratios are based on projections from the 1979 population census. In 2012, according to Central Statistics Office (CSO), the population was 27 million. According to the United Nations Development Program (UNDP) population estimates it, however, was about 34 million.
The implications for Gross Enrolment Rate (GER)/Net Enrolment Rate (NER) of using either of the two figures are significant and all ratio data tend to be flawed for these reasons[33]. Notwithstanding , this fact, MOE has used the UNDP projections as calculation reference.

Goal 1 Early Childhood Care and Education (ECCE)

Goal: Expanding Early Childhood Care and Education

1.0. Introduction

ECCE is defined as processes and mechanisms that sustain and support development during the early years of life. It encompasses education, physical, social and emotional care, intellectual stimulation, health care and nutrition. It also includes the support a family and community need to promote children's healthy development[34]. There is robust evidence and research to suggest that ECCE has a wide range of positive outcomes on the development of the child and its performance in school. Early childhood lays critical foundations for a person's entire life. Investments in Early Childhood Development offer outstanding returns – both in human and financial terms.
Numerous studies have demonstrated the improvements in education, health, social development and economic growth indicators attributable to ECCE. World Bank economists have found that, well-targeted early child development (ECD) programmes cost less and produce more dramatic and lasting results than education investments at any other level, if followed by good quality primary education for its positive effects to be sustained. ECCE programmes help reduce the social and economic disparities as well as gender inequalities that divide societies and perpetuate poverty. ECCE programmes are preferable to costly remedial action because they give the most marginalized children an equal start to develop, rather than investing later when the inequality is already much more pronounced. If ECCE investments are not followed up at the later stages, the positive effects erode and ECCE likely to leave only a negligible lasting impact.

In Afghanistan, attention to ECCE, so far, has beennegligible. Most of the programs for early childhood care and education refer to an interval between birth and 6 years of life and it is broadly divided into two groups: 0-4 years old and 5-6 years old and focus has mainly been on pre-school. The Education Law from 2008 (MoE, 1387/2008) stipulates that the Ministry of Education is responsible for providing pre-school education to children. It says "Children, whose ages are over kindergarten and lower than the school enrolment age, shall be enrolled in the pre-school education level". Currently, the MoE, ECCE focus is on children aged 5-6 while other ministries, e.g. Ministry of Labour Social Affairs and Martyrs and the Disabled (MoLSAMD), provide service and care to a very

[33] In this report the UNDP projections have been used all through
[34] Report of Asia-pacific end of decade note on Education for All, Early Childhood Care and Education

limited number of children below this age, but as explained below, this subsector is largely uncoordinated. A policy for the pre-school area has been drafted 2013 and awaiting approval.
A pre-school unit has been established within the MoE and a preschool unit added to the Curriculum Development Department. A training package for pre-school teachers is being finalized, while, the development of pre-school curriculum and learning materials have not yet been finalized.
Acknowledging that the capacity to deliver comprehensive pre-school services for children is not available, the NESP III states that the MoE in coordination with MoLSAMD will develop Afghanistan's early childhood education policy based on the specific situation of the country in order to facilitate achieving the first objective of "Education for All" and the MoE encourages development partners and private sector to participate in implementing early childhood education.

1.1. Access and participation

Access and participation in ECCE programmes have been very limited, and most of this has been private. Currently, there are some early childhood education initiatives being implemented on a limited basis in Afghanistan through private providers as well as through donor-funded programming. Some of the more prominent ECCE initiatives are being implemented by BRAC, IRC, Save the Children, Aga Khan Foundation and UNICEF. Another important provider of preschool education is the mosque. There are mosque-based pre-school teaching/learning initiatives throughout Afghanistan. For many families, these pre-school programmes play a critical educational role. There is no reliable data on how many of these activities exist across the country or on the number of children attending them, but it has been estimated that the vast majority of Afghan children attend some kind of mosque-based programme, for some period of time.
There is not yet a systematic collection of data and the poor performance in ECCE suggests that it has not been a policy priority.

Based on MoE and NGOs administrative records, the total number of students/children in non-mosque based pre-school programs was 40,000 (60% girls) in 2013. The ECCE programmes of non-mosque and mosque-based education are different. If children learning in mosques in 2013 are included, the number comes to 1.2 million, but the learning processes, which take place there, do not fully qualify as ECCE, according to the definition given in the beginning of this section since mostly religious subjects are taught in Mosques.
The GER in pre-primary education (both in mosques and other programs) for 2013 was 1.6% (1.9% for boys and 1.1% for girls)[35].
Some progress has been made in expanding opportunities for access to preschool education, but from a very low level. The number of children in all pre-school programs (including mosque-based, where the proportion of boys is higher) increased from 99,977 children (40% female) in 2003 to 1,226,533 children (42% female) in 2013, (NGOs and MoE records).

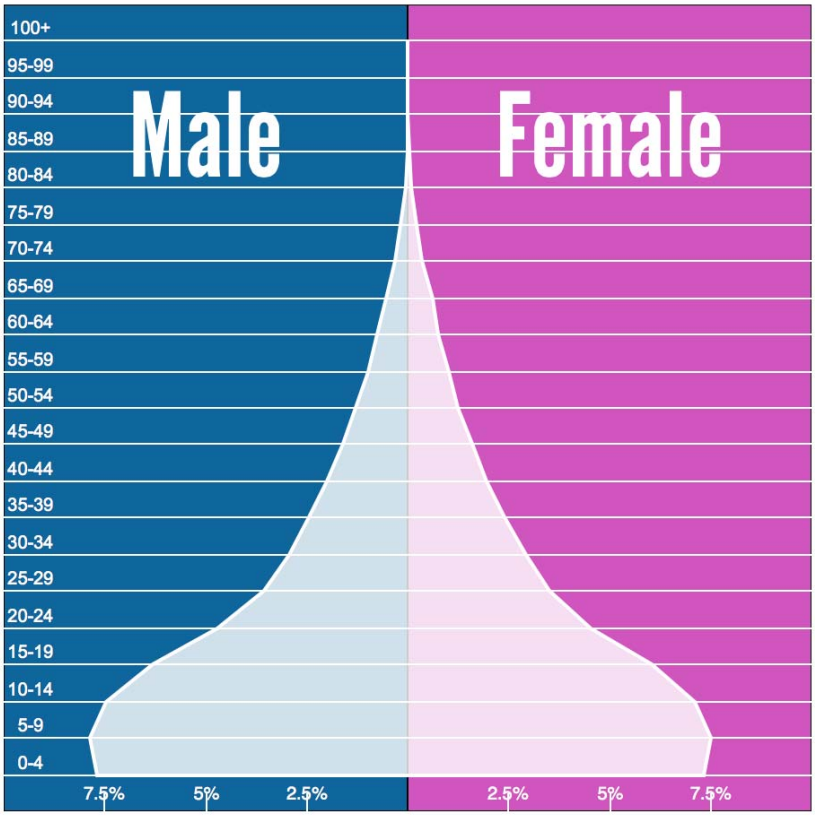
A total of 22,225 children were enrolled in private pre-primary education programs in 2013, which constitutes 55.2% of total pre-primary enrolment (non-mosque based). The proportion of girls enrolled in private pre-primary education is slightly lower than that of boys.[36] However, the total enrolment figure does not include a large number of children aged below seven years who are

[35] MOE EMIS
[36] This information was collected by telephonic data collection methods, there might be other pre-primary providers and students that are not reflected in this calculation.

learning Islamic education in mosques since it is not fully comparable with the pre-primary education concept.

Most ECCE teachers have been given short-term training on pedagogical aspects, but almost all are below grade 12 graduates. Females constitute 98% of ECCE teachers/care givers [37] (Save the Children, 2013). On average, the pupil-teacher ratio in pre-primary programs was 22:1 in 2013. The figure with the population pyramid below suggests that the population of children aged 0-4 years constitute more than 1/3 of the estimated 13 million in the age group 1-14.

Figure 1 Population pyramid of Afghanistan[38]



1.2. Quality and Efficiency

Some NGOs are making considerable efforts towards improving the quality and efficiency of ECCE. For instance, Aga Khan Foundation has a comprehensive approach to ECD, which entails working with families, communities and institutions in order to strengthen their ability to care for and nurture children. These comprise parenting/care-giving programmes, establishment of ECD centres with structured programmes aiming at providing a safe and secure environment, warm and responsive care-givers, and stimulating learning activities for children. Typically, the AKF ECD initiatives are part of a broader community-based effort towards health service provision, disease prevention and health promotion, and at the same time they seek to promote child centred activity-based learning methods in early primary grades and support a smooth transition for children as they

[37] Save the Children provided this data to MoE in a report.
[38] http://populationpyramid.net/afghanistan/2015/

enter school from home or ECD programmes[39].
Save the Children's AusAID-funded Children of Uruzgan program aims to improve education opportunities for children in Uruzgan. The program currently provides more than 1000 children with access to much-needed preschool classes.
A technical working group was established at MOE level in 2013 to further develop policy and guidelines in the field of ECCE.

There are two major issues and challenges in terms of quality of ECCE: The first one is the preoccupation with ECCE as a pre-school phenomenon only, while inadequate attention is paid to the total development needs of the child.
The second issue has to do with the lack of an institutional mechanism or structure at community level, which could cater to the needs of infants and children aged 0-4. If ECD is perceived as an educational issue only, i.e. the responsibility of MOE, then experience has shown that little structured intervention, if anything at all, is applied before the pre-primary school level. On the other hand, the needs for psycho-motoric, cognitive, linguistic stimulation and social development are critical at the infant stages, so an educational perspective is indispensable, in addition to a health perspective.

1.3 Inequality and uncoordinated provision of ECCE services

Currently, the provision of ECCE services is limited to a few urban private centres, mainly catering to the elites and to rural districts in areas where NGOs focusing on ECCE are active. No systematic data were available to the EFA review team to disaggregate the provision of such ECCE services.

ECCE service provision is uncoordinated. At least four ministries work to provide early childhood care and education in addition to the NGOs and private sector. In view of legislation, the role of each ministry in the actual service delivery is still not clear and it is rather complementary to each other, which has led to some duplications. For instance, both MoLSAMD and MoE deal with the children of 5-6, which may not be duplication in terms of coverage and access, but coordination is needed in terms of content.

1.4. ECCE challenges

Despite some progress in preparing a policy for pre-school development, a number of challenges have been identified. These challenges to ECCE could be summarised as follows:

1. The preoccupation with ECCE as a pre-school phenomenon not paying sufficient attention to the total development needs of the child
2. The lack of demand for ECCE stemming from the lack of understanding of its importance
3. Lack of a holistic and complementary approach in ECCE programs
4. Lack of strategies to address the quality of public and private ECCE
5. Lack of a comprehensive strategy for pre-school,
6. Lack of a comprehensive monitoring mechanism and evidence-based research to feed into decision-making
7. Lack of a systematic and cost estimated action plan,
8. No specific budget allocation for the pre-school programme,

[39] See for example: AKDN (Aga Khan Development Network) and Investment in ECD, 2012

9. Need for improving the capacity and expansion of organizational structure
10. Pre-school is not compulsory
11. Lack of clear inter-Ministerial coordination structure
12. Low priority to pre-school education in the legal framework as it is not compulsory
13. Inequality in access to and quality of ECCE programs
14. Lack of funding and allocation of public resource to pre-school programs
15. Lack of a formal curriculum for pre-school programs
16. Lack of qualified teachers
17. Lack of a functional national curriculum for pre-school age group

1.5. Conclusion and way forward (including beyond 2015)

There seems to be a growing realisation in Afghanistan that ECCE is important and that investments in this goal might potentially yield significant returns. In order to realise this potential, however, there is need to raise the level of political commitment to ECCE. There is need for the development of technical capacity, both in terms of conceptualising ECCE delivery modes and in terms of the development of a critical mass of professional and dedicated ECCE staff covering a wide range of expertise, at all levels, from the sectors of health, psychology and education. There is need for the identification and development of service delivery mechanisms at the community level and there is need for the mobilisation of domestic resources to finance the development and holistic expansion of comprehensive and integrated ECCE. One way to start might be to bring this up I the HRDB forum and to seek ways to engage the Ministry of Health, too.

Goal 2: Universalization of Primary/Basic education

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

2.1 Introduction

The General Education System in Afghanistan consists of grades 1 to 12, which follows a 6-3-3 cycle of Primary, Lower Secondary, and Upper Secondary respectively.

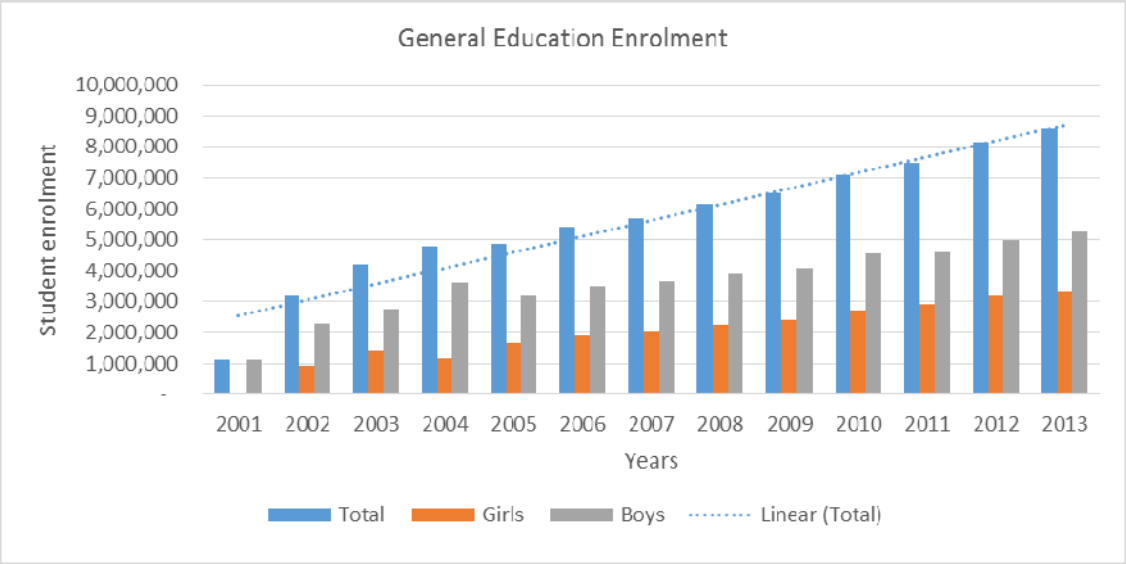
The Basic Education is comprised of Primary and Lower Secondary and spans grades 1-9.

2.3 Access and Participation

In Afghanistan significant progress has been made towards achieving goal 2, universalising Primary Education. In 2001, less than one million children were enrolled in schools with almost no girls registered. Hearsay evidence suggests, however, that a significant number of girls had received private home-based education. A decade later in 2012, the number of children enrolled in general education schools (primary and secondary schools) had increased to 8.2 million of whom 39% are girls. The average annual growth rate from 2001 to 2012 was 9 %.

In 2020 the total number of students is expected to be almost double of the 2012 figure: a total of 13,730 students, of whom 9,341 will be at primary level. Please refer to figure 24 on p 59 on projected enrolment.

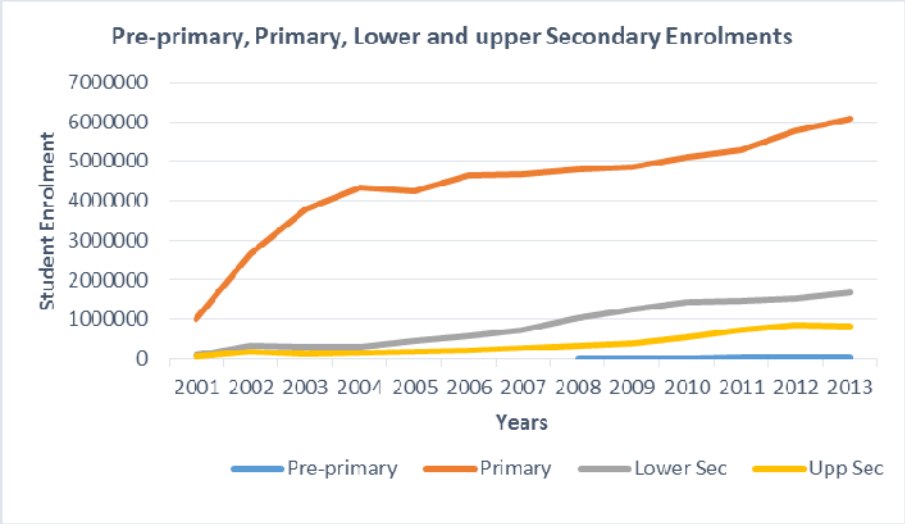
Figure 2 Gross Enrolment



Source: MoE EMIS, 2013

The chart below shows how the proportional enrolment in primary education has increased more rapidly than that of lower secondary and upper secondary.

Figure 3 Enrolment by level 2001-2013



Source: MoE EMIS, 2013

Education has been a priority since the collapse of Taliban. The Education Law states that Basic Education comprising grades one to nine should be provided free and compulsory in a balanced and equitable manner in accordance with the educational standards, and considering the number of population and Kuchis (nomads) residing in the area. The constitution emphasises the balanced development of education and argues for equity for special groups, women, nomads, illiterates and teaching mother tongues in areas where they are spoken.

The state encourages the private sector to engage in the provision of educational services for all citizens.

The Ministry of Education has made significant effort to respond to the educational needs:

1) Between 2001-2013 a large number of schools (14,600) have been established and made functional. Of these 6100 are primary schools; 2) 187,000 teachers have been recruited from 2001 to 2013 and 131,500 of these (70%) teach at the primary level; 3) new textbooks and teachers' guides have been developed and distributed; 4) facilities and equipment have been provided to school including toilets and sanitation facilities, and 5) a policy and guidelines for Community Based Education (CBE) have been developed to facilitate the provision of education in early grades in remote rural areas.

In order to decrease the opportunity cost of education, especially in the rural areas and for girls, the Ministry of Education has provided various social incentives for children with the support from its development partners. These include the provision of stationary, learning materials, food and nutrition, and boarding schools. Conditional Cash Transfer (CCT) programmes for girls in rural and remote areas have also been initiated. In some areas stipends to girl students at secondary level have been provided on a pilot basis, but presently, MOE does not command the resources to replicate such schemes on a larger scale.

Figure 4 Gross Enrolment Ratios in Primary Education (GER)

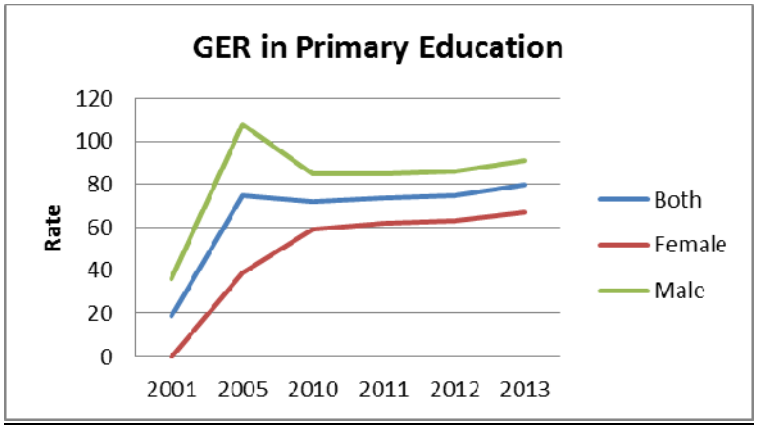
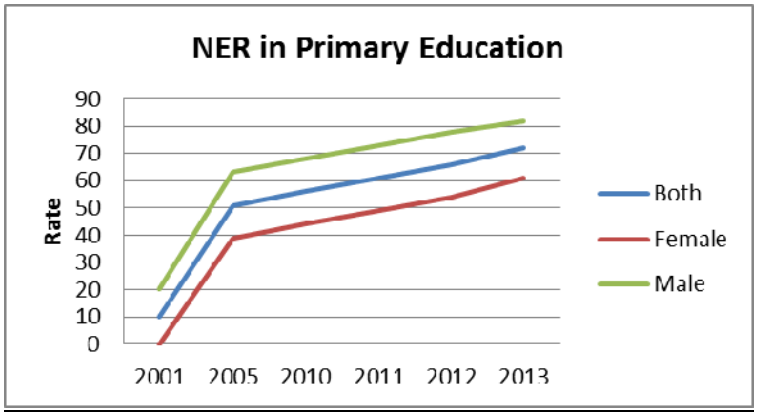


Figure 5 Net Enrolment Ratio in primary education (NER)

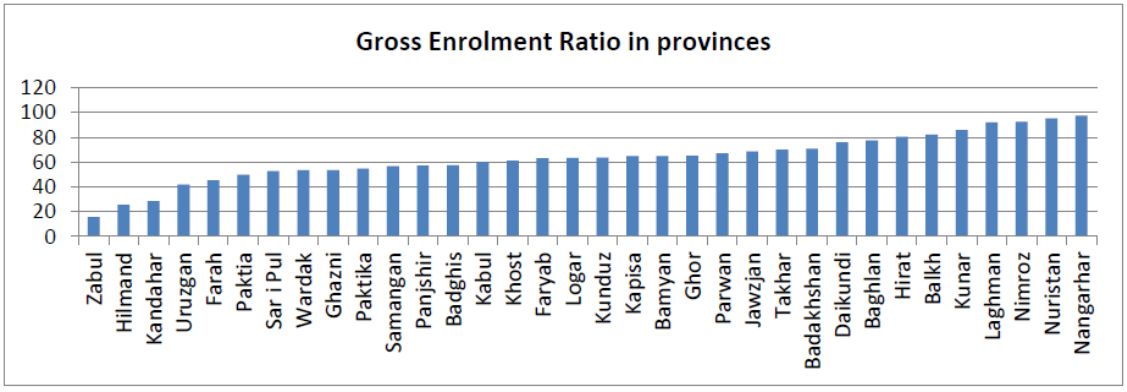


Source: MOE, EMIS

Access to education has increased significantly over the last three years due to increase in number of schools, teachers and community-based classes. CBE programmes have shown their potential in minimizing access problems for children in remote areas and for girls. By definition a community-based school/class is jointly established by MOE, communities and facilitating NGOs in remote, rural and sparsely populated areas[40]. Based on UNDP population projections GER in primary education went up 6 percentage points in total, from 2011 to 2013, while NER went up 11 percentage points during this period. While the gap between GER and NER suggests that a number of children enrolled are either over- age or under-age, this gap has significantly reduced from 13 to 8 percentage points over two years. Gross intake rate (GIR) in Primary Education has progressed from 88.7% in 2011 to 95% in 2013, while NIR has improved from 58% to 71% during the same period. However, the figures suggest that a large % of age 7 children were not enrolled in the first grade of primary education in 2013.

In addition, access to education in Afghanistan still suffers from disparities across gender, geographical location and household income. The gender gap is significant and has only reduced from 24 to 21 percentage points over the period. Finally, there are huge rural-urban differences and disparities between provinces. The GER by province is provided in the figure below:

Figure 6 Gross Enrolment by Province



Source: EMIS

Poor access and retention in Primary Education comes from both supply and demand. General insecurity in many parts of the country and socio-cultural practices and beliefs that undermine girls' education explain the fragility of school demand. The limited supply: inadequate number of schools especially for girls (only 16% of schools are girls' schools[41], shortage of qualified teachers especially female teachers (only 31.7% of total teachers are female), and inadequate facilities in schools such as toilets, drinking water, boundary walls and learners' desks negatively affect access and retention. About half (50%) of schools do not have usable buildings; 70% of school buildings lack boundary walls; 30% of schools lack safe drinking water and 60% of the schools lack sanitation facilities; about 31% of schools are running on multi-shift and consequently on reduced teaching hours; only 42% of teachers are qualified and the majority are working in urban areas (EJSR,

[40] Policy Guidelines for Community-Based Education, MOE, Feb. 2012

[41] Shortage of girls' schools and female teachers is a major barrier to girls access to education especially when girls reach grade 4 and above because many Afghanistan families do not allow their adolescent daughters to be taught by male teachers and to learn in the same classes as boys.

2012). Insecurity often include attacks on schools resulting in closure of schools for long periods of time, shortage of schools result in long walking distance to schools, – all these factors negatively affect enrolment and retention rates and ultimately students' learning.

2.3 Efficiency

The percentage of primary school repeaters in 2013 was 3.9% (4.1% boys 3.7% girls) constituting 220,000 students. As students move to higher grades the percentage of repeaters rises: from 1.5% in grade 1 to 6.3% in grade 6. Grade four, however, has the highest percentage of repeaters: 7.4%[42]. This could be explained by the fact that when students reach grade four they transition from early grade learning to exposure to science subjects (increase in the number of subjects) and the exams become the primary means of placing students. Although there is a policy on automatic promotion in early grades (grade 1 and 2), repeaters are still seen in these grades.

Student repetition in Afghanistan is due to 1) failing in the final exam; 2) low attendance during the school year, and 3) permanently absent. The percentage of primary school repeaters is calculated on the basis of exam results; those who fail in the exam are counted as repeaters in the following year. In the actual situation some students who failed in the exam last year might drop out in the following year[43].

The Promotion Rate in primary grades on average was 88.5% in 2013, almost equal for boys and girls.

The Dropout Rate in primary education has shown a gradual decrease from 7.5% in 2011, 6.8%in 2012 to 6% in 2013. A number of new initiatives were designed to decrease the dropout rate and/or bring children who already left the school back to school. They include Conditional Cash Transfer (CCT) programmes for girls in the rural and remote areas, the relocation of qualified female teachers to rural areas, where they get more incentives to teach in rural areas.

Students' dropout rate increases in the upper grades, from 4.9% in grade 1 to 8.4% in grade 6 in 2013, but has decreased on average by 5 percentage points from 2011-2013. Explanations for the high dropout rate include: 1) the school system is designed so that the permanently absent are kept at least for 2 years in the records; 2) children at certain ages start working at home or on farms to contribute to the income generation of the family; 3) due to cultural values/context girls are supposed to leave school once they learn how to read and write; 4) some schools specific to girls might not have the necessary facilities (boundary walls, toilets and water), but most importantly 5) there is a severe shortage of qualified teachers outside the major cities, and female teachers are critical to girls' access to education, in particular beyond grade 4.

The internal efficiency of the system is low. The survival rate to the last grade (grade 6) of primary education was 58% (60% boys/ 54% girls) in 2013 suggesting that 4 out of 10 students who enrol in grade 1 do not reach grade 6 of primary education. The assumption is that if students do not reach the last grade of primary section, they do not learn proper reading, writing and mathematics, and over the years the level of their understanding and literacy decreases. The quality of education in most cases is examined by conducting learning assessment tests; in the absence of such a system the survival rate could be used as a proxy indicator to assess the quality of education, which is low in

[42] EMIS

[43] Currently, the EMIS system does not capture this variation.

view of this indicator if compared to the 85% average survival rate to the last grade at the global level[44].
The overall completion rate for grade 6 differed ranging from 66% in 2009 to 63% % in 2013 (74% boys / 52% girls), and at the same time it showed a variation of 22-36 percentage points in disfavour of girls' completion The decrease is due stricter examination policies. It is government policy that examinations should identify high performing and low performing students after grade 3.

Significant progress has been made in the proportion of students that transit to secondary education. The Effective Transition Rate (ETR) from primary to general secondary education has improved from 81% in 2009 to 91% in 2013. There are gender disparities in ETR with almost 10 % points in favour of boys. In addition, there has been a bigger growth in the transition rate for boys compared to that of girls. For instance, the transition rates were almost equal for boys and girls in 2009 but by 2010, the transition rate for boys increased by 12 % point to 93% while the increase for girls during the same year was only 4 % point (from 80% to 84%).
The ETR shows the capacity of accommodating students who transit from one level of education to another. Currently, around 9% of the primary graduates do not join the lower Secondary Education. Inadequate number of lower secondary schools, especially for girls, long distance to school and lack of teachers particularly female are basic challenges preventing some students from enrolling in grade 7.

Pupil/Teacher Ratio in primary
The MoE planning norms for pupil/ teacher ratio (PTR) in primary education is 40:1, while actual PTR in 2013 was 45:1. It is difficult in the current set up of the education system to identify the exact number of teachers who teach at primary level. Therefore, PTR for the primary level is estimation. MoE has tried to decrease the PTR at primary level by recruiting and deploying new teachers but the ratio has not improved because the number of pupils rises rapidly and it has been difficult to mobilize resources from Ministry of Finance to meet the need for teachers. It is estimated that the overall pupil-teacher ratio will rise to over 1:50, far above the national target of 1:35.
The PTR for the General Education (primary, lower secondary and upper secondary) is 44.6. The PTR shows significant variation between the provinces: from less than 1:35 to more than 1:51. One possible explanation for a high PTR could be increased demand in some provinces, which could not be met by a corresponding supply. In particular the lack of female teachers in rural areas is believed to contribute to the imbalance.

The total number of schools in the general education was 14,600 in 2013. Around 6056 (41%) are primary specific schools, while 3,918 (27%) are lower secondary schools which also has primary grades (1-6), and 4625 (32%) schools are upper secondary which has both primary and lower secondary (7-9) grades.

Qualification level of teachers in primary education
Only 43% of teachers have the required minimum qualification (grade 14 and above) to teach at all levels of general education. The number of primary teachers grew from 110,000 in 2007 to 131,500

[44] UNESCO Institute for Statistics, Data Centre, January 2008.

in 2013. The number of female primary teachers is 8,527 constituting 17.4% % of all primary education teachers (48,921).
Out of the total of 187,000 teachers in the General Education more than 130,000 teachers, 70 % have received the three sets of short-term training (INSET-I, II and III) over the past years. From the total trained teachers 82,000 are male and 48,000 are female.
These trainings are designed to improve the pedagogical skills of the general education teachers more specifically pedagogical skills, content knowledge, general education requirements and administrative/management skills. INSET-I is introduction to the general pedagogy in which the teachers are exposed to the new skills in teaching methods and INSET-II and III are subject matter contents.

Primary schools offering instruction in mother tongue
The Afghanistan Constitution states that schools should be teaching in mother tongue in areas where they are spoken. Currently, Pashto and Dari are the only language of instruction options, which are offered at almost 100% of schools based on need and demand. Textbooks are prepared in the two national official languages (Pashto and Dari) and schools are established in villages based on the language spoken. Teachers are also deployed to schools based on the language of instruction. In addition, language textbooks and teacher's guidebooks were prepared in 2010 and in 2013 for Afghanistan's 8 officially recognised third (local) languages, Uzbeki, Nuristani, Pashai, Baluchi, Turkmeni, Sheghnani, Gojari, and Wakhani for linguistic minority children in grades 1-9[45].

Duration of travel and distance between home and school
The official Ministry of Education policy states that primary schools can be established at a distance of 3 km from the village/home of the children, and lower and upper secondary will be established within an 8 km distance. Fortunately, schools are often within a distance of less than one or two km from the village. The problems are with inaccessible areas and harsh climate conditions such as mountains, rivers, hills, uneven areas, snow affected areas and floods. While there is no systematic data available on the distance or duration of travel between home and school it is generally acknowledged that some villages are much farther from school than what is the norm.

2.4 Remaining Gaps, Issues and Challenges

Out of school children: About 3.3 million school-age children are estimated to be out of school. The majority of these children are girls, children in remote and insecure areas, disabled children, Kuchi nomad children, and other vulnerable groups. School attendance among Kuchi children has been lower even than for other minority groups - 6.6 percent for boys and 1.8 percent for girls. Over 90 percent of Kuchi children did not go to school in 2005. [46] While reaching these marginalized children remains one of the most important challenges for the MoE and no specific strategies have so far been completed to address them.

Dropout: The MoE estimates that around 400,000 students drop out each year, which on average constitute a dropout rate from 5% to 7%. Lack of schools for higher grades, particularly for girls, poverty and, therefore, sending children to work, girls' marriage before completing school, shortage of female teachers, lack of girls' schools and long distance from home, lack of necessary facilities in

[45] Currently, EMIS does not capture which schools teach in local languages.
[46] National Multi-sectorial Assessment on Kuchis in 2005. Cit. from IRIN, Feb 2010: "AFGHANISTAN: Mixed report on Kuchi education".

schools such as building, surrounding wall, drinking water, and sanitation, and cultural beliefs about the importance of girls' education are reasons for high dropout rate (EJSR 2012).

Educational Statistics: While there has been improvement in data availability on important education indicators such as enrolment ratios, dropout, primary completion, and literacy rates, the accuracy of collected data is still questionable, and data are not available on time[47].

Shortage of Qualified Female teachers, particularly in rural areas: There are no female teachers in almost 80 districts (out of 364 districts), and there are no qualified female teachers in the majority of districts, especially for secondary grades, which is a key reason for girls' dropouts. The reasons behind the low number of female teachers outside the major cities originate in the patriarchal social norms restricting the movement of adolescent and adult females in the Afghan society. Attempts at increasing supply of female teachers through incentives to female students at TTCs and stimulating demand at school level by working with shuras (school committees) are yet to yield results in terms of increased employment of female teachers at rural school level.

Low Quality of Education: Evidence shows that the quality of education is low in Afghan schools. Teachers do not receive proper on-the-job support; more than half of teachers do not have required qualifications; many qualified teachers teach subjects, they are not qualified for; many children do not have access to complete sets of textbooks; teaching hours are short in many schools, and school administrators are not able to provide strong instructional leadership.

Inappropriate Educational Environment: Approximately 50% of schools do not have usable buildings; 70% of school buildings lack surrounding walls, 30% of schools lack drinking waters 60% lack sanitation facilities, and 88% lack electricity. In addition, many schools in big cities are very crowded.

Low Internal Efficiency: Only 6 out of 10 students who start in grade one reach at grade 6 and of those who do, only 63 % pass their exams, 91% of whom transit to secondary level. Improved pre- and in-service training of teachers are some of the measures that MOE has adopted to address the low internal efficiency. In addition, MOE has recently initiated a pilot on learning assessment, which is hoped to inform future policy development.

Goal 3: Meeting the learning needs of youths and adults

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes

3.1 Introduction:

In Afghanistan, where opportunities for Basic Education have not been and are not yet available to all, it is important to see literacy for youth and adults as a fulfilment of the right to education. Chapter Ten of the Education Law (MoE 2008b) calls for the provision of 'literacy and basic practical education' for the 'illiterate and less literate' with a view to acquiring vocational skills and as a preparation for continuing education.

As far as meeting the learning needs of youths and adults, the national development strategy ANDS

[47] A 2010 study on EMIS in Helmand showed that reliable data seems to be available at school level, where the headmaster meticulously keeps records. Problems occur in the transmission process, however, when school level data are being entered from paper to electronic form, and aggregated and compiled at district and provincial levels by personnel with little or no training in data management. An MOE process of decentralising data collection is under way.

stipulates four main components of its Joint National Youth Programme: 1) Strengthening the capacity of the Government to respond to the needs of the youth of the country; 2) Promoting non-formal education, increasing awareness and developing skills (literacy, leadership, strategic planning, conflict resolution, peace-building, etc.) in young people so to provide better quality of life and livelihood opportunities; 3) Engaging youth in governance, development and social-political processes at local, district, municipal, provincial and national level, ensuring the participation of young women and men in democracy and advocacy; and 4) Promoting voluntary efforts for peace and development and establishing a youth volunteer corps for the country. (ANDS 2008:123)

Skills development – through technical and vocational education and training as well as focused functional literacy – has seen significant growth in the last five years. The Government established the National Skills Development Program in 2005 as a national priority program.
There are three major public TVET providers: TVET centres offer short-term courses (6-9 months), Schools offer education at grades 10-12, while Institutes offer education at grades 13-14.
Technical/vocational education at the secondary level through public institutions has seen a dramatic increase in the last ten years. In 2002 there were 1354 students in 12 institutes and 29 schools. A decade later in 2013 there were 81,812 students in 105 institutes and 145 schools[48].
In addition, MoLSAMD, DMTVET, NGOs and the private sectors conduct short-term technical/vocational training courses that focus on specific skills set. Similarly, functional literacy for youth and young adults are carried out by both the public and non-government sectors. No systematic data is collected on the actual outcomes of the training provided.

Technical and vocational training has a long history in the context of Afghanistan. The first TVET centre was established in 1923 offering limited number of trades. In 2008 the TVET directorate was promoted to Deputy Ministry of Technical and Vocational Education and Training (DMTVET) with a mission to expand TVET and improve the quality of TVET in Afghanistan. Special policies and strategies were developed for TVET improvement. MoE, MoLSAMD, Private Sector, NGOs, and MOHE, through the Community College concept, are involved in providing TVET
.
TVET programs are delivered through formal education (see above), and non-formal education (offering short term training courses 3-9 months). MoE lead the formal programs while MoLSAMD and other NGOs lead the non-formal programs. Also, factories and small vendors in the markets, who are offering apprenticeships, provide a large proportion of the skills training.

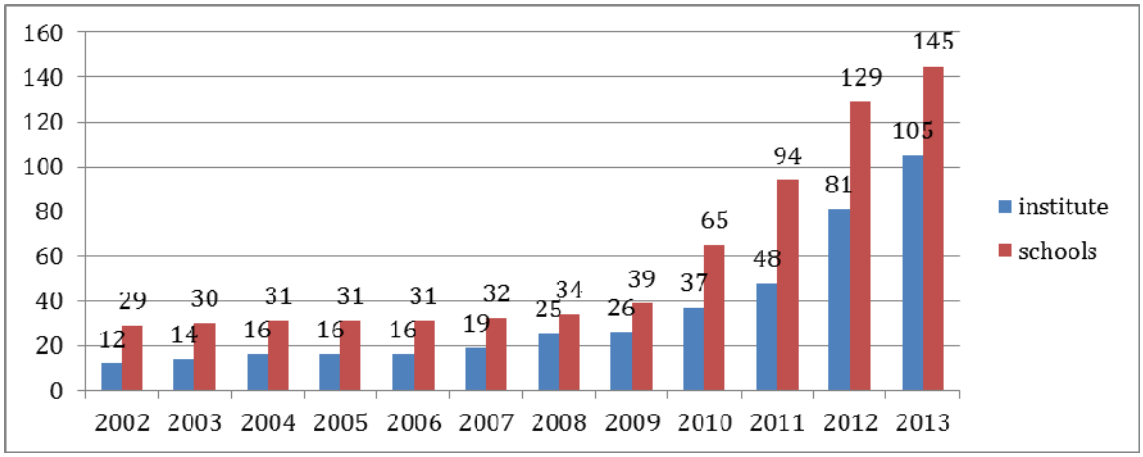
3.2 Situation of TVET in 2002 and Targets for 2015/2020

Access to formal TVET programs was very limited in 2000. There were very few schools and institutes with limited capacity of absorption and training. Very few had infrastructure, and with little or even no workshops, equipment and consumables. In 2002 there were about 2812 students (84 of whom female) enrolled in 41 TVET centres (29 schools and 12 institutes).
After a decade, there has been several changes and development in formal TVET. The number of students has significantly increased and in 2013 reached 61,004 students (M 52,857, F 8,147)[49] enrolled in 250 schools and institutes, which are offering 75 different trades. The majority of TVET institutes and schools are located in major cities and very few operate in districts, although MoE

[48] Source: MoE DM TVET records
[49] Source: MOE EMIS

plans to have one TVET centre in each district. Private TVET enrolment has been captured by EMIS since 2011 when the share registered was a meagre 1%. In 2013 the share of private TVET had increased to 2.5%. Non-formal TVET and apprenticeships are not captured by the current EMIS. The gross enrolment of youth in 2012 was 34.9% in the three programmes: General education, Islamic education and Technical and vocational education) covering grades from 10 to 12 of this the share of technical and vocational education was 0.8%.

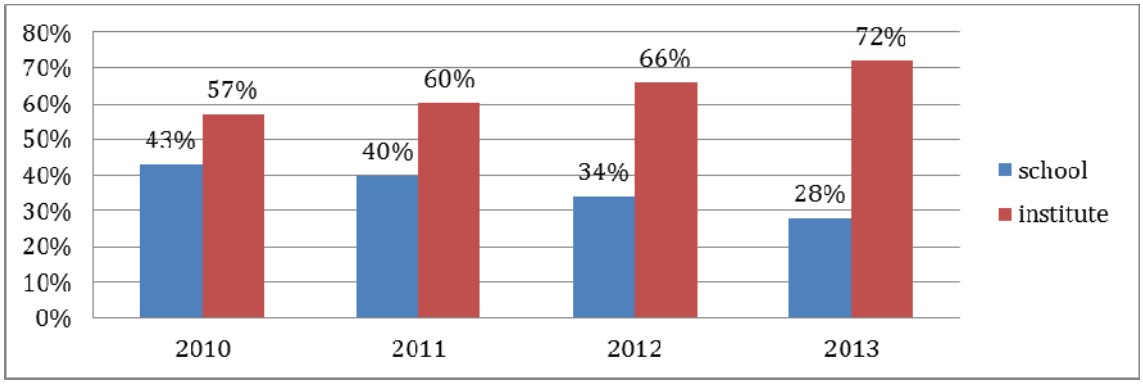
Figure 7 Number of TVET Centres 2002-2013



Source: DMTVET EMIS

The distribution of students between TVET schools and institutes shows a tendency to increasingly enrol students at fairly large institutes.

Figure 8: percentage of students in TVET schools and institutes



Source: DM TVET database

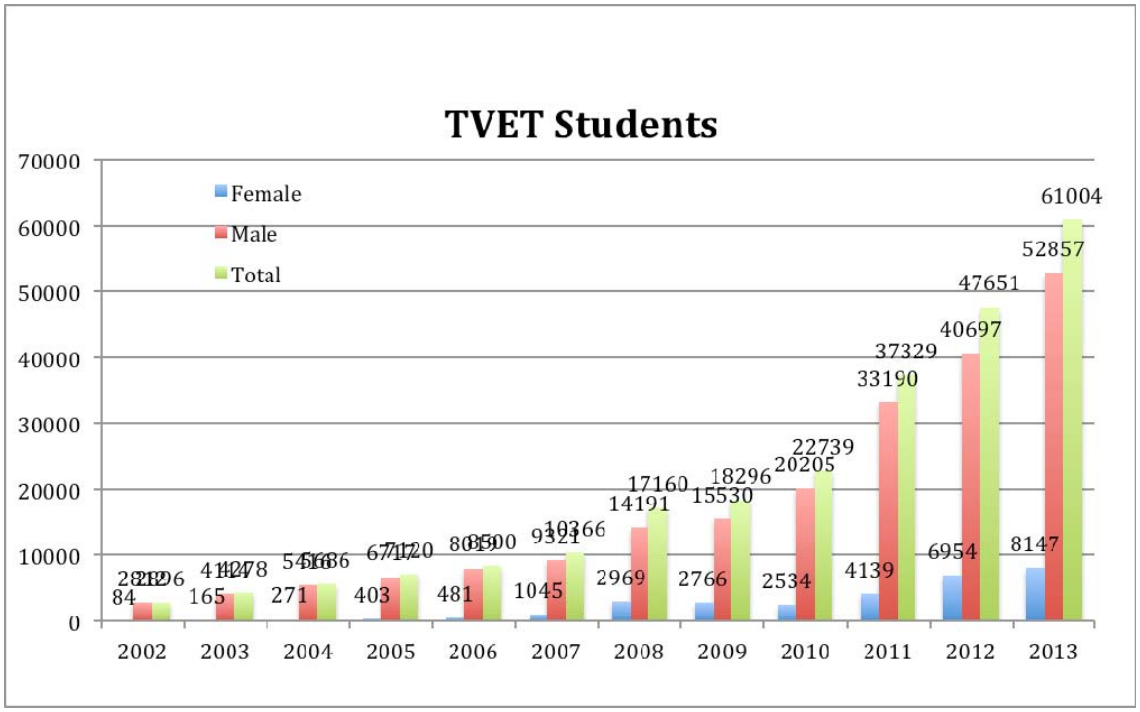
The proportion of females enrolled in formal TVET institutions remained steadily low during this period. The gender balance in TVET has improved from 0.03 in 2002 to 0.15 in 2013, but it was and still is poor.

The role of the private sector role in providing technical and vocational training for the young generation is growing. In 2012, there were 40 TVET private centres formally registered and 120 centres are in the process of registration in the ministry of education. These private centres mostly

train students in information and telecommunication technology, management, accounting and English language.

Overview of TVET providers in Afghanistan			
Provider type	Level	Type of Delivery	Managed by
Public TVET Institutes	Grades 13-14	Formal	MoE
Public TVET High School	Grades 10-12	Formal	MoE
Public TVET Training Centres	Short term (3-9 Months)	Non-formal	MoLSAMD
Private TVET providers	Mixed of the above	Mixed of formal and non-formal	Not all have contacts with MoE MoLSAMD
NGO TVET providers		Non-formal	

Figure 9: Number of TVET Students 2002 - 2013



Source: MOE EMIS Data base

In 2003 there were 700 students receiving short-term training provided by MOLSAMD: 450 (64%) were male and 250 (36%) were female. In 2013 these figures had risen to a total of 58,881 trainees, 20,122 of whom were male (34%), and 38,759 female (66 %). Note that the gender proportion has totally reversed in favour of female participation in this short-term training.

Non-formal TVET, however, caters for much larger numbers than those officially captured by MOE and MOLSAMD. A study on the bazaars[50] suggests that the number of apprenticeship trainees in 2013 was minimum 600,000, which makes the non-formal TVET provided by micro enterprises and

[50] "Bazaar Study Afghanistan and Conclusions for a Systematic Approach", Bonn Conference on Adult Education and Development, GIZ 2013

companies by far the most significant provider of technical education and training in Afghanistan. While a national TVET strategy was developed in 2013 and work on developing a National Qualification Framework (NQF) has been ongoing for some time, the significance of non-formal TVET provision is yet to be fully recognised.
The MOE TVET Targets for 2020 comprise:

- Increase the number of TVET students to 300 thousand
- Increase the number of TVET teachers to 12 thousand
- Increase the number of TVET centres to 412
- Increase the number of TVET centres with buildings to 225
- Improve the quality of TVET based on the needs of labour Market
- Provide short term TVET training for 35000 secondary graduates who did not succeed in the Kankour exam for university admission.

3.3 Strategies to increase enrolment

The TVET system will encourage a more dynamic development of TVET through outcome-based organisation, access to occupational assessment leading to recognized qualifications, integration of formal, non-formal and informal TVET. Apprenticeship training provided at enterprises is where the bulk of training takes place within the TVET system. Experience suggests that it leads to better training outcomes, practical skills, work attitudes and increased employment of graduates. Increased attention will be paid to training for self-employment and entrepreneurship skills[51].

Currently, most TVET schools and institutes are male dominated and female participation is lower due to low parental awareness about TVET and factors such as cultural, economic, security, and few female teachers further compound it. The TVET system will promote gender equality in access to TVET opportunities. TVET institutions will develop proactive gender policies in order to promote opportunities for girls and women in TVET. Strategies will include specific outreach and awareness raising about TVET opportunities to females and their families, the provision of female-only dormitories and inclusive education practices.

Quality of TVET

So far quality assurance has been pursued through a number of supply-side intervention areas: the development of qualified teachers competent both in subject matter and methodology, relevant and market driven curriculum, a conducive environment, as well as the provision of well equipped workshops, dorms and labs. In the future, more emphasis will be paid to the outcomes of TVET.. The national TVET system will be organized as an outcome based system. Upon completion of TVET programmes, learners' competencies will be measured through occupational assessment, which is to be based on national occupational standard skills (NOSS). The latter are yet to be fully developed, but a process is on going under the National Skills Development Programme (NSDP).
The outcomes and NOS skills will be specified in the national qualification framework (NQF), which will fall under the future authority of the Afghanistan National Qualification Authority (ANQA).

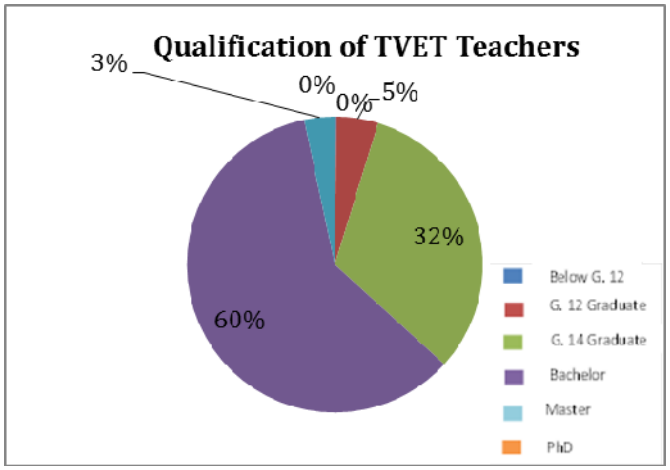
TVET Teachers

The total number teachers in DMTVET reached to 2706 by the end of 2013 out of which 20% are female. In order to address quality, short-term capacity building training programs have been

[51] Afghanistan National Strategy for Technical and Vocational Education and Training (TVET), MOE/MOLSAMD, 2014

organized for 922 teachers (184 female) in 2013. 25 teachers were sent abroad for Master degree and 103 teachers sent to in-country private universities for Bachelor degrees.

Figure 10: Qualification of TVET Teachers



3.4 Curriculum Development and Training Materials

The supply-side of TVET is still in a critical state and does not respond to the demand. In 2013, 142 volume books in different subjects and different trades were published and some books were revised and edited. DM-TVET is still struggling to have a complete package of curriculum by subject and trades and the curriculum is yet not fully market driven. In addition, some TVET schools do not even have buildings at all, and while workshops and labs are considered essential for student learning and achievements most of the schools are not equipped with these. Therefore, most of the teaching is theoretical and of very little practical value.

TVET Budget and Expenditure

There is a strong verbal commitment of Afghan government, MoE and Donor agencies in regard to TVET, but the Afghanistan Financial Management Information System (AFMIS) report shows that a very small portion of the Afghanistan budget is allocated to TVET. The MoE budget out of the total government budget has been almost consistent over the years as 12% in 2009, 13% in 2010 and 12% in 2013. DM-TVET's budget out of MoE budget was 3.3% in 2009 and increased to 6.3% in 2013, which shows an increase of 3 percentage points. This increase in the budget is a good indication of the MoE's commitment to TVET.

3.5 Challenges

There are still challenges facing the TVET system such as lack of family trust on quality in the TVET centres, lack of standard certification and accreditation system, lack of job opportunities in the job market for the TVET graduates and so on. In terms of delivery, lack of TVET teachers, especially female teachers at the district level in rural areas is one of the major challenges. However, to address these problems, MoE-DM-TVET has opened two Teacher Training Academies; one in Kabul and another one in Mazar-e-Sharif city to supply and increase number or teacher in the field.

3.6 Way forward

The current trades are not fully based on the results of the market analyses but rather on the geographical needs of the region. MoE/DMTVET has recently established a directorate that would

facilitate, design, and implement research on developing comprehensive curriculum, which is linked to the job market. DMTVET intends to adapt their policies and strategies according to the job market needs.
The current DMTVET M&E system is not very effective due lack of professional personnel and M&E activities are not taking place at province level. There are plans to increasingly integrate the DMTVET M&E into the MOE EMIS.
The first-ever national TVET strategy[52] was published in 2014. The national TVET strategy has mainly paid attention to the four fundamental issues (governance, access, quality and sustainable financing) that are common concerns for MoE-DM-TVET and MoLSAMD.

Goal 4: Adult Literacy -

Achieving a 50 per cent improvement in levels of adult literacy by 2015 (2020 for Afghanistan), especially for women, and equitable access to basic and continuing education for all adults.

4.1 Introduction

UNESCO defines literacy as the "ability to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society"[53] . In Afghanistan this has been translated into the following overall goal for literacy; “to develop a long-term literacy program to empower communities and individuals to build a productive, secure and literate nation” (NESP II, 2007-2013, p. 49).

Literacy and educational attainment are key factors in the explanation of poverty, and therefore should be incorporated in poverty reduction strategies. The ability to read and write and knowledge learned in the education system are strong facilitators for adequate performance on the labour market and in social life. Households of illiterate heads are 31 % more likely to be poor than those of literate heads, and the household poverty rate decreases steadily with higher levels of education: the likelihood of being poor for households with uneducated heads is 1.5 to 5 times higher than those with heads that have any educational attainment above middle school. (NRVA 2009:60)
The ANDS and NRVA link the improvement of literacy both with achieving educational goals and with equipping the population with the skills for economic development.

The Constitution of Afghanistan states education is the right of all citizens in Afghanistan and that the state shall devise and implement effective programs to create and foster balanced education for women, improve education of nomads as well as eliminate illiteracy in the country. The Education Law emphasises this right to education: “The citizens of the Islamic Republic of Afghanistan have equal rights to education without any kind of discrimination”.

The MoE is the primary authority responsible for developing and implementing strategies to achieve the above-mentioned goal through the Deputy Ministry of Education for Literacy. Strategies for doing so include designing literacy curricula, arranging courses, training teachers and facilitators, providing appropriate centres for conducting literacy courses, identifying those with the highest need for literacy, monitoring and reporting of the state of literacy and literacy provision, and campaigning to increase the demand for literacy. The National Literacy Strategy, the preeminent

[52] Afghanistan National Strategy for Technical and Vocational Education and Training (TVET), MOE/MOLSAMD, 2014
[53] UNESCO. 2005. Aspects of Literacy Assessment: Topics and issues from the UNESCO Expert Meeting, 10-12 June, 2003

policy on literacy up to 2020 has provided a target for the national literacy rate of 60% (50% female and 70% male).

4.2 Progress and current situation on adult literacy rate and illiterate population

The number of literacy students increased more than 14 times from 55,373 (M 39,552/F 15,821) in 2002 to 787,709 (M 455,555/F 332,154) in 2013[54]. MOE EMIS does not capture literacy rates. The level of literacy depends on the population figures used from which to extrapolate survey data. AMICS provides the lowest figure for the literacy rate at 31.4% (F-17, M-45), while the Ministry of Education calculates it as 36% (F-20, M-50). However, despite slight variation, the scale of the literacy challenge is evident. While levels of literacy have improved over recent years (NRVA 2008 placed literacy at 26%) there remain at least 11 million Afghans age 15 and above suffering from literacy inequalities.

In addition to the severity of the issue, literacy rates are marked by large geographical variation and gender disparities. While urban areas and regions of relative economic security can expect a literacy rate of over 30%, the more remote and insecure areas have levels of literacy closer to 15%. Equally, stark variations in the gender parity are evident across the country (for details c.f. figure 55 in Annex on Literacy rate disaggregated by province and sex). Areas characterised as having high male literacy and extremely low female literacy reflect the generally more conservative culture in those provinces.

The following table gives an overview of the most current statistics, disaggregated by population/location and gender:

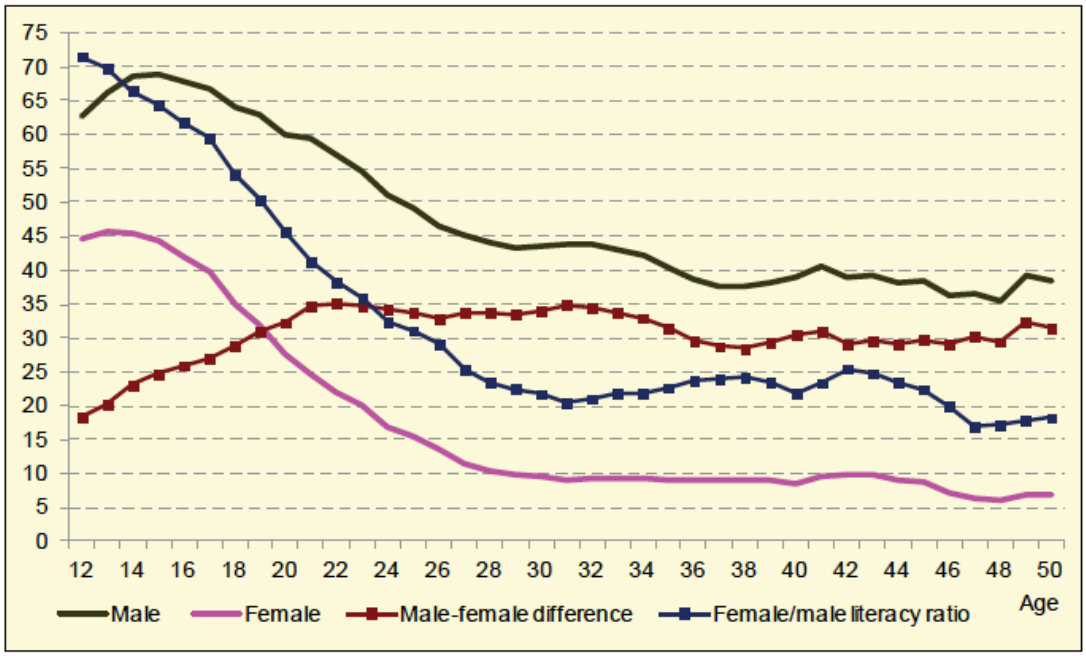
%	Urban	Rural	*Kuchi* (migrant)	National
Gender				
Male	68.7	39.1	13.2	45.4
Female	37.9	10.4	1.2	31.4
M+F	53.5	25.0	7.2	31.4

Source: NRVA 2011-12

It is more difficult to obtain a sense of how literacy rates have changed over time. NRVA 2011 attempts to get at this issue by examining the declared literacy levels of different age groups, thus showing whether younger age groups may have benefited from greater literacy learning and thus demonstrate higher percentages of literacy competence. The assessment states that the data 'strongly support the notion of significant improvement of literacy recently', as indicated by the following graph showing literacy rates by age:

[54] MOE EMIS 2014

Figure 11: Literacy rate by age and sex



NRVA 20122-2012

The statistics for youth literacy (15-24) confirm this trend, with younger females manifesting a literacy rate almost double that of the total (15+) female literacy rate:

	Male %	Female %	Total %
Youth (15-24)	61.9	32.1	47
Adult (15+)	45.4	17.0	31.4

Source: NRVA 2011-12

Numbers of learners in literacy and continuing basic education programmes have increased greatly since the fall of the Taliban regime, though the improved enrolment rates are by no means consistent across years and geographic areas. Data from DM Literacy EMIS 2013 shows the slow, but steady increase in enrolled learners within government recognised literacy programmes as a percentage of the total estimated population lacking basic literacy (2015 Projected)

Year	Literacy Learners of 15+ pPopulation			As a percentage of Non-literate People
	Male	Female	Total	
2008	104134	274386	378520	3.44
2009	287124	385555	672679	6.12
2010	249150	362310	611460	5.56
2011	202601	295573	498174	4.53
2012	252917	320226	573143	5.21
2013	254298	207606	461904	4.20
2014	246331	298869	545200	4.96
2015	256468	357986	614454	5.59

Variation in the total number of learners each year reflects the influence of external donor development programmes (see below). For example, completion of a successful UN-Habitat project in 2012 explains the reduction in female literacy learners between 2012 and 2013. The percentage distribution is based on a consistent 11 million (or roughly one third of the population) requiring literacy. The number remains unchanged as, despite the increased literacy level of the 15+ adult population, the general education system (primary and secondary) is not comprehensive enough to cover all the below 15 population and therefore each year a further cohort of adult individuals is requiring literacy. This is in addition to the improved life expectancy of the adult population, which would have previously eroded numbers.
Completion rates for the literacy courses are based on attendance rather than attainment, as there is currently no standardised final assessment. Figures for completion are around 50%, a low figure in general, though understandable given the multiple commitments of adult learners.

4.3 Forms of Literacy Provision, Efficiency and Effectiveness
Over the last decade several partners under the auspices of the Ministry of Education have delivered literacy courses and training Implementing partners have included the Ministries of Interior (which provides a Police Literacy Programme), Women's Affairs, and Labour and Social Affairs, as well as UN agencies including UNESCO (which has been the largest actor within the literacy sector), UNICEF, WFP, UN-Habitat, other international actors such as JICA and GIZ, and national NGOs such as ANAFAE (Afghanistan National Association for Adult Education).

The Deputy Ministry for Literacy has developed the LAND Afghanistan curriculum (Literacy and Non-formal Education Development), which imparts basic literacy and numeracy skills over a nine month course (six months for the initial 'basic' phase and a further three months in the 'post literacy' phase) which is delivered in both national official languages (Pashto and Dari) but not in any of the other national languages. Currently, UNESCO is also in the process of revising the LAND Afghan curriculum as it has been out-dated and requires lot of technical improvements. The nine-month programme brings students to a recognised Grade 3 level of literacy and numeracy, but an outcomes-based test or certification is not applied. Courses are managed through a decentralised education system from the MoE to its Provincial level body (Provincial Education Directorate) and District level body (District Education Directorate). Locations for courses are identified at the provincial and district levels and are based on need, demand, and security implications. Locations of classes generally tend to be rural and remote.
'Facilitators' hired from within the local area teach the nine-month literacy courses. The Facilitators are provided with basic pedagogical training as appropriate (pre- and in-service) and are monitored throughout their courses. Textbooks and other educational materials are provided. Support from literacy development partners has been provided in the form of direct funding for classes, technical assistance in the development of curricula, and operational support.
In theory, a component of the program should also supply skills based literacy across the country, with tailoring of the skills classes based on demand and local market needs – embedding literacy learning in the learning of relevant practical skills differing by gender, region age and other characteristics. Evidence of this, however, still remains to be seen.

In addition to the 9 month-LAND Afghanistan literacy course, the Deputy Ministry for Literacy oversees adult education schools. All school subjects are taught up to Grade 12 level, including basic literacy. Graduates from the nine-month course are able to enter these schools for continuing basic education at the Grade 4 level. However, there are relatively few adult education schools (65 across the country) with less than 20,000 people enrolled each year. Opportunities for continuing basic education outside the literacy programmes are limited and generally rely more on NGO support to skills-based programmes in specific communities.

4.4 Challenges

The diversity of the Afghan population, which is made up of many different ethnic and linguistic groups, coupled with widespread poverty and the current security situation, poses a unique set of challenges for any form of service delivery including literacy training. Moreover, as documented in the National Literacy Action Plan (NLAP), the concentration of 43% of the population within seven provinces, with the rest of the population dispersed across the remaining 27 provinces, makes it difficult to offer centre-based program delivery due to large catchment areas, which compounds security problems and inadequate and sporadic funding.

4.5 Way forward

There is need to ensure the sustainability of literacy skills beyond the initial training. Courses should be connected with specific vocational and life skills in order to provide greater practical application for the literacy skills being developed. Adult literacy will need to be seen in a wider context with opportunities both for literacy embedded with life skills and other skills necessary to improve living conditions, and as a pathway to further education and lifelong learning. Consequently, literacy training needs to be linked to the formal education system through the creation of equivalency and integration with the National Qualification Framework (NQF), requiring a competency-based curriculum for literacy training.

Adequate and sustained funding for literacy programs needs to be ensured in addition to an accreditation system as part of the NQF.

In addition, the involvement of communities (meaning consulting leaders and learners on the purpose, value, outcomes and uses of literacy) needs to be encouraged to enhance local ownership in order to make learning more relevant for the local context. It may also include the involvement of communities in the selection of facilitators and in developing locally relevant and learner-centred educational materials. In the area of management and service delivery attention will need to be given to develop both the institutional capacity of departments and organisations providing literacy and the individual capacity of those involved at different levels including facilitators, supervisors, and monitoring and administrative staff to strengthen the overall efficiency of programmes.

Goal 5 Gender parity and equality

Goal: Afghanistan has committed itself to achieving the EFA goal of gender parity and equality in education and the MDGs goal on gender equity and empowerment of women by 2020.

5.1 Introduction

There are large gender gaps in the education sector. The literacy rate of women is less than one-third of that of men, and it is consistently low across all provinces except Kabul, where it is just above 40 %. However, comparisons across age groups suggest that the gap is steadily narrowing, as the younger generations tend to have higher literacy rates. This fact notwithstanding, the male youth literacy rate is still more than double the female youth literacy rate.

Also, on the positive side, support for the principles of gender equality remains high among the population. According to the Asia Foundation 90 % agree with the idea that everyone should have equal rights under the law, regardless of gender and 83% support equal opportunities for women. 27% of the population believe that education and illiteracy remain to be among the major problems facing women in Afghanistan.[55] .

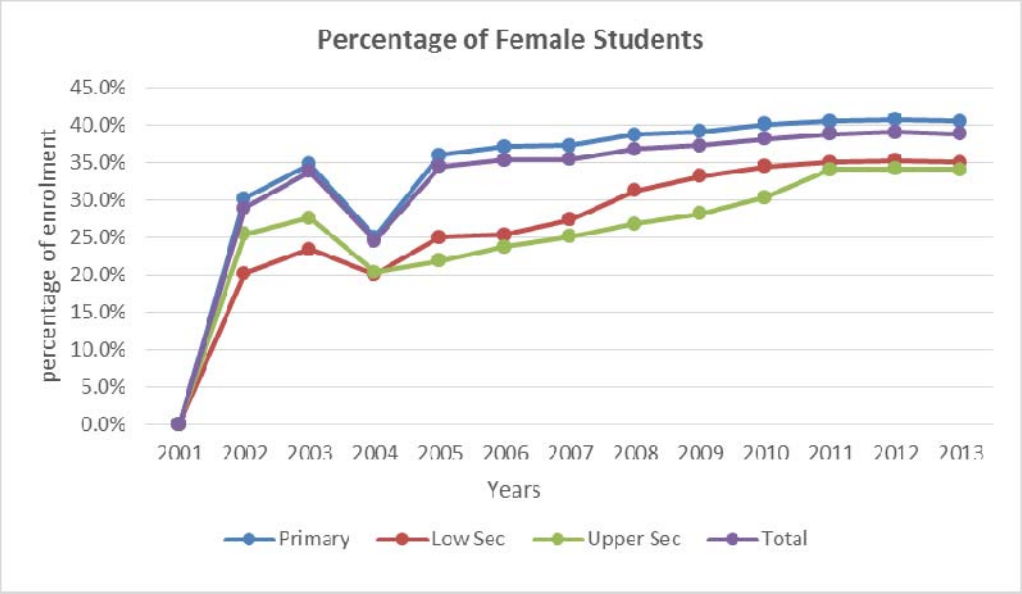
[55] *Afghanistan in 2013: A Survey of the Afghan People*, Asia Foundation, 2013

On the negative side, there is a massive gender imbalance of the Afghan society. There is male dominance almost everywhere, and the overt violence from fundamentalist and armed opposition groups is dubbed by the much more subtle structural violence in the Afghan society, which is exercised by the majority of both men and women, whose values are fundamentally patriarchal.

Afghanistan is one of the most challenging places in the world to be a woman: More women die in pregnancy and childbirth than almost anywhere else in the world; According to NRVA 17 % of women are literate. Women have more than 5 children on average, yet 1 out 10 children die before their fifth birthday. Only 67% of Afghan girls are enrolled in primary school level, and less than half of the girls attend school beyond the sixth grade, one girl for every two to three boys. Many Afghan families will only permit their daughters to attend all-girls schools close to home and few such schools exist. Other families believe it is unnecessary for girls to be educated. Schools for girls have been attacked, teachers educating girls have been threatened or killed, and girls have been physically harmed while attending or walking to or from school. Since 2010, however, the relative security for girls' education has reportedly improved and education is seen by many as one of the best strategies to liberate women from male domination[56].

5.2 Access & Participation

Figure 12: Proportion of Female Students



MOE EMIS

In 2013 female enrolment as a percentage of total general education enrolment was 39.32 % (GPI 64.8) with 40.84% at primary level (GPI 69.0), 36.13 % at lower secondary level and 34.95% at upper secondary level. This represents a significant improvement from 2002, immediately after the Taliban regime, where female enrolment as a percentage of total was 28.8 % (GPI 39.6) with 30.2 % female enrolment at primary, 20.2% at lower secondary and 25.4 % female enrolment at upper secondary.

[56]Partly based on: "Life as an Afghan Woman", Trust in Education, 2014.

No official figures are available from before 2001, but the figure showing 0 % female enrolment is definitely misleading because of significant home-based education of girls.

5.3 Quality

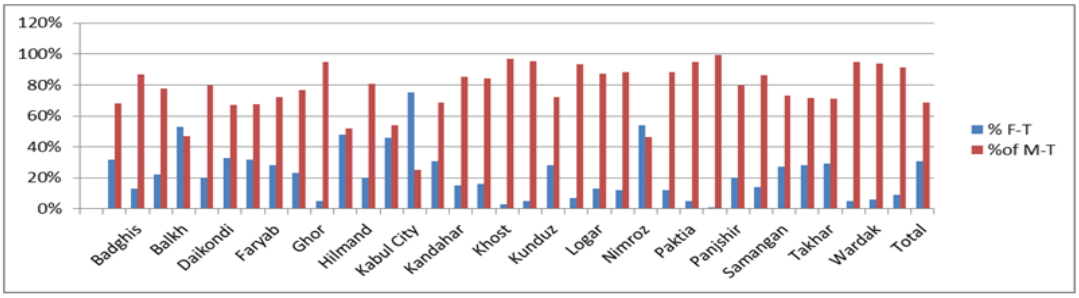
On average, female teachers as a percentage of the total number of teachers in general education (grades 1-12) had reached 32.91% in 2013 up from 30.9% in 2012. The situation in rural provinces such as Paktika, Paktia, Khost and Uruzgan, however, is much worse with less than 5% female teachers. Half of all districts do not have female teachers at all. See figure 59 in annex: "% of qualified teachers by Province".

The importance of female teachers can hardly be exaggerated as they are closely correlated to increased enrolment figures, not only in the lower grades but particularly so for girls in the higher grades[57]. Educated girls become educated mothers. In conducting the Afghanistan MICS one the authors found that "the single greatest predictor for nearly every single educator was the mother's education level. It was such a glaringly evident pattern that you could set your watch by it."
See textbox.

Educated girls become educated mothers

The more educated a mother is, the more likely she is to give birth with a skilled attendant present, and therefore more likely to survive childbirth. She's more likely to register the births of her children, to marry later and give birth later, to have children who are attending school, who are vaccinated, who are well nourished, and who survive infancy and then childhood. Her children are less likely to be involved in child labour and to be abused, and they have more books in their homes. Their access to water and adequate sanitation facilities is better, and they live in wealthier households. It's a pattern found all over the world. Multilateral agencies, NGOs and governments are increasingly recognising that human development hinges upon the status of women."[58]

Figure 13: Proportion of Male and female Teachers by Province (MOE EMIS 2013)

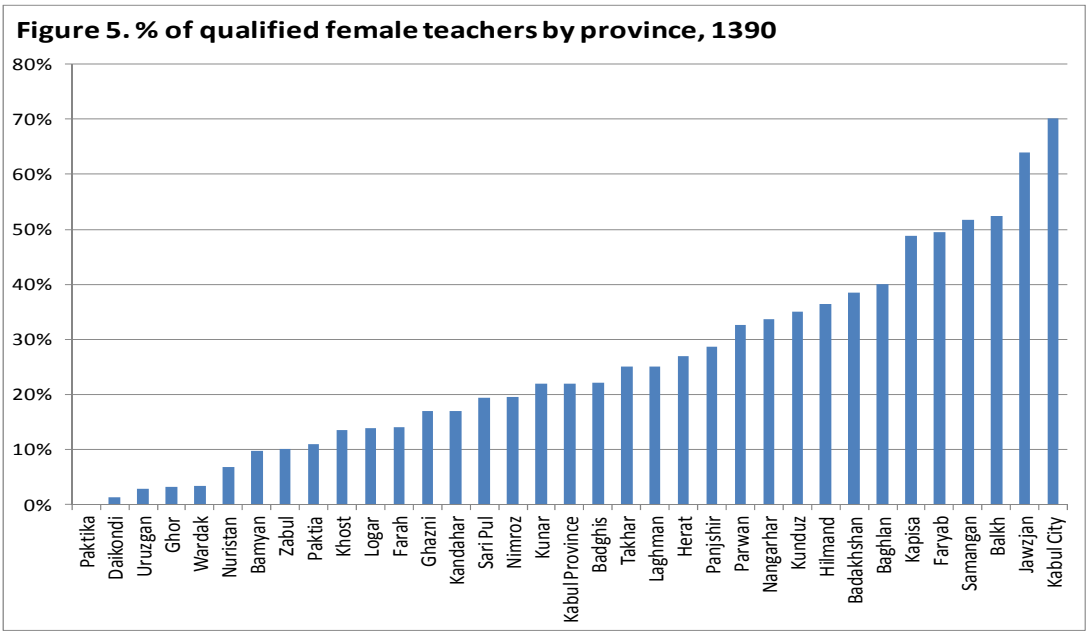


Out of the total 257,807 MOE employees in 2013, 27.2% were female compared to 26.4% in 2012 suggesting a strong male dominance among MoE staff across staffing levels, from support to managerial.

[57] See for example Kirk, Jackie: The Impact of Women Teachers on Girls' Education - Advocacy Brief. Bangkok: UNESCO Bangkok, 2006.

[58] Lauryn Oates: "The mother of all problems: female literacy in Afghanistan", Guardian Professional, 21 June, 2013

Figure 14: percentage of qualified female teachers by province



Source EJSR 2012

The average completion rate in primary education was 63 % in 2013 (52 % for girls), which represents a GPI of 0.70. For girls this is a significant improvement from 2009, where it was only 47 % (GPI 0.57), but the average completion rate was 66 % suggesting that boys' completion has gone down from 81% I 2009 to 74% in 2013. The reason for this is unknown.

The Effective Transition Rate (ETR) from primary to secondary education was 91 % in 2013 (boys 95%, girls 85%) up from 81 % in 2009 (B 81 %, G 80 %), but with a much higher progression in the transition for boys. As with the completion rate, the reason for this is also unknown.

5.4 Gaps

The maps below provide a striking image of the gender gaps in literacy:

Figure 15: Adult female literacy by province 2012[59]**:**

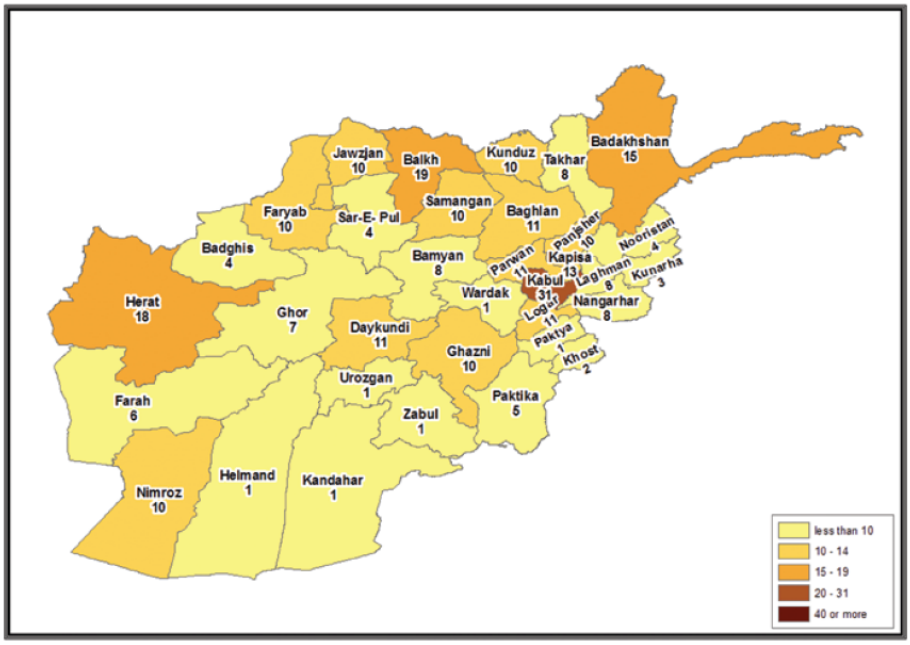
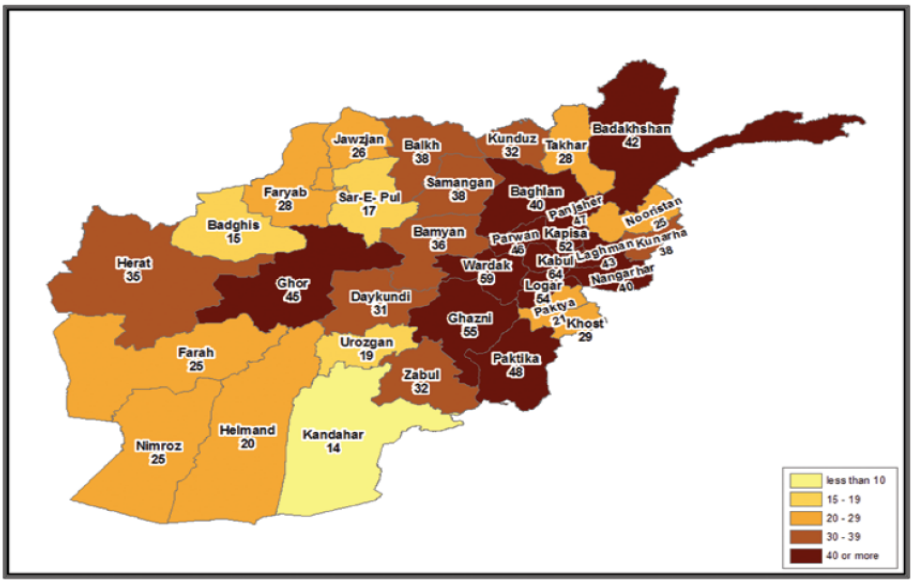


Figure 16: Adult male literacy by province 2012



Source: AMICS

While there are few variations in female literacy across the provinces – it is extremely low, everywhere - there are significant differences in the prevalence of male literacy. Reasons for the variation in male literacy are yet to be explained.

[59] MICS 2010-2011, CSO, UNICEF p 44

5.5 Recommendations and way forward

Afghanistan still has a very long and difficult road to travel before full gender equality in society could be achieved. The progress achieved in education during the last decade, however, is impressive and augers well for the future.

As demonstrated by the Asia Foundation Survey of the Afghan people, the support for girls' education is actually quite high: 84 % agree that girls should have the same primary education opportunities as boys (83% for access to high school)[60]. To a large extent, however, his demand is premised on the supply of a number of conditions and facilities. These include female teachers, boundary walls, girls' only schools, safe passage from home to school etc., all of which are meant to accommodate the conservative and exclusivist social norms for girls and women. There are examples of the gradual relaxation of such norms as a consequence of the discussions taking place in the shuras and SMCs.

The National Action Plan for the Women of Afghanistan 2007-2017 (NAPWA) has identified eight policies and strategies to improve the situation of women. All, except one, focus on education:

- Adopting an affirmative action approach and an incentive structure for female education
- Improving women's access to education and educational infrastructure
- Improving the organization and structure of education
- Addressing issues of safety and security
- Addressing social factors impeding women's access to education
- Reducing illiteracy
- Promoting alternate education, accelerated learning, and vocational training
- Utilizing education to promote the overall well-being of women

The way forward is marked by the number of practical interventions and strategic plans, which have been developed in recent years to address the gender disparities in education, e.g. the establishment of the Girls' Education Directorate, the accelerated learning programs for girls, the establishment of girls' only schools, priority to construction of girls schools and the provision of facilities, the recruitment of female teachers with high incentives, a quota system in the teacher education centres for female students, the establishment of dormitories and providing incentives for girls. In the National Policy for Technical and Vocational Education and Trainings it is also importantly mentioned that gender equity and improvement of female education is the main principle of the Policy, especially in providing educational opportunity and service delivery. This policy also focuses on non-discrimination in providing TVET.

Goal 6 Improving the Quality of Education

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

6.1 Introduction

The real measure of good schooling is the quality of learning outcomes, and recently MOE has piloted a scheme of learning assessment in grades 6 and 3[61] with the aim of developing institutional capacity and systematic national assessment systems. Many countries, however, find quality hard to define and hard to measure. Accordingly, quality is often discussed in terms of the quality of inputs –

[60] Asia Foundation: A Survey Of The Afghan People 2014, p. 133

[61] With technical assistance from ACER and financed by EQUIP.

buildings, textbooks and teachers – rather than the ability of individual students, to read, to write, to learn how to think and to act as productive and responsible citizens.
Several variables have been associated with quality of learning outcomes, which include factors such as quantity (teacher: pupil ratio) and quality of teachers (level of teacher training); the internal efficiency of the education system (repetition, drop out and completion rates), instructional time, availability and condition of school infrastructure as well as availability of teaching resources. The assumption is that better educational inputs will generally result in better learning outcomes.
Please refer to the section "Efficiency" p. 26 for detailed data on some of these parameters. The survival rate to the last grade of primary (grade 6) was 58 % (60 % boys, 54 % girls) in 2013 suggesting that 4 out of 10 pupils who enrol in grade 1 do not reach grade 6 of primary education.
The NESP III envisages the following strategies for improving the quality of education: monitoring the quality of education by standardized assessment tests, increasing the number of qualified teachers, provision of quality teacher training, revision of textbooks, utilizing educational technologies, reforming academic supervision, and increasing teaching hours. The MoE will specifically focus on the quality of education in grade 1 to 3 to ensure that can read and write fluently at the end of grade 3.
MoE has built a large number of schools and provided equipment and facilities to the existing schools to increase teaching hours and contribute to the quality education.
A national curriculum for primary, lower secondary and upper secondary is developed and revised based on the evidence from the field after testing the textbooks in the classrooms. Besides, teacher guides and science kits are prepared and distributed to the school to be used in teaching and learning processes.
The National TVET Strategy outlines a roadmap for quality improvement in the TVET system, one of the four main pillars of the National TVET Strategy. It is framed in terms of an outcomes-based approach, national standards, the need for a national qualification authority and framework, accreditation of TVET institutions, modular curriculum, and competency-based training.

6.2 Measuring Learning

While it is important that all children have access to and remain in school, it is equally crucial that those enrolled acquire the relevant cognitive skills. EFA goal 6 focuses on improving all aspects of the quality of education and ensuring excellence of all, so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.
Improvement in education quality is one of the important goals, which has been a priority for the Ministry of Education. MOE has invested largely in the improvement of education quality through consultation with students, teachers, parents, scholars and experts and by using national and international experience. The investments include in-service and pre-service trainings for teachers, introduction of new supervision and support system for teaching process, strengthening school management, development of new curriculum, textbooks and teacher guides based on active learning approaches, provision of science kits and other learning materials and improving schools facilities and infrastructure are the major initiatives to enhancing quality of education.

Assessing learning outcomes in Afghanistan is currently a challenge since the education system does not yet have standardized performance tests or national examinations at primary or secondary school.
However, the current available evidence from various studies indicates poor learning outcomes. For

instance, a study by Save the Children found that only 43% of a sample of children in grade 3 could read with comprehension. This poor performance is a concern in itself since reading with comprehension is an important skill that is required for the entire student learning process for all subjects. The study was not nation-wide and was conducted in Bamyan, Nangarhar, Kabul , Faryab , Balkh , and Kandahar provinces . Another study, however, suggests a gradual improvement in learning achievement based on test results from 2009 and 2011 in Language and Maths at grades 3 and 6[62]. Currently, a comprehensive learning assessment study is being conducted by ACER, an Australian consultant for EQUIP, a large WB sponsored MOE programme.

The good news is that the Ministry of Education in 2014 completed data collection for learning achievements for 6,000 grade six learners on three learning areas (numeracy, literacy and life skills) and is in the process of expanding the pilot to gradually cover grades 3 and 9. MOE institutional capacity is being built and data is In the process of being analysed. It is hoped that the information will provide an indication of the extent, nature and quality of learning amongst the Afghan children.

6.3 Teachers

The Ministry of Education has expanded the Teacher Training Colleges (TTC) and centres to support teachers at central, provincial and district levels in order to promote the level of knowledge of new and current teachers.

According to the Afghanistan educational system the minimum education standard for teachers is graduation from grade 14. One of the main challenges that Ministry of Education is facing is insufficient number of professional teachers for different cycles of education.

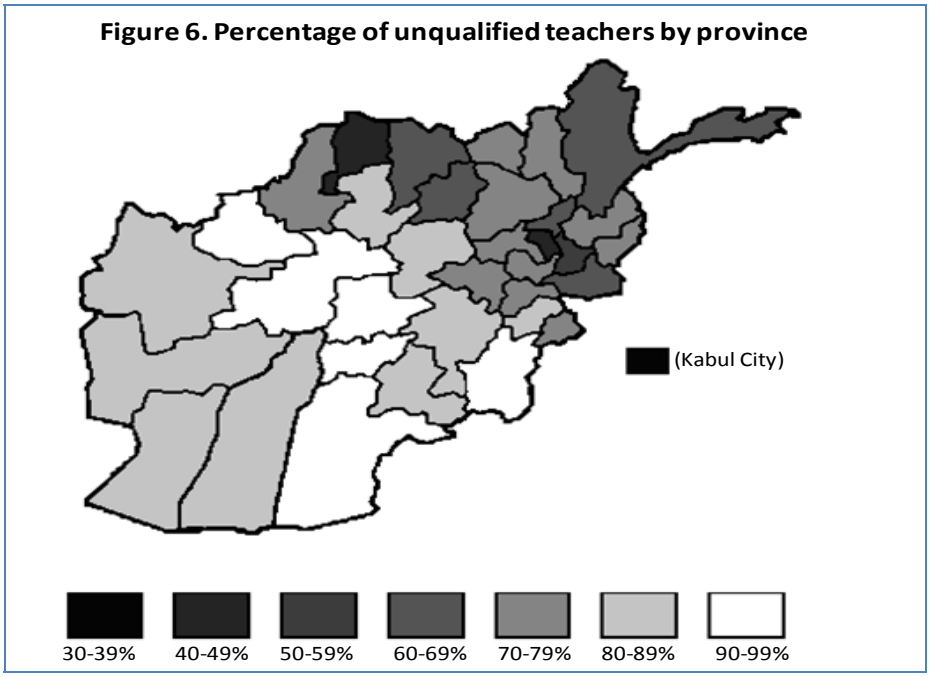
Out of 193,044 teachers at different levels, 82,898 of the current teachers, equivalent to 43 %, fulfil the minimum standards of teaching and the remaining 57% who have not completed the criteria of professional teachers are recruited as contact teachers in remote areas due to the lack of teachers. Current EMIS on teacher qualifications is not disaggregated by sex. MoE has been making efforts to enhance the capacity of these teachers through short term courses and recruiting them in the In-service Teacher Education programs, so that to improve the quality of teaching and learning.

On the other hand to address the problem of inadequate numbers of professional teachers MoE has planned holistic programs and has established Teacher Training Colleges as well as teacher training support Centres at central, provincial and district level to enrol the teachers of the pre-service and in-service to complete the academic two-year Teacher Training and are able to teach at schools as professional teachers after graduation.

The following map illustrates the huge regional disparities in teacher qualification:

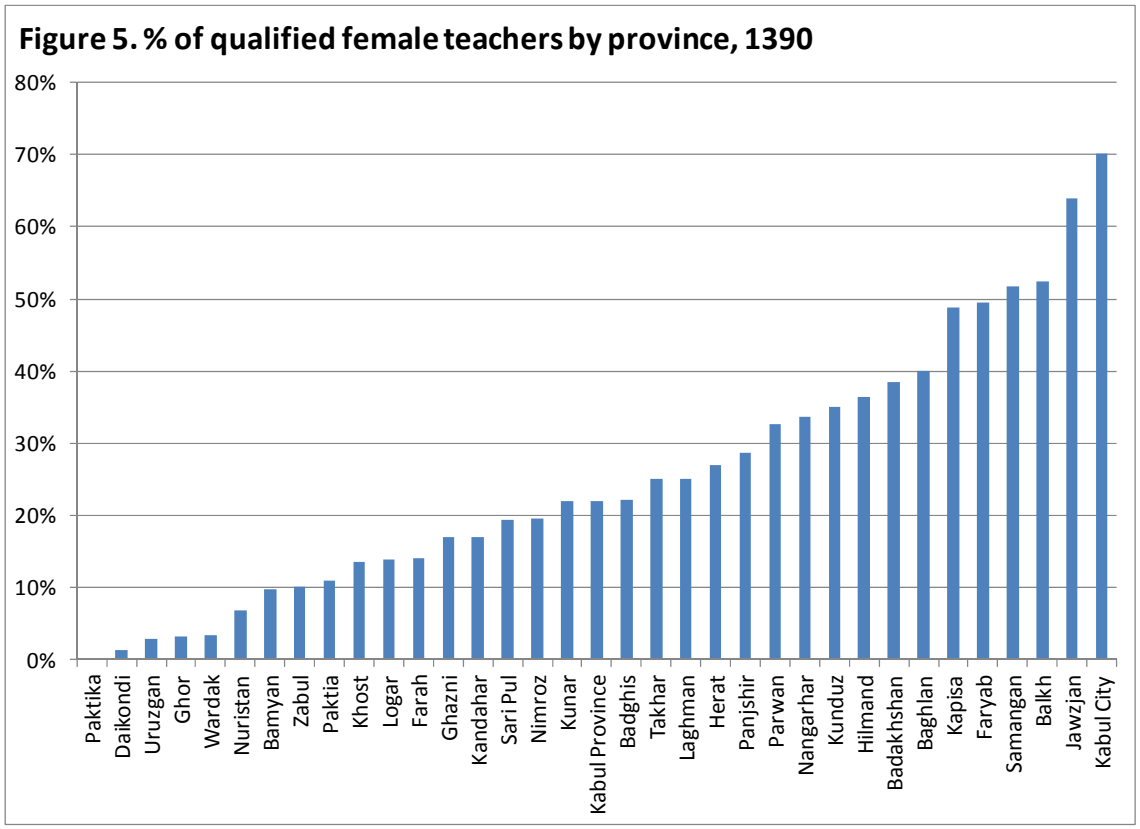
[62] Mansory, A.: A Study of DT3 Program: Teaching quality and Students' Learning achievements, 2011

Figure 17: Proportion of unqualified teachers by province



Source: EJSR Sub-sector Report on Primary and Secondary Education, MOE 2012

Figure 18: Proportion of qualified female teachers by province



Source: EJSR Sub-sector Report on Primary and Secondary Education, MOE 2012

The current distribution of qualified teachers shows that urban centres and the Northern regions have a much larger proportion of qualified female teachers than other regions of the country. A number of strategies, including targeted in-service training for women in rural areas, are in the process of being initiated to address this imbalance.

To improve the quality of education the Ministry of education has established a system for teachers screening and administrated the competency test in three batches. The successful teachers have been included in and benefitted from the new salary scale system.

Figure 19: Number of teachers participating in and passing in-service training examinations

Batches	No of teachers who participated in examination			No of passed teacher		
	Male	Female	Total	Male	Female	Total
First Batch	23,920	21,335	45,255	22,178	21,010	43,188 (95.4% passed)
Second Batch	9,870	22,799	32,669	8,700	23,001	31,701
Third Batch	48,255	2,383	50,638	45,631	2,256	47,887
Total	**82,045 (63.8%)**	**46,517 (36.2%)**	**128,562**	**76,509 (93%passed)**	**46,267 (99,4%passed)**	**122,776**

The MoE has implemented a number of in-service training largely to address issues of unqualified teachers being used in the educational system. Major in-service training by the MoE over the past few years include: INSET-I, II and III. This training has mainly focused on pedagogical skills, content knowledge, general education requirements and administrative/management skills and it has targeted teachers with lower than grade 14 qualification. INSET-I is introduction to the general pedagogy in which the teachers are exposed to the new skills in teaching methods and INSET-II and INSET-III are subject matter contents. As indicated above, the teacher competency tests are intended to eventually lead to a full grade 14 equivalent teacher qualification. During the period 2009 to 2013, a total of 90,630, predominantly male teachers (57,817 males and 32,822 female) representing 66% of all teachers had received the three sets of short-term training (INSET-I, II and III). In addition, other several thousands of teachers have received in-service training through, NGOs and donor supported training, but no data is available on this.

Afghanistan is characterized by a severe shortage of teachers evidenced by its high Pupil-Teacher Ratio (PTR). In 2013 it was 45:1, which is slightly higher than the official policy of PTR of 40:1. It is worth noting that there has been a significant progress in terms of provision of teachers in schools where the number of teachers in general education schools (primary and secondary) has risen from 110,000 in 2007 to 187,000 in 2013. The teacher shortage is worse in the rural areas, especially amongst female teachers. Out of the 187,000 teachers in general education, only 33 per cent are females and only very few of these are in rural schools. On teacher recruitment, availability of adequate finances is a major hurdle; the HR, driven by availability of budget from MOF, substantially reduces requests given by PEDs every year. PEDs, as a result are 'left with no choice' but to recruit teachers on contract to meet the school demands, and supposedly for hiring of contract teachers, which have a separate budget line and work on lower salaries compared with regular teachers.

There are no systematic data on teacher absenteeism. The role of shuras in monitoring this phenomenon, however, appears to hold a significant potential as well functioning shuras tend to increase the accountability of teachers as well as strengthening the demands side of education.

6.4 Quality Indicators

The shortage of teachers is combined with an incoherent distribution by province as reflected in provincial disparities in Pupil-Teacher Ratios (PTR) as shown in the map below. The ratio of pupils per teacher at provincial level in the primary cycle varies. In 10 provinces the ratio is 30-40, in one province (Parwan) the ratio is 29 and in the remaining provinces the ratio is more than 40. Parwan province has the lowest ratio and Daikundi (69) has the highest ratio in the primary cycle.

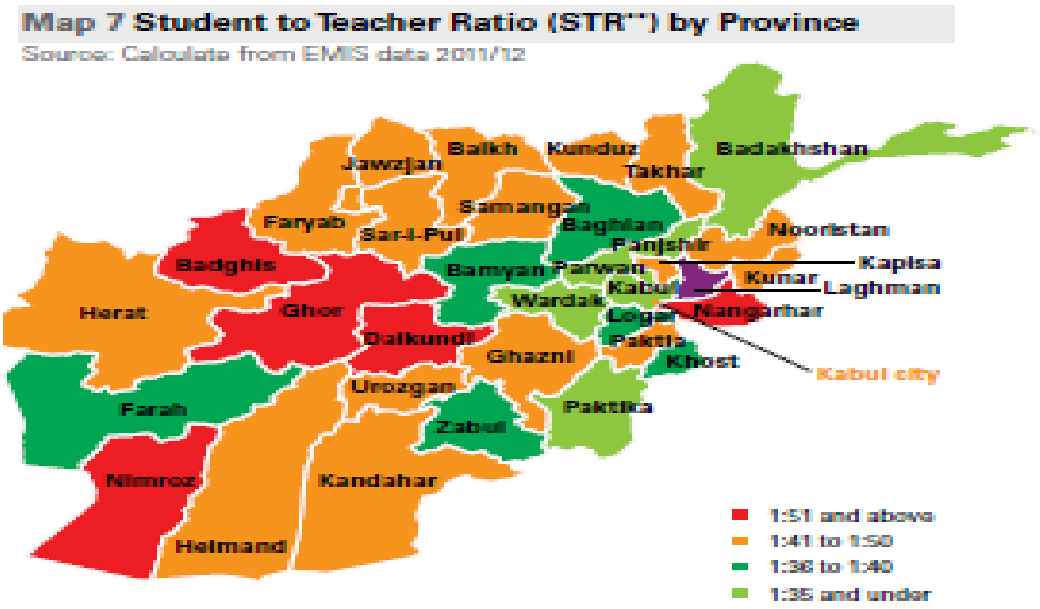


Figure 20: Student-teacher ratio by province

Pupil classroom ratio has an effect on the quality provision of education. Overcrowded classes may pose challenges for a teacher to adapt classroom arrangements and pedagogies that are learner centred. Great progress has been made in Afghanistan in terms of provision of school buildings. The number of schools has increased from around 3500 in 2001 to 14600 in 2013.The pupil class ratio in 2012 was 42 for primary cycle, 38 for lower secondary cycle, and 37 for upper secondary cycle respectively.

Of the 14600 schools available in 2013, almost 47 % of them did not have usable buildings. Further, there are inadequate facilities in schools such as toilets and drinking water. About 30% of schools lack safe drinking water and 60% of the schools lack sanitation facilities, and 80% lack electricity facilities. A large amount of funds is spent for renting of houses for schools. MOE has made significant progress in providing school infrastructure in the last decade but widespread corruption and inferior building quality are major challenges for the infrastructure department of MOE.
In areas where adequate schools and classrooms are built, the ratio of students per class is close to the norm of 1:40 but in areas where schools are not built due to various problems the ratio is higher.

Access to textbooks is an important factor in the improvement of education quality, only preceded by school management. The MOE has paid special attention to the printing and distribution of textbooks to students. Afghanistan has made significant progress in terms of textbook provision over the years. Since 2003, a total of 219 million textbooks have been printed for distribution to all learners throughout the country. The textbook: pupil ratio was 1:6 in 2013.

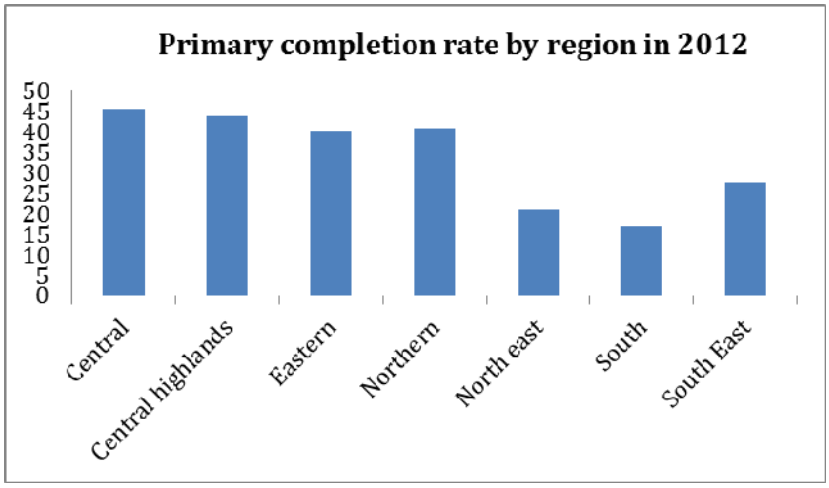
School life expectancy (SLE) was 7.5 years in 2013 (1392), up 0.1 % point from 2012. SLE is an indicator of how efficient an education system is. It is defined as the total number of years of schooling which a child of a certain age can expect to receive in the future, assuming that the probability of his or her being enrolled in school at any particular age is equal to the current enrolment ratio for that age. Ideally, the school life expectancy of an Afghan primary school child should be six years, so a larger figure indicates repetition and wastage. In addition, this figure may be misleading, as it does not address the quality of time on task and the length of a regular school day.

This section of the report provides an analysis of progress on the internal efficiency of the education system in Afghanistan in terms of completion rates, dropout rates and repetition rates. While some progress has been observed in the survival rate (84 % of enrolled children starting grade one of primary reached the final grade (six) with no variation between boys and girls[63], the primary completion rate, however, is much lower. The same AMICS report estimated that the primary completion rate was at 30.7 per cent (21 % for girls and 40 % for boys), which implies that 69.3 % of the children were not able to complete a full cycle of primary. There is an apparent paradox here : SLE says that a child can expect to receive 7.5 years of education, but how is this possible when most children do not complete primary school (gr. 6)? The reason is repetition, which is yet another indicator of the low internal efficiency of the system: in 2013 it varied from 1.5% repeaters in grade 1 to 5.3 % repeaters in grade 6.
It can be concluded from these statistics that while the majority of school aged children that enrol in grade one of primary are likely to survive to the last grade of primary the major challenges are to get all children enrolled into school and get them passing grade 6. The AMICS report revealed significant disparities in primary completion rates between rural (28%) and urban (42%). Significant differences were also observed between children coming from poor families and children coming from rich families (see graph below).

The graphics below show that there are also significant variations in primary completion rates within regions, wealth quintiles index and levels of mother's education. Children coming from mothers with higher level of education and from richer families were more likely to complete primary education than children from mothers without education and poor families. Variations were also observed across regions with the Central region having the highest completion rates while the South had the least completion rates.

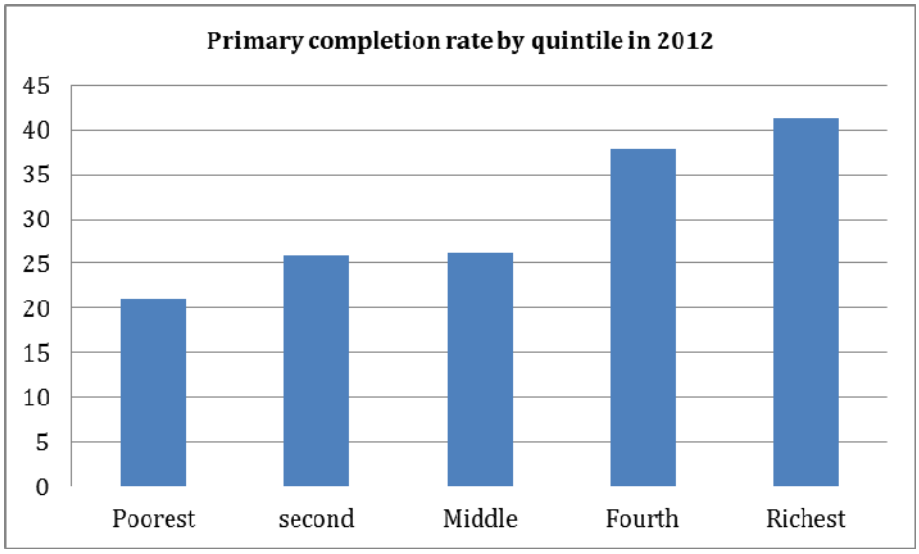
[63] According to the Afghanistan Multiple Indicator Cluster Survey (AMICS) of 2010/2011

Figure 21: Primary completion rate by region



Source: AMICS, 2012

Figure 22: Primary completion rate by wealth quintile



Source: AMICS, 2012

6.5 Challenges:

One of the most compelling and disturbing indicators of the quality of education in Afghanistan is its levels of literacy. There are no accurate data on this issue, and literacy is notoriously difficult to assess, but the NRVA puts youth literacy (15-24 years of age) at around 34% (18% for women) and adult literacy at 28% (13% for women). Given that the education of mothers is an important factor in children attending school, these low literacy levels are themselves a barrier to schooling.

In the absence of other learning outcome related indicators, school completion data for the primary or basic cycles of education provide intermediate insights into the quality of general education, as do transition rates from one level of education to the next. But this data is not readily available over time. It is almost certain that these data underestimate drop out and poor retention given that they include children absent from school, many of whom do not return. The transition from Grade 6 to Grade 7 results in the apparent loss of one sixth of those students who completed the primary cycle.

Then, more than half the Grade 7 student population fail to complete Grade 9. If the methodological inadequacies of this exercise are put aside, less than one quarter of Grade 1 students can currently expect to complete Afghanistan's basic education cycle of nine years. Less than 10% will reach Grade 12. These inefficiencies in transition and completion are more marked for girls than for boys. Again, with reservations for the methodological inadequacies, the fact that In 1388 (2009), there were 375, 000 girls in Grade 1 and just 25,000 in Grade 12 may serve as a proxy for the huge wastage, which characterises the system.

Examination results serve as another imperfect marker of the quality of education, the most notable statistic being that many students who are nominally registered or enrolled in school do not sit or are not eligible to take school examinations (see above). In 1388 (2009), 22% of general education students fell into this category. Of those who sat examinations in each of the grades 3-12, over 73% passed and 5% failed, while the remaining 22% simply did not show up. The lowest pass rate is at the end of Grade 4, at 64%. This means that 65,000 Grade 4 children (36%) could not move on to Grade 5 plus the nearly quarter of a million children who were absent from the exam altogether.

Comparative analysis shows that the longer time children spend in school over the course of a year, the greater their opportunity to master the curriculum and achieve learning objectives. And at least 80% of class time needs to be spent on learning. Most countries mandate between 700 to 900 formal hours of instruction during each year of primary and lower secondary education. The old curriculum was designed in such a way that it provoked students for rote learning, while the new curriculum along with the new approach of teaching currently provides more opportunity for active learning methods in the classrooms.

There is little systematic evidence of the overall quality of teaching /learning in the classrooms collected by MoE, but evidence from the German funded BEPA in the Northern provinces as well as the study from Mansoor (DT3 study 2011) suggest a robust correlation between teacher INSET and pedagogical support on one side and student learning achievement on the other.

In Afghanistan, the Education Law mandates MOE to determine the beginning and the closing of the school year in different climatic zones and to set the number of weekly teaching hours. There is no readily available data on days in school and hours of learning but three factors appear to suggest that Afghanistan is at the lower end of the spectrum of learning time. First, between 101 and 175 days are designated holiday periods, varying according to climate zone. Second, 36% of all general schools operate more than one shift (1388/2009 data). Three hundred and forty six schools operate three shifts or more. Third, absenteeism from the classroom, for a complex of reasons, by both teachers and students, necessarily interrupts and shortens learning time.

NESP I planned, ambitiously, that by 1389 (2010), 70% of teachers would have passed a competency test; a new secondary curriculum would be taught; national testing systems to assess learning achievements would be operational; and that over 90% of schools would have appropriate facilities for boys and girls. While progress has been made, and is being made, it is still not at the rate intended.

The problems with quality could be summarised:

Schools functional in 3 shifts
Lack of 60% professional teachers
High ratio of students per teacher
Lack of lab technician in most of the schools

Lack of standard laboratories
Lack of equipped computer labs

6.6 Recommendations

As enrolment increases, there is evident need to address further aspects of quality improvement The type of solutions to address these problems range from improving teacher quality and management in schools, improving physical infrastructure, curriculum development as well as the provision of appropriate teaching and learning materials, labs and libraries. Specific solutions addressing the latter comprise:

- Providing support to school management councils and management training of head teachers
- Continue and strengthen community outreach efforts, focusing on active school shuras (school management committees) and community participation..
- Distributing textbooks and teachers' guides to the school level
- Improving the quality of teachers, including content mastery as well as improved pedagogical skills
- Continuing to improve and update the curriculum
- Increasing the hours of instruction, especially in crowded urban areas
- Improving the system of teacher supervision
- Improving assessment of learning achievement
- Ensure merit-based recruitment and promotion of head teachers and institutional managers.
- Division of grade nine graduate in two fields (science and social science)
- Establishment of standard science centres and educational technology centres at each province
- Establishment of standard lab and computer room.
  Allocation of more post for teachers and lab technicians

EFA Goals Summing up

Goal 1: ECCE

Low priority to pre-primary education in legislative frameworks (ECCE is not compulsory) and low budget allocation.
Lack of a holistic and complimentary approach to ECCE programs
Evidence from other Asian countries indicates that attending in ECCE programs increases the likelihood of completing primary grades. In Afghanistan where dropout rate is high and a large number of students leave the school in the primary grades expanded and universalizing ECCE program will be the key to foster education in other levels. Afghanistan needs to put more pace to the process and make ECCE programmes accessible to all children of the relevant age group.

Goal 2: UPE

The EFA goal 2 aims at universal access to primary education. Logically, this objective can only be achieved if the children currently out of school (currently 3.5 million) are brought into the schools. Still, however, the situation of out-of-school children and early school leavers is a serious concern. Enrolment patterns show glaring disparities in the access to schooling as well as in retention and completion. The reasons are many and comprise, inter alia, inadequate school supply and long distances to school in rural areas, poverty, shortage of teachers, especially female teachers, and insufficient number of girls' only schools

Equality of rights to education entails putting measures in place aimed at reducing the current gender, provincial and socioeconomic disparities in educational access, and improving retention and learning outcomes at all levels of the system. Consequently, future strategies will focus on analysing and addressing the bottlenecks that prevent out of school children from enrolling in schools. Strategies focusing on multiple pathways for education will be strengthened and an approach focused on equity and quality improvement (cf. below) will continue to be the overarching strategy to achieve education for all children.

Goal 3 The Learning Needs of Youth and Adults

Afghanistan still suffers from the legacy of years of neglect of the learning needs of the majority of the population. The low literacy rates are evidence of this, and the same are the relatively low level of opportunities for skills training and vocational education.
The TVET system has been neglected and it is grossly inadequate to respond to the needs. A robust TVET system can be an effective tool for economic growth by providing a steady supply of skilled workers especially in critical sectors such as agriculture, mining and infrastructure; it can encourage an entrepreneurial culture, especially among women, and create more work opportunities for others, and by providing opportunities for young people it can act as a deterrent against radicalism and insurgency.

GoIRA should commit to expanding the opportunities for a wide range of skills training for economic activities as well as for life skills and citizenship. Such training could be non-formal and linked to the acquisition of functional literacy.
Moreover, the GoIRA should commit to build a market-driven TVET system through the Afghanistan National Qualifications Framework (ANQF) and the National Vocational Education and Training Board (NVETB).
It should establish the Afghanistan National Qualifications Framework (ANQF) and the National Vocational Education and Training Board (NVETB) as the foundation for national training standards.

Goal 4 Literacy

Youth and adult literacy rates in Afghanistan are among the lowest in the world. In 2012 adult literacy stood at 31.4 % (17% female and 42% male). Youth (15-24) statistics indicate a positive trend, with youth female literacy almost double the rate compared to the whole population. The numbers of female literacy facilitators dropped by 24% from 1389/2010 to 1390/2011 – with a corresponding drop of 17% in the number of female learners.
Commitments to literacy should be explicitly included in the National Priority Programmes, by including adult literacy in NPP-2 Education for All and increasing the scope of occupational literacy in NPP-1 Sustainable Decent Work.
Literacy should be funded at least at the level of the NEIP targets: 2.3% of the education operating budget and 8% of the development budget, through the government budget and external aid.

Goal 5: Gender Parity and Equity in Education

The provision of education is inequitable. In addition to the gender gap, there are rural-urban and regional disparities. Poverty is a strong predictor of inequitable provision of education as is vulnerability in general. Children and people with disabilities, ethnic minorities and nomadic children have significantly lower rates of access and attendance.

As a first step in addressing inequity, a proper mapping based on EMIS data disaggregated by gender, ethnicity, geography, poverty and vulnerability should be developed in order to inform policy and managerial interventions.
As a second step, clear equity and gender parity benchmarks should be identified and included in the strategic plan results framework.
As a third step, budget allocations and annual work plans should reflect the priority on equity.

Goal 6: Quality

The **quality** of education needs serious attention. High drop-out figures, low retention and completion figures as well as the results from several tests of student learning all lead to the fact that learning achievement is much more below than the desired levels.
Continued attention to quality inputs like curriculum, textbooks/learning materials as well as qualified teachers is an essential condition for student learning, but this is far from sufficient.
In addition, continued professional development, pedagogical support to and mentoring of, teachers are expected to improve learning.
Local participation in all forms of management and supervision has shown to improve accountability and performance, and there needs to be more autonomy at institutional level in the school system and in higher education. It is recommended to accelerate efforts towards decentralisation through school management training for head teachers and managers and provide support to the establishment of SMCs and shuras.
Performance assessment by objective standards (e.g. achievement tests) will also increase accountability and facilitate managerial intervention to improve learning achievement.

3. Review of EFA Strategies and Sector Management

MOE response to the EFA goals

Afghanistan adopted the EFA goals in2005 but the 2015 targets were modified in light of the specific country situation with a neglected education system after years of civil war and Taliban rule opposed to education.
MOE has undergone several major restructuring exercises since 2001, when Taliban were overthrown. The current central level structure reflects an attempt to develop an administrative structure, the mandate of which mirrors the functional requirements of a modern system of education. The General Directorate of General and Islamic Education has the main responsibility for goal 2, universalising primary education, while the MOE Deputy Ministry of TVET is responsible for the formal provision of technical and vocational education, and MOLSAMD is responsible for a multitude of short-term job-oriented training courses. A National Qualifications Framework (NQF) is in the process of being developed, initially for the TVET sub-sector, but later on the NQF will cover the whole sector. The Deputy Ministry of Literacy is responsible for policy development and regulation of literacy and adult education. A large number of NGOs provide services in this field, and UNESCO plays a prominent role in supporting the development of policies in literacy.
For instance, in 2013, UNESCO assisted the MoE, in launching the National Literacy Strategy, to set out a framework for the expansion of literacy and to unify various national and international agents, toward the coordinated goal. In the skills development sub-sector, UNESCO in 2014 through Cap-EFA programme jointly with the MoE, the Ministry of Labour, Social Affairs, Martyrs, and Disabled (MoLSAMD) launched the National TVET Strategy, which is the first ever sector-wide TVET plan for the country, setting out a national framework and common platform from which to implement TVET programmes over the next five years. Gender equity in technical and vocational education and training (TVET) (which includes formal and non-formal skills development programmes) is a main principle of the National TVET Strategy, especially in providing equitable educational opportunities and service delivery to women and girls. The National Literacy Strategy and the National TVET

strategy are both vehicles for aligning international aid to the national agenda and increasing donor support for literacy and skills development.

Goal 5 gender and equity are crosscutting issues, which are addressed by all departments and supported by the Ministry of Women's' Affairs (MOWA). The country has a National Action Plan for Women of Afghanistan (NAPWA) to guide the interventions in this field. Goal 6 on quality is being addressed by the TED and the Curriculum Department of MOE and by printing large numbers of free textbooks; the latter is still heavily dependent on donor support, however. In addition, a pilot project on learning assessment is being implemented under MOE with the assistance of EQUIP and ACER, an Australian consultant.
While the current departmental structure to a large degree corresponds to the functional division of labour, policy development and the implementation of policy still leave a lot to be desired. One problem with regard to policy making in the MoE is the gap between policy and practice. Efforts are continuously being made towards a systematic supervision and evaluation of policy implementation and it is hoped that these will help fill the gap. In addition to the monitoring and evaluation activities of the M&E Unit of the MOE Planning Directorate, the Academic Council in Educational Research and Policy Development is mandated to carry out basic academic research in order to inform policy development and analysis. Research funding, however, is limited and so is the number of studies emerging from this Academic Council.

Sector Management

The management of the education sector is shared between four major ministries: MOE, MOHE, MOLSAMD, and MOWA. All four ministries participate in the Human Resource Development Board (HRDB) with representation from DPs, who comprise external donors, as well as international and national NGOs working in education. In addition, the Chamber of Commerce occasionally attends the HRDB.

Planning*:*
The planning capacity of the MoE has increased significantly. The MoE has developed two national strategic plans so far that have been effective in fundraising and improving coordination within the ministry. The first one was developed with significant TA from UNESCO IIEP, while the second one was an endogenously led process. In addition, an Interim Plan was developed for 2011-2013 that facilitated Afghanistan's participation in the Global Partnership for Education (GPE) program.
In 2012, the Planning and Evaluation General Department established a two-year program for developing the capacity of its employees in planning, M&E, and reporting.
Despite these improvements, the MoE's capacity in planning is still low at sub-national level. Planning is centralized and participation of school administrators and district officials in planning is limited; employees at district level often do not know about the MoE plans; accurate and updated data and information are not available for planning; budgeting is not integrated; and there are huge gaps between plans and implementation. Furthermore, development partners do not fully share the information on their external projects, and joint planning between the MoE and development partners is still negligible.
Lately, a diploma course in planning to district and provincial managers is providing professional training to a key group of MOE staff, who have so far been neglected from CPD.

EMIS*:*
During 2012, the MoE developed the EMIS system at the provincial level and the provincial staff (school supervisors and EMIS officers) collected school data and entered them into database of Provincial Education Departments. The central EMIS office is responsible for data verification. EMIS data are now available on the EMIS website.[64]

[64] www.EMIS.af

Nevertheless, the EMIS in 2012 was still facing challenges: the accuracy of EMIS data is not yet satisfactory; data are not always available on time; data on some key educational indicators such as net enrolment ratios cannot be accurately computed because of lack of reliable population data, while data on repetition rate, dropout rate, and enrolment of children with disabilities are not available. The NER data based on sample surveys is, however, available from AMIC surveys. The MoE has not been able to survey some schools due to insecurity and logistical problems.

The MoE organizational Structure*:*

The MoE revisits its organizational structure annually. Structure related issues include: (1) the structure at the central level is too large: there are four thousand employees working in the centre; (2) in some cases, the size of provincial and district education offices does not match the size of the education system in the area; for example, there are four inspectors in every province, while there are significant differences in the size of provinces; and (3) the job descriptions of many positions are not clear and updated.

Currently the MOE Department of Planning and Evaluation (DoPE) develops operational plans, but the Finance Department prepares and finalizes annual budgets, which hinders a proper implementation of the plans and achieving the MoE's goals. The budgeting process has to become integrated with the planning process. In addition, the financial coordination between the MoF and MOE is not always conducive to smooth service delivery.

Sector Monitoring, Evaluation, and Reporting: The MoE held the first Education Joint Sector Review (EJSR) for 2011 in 2012 with participation of MoHE, MoLSAMD, development partners, civil society, and private sector. A second EJSR was held in 2013. The EJSR will take place annually to review the education sector's progress and challenges, and to offer recommendations for improving the sector. The MoE and its donors have hired external consultants to evaluate a few key educational projects and activities. For example, the evaluation of EQUIP , the evaluation of the teacher education program and EMIS system are in progress.
In 2012, the MoE launched a large program to develop the capacity of provincial staff in monitoring and reporting, and it has trained 1,016 employees so far. This training program should be evaluated before expanding the program.

ICT

All MoE departments at the centre are equipped with ICT technology, and many MoE employees at the centre have access to the Internet. Although the provincial departments have been equipped with computers and printers, they are not connected to the Internet. District education offices and schools are not equipped with computers and printers, and do not have access to the Internet, mostly because of a lack of budget and lack of electricity.

In 2012, the ICT department completed a project to build the necessary ICT infrastructure in the Provincial Education Departments to facilitate the decentralization of EMIS to the provincial level. The department has also conducted ICT training for the provincial staff.

HR

Total number of positions (both teaching and administration positions) allocated to the MoE was 247,966 in 2012 and 258,996 in 2013. The positions allocated to the MoE are 31% of total positions (over 70% of civil servants) within the government. During the last few years, the government has increased the number of MoE positions by 11,000 annually, which is less than what is needed (25,000 annually).

The percentage of female employees has increased only by 3% during the last five years, and in 2012 only 26% of employees were female. The increase in 2012 was 1.6%, which was a bit higher than in the previous years.

Strengthened financial system

The MoE has computerized the financial system in 2009/2010. So far, 115,000 (45%) employees receive their salaries in their bank accounts. Despite this achievement, many teachers get their salaries late.

Development budget execution*:*

Spending development budget is a key challenge for the ministry. The MoE could only spend 32.2% of its developmental budget in 2012. The following reasons are given for the low spending: (1) delays in providing money by donors, (2) time-consuming procurement process, (3) issuing budgets for multi-year projects in the first year, (4) delays in transferring the budget from the Ministry of Finance (MoF) to the MoE, (5) lack of available funding in provincial banks, (6) low capacity of MoE departments in developing proposals and determining specifications, (7) technical issues in some contracts, (8) corruption, and (9) unrealistic planning or budgeting, and (10) insecurity that prevents project implementation.

Capacity development*:*

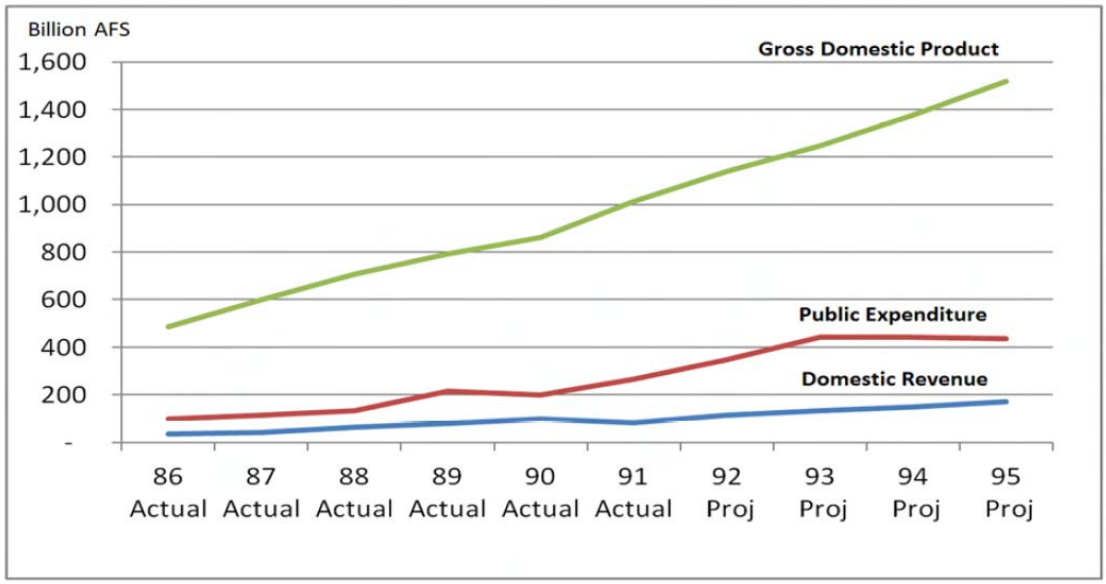
Capacity development has been a priority for the Ministry. In 2012, 2,295 employees (1,809 male, 486 female) attended different short-term training workshops such as computer skills, management, planning, M&E, gender awareness, leadership, and etc. In addition, over 1,700 technical assistants are currently hired to build the capacity of civil servants. However, the fact that the MoE's demand for TAs has not been reduced implies that the capacity of civil servants has not been built yet. Many TAs are reported to be leading the MoE's activities themselves instead of developing the capacity of the civil servants to do the activities. The dilemma of TAs on temporary contracts exercising key and senior functions in the MOE administration is a major issue and keeps on challenging MOE/GoIRA and donors.

Macroeconomic trends

Since the fall of the Taliban in 2001, Afghanistan has seen exceptionally high economic growth. Real GDP grew at an average annual 9.1 % from 2003/04 to 2010/11[65] .

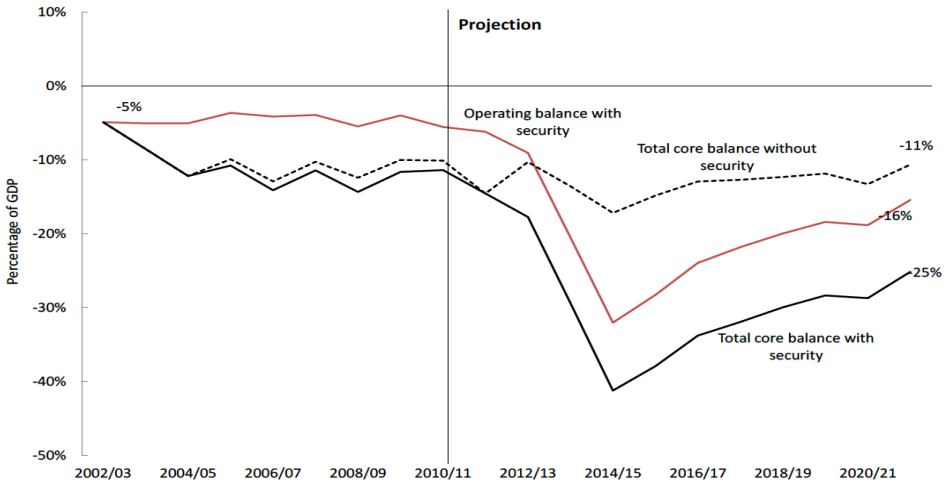
[65] Afghanistan in Transition: Looking Beyond 2014. WB, 2012

Figure 23: GDP, Public Expenditure and Domestic Revenue 1386 (2007) - 1395 (2016) [66]



Despite significant economic growth Afghanistan is heavily dependent on foreign aid, and the operating and total core financing gap is projected to reach about 40 % in 2014/15.
Without security related expenses, the gap would only be around 11 %: See the figure below.

Figure 24: Operating and total core financing gap (in percentage of GDP)[67]

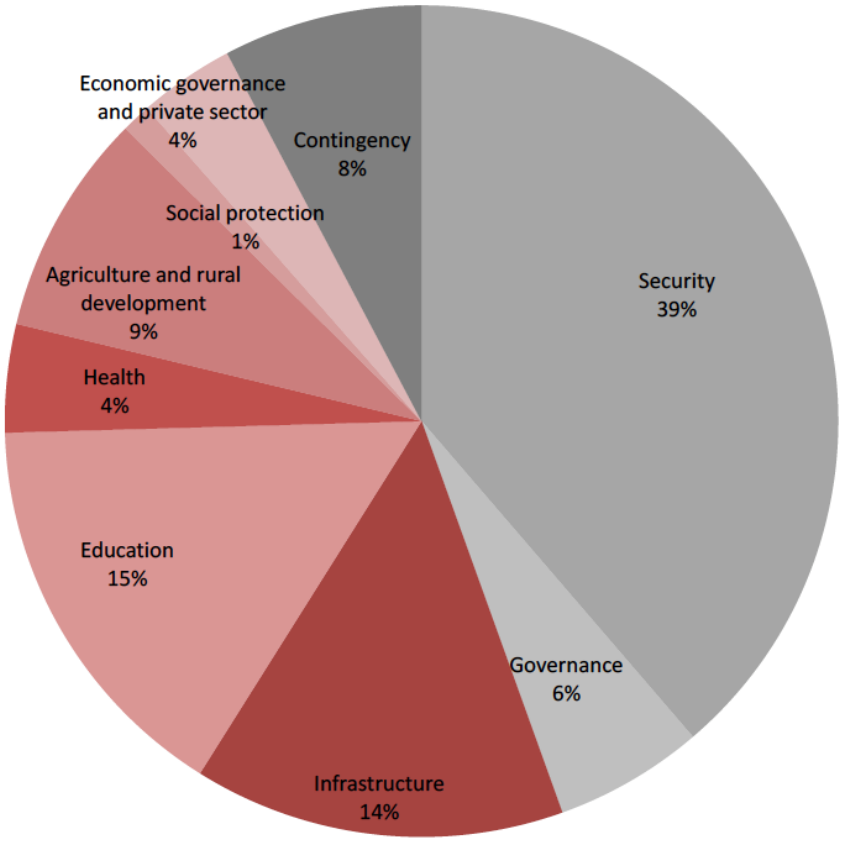


Source: Ministry of Finance and World Bank staff calculations.
Note: Projections assume that domestic revenue equivalent to 3 percent of GDP is devoted to security costs, and the rest to civilian expenditure.

[66] National Budget 1393 (2014), MOF 2013.
[67] Ibid.

Financing of Education

Core budget by sectors, 2011/12 (percent)



Source: Ministry of Finance: Annual Budget 2013
Note: Sectorial definitions according to the Afghan National Development Strategy (ANDS)

Public Expenditure on Education

The education share of the core budget stood at 15 % in 2011/12. This is relatively low compared to other developing countries and is due to the high security expenditure level for Afghanistan.

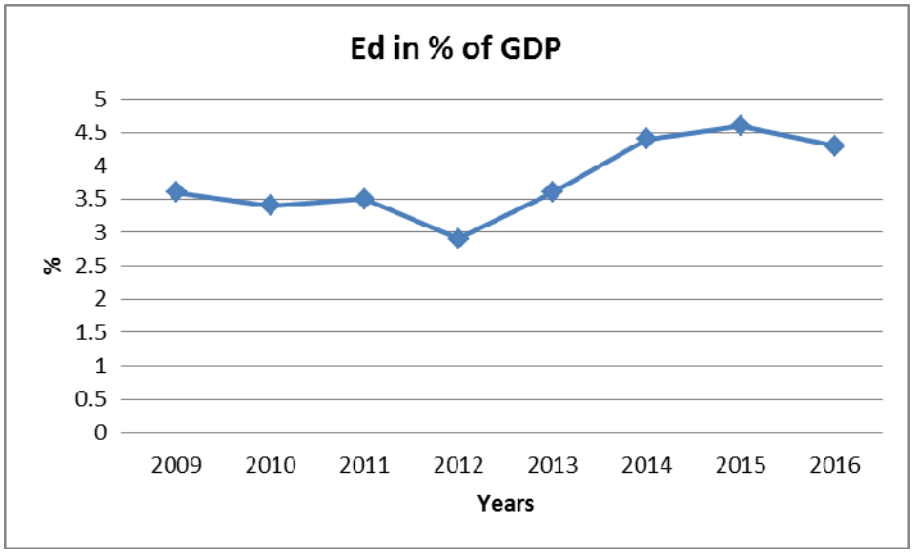
Figure 25: Trends in education expenditure in million Afghanis and as % of national budget and of GDP [68]

Year	1388/ 2009	1389/ 2010	1390/ 2011	1391/ 2012	1392/ 2013	1393/ 2014	1394/ 2015	1395/ 2016
CORE Expenditures	131,305	153,868	192,328	182,818	348,245	428,378	487,664	496,627
Education Expenditure	22,322	24,619	30,003	31,079	40,396	55,689	63,396	64,562
Ed.in % of total core	17	16	15,6	17	11,6	13	13	13
Nominal GDP	615,082	729,905	861,947	1085,680	1140,584	1245,607	1376,801	1518,643
Ed in % of GDP	**3,63**	**3,37**	**3,48**	**2,86**	**3,54**	**4,47**	**4,60**	**4,25**

[68] Where not readily available Education expenditure is computed: Core Expenditure divided by percentage of nominal GDP and multiplied by Education expenditure as % of GDP. Ed. in % of total core is taken from MOF annual budgets, except, 2009, which is taken from a paper "Public Expenditure Trends. Working Paper for Public Expenditure Review, DfID and WB, 2010, and 2012, which is taken from "Afghanistan: Recent Budget Developments. Sr. Budget Officers' Meting, Bangkok, Thailand, OECD/MOF, 2012

The share of public expenditure on education as a percentage of total government expenditure shows a downward trend: It plummeted at 11, 6 % in 2013, down from 17% in 2009 and it is projected to stabilise around 13% in future years.
Total public expenditure on education as a percentage of GDP has fluctuated between 2.68 and 4.60 during the period 2009 to 2013[69], and it is projected to stabilise at a figure above 4 % in 2014-16.

Figure 26: Education expenditure in % of GDP



Projections for future educational spending in million Afs and as a percentage of GDP are reflected in the tables above. A computation of the growth in educational expenditure shows a growth of 37 % between 20013 and 2016. This is good news as it is more than double of the bleak outlook, which was foreseen in the EJSR 2012, where, according to the Medium Term Fiscal Framework (MTFF) from the MOF Annual Budget in 1391 (2012), education expenditure was projected to rise only by 17 %

Public expenditure on primary as a percentage of total public expenditure on education has been constant at 71% since 2011, down from 78% in 2008. A possible explanation for the decrease could be the expansion of secondary education. Low budget execution is also, to a large degree, associated with inadequate technical capacity in the administration.

The financing of public operational expenditures of the government is projected to increase at a rate incommensurate with the domestic fiscal revenue generation. While the gap is widening in the short term it is expected, however, that in a longer perspective the overall economy will facilitate the stabilization and balance of public expenditure against the fiscal revenue. These trends will have significant implications for the financing of education as well.

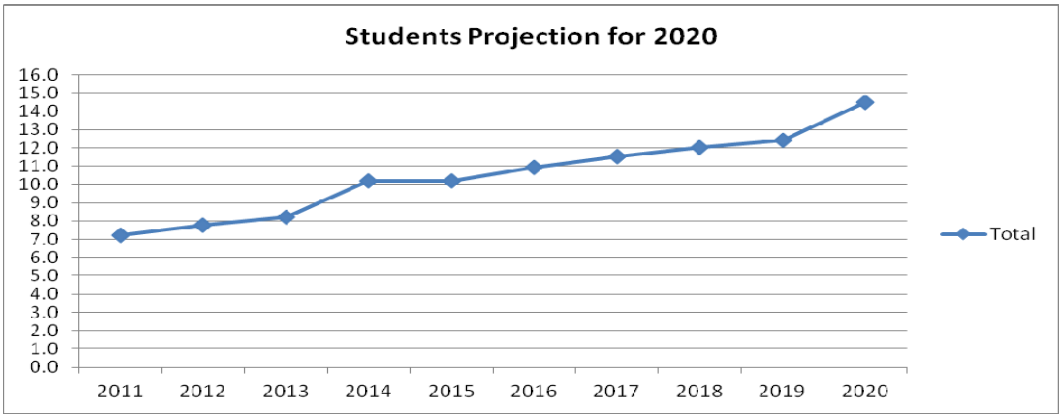
Figure 27: Projected enrolment (in 000) 2011 - 2024

Year	Primary	Lower Secondary	Upper Secondary	Total
2011	**5.1**	**1.4**	**0.7**	**7.2**
2012	**5.5**	**1.5**	**0.83**	**7.8**

[69] MOF annual budget in 2013

2013	**5.8**	**1.5**	**0.9**	**8.2**
2014	**6.9**	**2.1**	**1.2**	**10.2**
2015	**6.9**	**2.1**	**1.2**	**10.2**
2016	**7.3**	**2.3**	**1.3**	**10.9**
2017	**7.7**	**2.4**	**1.4**	**11.5**
2018	**8.0**	**2.5**	**1.5**	**12.0**
2019	**8.2**	**2.6**	**1.6**	**12.4**
2020	**9.5**	**3.1**	**1.9**	**14.5**

Figure 28: Student projection 2011 - 2024



Assumptions: Total current population of 30.552 million (UNPD, 2013); population growth of 2.375% per year; average promotion rate for all grades is 95%. Based on the above figures, the estimated growth in the total student population from 1390 to 1394 (2011 – 2015) is (7328/10197-1) = 39 %

Higher Education

One of the obvious successes of *Education for All* in Afghanistan is the large number of students graduating from secondary schools[70]. The estimated number of graduates is expected to almost quadruple from 217,807 in 2012 to 849,645 in 2018:

Estimated Number of Graduates from Secondary School per year: (MoE data, 2013)

Year	Graduates	% Increase
2012	217,807	36%
2013	347,297	59%
2014	473,412	36%
2015	575,028	21%
2016	656,257	14%
2017	739,864	13%
2018	849,645	15%

These large numbers put an excessive pressure on the absorption capacity of the higher education system. The table below shows the increase in admission from about 50,000 students I 2013 to an estimated 199,099, almost four times as much, in only seven years.

Each year about two-thirds of the students who graduate from secondary school take the Kankor examination (admission examination) in the hope of gaining admission to universities, public higher education institutions, TVET or Teacher Training Colleges.

[70] This section on Higher Education is based on: Hayward, Fred M.: "Education for All and Higher Education – some often ignored consequences of success: The Case of Afghanistan," MOHE 2013

That number is made up of both graduates from secondary school and some students who are retaking the examination. Admissions to higher education institutions are based on a combination of the score on the Kankor examination and the student's choices of institutions and disciplines.

Figure 29: Estimated growth in demand for Higher Education

Year	Total Students	Total Admitted (estimated from 2013)	% student increase
2011	**77,336**	25,995	
2012	**101,200**	42,724	22%
2013	**132,600**	51,000	31%
2014	**187,342**	78,142	37%
2015	**256,391**	106,518	37%
2016	**334,494**	129,381	30%
2017	**415,253**	147,658	24%
2018	**498,672**	166,469	20%
2019	**590,108**	191,170	18%
2020	**671,185**	199,099	14%

Source: MoE and MoHE data 2013

The huge challenge is to accommodate the demand without lowering quality and at the same time offer attractive alternative opportunities for those who are not admitted.
One effort from the universities to accommodate that pressure has been the introduction of night classes, which now enrol more than nine thousand students. This expansion has come at some cost as some universities are on double sessions and one on even triple sessions. Many faculty members are teaching in two or three sessions and have little time for advising students, for research, or public service. That has hurt quality in several institutions.

There are not very good data about those who are not admitted to some public institution of higher education. Some students are admitted to private higher education institutions, and it is expected that the number will grow as enrolments in private schools increase. About 2% go to higher education institutions abroad. As the Community College sector grows, it will provide places for about 1500 student a year, and probably 5000 in the not too distant future. Community Colleges will produce mid-level professionals, technicians, and clinicians with associate's degrees after 2.5 years of Community College including a six-month internship in areas such as engineering technicians, medical technicians, accountants, social workers, and business specialists. It is also known that some who do not get a high enough score on the Kankor decide to study and take the examination again in the hope of getting a higher score and gaining admission to the institution and faculty of their choice. Thus about 75% of those who take the Kankor, and have indicated a desire for higher education, manage to get into some type of higher education. However, that is only about 51% of the students who graduate from secondary school.

There is another concern. Many of those who get into some higher education institution are not very happy about where they find themselves. Perhaps they wanted to be in medical school, or in engineering, or psychology but they find themselves in a teacher training college (TTC). They may take the Kankor again next year and hope to do better. In the mean time they are not very committed to their studies. If they succeed in getting a high enough score in the retake, they will start over in a new institution. This is a tremendous waste of resources.

There is need to challenge the assumption that the logical place to go after high school is the university. Not everyone belongs in a university. Many would be better off in TVET, a TTC or Community Colleges possibly leading to occupations in business, as artists, technicians, musicians, medical assistants, dental hygienists, etc.

There is a rapidly growing number of students who do not get into Higher Education in Afghanistan or abroad. What happens to these students? What do we know about them? So far, little research has gone into responding to these questions.

Figure 30: Increase in number of students who do not get admitted into HE

2012	112,070
2013	166,700
2014	227,400
2015	276,000
2016	315,000
2017	355,100
2018	407,800

Source: HEP July 2013

There is a growing crisis of unemployment. Large numbers of graduates from high school do not find jobs. The *National Risk and Vulnerability Assessment* in 2007-8 estimated that the unemployment rate was a modest 7.1 %, which would be 823,000 people.[71] That estimate is surely an underestimate. The Minister of Economic Affairs, Abdul Hadi Arghandiwal, reported that 48% of Afghanistan's labour force is unemployed or have only seasonal jobs.[72] The MoLSAMD reports that Afghanistan needs to create 500,000 jobs a year to deal with the employment problems which is not happening.

A number of Afghans find jobs abroad, either through legitimate brokers who operate under the rules of the Government of Afghanistan or through illegal middlemen, brokers, or acquaintances, some of whom charge high fees and put them at risk once they arrive abroad.

[71] ILO, (2012), "Afghanistan: Time to move to Sustainable Jobs," Study on the State of Employment in Afghanistan, p. 5.
[72] Minister of Economy Abdul Hadi Arghandiwal, comments at the ILO/MoLSAMD conference on "Creating Sustainable Jobs," May 7, 2013, Serena Hotel

There have been reports of an "exodus" from Afghanistan ever since 2000. For the most part, it seems not to have materialized. However, the fear resulting from the announcement of the withdrawal of most combat troops in 2014 has once again revived these concerns.

Illegal work in the poppy fields has drawn many young Afghans to its lucrative day wages. That is a risky job, however, as the government increases its efforts to eradicate poppy fields, and an unknown number of workers have been killed.[73] Some also join gangs that ply the countryside involved in robbery and kidnapping.

The unemployed are also easy targets for recruitment by the Taliban both as their resentment grows about lack of jobs and what they see as the failures of the government. A growing number of young people are increasingly unhappy with the current government and its chronic corruption. The number of unemployed continues to grow as donors begin to leave with the drawdown of troops. This is likely to become an even more serious problem unless solutions are found for the unemployed. It is clear that many young people who join the Taliban do so more for economic reasons than for ideological ones.

Questions have been raised as to how higher education should respond to the huge increase in students from secondary school? There is no easy solution to the crisis. However, increasing numbers of students in universities and higher education institutions without increasing quality would be counterproductive. Already, the progress made in improving quality over the last five years, has been hurt by the far too rapid increase in enrolments. Only by increasing the quality of instruction will Afghanistan have the kinds of quality graduates needed to attract investment and foster economic growth.

Thus the relative success of *education for all* must be followed by a major commitment of funds both to continue to raise the quality of higher education; 2) to expand its facilities, and 3) to encourage students in secondary school to think about a range of post-secondary options including TVET, teacher training, community colleges, and other training options. While EFA has not yet been achieved, this fact does not justify delays in investments in the higher levels of education. At the same time, efforts must be expanded to insure that programs are relevant to employers, government and business, that they really do meet international standards (as required), and that student are encouraged to be entrepreneurial so that many of them use the skills, professional knowledge, and the creativity sparked by education to establish their own businesses and professions to help fill the many critical needs of Afghanistan with solutions to problems in areas such as agriculture, engineering, business, finance, mining, and countless others. This requires a major emphasis on teaching entrepreneurship and encouraging innovation.

Ideally, university and higher education institutional enrolments should not be allowed to grow more than 10% a year for the foreseeable future. While higher education overall (including TVET, TTC, and Community Colleges) should continue to admit about 25% of those taking the Kankor, the enrolment should be directed to TVET and Community Colleges with the biggest slack taken up by

[73] Haseeb Maudoodi, (2013), "Unemployed Afghans Find Job Opportunity in Poppy Harvests," *The Voice of Afghanistan*, April 6, 2013, p. 1, http://tolonews.com/en/afghanistan/10044--unemployed-afghans-fin...

the new Community Colleges which are focused on employment. TVET should become more oriented to jobs, enforce the limits on movement on to higher education, and significantly improve quality. TTCs should focus more clearly on teacher training and avoid becoming a way station for those who want to go on to university education and have no interest in teaching.

Secondary education should also focus more clearly on preparing many of their students for the workforce with more writing in school, better language skills (including in Dari and Pashtu), improved math and science skills and an understanding of what students might do for themselves as entrepreneurs. They should not just look at government for jobs, but look at business, industry, agriculture, commerce and their own initiatives and creativity.

Security

Afghanistan stands second last (157 of 158 countries) according to the 2012 Global Peace Index74, which ranks countries according to their peacefulness. The index is based on a range of indicators from a nation's level of military expenditure to its relations with neighbouring countries and the level of respect for human rights. The index has been tested against a range of potential "drivers" or determinants of peace including levels of democracy and transparency, education and national wellbeing. The MoE has established a Directorate of Security and Protection to raise awareness about security issues, develop protection systems and coordinate with security institutions, and - maybe most importantly - mobilize the local community for the protection of schools and students. The overall political situation, however, remains uncertain. Presidential elections have just been completed in June 2014 and the so-called "transition", where the withdrawal of foreign military troops is being progressively replaced by Afghan National security forces poses a wide range of challenges and uncertainties for the future.

In this situation, the overall policy and strategic priorities as indicated by the ANDS as well as the commitments already made to the EFA and MDG goals are expected to remain. How the political situation will develop, however, and how the population and the market will respond to the new reality is yet to be seen.

Challenges Post-2015 and Government Priorities

Major emerging development challenges for Afghanistan include a continuously growing demand for education, not the least at the higher education (HE) level. This is one of the results of the relative success of the EFA policy in Afghanistan, but due to capacity constraints in HE it also poses an enormous challenge. This takes place in a volatile political situation in the wake of the 2014 elections; the imminent pull out of international troops, which may cause weakened security and government control in certain regions. It also includes prospects for reduced economic growth, as investments are diminishing, partly as a reaction to the latent threat to domestic security. With possible reductions in foreign aid and reduced domestic resource mobilisation and fiscal revenue, this is likely to negatively impact on the financing of public expenditure, including education. In addition to these challenges there is widespread poverty and social exclusion, and a rapidly growing population.

These challenges will need to be considered when setting government priorities Post 2015

[74] Global Peace Index 2012 (web-based), Institute for Economics and Peace

Education has the potential to positively contributing to the creation of a non-violent political climate, and it is one of the key elements of social and economic development of Afghanistan in the future.

4. Conclusions and Recommendations

Significant progress since 2001 but problems remain

During the last decade, Afghanistan has witnessed an impressive development of the education sector in its totality. From enrolment of only one million students, mainly boys, in 2001 enrolment now stands at close to 9 million students, of whom almost 3.4 million are girls. Higher education has grown from 7,900 students in 2001 to more than 132,000 in 2013.

While significant progress has been made in improving more equitable access to education over the last decade, and towards achieving the EFA targets, Afghanistan's point of departure was particularly unfavourable in comparison with most other countries and massive and committed efforts are needed to bring Afghanistan closer towards the EFA goal of UPE. The large number of out-of-school children, the alarmingly low literacy rate and the inequitable distribution of educational provision together with low security in large parts of the country still constitute significant challenges to the education system of Afghanistan. In addition, the relative success of the EFA programme has also led to three major challenges, one has to do with the quality of education, its relevance and students' learning achievement, another has to do with the financing of the ever growing number of students, and the third has to do with absorbing the large number of secondary graduates into the labour market and higher education institutions.

Large numbers out of school

Afghanistan faces severe challenges with regard to expanding access to quality education over the coming decade. An estimated 3.3 million of primary school-aged children are still out of school. Enabling greater access will mean reaching children in remote areas, attracting all seven year old children into the system, re-integrating permanent absentees, providing safe learning spaces, and continuing to expand access to lower and upper secondary education. However, large numbers of children and youth still have difficulties in accessing basic education due to capacity of the education institutions, poverty and social norms. Inequitable access is particularly significant for girls, vulnerable groups and certain regions and provinces.

Youth and adult literacy rates in Afghanistan are among the lowest in the world – 26.2% (12.5% female and 39.3% male). Youth (15-24) statistics indicate a positive trend, with youth female literacy almost double the rate compared to the whole population.

Literacy promotion currently suffers from weak leadership. The current standardised approach to literacy programme design uses a single set of literacy manuals across the country and is weakly linked to skill acquisition. It does not provide literacy that is relevant and useful for diverse groups and contexts.

The provision of education is inequitable. In addition to the gender gap, there are rural-urban and regional disparities. Poverty is a strong predictor of inequitable provision of education as is vulnerability in general. Children and people with disabilities, ethnic minorities and nomadic children have significantly lower rates of access and attendance.

There is an insufficient number of female teachers, particularly in the rural areas. Female teachers account for 31% in primary and secondary education, but the majority of them are working in, or close to, urban centres. In addition, there are provinces with extremely low female teacher provision. Five provinces have less than 5% qualified teachers. 29 out of 35 provinces, including Kabul city, have less that 40 % qualified teachers. The importance of female teachers on enrolment, particularly girls, is well known. In this perspective, the low rate of teachers has strong negative effects on overall student enrolment and attendance.

Education in a Situation of Emergency – Security is a Serious Issue

Security is an issue in large parts of Afghanistan with continued reports of attacks on schools, teachers and children. During long periods several schools remain closed for this reason, and large parts of the country are inaccessible to the administration to carry out its duties.
According to the Country Task Force for Monitoring and Reporting on Children and Armed Conflict (CTFMR CAAC) 65% of verified security incidents at school level could be attributed to armed opposition groups (AOGs), 16% to pro-government forces, while the origins of 19% of incidents were unknown. The types of attacks are IEDs and suicide attacks, collateral damage, intimidation and threats, occupation, search operations, detention, and forced closures.

Quality is low

By most standards, the education quality in Afghanistan is very low. Learning outcomes are generally poor. A few sample studies suggest that about less than half of children are able to meet the minimum required leaning outcomes at their level of study. 38 % of children do not complete schooling at primary level, and there is huge social and geographical variation in performance. High drop-out figures, low retention and completion figures as well as the results from several tests of student learning all lead to the fact that learning achievement is much more below than the desired levels.

The sector is underfunded

A strong, equitable and balanced education sector is essential for peace, economic growth and social development in Afghanistan,and education has been identified as one of the priority sectors of the ANDS. Currently, however, the sector is under-funded. Not only is the proportion of education as a percentage of GDP still low, but ECCE, Higher Education, adult literacy and TVET have inadequate proportions of the education envelope. The low adult literacy rate acts as a serious impediment to the development of Afghanistan. It is alarming that both external and national support to literacy development is diminishing. Plans to reach up to four million adults with literacy in the coming years would require quadrupling the current expenditure.
Evidence from other developing countries suggests that significant gains in educational quality development require determined allocations to education as a proportion of at least 3.5% of GDP. Afghanistan has made significant progress towards this and it is projected to rise even further. In the current situation, however, this may not be sufficient.
The current balance of MoE budget allocations is reproductive rather than developmental, with inadequate funding for non-salary costs to maintain quality in learning materials, infrastructure, maintenance and quality control.

The Tidal Wave of Secondary graduates

The number of graduates from lower secondary is projected to be more than 1.8 million and the number of upper secondary education graduates more than one million in 2015. By 2020 these numbers are estimated to be more than 3 million lower secondary and 1.3 million higher secondary graduates.
Higher Education cannot absorb this increasing number of graduates and neither does the labour market need academic graduates in such large numbers. The economy, however, needs mid-level

technicians inter alia for small and medium size enterprises and there is need for a diversity of basic skills for entrepreneurship and for the informal sector as well.

The Sector and MOE needs better Capacity, Managerial Coordination and Vertical Integration

The current level of coordination among deputy ministries and different departments is not satisfactory. In addition, there are unclear lines of command and reporting between MOE central level and PED.

The MoE is heavily dependent on technical assistants (TAs). Over 1,700 technical assistants are currently hired to build the capacity of civil servants. Many TAs are reported to be leading the MoE's activities themselves instead of developing the capacity of the civil servants to do the activities.

Recommendations on the Way Forward

Increasing Access

Increase access to educationwith almost half of all children out of school, and alarmingly low adult literacy rates, in particular for women, and with a fast growing demand for higher education there is need for focused and concerted efforts to address the situation. Community focus, gender equity and decentralisation are key elements of this.

It is recommended to *focus on the development of school management and SMCs/shuras* in order to improve accountability and raise the demand for education at village level. In addition, a focus on recruiting/training more female teachers and having girls' only schools, in combination with community-based outreach classes and teachers, as well as community focused school construction are seen as very promising ways to address the problem. At the higher education level, increased financial and administrative decentralization and autonomy are critical.

Specific recommendations include:

Expand and strengthen *community-based education* (CBE) to increase access for children in remote areas and for girls, at least in the short-term, with appropriate capacity in the MoE.

Expanding the provision of quality community-based education with recognized equivalency would also allow children to (re-) join mainstream education.

Strengthen *ECCE/ECD* as way of investing early in a child's overall development and to ensure school readiness

Conduct a *systematic needs assessment* and *school mapping* exercise. This should include the *development of guidelines and educational interventions for vulnerable groups* like kuchis, linguistic minorities, IDPs, and children with special education needs.

Increase access to *quality physical learning spaces*: the Ministry and its partners must continue to build schools and classrooms, with proper water and sanitation facilities. As part of this effort, consideration should be given to increasing the number of small-scale projects constructed by communities and to provide improved guidance, monitoring and control.

Develop a *school construction plan for three years*: Since the initial survey of construction location, finalizing the building design and procurement is time-consuming for school infrastructural development, the list of priorities for construction of schools should be developed for three years and the priorities should not be allowed to change once the list is finalized. The list of construction priorities should be fixed at least for three years.

At the managerial level efforts should be continued to:

Strengthen EMIS to improve planning and decision-making,

Revise the *permanent absent policy* to improve enrolment data by eliminating over a million students permanently absent (it is recommended to have a standard definition of dropout that can be used in the EMIS and household surveys, i.e. clearly stating that after a specific period (e.g. 6 months) a child is deemed as having dropped out and therefore considered as out of school).

Improving Literacy

Commitments to literacy should be explicitly included in the National Priority Programmes, by including adult literacy in NPP-2 Education for All (EFA) and increasing the scope of occupational literacy in NPP-1 Sustainable Decent Work.
The National Literacy Action Plan 2012-2015 (NLAP) estimates that total fund requirement would be at least US$ 300 million to provide comprehensive literacy combined with vocational training to 2.1 million adults. Financing of NLAP would be from government core funding, grant support from donors, resource support from the corporate sector and community contributions.

Adult literacy needs to be seen in a wider context with opportunities both for literacy embedded with life skills and other skills necessary to improve living conditions, and as a pathway to further education and lifelong learning.
To address weak leadership a clear strategic direction must be articulated so that stakeholders will share complementary goals and maximise collaboration. Determined organisational restructuring, strong partnership with civil society and inter-ministerial cooperation, capacity building and the allocation of substantively larger budget allocations are needed, if this sub-sector is to realise its huge potential.
The LIFE Coordination Group should be further developed at national and provincial levels as an open, inclusive and egalitarian mechanism; an on-going mechanism for consultation, planning and management of joint literacy/skill initiatives should be established between MoE and MoLSAMD.
Literacy provision must focus on women, both learners and facilitators, with relevant content and support such as child care arrangements.
The relevance of the education offered could be improved through more consultations with the direct beneficiaries, i.e. students and learners, as well as the indirect beneficiaries, i.e. potential employers, families, the community etc.
Curriculum reform should be undertaken in formal and non-formal education, to include relevant and useable knowledge that will attract and motivate learners of all ages.
The definition of levels of literacy and numeracy competence should be included in the proposed Afghan National Qualifications Framework
Monitoring and reporting should be improved by increasing LD capacity to ensure quality of data and improved analysis.
In order to strengthen the evidence base for planning literacy, interventions like the the Afghan Literacy Assessment Survey (ALAS) or similar should be funded to a higher level.
Map all literacy stakeholders for their comparative advantage, using the LIFE Coordination Group as an inclusive space for this process.
Literacy should be promoted at the community level (e.g. shura, CDC, etc.) to foster ownership such that community leaders and institutions actively support literacy programmes.

Reducing Inequity

Continue efforts to increase equity in education: The participation of girls and women in the education system is alarmingly low by all standards. In addition, large proportions of vulnerable groups, including children with disabilities, and certain geographical areas are left out of the education system. In order to inform managerial action, the EMIS must be designed to gauge disparities.
It is recommended to introduce a system of GIS-based school mapping based on disaggregated data classified by sex, rural/urban, province/district, private/public, language and ethnicity. In addition, social efforts should be initiated to support and increase the number of female teachers. For students at secondary level and above, dormitories for female students are urgently needed. At the community level, social awareness campaigns on the importance of girls' education should be launched and routinely applied.

As a first step in addressing inequity, a proper mapping based on EMIS data disaggregated by gender, ethnicity, geography, poverty and vulnerability should be developed in order to inform policy and managerial interventions.
The provision of education to girls and women needs special attention, and female teachers are a prerequisite to girls' and women's access to education and achieving the MDGs. Support for female learners and educators must include safety for women, improved health care, equal employment opportunities for women, good working conditions and skills training.
Female leaders and managers should be the object of targeted measures to engage women as head teachers, literacy managers and heads of academic departments.

More Female teachers

It is well known that female teachers are essential with regard to increasing overall access to education, in particular for girls. Therefore, it is critical to intensify efforts to increase their number, especially in remote and rural areas.
Current teacher hiring practice is too formalistic and acts as an impediment to recruiting additional female teachers. Allowing female secondary students from grade 8 and above to teach in community based schools and classes have generated promising experience. If such teaching practice is combined with accredited in-service training these young female teachers are likely to stay and teach in their own communities, which in the long run would address the rural urban imbalance of female teachers.
Other promising interventions include scholarships for girl students at secondary level and above. In addition, well guarded female dormitories and hostels at girls' only schools and colleges as well as practical and logistical help to their transport between home and school/college has proven to be helpful. Finally, awareness raising campaigns targeted at communities through shuras is seen as a promising intervention.

Improving Security

More attention needs to be paid to the identification of peaceful settlement mechanisms of conflicts and disagreements. While overall security and protection is the responsibility of the army and the police, a political approach seeking negotiated settlement of conflicting interests, particularly at the local level, seems to hold significant potential for Afghanistan.
The MoE has established a Directorate of Security and Protection to raise awareness about security issues, develop protection systems and coordinate with security institutions, and - maybe most importantly - mobilize the local community for the protection of schools and students.
In order to address the security issue, MoE has developed a set of policy guidelines aimed at encouraging local communities to negotiate settlements to keep schools open for the benefit of the students. This involves building and strengthening resilience in local communities through the support to/establishment of shuras to manage local affairs, mobilise resources and negotiate peaceful settlements in case of conflicts and disagreements.

Focus on Quality and Learning

Continued attention to quality inputs is an essential condition for student learning. Essential elements are:

- Improving the quality of teachers, including content mastery as well as improved pedagogical skills
- Ensure merit-based recruitment and promotion of head teachers and institutional managers.
- Improving the system of teacher supervision and pay more attention to the in-service training and support to teachers. Continued professional development, pedagogical support to and mentoring of, teachers are expected to improve learning.
- Continuing to improve and update the curriculum

- Distributing textbooks and teachers' guides to the school level. It is recommended to ensure an adequate supply of textbooks. Multi-year planning of textbooks needs a standard budget line in the MoE annual budget called “textbooks”. This would make a significant difference.
- Increasing the hours of instruction, especially in crowded urban areas

But focus on inputs is far from sufficient; equally important is attention to processes and outcomes:

- Continue and strengthen community outreach efforts, focusing on active school shuras and community participation. School management is known to be an important quality determinant. Providing support to school management councils and management training of head teachers should be a priority.
- Local participation in all forms of management and supervision has shown to improve accountability and performance, and there is need for more autonomy at institutional level in the school system and in higher education.
- Institutional level autonomy in the school system and in Higher Education and local participation in all forms of learning will improve management and supervision.
- It is recommended to accelerate efforts towards decentralisation through school management training for head teachers and managers and provide support to the establishment of SMCs and shuras.
- Improving assessment of learning achievement. Performance assessment by objective standards (e.g. achievement tests) will increase accountability and facilitate managerial intervention to improve learning achievement.
- It is recommended to consider broadening the scope of the National Qualifications Framework (NQF) as a basis for establishing national standards in all areas, and to support the development of systems aimed at testing student learning achievement in basic education (a national assessment system), AE & literacy (ALAS).

Increasing the resource Envelope for Education Finance

The positive gains in the education sector and the strong momentum towards continued progress should be maintained by paying attention to structural coherence, sustainability, and quality of the education system, underpinned by adequate funding and equitable, transparent distribution of resources.

In a situation of limited financial resources and increased competition, it becomes critical for all budget units to justify financial requests for their plans to MoF by reference to the plans’ potential contributions to higher order strategic goals such as ANDS, MDGs etc., with a clear indication of the opportunity costs if the plans are not financed.

Overall, more domestic resources should be mobilised for education: The operational expenditures of the government are projected to increase at a rate incommensurate with the domestic fiscal revenue generation. While the gap is widening in the short term it is hoped that in a longer perspective the overall economy will facilitate the stabilization and balance of public expenditure against the fiscal revenue.

MOE is encouraged to:

- Focus on savings by reducing wastage in the system
- Encouraging communities to mobilise resources for education at the local level and make voluntary contributions through labour and in kinds
- Encourage private-public partnerships

MOF is encouraged to:

- Revisit its MTEF projected levels of funding to the education sector, which in three years will constitute about 50% of the demand at current levels of per student expenditure.
- Announce a set of minimum ceilings for the education sector, and
- Allow for increased fiscal autonomy at school and institutional level, particularly higher education, to compensate for inadequate public funds.
- Ensure the timely release of approved budgeted funds

Donors are encouraged to:

- Indicate their expected levels of funding for education for the four HRDB NPPs up to 2015, and to the extent possible
- Channel funds on-budget (GBS/ARTF), and, where this would not be possible,
- Commit to using agreed off-budget mitigation mechanisms.

Absorbing the high number of secondary graduates

Ideally, university and higher education institutional enrolments should not be allowed to grow more than 10% a year for the foreseeable future. While higher education overall (including TVET, TTC, and Community Colleges) should continue to admit about 25% of those taking the Kankor, the enrolment should be directed to TVET and Community Colleges with the biggest slack taken up by the new Community Colleges which are focused on employment. TVET should become more oriented to jobs, enforce the limits on movement on to higher education, and significantly improve quality. TTCs should focus more clearly on teacher training and avoid becoming a way station for those who want to go on to university education and have no interest in teaching.

Secondary education should also focus more clearly on preparing many of their students for the workforce with more writing in school, better language skills (including in Dari and Pashtu), improved math and science skills and an understanding of what students might do for themselves as entrepreneurs. They should not just look to government for jobs, but look to business, industry, agriculture, commerce and their own initiatives and creativity.

There is need for better articulation between the provision of TVET, both formal and non-formal, and the job market. The large provision of private and non-formal TVET should be acknowledged and regulated by a set of agreed upon occupational standards.

The NQF should be further developed to specify the levels and details of academic and practical specialisations.

Improving Education Management

Improve coordination among different parts of the MoE: The MoE leadership team has to take active role in coordination.
Strengthen accountability systems: The MoE should strengthen the accountability of the system and improve the effectiveness of the administration. It should do so by developing clear service and performance standards, by communicating these in a transparent way, and by delegating the responsibility for monitoring and evaluation of such standards to administrative levels as close as possible to the level of action and performance.
Speed up the decentralization process: The decentralization of education administration is a key strategy for improving the education system, but the process is very slow. It is recommended to accelerate efforts towards decentralisation through school management training for head teachers and managers and support the establishment of SMCs and shuras.

The MoE should expedite the decentralization process and empower the sub-national offices. In this regard, the MoE should promote provincial education directors from Grade 2 to Grade 1 (Bast 1), and district education managers to from Grade 3 to Grade 2 (Bast 2). The MoE should gradually decentralize planning, EMIS, recruitment, procurement, and financial processes to the extent possible.
Revise the capacity development strategy: The MoE has to revise its capacity development strategies to improve the effectiveness of TAs, and to reduce the MoE's dependence on TAs.
The MoE should evaluate its capacity development strategies to make sure they lead to a sustainable capacity of the ministry. However, some policy makers believe that many of the current TAs will replace the civil servant positions, especially considering the growing utilization of Information and Communication and Technology (ICT) in administration.

Computerize administrative systems and Focus on Information and Communication Technology: The MoE should utilize the information and communication technology to improve the administrative systems and increase the speed and accuracy of the processes. In this regard, it is essential to address the availability of electrical power in remote locations.

Human resources should be expanded and deployed according to needs: The number of staff should be expanded commensurate with the needs and the growth of the sector, in particular, more female staff should be recruited, and provisions for continued professional development should be developed as well. In addition, more effective deployment (decentralisation to provinces and rural areas) of staff should be implemented.

Identify options for timely transfer of teacher salaries: The recommendation is that the MoE, in coordination with the Interior Ministry, would transfer teachers' salaries to the remote isolated areas once in every three months to reduce usual delays in transferring salaries.

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5. Annexes

Goal 1 Expanding ECCE (Early Childhood Care and Education)

1.1. Gross Enrolment Ratio (GER) in pre-primary education and other ECCE programs by sex
It is estimated that around 2.6 million children are at age 4-6 in Afghanistan in 2013 while in 2000 it was 1.7 million. Children age 0-6 constitute 10.2% of total settled population (25.5 million) of the state in 2013. The total number of students/child in pre-school programs is 40 thousands (60% girls) and including the number of children learning in mosques it becomes 1.2 million in 2013.
The current **Gross Enrolment Ratio** in pre-primary education stood at 1.6% in 2013 (boys 1.9%/girls 1.1%). Noteworthy, the number of children in ECCE programs has increased 7- fold between 2003 and 2013.
Despite the low gross enrolment in pre-primary the number of students has significantly increased.

1.2. Percentage of new entrants to primary Grade 1 who have attended some form of organized ECCE program, by sex
Data is not available.

1.3. Enrolment in private pre-primary education and other private ECCE programs as a percentage of total enrolment in pre-primary education and other ECCE programs (in main report)

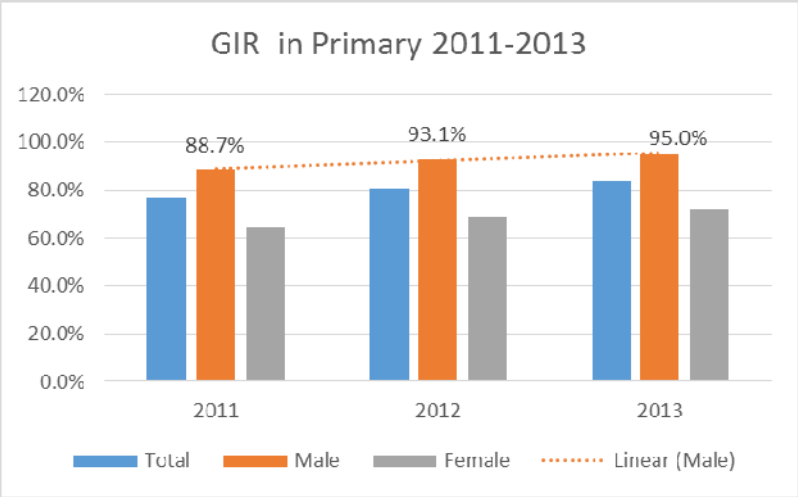
1.4. Percentage of trained teachers in pre-primary education and other ECCE programs with required academic qualifications to teach at pre-primary education and/or ECCE according to national standards, by sex
The figures from NGOs show that in terms of qualification most of teachers/caregivers (99%) are below grade 12. The majority of ECCE teachers, however, received some form of training 97% in 2012 and 99% in 2013, (source: Save the Children). The training was short term on pedagogical aspects on how to master and manage groups and basic care-givers techniques. Almost all ECCE teachers/care givers are female.
1.5. Public expenditure on pre-primary education and other ECCE programs as a percentage of total public expenditure on education
It is estimated that almost 1,305,000 USD was spent in pre-primary programs in 2013. This amount only describes expenditure made by NGOs and private providers. It constitutes 0.3% of total MoE expenditure on education. MoLSAMD[75] has a budget allocation for care and education of children of 0-5 years old, and Ministry of Haj spends a portion of budget on education of children age below 7 years. The review report, however, has not been able to obtain these expenditures.
1.6. Pupil/Teacher Ratio (PTR) in pre-primary education (and/or Children-Caregiver Ratio in early childhood care programs)
On average the pupil teacher ratio in pre-primary programs was 22:1 in 2013. Most of the pre-primary teachers are female and only 2% are male. The reasons could be explained: 1) teachers in these programs are seen as caregivers and this is perceived as a female job; 2) the payment is low and males could easily access higher paid jobs; 3) most ECCE programs have tried to improve female employment.

Goal 2 Universalization of primary/basic education

2.1. Gross Intake Rate (GIR) in primary education, by sex

[75] Ministry of Labour, Social Affairs, Martyrs and Disabled

Figure 31: Gross Intake Rate in primary education by sex



Total students in grade 1 were 1,148,081 in year 2013. Gross intake rate (GIR) in primary education has progressed during the past years. Gross intake rate in grade one has been 81 % in total, with 98% for boys and 65 % for girls in 2013. Comparing this trend with the past years, it appears that there has been 4.5% annual growth in the GIR during the years. In the 2012 GIR has been 81%, and in 2011 it was 76%.

Although, the rate has dramatically increased, it is assumed a large number of children of 7 years old have not been absorbed in the education system. It is also known that a proportion of those who enrolled in grade one are over-aged children, probably aged 8 or/and 9 years. It is also declared that the GIR for girls always remains below for those of boys. The reasons could due to insecurity on some part of the country, cultural barriers, lack of attention to demand, and lack of ECCE programs.

2.2. Net Intake Rate (NIR) in primary education, by sex

Looking in to a trend of three years (2011, 2012 and 2013) NIR in grade one of primary has been 58%, 69% and 71% respectively. Therefore, NIR has improved over the years. It has been always higher for boys compared to girls. The 2013, 2012 and 2011 figures were: 81%, 75% and 69% for boys and 61%, 54% 47% for girls. Still, however, a large % of age 7 children did not enrol in the first grade of primary education in 2013.

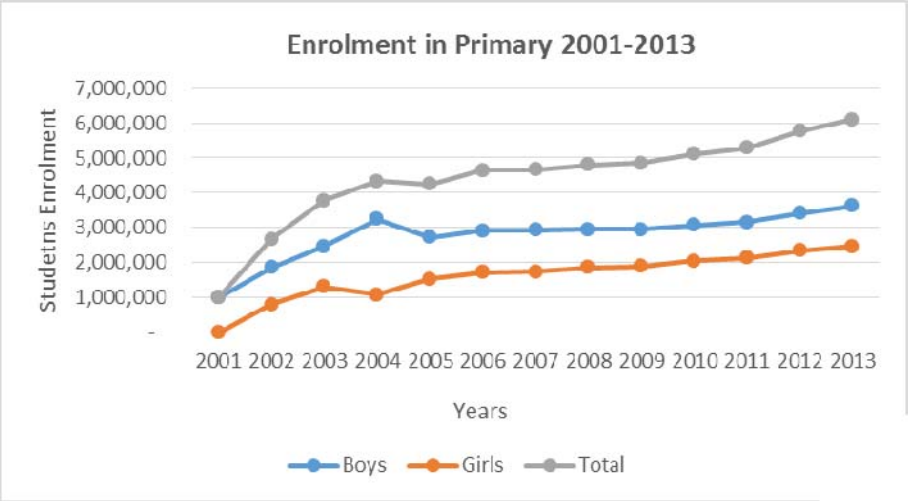
Considering the availably of data on population of 7 years old, it is difficult to base the analysis strongly on such data and therefore, caution is needed with using these figures.

2.3. Gross Enrolment Ratio (GER) in primary education, by sex

Gross Enrolment Ratio (GER) in primary education has stepped up over the course of past years. In 2013 it was close to 80% in total with 91% for boys and 67% for girls. While in 2012 it was 75% in total with 86% for boys and 63% for girls, meanwhile, the figure in 2011 was 74% in total, 85% for boys and 62% for girls.

Comparing the GER with the NER suggests that a huge number of over aged children are enrolled at the primary level. Although on one hand MoE has the capacity to accommodate more students, on the other hand it is clear that around 24% to 28% of children at the official age of primary level are not enrolled in schools. This is in a situation where the Afghanistan Constitution and Education Law both recognize education as a primary right of children and basic education is compulsory and for free. To comply with these obligations MoE has put all its efforts to bring the education closed to the door of families.

Figure 32: Enrolment in Primary Education by Sex



2.4. Net Enrolment Ratio (NER) in primary education, by sex

Net Enrolment Ratio (NER) in primary education has been 72% in total 82% and 61% for boys and girls respectively in 2013. The figure on total enrolment shows that there has been increment in the NER over the years, starting from 61% in 2011, and going up to 66% in 2012. NER for the boys has been 82%, 78% and 73% and for girls 61%, 54%, 49% during the years 2013, 2012, and 2011.
The EFA targets for Afghanistan were adjusted to 2020 as Afghan government only joined the EFA initiative in 2005.

2.5. Adjusted net enrolment ratio (ANER), by sex

ANER is calculated based on the NER plus 4% more (the South Asian average difference between NER and ANER). However, taking into account the situation of Afghanistan, a large number of children join schools later that the official age of schooling it might be attributed that less than an average of 4% student of primary age will be in the secondary education and the data and evidence to gauge this indicator correctly at present time are not on hand we have to rely on estimation.

Adjusted Net Enrolment Ratio (ANER) has increased during the past years starting from 65% in 2011, 70% in 2012, and 76% in 2013. ANER for boys was 86% and for girls 65% in 2013. It shows that a number of children aged 7-12 are enrolled in the secondary education.

2.6. Percentage of primary school repeaters, by grade and sex

Figure 33: % primary school repeaters by grade and sex

Students who repeat in Afghanistan is due to 1) failing in the final exam; 2) low attendance during the school year; and 3) permanent absent. The percentage of primary school repeaters is calculated on the bases of exam results; those who filled in the exam are counted as repeaters in the following year, which in actual situation some students who failed in the exam last year might drop-out in the following year.

% of Repeaters by grade			
Grade	**2013**	**2012**	**2011**
1	0.9%	1.2%	1.5%
2	3.6%	4.2%	3.7%
3	4.1%	4.7%	4.6%
4	6.0%	6.5%	7.4%
5	5.2%	5.8%	6.3%
6	5.1%	5.3%	5.3%

2.7. ***Repetition Rate (RR) in primary school, by grade and*** *sex*

Figure 34: Primary school repetition rate

Repetition Rate (%)			
Year	**Boy**	**Girl**	**Total**
2013	4.4	4.1	4.3
2012	4.7	4.3	4.6
2011	5.0	4.7	4.9

Repetition Rate in primary school is slightly higher than percentage of repeaters. Repetition rate has decreased in the recent years (2011-2013) and still the rate is 4.3% in total in 2013 and boys slightly repeat more than girls. Although there has not been a nationally introduced initiative, construction of schools, provision of facilities and equipment, distribution of textbooks, improvement in the examinations, and improvement in school management are the primary signs for decrease in the repetition rate.

Repetition rate for different grades differs and there is similarity between the percentage of repeater and the repetition rate for the primary grades. The lowest repetition rate is at grade 1 and the grade 4 has the highest rate followed by grades 5 and 6. In Afghanistan it is assumed that if the repetition rate is high, the likelihood for students to drop-out also increases.

Repetition Rate (%)			
Grade	**2013**	**2012**	**2011**
1	1.0	1.3	1.6
2	4.1	4.4	4.0
3	4.6	4.9	4.9
4	6.5	6.7	7.4
5	5.7	5.6	6.6
6	5.3	5.3	5.6

In general as many students repeat the efficiency of system is not well ensured. Higher investment will be needed than it was planned for students to complete grades or a cycle of education. In fact input- output ratio will not be balanced.

However, since MoE does not collect data on the actual repeaters, it is hard to rely on these repetition rates.

2.8. Promotion Rate (PR) in primary school, by grade and sex

Promotion Rate (PR) in primary grades on average has been 88.5 % in 2013 with 88.3 % for boys and 88.9 % for girls. Promotion rate between 2011 and 2013 has improved by almost 1 % point.

Figure 35: Primary school promotion rate

Promotion Rate			
Year	**Boy**	**Girl**	**Total**
2013	88.3%	88.9%	88.5%
2012	88.2%	89.2%	88.6%
2011	87.4%	88.0%	87.6%

Promotion Rate			
Grade	**2013**	**2012**	**2011**
1	94%	94%	93%
2	89%	89%	89%
3	88%	88%	87%
4	85%	85%	84%
5	86%	87%	85%
6	86%	87%	87%

Promotion rate is calculated on the basis of success in the final examination of the academic year. There is no evidence that if student passed in the exam whether all of them join the next grade or some drop-out within passed students. This means even some of the passed students might be the school leavers.

The promotion rate for higher grades decreases, in grade one it is 94% while for grade three 88% and for grade 6 near to 86%. This means some students drop-out and/or repeat grades. The promotion rate shows the efficiency of system, the more students flow to higher grades the higher the efficiency of the system.

Students who do not promote to the next grades either repeat the same grade once or twice which needs more investment and/or drop-out which lowers the primary education completion rate and increases the percentage of out of school children.

2.9. Dropout Rate (DR) in primary education, by grade and sex

Figure 36: Dropout rate

Drop-out Rate			
Grade	**2013**	**2012**	**2011**
1	4.9%	4.7%	5.5%
2	7.2%	6.7%	7.4%
3	7.1%	6.7%	7.7%
4	8.4%	8.0%	8.7%
5	8.4%	7.8%	8.2%
6	8.4%	7.7%	7.9%

In the upper grades students' drop-out increases. At grade one dropout rate is 4.9% and with 7.2% at grade 3 and 8.4% at grade 6. It appears as students go to higher grades they dropout more than lower grades. There are many challenges in the country that leads to high dropout rate. 1) school system is designed in a such that the permanent absents are kept at least for 2 years in the record; 2) children at certain ages start working at home or farms to contribute to the income generation activities of the family; 3) due to cultural values/context girls are leave schools once they learn how to read and write; 4) supply side also need to be strengthened as some of schools specific to girls might not have necessary facilities.

2.10. Dropout Rate (DR) in primary education, (all grades) by sex

Dropout Rate (DR) in primary education has a bit decreased in 2013 compared to 2011.

Drop-out Rate (%)			
Year	**Boy**	**Girl**	**Total**
2013	7.3	7.0	7.2
2012	7.0	6.4	6.8
2011	7.6	7.3	7.5

It has been 7.5 in 2011 and has reached to 7.2 in 2013. However, drop-out rate in 2012 has been 6.8 which means less than 2013.

It shows a large proportion of the students still dropped-out of school before completing one or two cycles of education particularly the primary level.

2.11. Survival Rate to Grade 5 in primary education, by sex

Figure 37: Survival rate

Survival Rate to grade 5			
Grade	**Male**	**Female**	**Total**
5	66%	62%	64%

Survival Rate to Grade 5 in primary education is 64% in total and 62% and 66% for boys and girls respectively in 2013. Since the real cohort analysis is not possible to the current calculation of survival rate is done based on the apparent survival rate in which grade 5 students in 2013 is divided by the number of grade 1 students in 2009. The shortcomings of this calculation are that it does not consider the dropouts and repeaters as well as new intake in the other grades (2-5).

2.12. Survival rate to last grade of primary education, by sex

Survival rate to last grade (grade 6) of primary education is 58% in total with 60% for boys and 54% for girls in 2013. Although it is calculated in the bases of apparent survival rate still it can be concluded that a large portion of the students (2/5) who enrol in the grade 1 do not reach to the grade 6 of primary education.

Survival Rate to last grade of Primary			
Grade	**Male**	**Female**	**Total**
6	60%	54%	58%

The impression is that if students to not reach to last grade of primary they do not learn reading, writing and mathematic, and over the years the level of their understanding/literacy decreases. Quality of education in most cases is examined by conducting learning assessment test, in the absence of that system survival rate could be as a proxy indicator to assess the quality of education. Therefore, having the 58% of student reaching to grade 6 shows the low internal efficiency of the system and many students dropout or repeat in the system during the years.

2.13. Primary Cohort Completion Rate

Figure 38: Primary cohort completion rate

Completion rate at end primary			
Year	**Boys**	**Girls**	**Total**
2013	74%	52%	63%
2012	74%	51%	63%
2011	78%	51%	65%
2010	79%	49%	65%
2009	83%	47%	66%

Total primary completion rate has been 63% in 2013, with 74% for boys and 52% for girls. Depending on the number enrolment for the grade 6 each year the completion rate differs. In 2009, 2010 and 2011 the completion rates have been higher than those of 2012 and 2013. In the recent years the government policy was that examinations should be able to identify the high preformed and low preformed students. That could be one of the reason that children failed in lower classes and few reach to grade 6. In fact the completion rate shows the quality of efficiency of the system and other hand the current figures explains that Afghanistan is much behind the EFA goal for completion of primary level.

This indicator is calculated in the basis of total enrolment and population of age 12. The source of population is projected based on the UNPD population estimation. If this calculation is done based on the Central Statistics Organization (CSO) population data the rate in some points goes beyond the 100 %.

2.14. Effective Transition Rate (ETR) from primary to general secondary education, by sex

Figure 39: Effective transition rate (ETR)

ETR			
Year	**Male**	**Female**	**Total**
2013	95%	85%	**91%**
2012	95%	85%	**91%**
2011	91%	82%	**88%**
2010	93%	84%	**90%**
2009	81%	80%	**81%**

Effective Transition Rate (ETR) from primary to general secondary education is 91% in 2013. The transition rate for girls was lower than that of boys by 10 % points. The transition rate for girls from 80% in 2009 has increased to 85% in 2013. However, the transition rate have had higher growth for boys compare to those for girls, and has reached to 95% in 2013 from 81% in 2009.

The ETR shows the capacity of accommodating students who transit from one level of education to other. Currently around 9% of the primary graduates do not join the lower secondary education. Lack of lower secondary schools, especially for girls, long distance to school and lack of teachers particularly female are the main challenges preventing some of the students from enrolling in grade 7.

2.15. Number and percentage of teachers in primary/basic education by level of academic qualification, and with required academic qualifications to teach at primary education level according to national standards, by sex

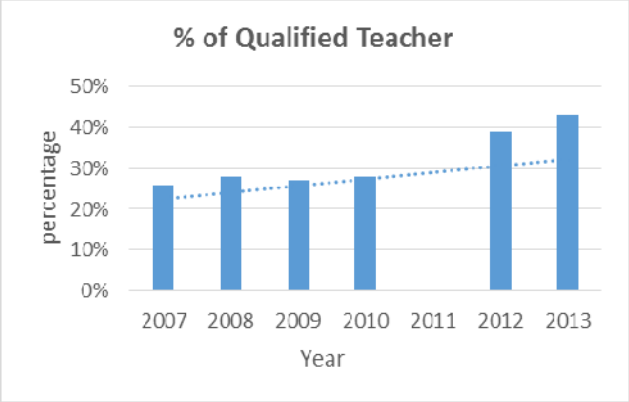
In 2013, almost 58500 (43%) primary teachers are graduates at the required grade 14 and above, 66000 (48%) are grade 13 and 12 graduates, and 12000 (9%) are under grade 12 graduates.

Figure 40: Number and percentage of teachers by academic qualification from 2007 to 2013

Year	Under Grade 12	Grade 12-13	Grade 14	BA	MA and above	Total
2013	11487	63543	41818	14343	308	**131,500**
2012	11,553	67,756	36,940	13,346	329	**129,925**
2011	-	-	-	-	-	**-**
2010	24,418	61,304	25,006	8,475	211	**119,414**
2009	25,234	60,439	23,208	8,205	215	**117,300**
2008	25,742	57,789	22,500	8,074	2,247	**116,351**
2007	30,186	52,192	21,809	6,813	269	**111,270**

Year	Under Grade 12	Grade 12-13	Grade 14	BA
2013	9%	48%	32%	11%
2012	9%	52%	28%	11%
2011				
2010	20%	51%	21%	7%
2009	22%	52%	20%	7%
2008	22%	50%	19%	9%
2007	27%	47%	20%	6%

Figure 41: percentage of qualified teachers



This table shows the percentage of primary teachers who do not meet the national qualification norm. In the past there was limited capacity of absorbing grade 12 graduates and train them as teachers and most of the teacher training centres were either in Kabul or in a limited number of provinces. Therefore, qualified teachers were not available in large parts of the country. There were, however, secondary schools in some of the districts and a number of grade 12 graduates were employed as teachers for primary education. Despite challenges in the past for expanding the teacher training programs, the number and percentage of qualified teachers has steadily improved.

2.16. Percentage of trained teachers in primary/basic education, by sex

Figure 42: percentage of INSET trained teachers by year and sex

Year	INSET-I			INSET-II			INSET-III		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2013							**57,817**	**32,822**	**90,639**
2012	**4486**	**2232**	**6718**	**14976**	**11718**	**26694**			
2011	**3825**	**728**	**4553**	**38497**	**12973**	**51470**			
2010	**61405**	**27877**	**89282**	**7818**	**1695**	**9513**			
2009	**42034**	**17815**	**59849**	**15644**	**36934**	**52578**			
Total	111,750	48,652	**160,402**	76,935	63,320	**140,255**	57,817	32,822	**90,639**

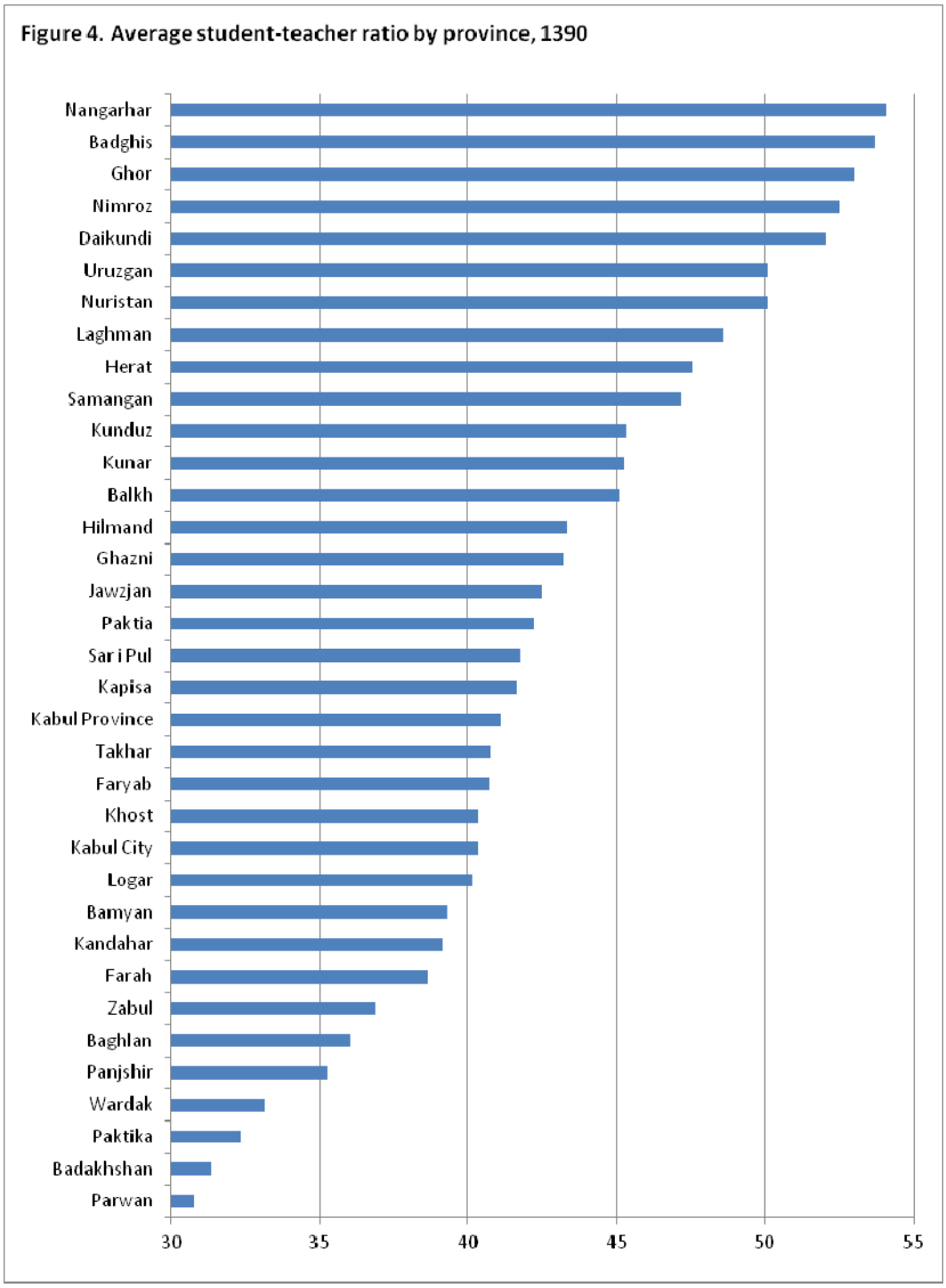
2.17. Pupil/Teacher Ratio (PTR) in primary/basic education

Figure 43: PTR in primary/basic education

Pupil Teacher Ratio in Primary by Year			
Year	Student	Teacher	PTR
2013	6,090,288	136,429	45
2012	5,765,224	130,012	44
2011	5,291,624	114,862	46
2010	5,112,728	121,124	42
2009	4,850,929	122,133	40
2008	4,800,210	114,594	42
2007	4,669,110	114,392	41
2006	4,640,870	110,975	42

The MoE planning norms for pupil/ teacher ratio (PTR) in primary education is 40:1, while actual PTR in 2013 was 45:1. MoE has tried to decrease the PTR at primary level by recruiting and deploying new teachers but the ratio has not improve because the number of students arises rapidly and it is difficult to mobilize resources from Ministry of Finance to meet the need for teachers. It is estimated that the overall teacher –student ratio will rise to over 1:50, far above the national target of 1:35. It is difficult in the current set up of the education system to identify the exact number of teachers who teach at primary level. Therefore, PTR for the primary level is estimation. PRT for the General Education (primary, lower secondary and upper secondary) is 44.6. The PTR varies between the provinces.

Figure 44: Student -teacher ratio by province 2011



Source EJSR 2012

2.18. Total public expenditure on education as a percentage of GNP/GDP

Figure 45: Public expenditure on education as percentage of GDP

Year	Education Expenditure as % of GDP	MoE Expenditure as % of GDP
2012	5.2	4.2
2011	3.0	2.5
2010	4.2	3.6
2009	4.7	4.1
2008	4.1	3.4

Total public expenditure on education as a percentage of GDP was 5.4 % in 2012. The expenditure on education as a percentage of GDP has increased by 1.1 % between 2008 and 2012. During the past 5 years the increment has fluctuated, for instance in 2009 it was 4.7 % and in 2010 it went back to 4.2 %.

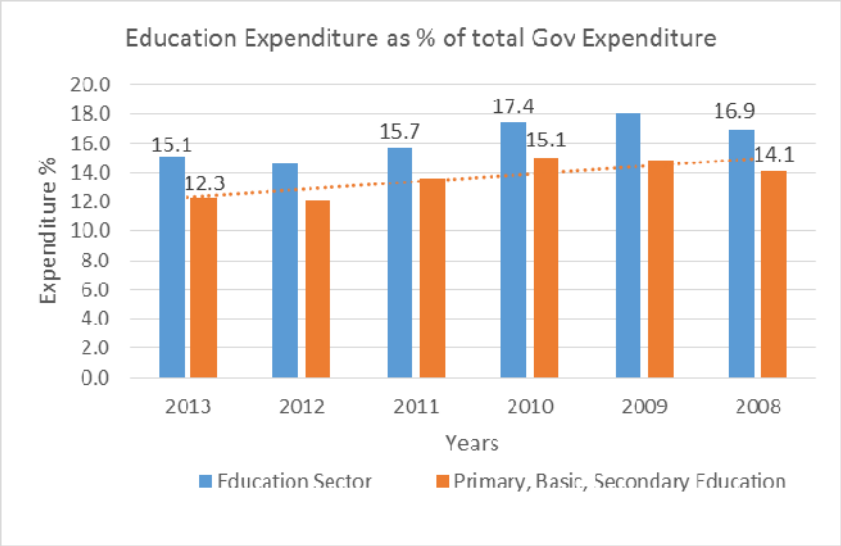
2.19. Total public expenditure on education as a percentage of total government expenditure

Figure 46: Education expenditure as percentage of total government expenditure

Education Expenditure as % of total Gov Expenditure		
Year	Education Sector	Primary, Basic, Secondary Education
2013	15.1	12.3
2012	14.6	12.2
2011	15.7	13.7
2010	17.4	15.1
2009	18.0	14.9
2008	16.9	14.1

Total public expenditure on education as a percentage of total government expenditure has been 15 % in 2013 and a bit higher than 14.6 % in 2012. Afghanistan being in a decade of political, security and economic transition, priority has been given to the security sector in 2013 and therefore there is huge decrease in the budget allocation of the other sectors including education. The total government expenditure was 6.8 billion USD in 2013 out of which 3.0 billion (45%) for development expenditure and 3.7 billion (55%) for ordinary expenditure. Meanwhile total education expenditure was 10.0 billion with 3.7 billion (36%) development expenditure and 6.5 billion (64%) ordinary expenditure. Similarly the MoE total expenditure was 0.84 billion with 0.29 billion (34%) development expenditure and 0.55 billion (66%) ordinary expenditure in 2013.

Total public expenditure on education as a percentage of total government expenditure has not increased in term of percentage but in terms of absolute figures there has been an increase in the budget allocation to education.



AverageAnnual Growth Rate for the period of 2008-2013 (6 years) was **negative** 26% %, which reflects a significant decrease in the budget and expenditure in education.

2.20. Public expenditure on primary/basic education as a percentage of total public expenditure on education

Figure 47: Public expenditure on primary education as percentage of total government education expenditure

Year	%
2013	71%
2012	71%
2011	71%
2010	72%
2009	75%
2008	78%

Public expenditure on primary as a percentage of total public expenditure on education on average has been 73% from 2010 to 2013 and between 2011-2013 it has been constant at 71%.
Public expenditure on primary as a percentage of total public expenditure on education is calculated on the bases of number students for each level of education and recently MoE tried to allocate its budget to each level of education based on variables as number of students, number of teachers and number of educational centres.

3.2.21. Public current expenditure on primary education as a percentage of GNP/GDP
See main report on pp. 55 ff. under Education finance.

2.22. Public current expenditure on primary education per pupil as a percentage of GNP/GDP per capita

Public current expenditure on primary education per pupil as a percentage of GDP per capita is 6% % in 2012. Expenditure on per pupil as a percentage of GDP per capita has improved over the course of the years by 1%. The percentage goes down in 2012 because the fiscal years 2012 has been 9 months and limited budget was allocated compare the past fiscal years that was 12 months.

Figure 48: Public expenditure per student as % of GDP per capita

Public expenditure per student as a percentage of GDP per capita			
Year	**Per capita (USD)**	**Per student (USD)**	**%**
2012	767	48.1	6%
2011	681	64.1	9%
2010	650	58.8	9%
2009	520	48.8	9%
2008	501	41.8	8%

2.23. Percentage of primary/basic schools offering complete primary/basic education

The total number of schools in general education was 14785 in 2013. Around 6152 (42%) are primary specific schools, 4064 (27%) are lower secondary schools which also has primary grades (1-6), and 4569 (31%) schools are upper secondary which has both primary and lower secondary (7-9) grades. For the total number of schools in the country 100% have primary level classes, 58% offer basic education classes and 31% offer upper secondary education (10-12) classes.

Type	#	%
Total Primary School	**6152**	
Total lower secondary School	**4064**	

2.24. Percentage of primary schools offering instruction in local language(s)/mother tongue
Currently, Pashto and Dari are the only options for languages of instruction in schools. 100% of the schools offer education in one of these two based on need and demand.

2.25. Percentage distribution of primary school students by duration of travel between home and school

The official policies of Ministry of Education states that primary schools can be established 3 kilometres (km) from the village/home of the children, lower and upper secondary will be established within an 8 Km distance. However, there has not been a proper data collection mechanism measuring distance or duration of travel between home and school to show statistics on this.

Goal 3 **Meeting the learning needs of youths and adults**

3.1. Youth (15-24 years old) literacy rates, by sex
Ref data under goal 4

3.2. Number and percentage distribution of youth (aged 15-24) and adults (aged 15+) by educational attainment (highest level of education completed or attained e.g. primary, lower secondary, upper secondary, tertiary) and by sex
Data not available

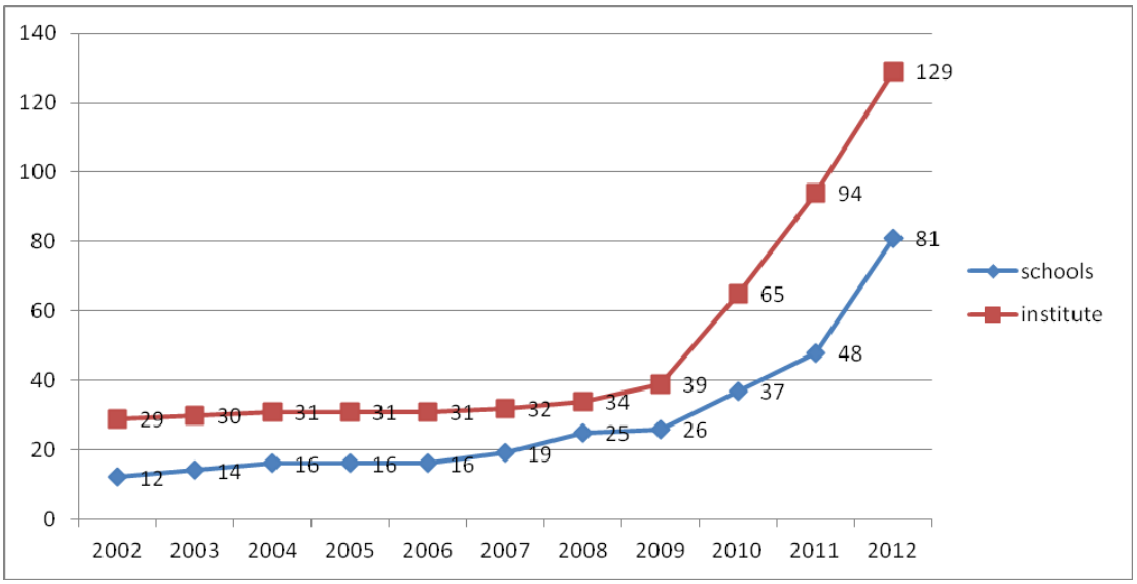
3.3. Gross Enrolment Ratio (GER) in secondary education by type of program (general; technical and vocational education and training; non-formal education and skills training) and by sex

Data not available

3.3.4. Adjusted net enrolment ratio (ANER) in secondary education by type of program (general; technical and vocational education and training; non-formal education and skill training) and by sex
Data not available

3.5. Number and percentage distribution of technical/vocational education and skills training (TVET) centres and/or programs for young people and adults by type (formal and/or non-formal)

Figure 49: Number of TVET centres (formal and informal)



(2-graph)

3.6. Number and percentage distribution of young people and adults enrolled in different types of technical/vocational education and skills training (TVET) centres and/or programs, by sex
3.7. Number and percentage distribution of young people and adults completing different types of technical/vocational education and skills training (TVET) programs, by sex

Table illustrating graduates of technical and vocational education

years	schools graduates			institute graduates			total graudates		
	male	female	total	male	female	total	male	female	total
2009	1019	112	1131	2190	221	2411	3209	333	3542
2010	1428	154	1582	2010	340	2350	3438	494	3932
2011	1145	152	1297	6572	463	7035	7717	615	8332
2012	2352	153	2505	4448	1034	5482	6800	1187	7987
2013	5799	405	6204	7018	998	8016	12817	1403	14220

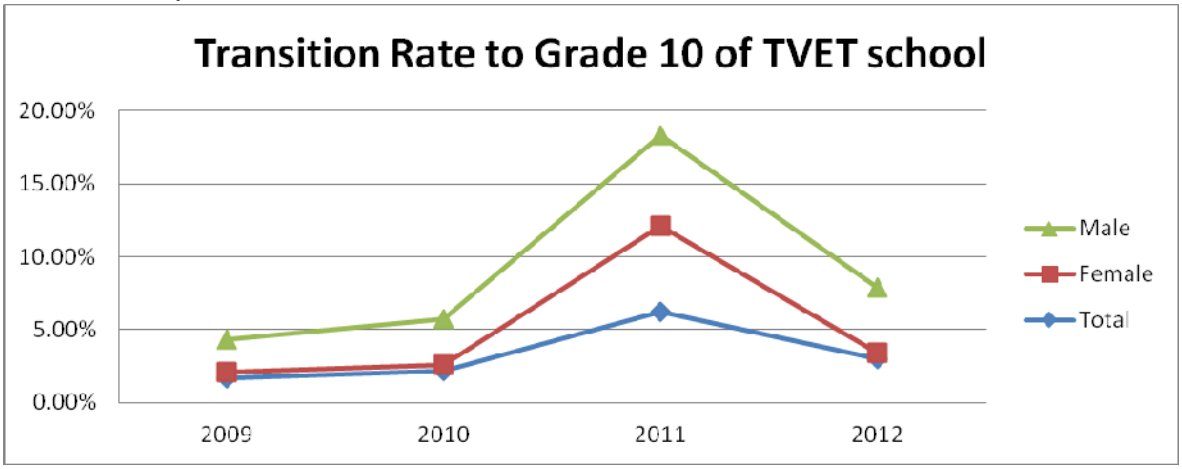
3.8. Number and percentage distribution of TVET teachers/facilitators by type of TVET center and/or program and by sex

Table illustrating the number of teachers in technical and vocational education

Number and % of TVET Teachers						
PTR	**% Female**	**% Male**	**Total**	**Female**	**Male**	**Years**
2.8			481			2002
4.9			498			2003
7.5			560			2004
15.3			587			2005
16.5			661			2006
11.2			902			2007
14.3			995			2008
21.9	24%	76%	988	234	754	2009
32.2	20%	80%	1348	272	1076	2010
24.3	21%	79%	1689	348	1341	2011
26.9	21%	79%	2305	475	1830	2012
30.2	20%	80%	2706	540	2166	2013

3.9. Effective Transition Rate (ETR) from lower to upper secondary education (at least for general programs) by sex

Students' admission to technical and vocational education according to grade level (Effective Transition Rate)



(6- Graph)

According to the 23rd article of the ministry of education (The period of technical and vocational education and arts is from 10th class to 14th which is taught in governmental education institutions for free.) Since 1381 many students have been taken to from 9th and 10th grades of general education to technical and vocational education and they are admitted in different departments of this program. For example, since 1388, admitting students from general education of 9th and 12th to vocational schools is worth mentioning. In1388, 1.7% students (2.2% males and 0.4% females), numbering 2635 students (2455 males and 180 females) were admitted to different departments of 10th grades of technical and vocational education institutes.

In 1389, 2.2% youth are admitted to the different departments of technical and vocational education schools 10th grades (3.1 % males and 0.4 % females), numbering 4669 (4367 males and 302 females).

In 1390, 6.2% youth are admitted to the different departments of technical and vocational education

schools 10th grade (6.2 males and 5.9 females), numbering 11209 students (10571 males and 638 females).
In 1391, 3.01 % youth of 9th grade of general education are admitted to the 10th grade of different departments of technical and vocational education schools (4.5% males and 0.4% females), numbering 8141 students (7768 males and 373 females).
Meanwhile, in 1388, 2.8% youth of 12th grade graduates of general education are admitted to the different departments of technical and vocational education schools in 13th grades (3.4% males and 1.2% females), numbering 2633 students (2330 males and 303 females).
In 1389, 3.5%, 12th grade graduates of general education students are admitted to the different departments of technical and vocational education schools in 13th grades (3.6% males and 3.2% females), numbering 4071 students (3099 males and 972 females) students.
In 1390, 5.7% students are admitted to the different departments of technical and vocational education (7% males and 2.9% females), numbering 8623 (7318 males and 1305 females). In 1391, 11.9%, 12th grade students of general education are admitted to the different departments of technical and vocational education (14.5% males and 6.2% females), numbering 15967 students (13385 males and 2582 females).
Generally, Graph 6 shows that in proportion to 10th grade, lots of 12th grade graduates of general education have been introduced to technical and vocational education through this program from 1388 to 1391.
According to Graph 6, due to many causes the proportion of admission to 10th grade is excessive to admission in 13th grade of technical and vocational education. It means that students are also being admitted to technical and vocational education through an entrance exam. Students who do not get admission to institutions of higher education through entrance exam, they are allowed to join the semi-higher education related to the ministry of education. According to this, students who do not find the chance for higher education join 13th grade of technical and vocational education in order to utilize their talent and have a right to study further.
Many citizens of the country, especially, youth are not able to continue their higher education due to poverty and economic crisis in the country. Therefore, MoE gives them a chance to get admitted in 13th grade of technical and vocational education institutions and other semi- higher education institutions.
According to the above-mentioned reasons one can say that admission to 10th grade is higher in proportion to 13th grade of technical and vocational education. If technical and vocational education are standardized and have good quality, all the needed supplements and its curriculum is made according to the labour market needs, and governmental and nongovernmental administrations give credit to the 14th class degree, and provide work for the graduates, definitely technical and vocational education will improve and admissions to 10th grade of these education will also be increased.

3.10. No education finance indicators by level available for this goal.

Goal 4 Improving adult literacy level

4.1. Adult (15 years old and over) literacy rates, by sex

Figure 50: Adult literacy level by year 2008-2013

Year	Total	Male	Female
2000	23%		
2001			
2002			
2003			
2004			
2005			
2006			
2007			
2008	26.2%*		
2009			
2010			
2011	34		
2012	35		
2013	36	20	50
2014			
2015			

Table 1a: Adult literacy rate by sex (from 2000-2015)
Source: EMIS, Ministry of Education (MoE), Afghanistan, 2014
***NRVA 2008 statistical data – household data**

The National Average Literacy Rate for Afghanistan is 36% (20% Female, 50% Male). Population 34.4 million – adults 17.2 million approx. 36% literate therefore 11.4 million are illiterate (64%).

4.2. Proportion of adults (15+) by highest level of education completed or attained (primary, lower secondary, upper secondary, tertiary) and by sex

Data are not available.

3.4.3. Number and percentage distribution of adult literacy and continuing basic education programs by type of program

The national Literacy department delivers and recognizes only one type of adult literacy course, which is referred to as the Land Afghanistan Curriculum. In addition to the Deputy Ministry for Literacy other ministries like the Ministry of Defence, Ministry of Women Affairs and the Ministry of Interior Affairs as well has many national and international NGOs implement this curriculum. However, it needs to be highlighted that there are other shorter courses of literacy implemented by several NGOs as part of their programs but the Deputy Ministry for Literacy does not have the capacity to collect and incorporate this data. In addition, with the implementation of the National Literacy Strategy 2014-2020, two types of literacy programs (general literacy and skills based literacy courses) will be implemented via ELA 3 in 2014. The general literacy courses are for those who wish to use literacy courses to re-enter the general education system and obtain a grade 12 certificate, in order to gain access to further education. The skills based literacy program is for those that want to gain a skill to enter the labour market or for those who wish to enhance their skills to improve their efficiency and henceforth their earning capacity.

Figure 51 illustrate the number of Literacy courses since 2000, disaggregated by sex. Overall, since 2000 the number of literacy courses has increased 30 times throughout Afghanistan. This can be explained largely by the political and security changes over the years. Figure 1a further illustrates that although literacy courses for females were made available since 2002, there has been a gradual

increase in the number of female literacy courses since then and over taking the number of courses for males from 2005 until 2012.

However, via implementation of ELA 3 a greater number of female literacy courses have been planned for 2014 and 2015. ELA 3 is in line with the National Literacy Strategy, focusing on the same priority groups, which includes girls and women.
One of the biggest single program implementer's of Literacy courses in Afghanistan was UN Habitat, who have been implemented literacy courses since 2009, this program terminated in 2012, which may explain the sharp decline (37%) in numbers.

Figure 51: Number and % distribution by type of literacy programmes

	Literacy Courses			Literacy Schools	percentage Distribution
Year	Total	Male	Female	Total	Total
2000	562	562	0		
2001	471	471	0	78 (14)	85.79
2002	14282	8247	6035	78 (46)	99.45
2003	12396	6146	6250	49 (49)	99.60
2004	19088	10489	8599	59 (59)	99.69
2005	16531	7447	9084	65 (65)	99.60
2006	9082	3543	5539	70 (70)	99.24
2007	14715	4355	10360	86	99.42
2008	15190	4138	11052	86	99.44
2009	23816	13531	17747	65	99.79
2010	27270	11987	15283	63	99.77
2011	19861	8482	11379	83	99.58
2012	26830	12423	14407	83	99.69
2013	19787	11276	8511	63	99.63
2014	16356	7390	8966		
2015	18434	7694	10740		

Source: EMIS, Deputy Ministry for Literacy, MoE, Afghanistan 2013

Figure 52 illustrate the regional distribution of literacy courses from 2009-2013 [Please note that the EMIS only started recording data at provincial level in 2009, which has been aggregated to illustrate regional difference, such data is not available for the years prior to 2009].
Despite this large increase, disparities exist between provinces and regions, Table 1b and figure 1b clearly illustrates that literacy courses have flourished more in some regions than others, for example since 2009 Northern regions have occupied the first or second position in delivering the highest number of literacy courses, followed by central regions, where security issues are comparatively better than southern or eastern regions

The Deputy Ministry of Literacy is aware and recognizes that some regions of Afghanistan have higher number of illiterates than others and it is planning to ensure that these remote and insecure regions are prioritized with targeted literacy courses in the future.

Figure 52: Regional distribution of literacy courses

REGION		Central	East	North	West	South	Total
2009	Total	3355	4094	7470	4449	4448	23816
	Male	5275	1978	2800	1708	1770	3531
	Female	5542	2116	4670	2741	2678	17747
2010	Total	8303	3226	7998	4159	3584	27270
	Male	3531	1566	3223	1633	2034	11987
	Female	4772	1660	4775	2526	1550	15283
2011	Total	3540	2450	7624	2689	3558	19861
	Male	1680	822	3034	911	2035	8482
	Female	1860	1628	4590	1778	1523	11379
2012	Total	4546	5407	7670	3841	5366	26830
	Male	2121	2167	2546	1683	3906	12423
	Female	2425	3240	5124	2158	1460	14407
2013	Total	6600	3120	3904	3048	31215	19787
	Male	4999	1837	1348	1172	1920	11276
	Female	1601	1283	2556	1876	1195	8511

Source: EMIS, Deputy Ministry for Literacy, MoE, Afghanistan 2013

4.4. Number and percentage distribution of adult continuing basic education programs by type of program

Currently there is only one type of adult continued basic education program available for literacy learners, that are literacy schools, which start from grade 4. This is because the 9 months literacy course is equivalent to the attainment of grade 3.

Figure 53: Number of adult continued basic education programmes

Year	Total
2001	78
2002	78
2003	49
2004	59
2005	65
2006	70
2007	86
2008	86
2009	65
2010	63
2011	83
2012	83
2013	63
2014	
2015	

Table 4a: Number of Adult Literacy Schools.

4.5. Number and percentage distribution of learners participating in adult literacy and continuing basic education programs by type of program and by sex

Figure 54: Number of literacy learners by year and sex

	Literacy School Learners		
Year	Total	Male	Female
2000			
2001	946	946	0
2002	8402	3621	4781
2003	8755	4699	4056
2004	12851	6264	6587
2005	16133	8442	7691
2006	17853	9311	8542
2007	17990	8752	9238
2008	18995	8769	10226
2009			
2010	15904	8048	7856
2011	20216	11162	9054
2012			
2013	18449	9976	8473
2014			
2015			

Table 6a: Number of learners participating in adult Literacy Schools by sex.

4.6. Number and percentage distribution of learners participating in adult continuing basic education by type of program and by sex

Figure 55: Literacy rate disaggregated by province and sex

Province	Sex			GPI
	Male	Female	Both	
National	45.4	17.0	31.4	0.37
Relatively high male (>30) and female literacy (>20)				
Badakhshan	45.7	25.2	35.7	0.55
Ghazni	59.7	21.4	41.2	0.36
Kabul	68.1	34.7	52.0	0.51
Kapisa	62.4	21.8	42.8	0.35
High male literacy (>30), low female literacy (<20)				
Bamyan	52.3	17.5	35.5	0.33
Daykundi	48.5	18.0	32.9	0.37
Ghor	35.2	5.1	20.3	0.14
Herat	29.4	19.3	24.3	0.66
Jawzjan	34.0	14.6	24.4	0.43
Kandahar	30.0	3.4	16.8	0.11
Kunar	39.5	3.8	21.8	0.10

Laghman	44.2	6.2	25.6	0.14
Paktika	63.6	2.6	32.2	0.04
Paktya	43.0	5.8	25.6	0.13
Panjsher	78.3	18.8	50.8	0.24
Samangan	32.8	9.5	21.6	0.29
Takhar	32.8	15.5	24.3	0.47
Wardak	75.6	10.8	42.4	0.14
Low male literacy (<30), low female literacy (<20)				
Helmand	10.2	1.6	6.1	0.16
Khost	27.0	2.4	15.5	0.09
Kunduz	25.1	6.9	16.3	0.27
Urozgan	14.7	2.4	8.5	0.16
Zabul	25.5	1.6	13.6	0.06

4.7. Completion rate in adult literacy and/or basic continuing education programs by type of program and by sex

Data not available

4.8. Number and percentage distribution of facilitators of adult literacy and continuing basic education programs by type of program and by sex

Figure 56: Number of adult literacy facilitators by year and sex

Year	Literacy Courses			Literacy Schools			Percentage Distribution		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
2000									
2001	1878	1878							
2002	2267	833	1434						
2003	3554	1995	1559						
2004	2766	1069	1697						
2005	2927	1120	1807						
2006	3057	1225	1832						
2007	4158	1718	2440						
2008	1808	1104	704						
2009	3365	1996	1369						
2010	17889	7507	10382						
2011	14077	6295	7782						
2012	14281	7006	7275	601	177	424			
2013	9645	5889	3756						
2014	16697	7544	9153						
2015	18818	7854	10963						

Source: EMIS, Deputy Ministry for Literacy, MoE, Afghanistan 2013

Figure 57: Regional distribution of literacy facilitators by year and sex

REGION		Central	East	North	West	South	Total
2009	Total	1139	380	858	347	641	3365
	Male	594	280	490	175	457	1996
	Female	545	100	368	172	184	1369
2010	Total	4744	2435	5817	2341	2552	17889
	Male	1946	1099	2078	948	1436	7507
	Female	2798	1336	3739	1393	1116	10382
2011	Total	2819	1858	5293	1780	2327	14077
	Male	1445	742	1876	893	1339	6295
	Female	1374	1116	3417	887	988	7782
2012	Total	2222	2555	4427	2212	2865	14281
	Male	1225	1320	1406	1147	1908	7006
	Female	997	1235	3021	1065	957	7275
2013	Total	2408	1583	1869	1420	2365	9645
	Male	1890	944	628	680	1747	5889
	Female	518	639	1241	740	618	3756

Source: EMIS, Deputy Ministry for Literacy, MoE, Afghanistan 2013

4.9. Public expenditure on adult literacy and continuing basic education as a percentage of total public expenditure on education

Figure 58: Public expenditure on literacy as a % of public expenditure on education

S/N	Year	Education Expenditure as % of GDP	MoE Expenditure as % of GDP	Literacy expenditure as % of GDP	Literacy expenditure as % of education expenditure	literacy expenditure as % of education expenditure MOE
1	**2000**					
2	**2001**					
3	**2002**					
4	**2003**					
5	**2004**					
6	**2005**					
7	**2006**					
8	**2007**					
9	**2008**	5.2	4.2			
10	**2009**	3.0	2.5			
11	**2010**	4.2	3.6	0.06	1.7	2.0
12	**2011**	4.7	4.1	0.06	1.7	1.9
13	**2012**	4.1	3.4	0.05	1.8	2.1
14	**2013**					2.5

In spite of the fact that 64 % of adults are illiterate, only %1.8 of education budget is allocated to adult literacy programs. While - based on the recommendation for LIFE countries, 6 %of education budget should be allocated for adult literacy programs.

Goal 5 Gender Parity and Equality in Education

5.1. *Females enrolled as percentage of total enrolment by level of education (pre-primary, primary, lower and upper secondary education)*

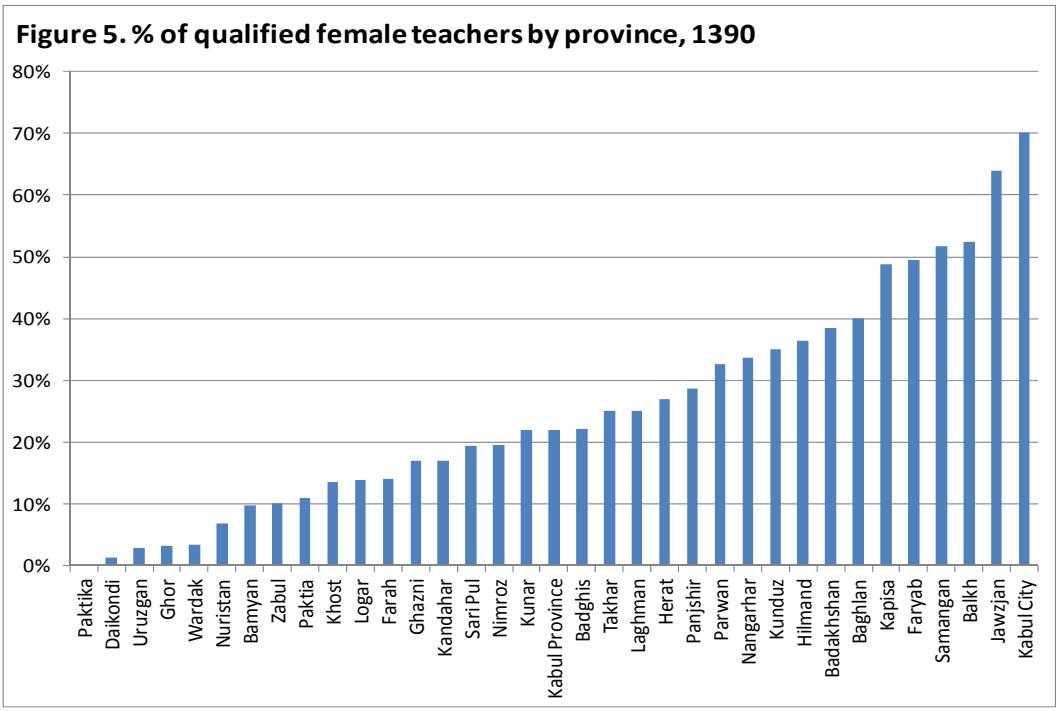
Figure 59: Female enrolment in % by level and year

Year	Females enrolled as percentage of total enrolment			
	Primary	Low Sec	Upp Sec	Total
2013	**40.8 %**	**36.13%**	**34.95%**	**39.3%**
2012	40.7%	35.3%	34.1%	39.0%
2011	40.5%	35.0%	34.0%	38.8%
2010	**40.0%**	**34.5%**	**30.3%**	**38.2%**
2009	39.1%	33.1%	28.1%	37.3%
2008	38.7%	31.2%	26.8%	36.8%
2007	37.2%	27.4%	25.1%	35.4%
2006	37.1%	25.3%	23.7%	35.3%
2005	**35.9%**	**25.0%**	**21.9%**	**34.4%**
2004	25.0%	20.0%	20.3%	24.5%
2003	34.8%	23.4%	27.5%	33.8%
2002	30.2%	20.2%	25.4%	28.8%
2001	**0.0%**	**0.0%**	**0.0%**	**0.0%**

3.5.2. *Female teachers as percentage of total number of teachers in primary and lower and upper secondary*

Female teachers as percentage of total number of teachers in general education (grades 1-12) has reached to 31.5% in 2013 compare to 30.9% in 2012.

Figure 60: percentage of qualified female teachers by province



Source EJSR 2012

5.3. *Percentage of female school headmasters/principals/managers by level of education (pre-primary, primary, lower and upper secondary education)*

Figure 61: Number of teachers and managers trained by INSET programmes

Male	Female	Total	Male	Female	Total
5,052	1,045	6,097	109,961	46,742	156,703
47,831	19,676	67,507	92,583	36,925	129,508
			21,484	-	21,484
264	43	307	10,047	628	10,675
5,807	355	6,162	5,900	367	6,267
15,628	5,649	21,277	15,628	5,649	21,277

Source: MoE, Teacher Education Department. (From EJSR 2012)

3.5.4. *Percentage of female chief education officers at central, provincial, district and local government education offices*

Out of the total employee (254500) 27.2% is female in 2013 compare to 26.4% in 2012. Looking into the given figures it appears that the MoE staff is mainly male dominated.

Percentage of female chief education officers at central, provincial, district and local government education offices

5.5. *Gender Parity Index for:*

Adult and youth literacy rates

GER in ECCE

The GPI in the GER at preschool level is 0.58, which shows girls are enrolled less than boys.

Figure 62: GPI at pre-school level

GPI in pre-school GER			
Year	**Boys**	**Girls**	**GPI**
2013	1.9	1.1	0.58

GIR in primary education

Figure 63: GPI for gross intake rate (GIR) at primary level

GPI in primary GIR			
	2011	2012	2013
Total	76.6%	80.8%	83.8%
Male	88.7%	93.1%	95.0%
Female	64.6%	68.4%	72.1%
GPI	0.73	0.74	0.76

Gender parity index in the GIR for primary is 0.76 in 2013 and shows slight improvement compare to 2012 (0.74) and 2011 (0.73). This explains that there is disparity between the GIR for boys and girls. Boys are favoured that girls in the primary enrolment. This means although a large portion of the over age children join schooling in grade one, girls over aged children join less than boys that is the main reason that makes the GIR for girls lower than boys. However, the GPI for primary is better than those for pre-school.

NIR in primary education

GPI in the primary NIR is 0.75 in 2013 a bit increased than 0.72 in 2012 and 0.68 in 2011.

Figure 64: GPI for primary NIR

GPI in Primary NIR				
Year	**Male**	**Female**	**Total**	**GPI**
2013	81.5%	60.8%	71.1%	0.75
2012	75.6%	54.1%	64.9%	0.72
2011	69.1%	46.8%	58.0%	0.68
2010				

The GPI in the NIR is lower than GPI in GIR. This indicates that the proportion of girls who get enrolled in grade one at the official age of enrolment is lower than boys.

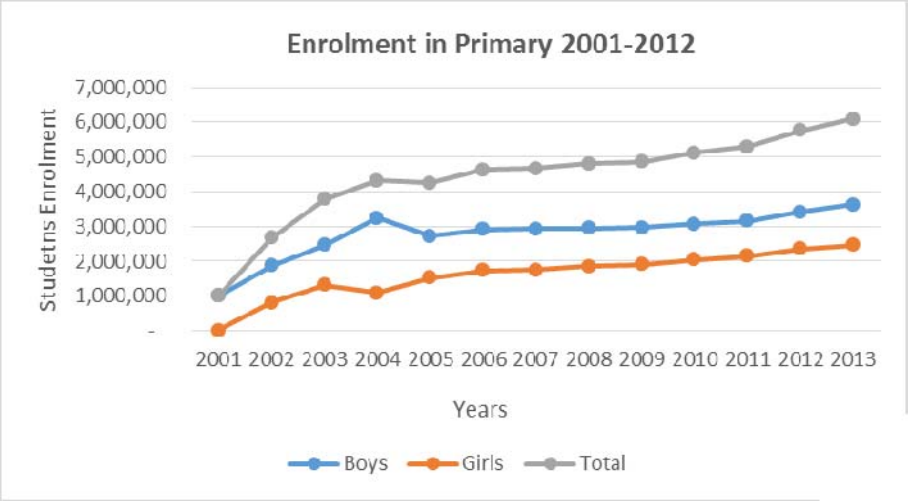
GER in primary education

Gender Parity Index in GER for primary is 0.74 in 2013 and has not much changed since 2011.

Figure 65: GER at primary level

GER in Primary				
Year	**Male**	**Female**	**Total**	**GPI**
2013	90.7%	66.9%	79.2%	0.74
2012	86.1%	62.9%	74.9%	0.73
2011	85.9%	61.8%	74.3%	0.72
2010				

Figure 66: Primary enrolment in numbers



NER in primary education

The GPI in the NER for primary level shows that there is not a huge difference between GPI in GER and NER. Still MoE has long way to reach parity in primary NER.

Figure 67: Primary NER

NER in Primary				
Year	Male	Female	Total	GPI
2013	82.4%	61.2%	72.2%	0.74
2012	77.5%	54.3%	66.3%	0.70
2011	73.4%	47.8%	61.1%	0.65

ANER in Primary Education

GPI in ANER has improved from 0.65 in 2011, 0.70 in 2012 to 0.74 in 2013.

Figure 68: Primary ANER

ANER in Primary				
Year	Male	Female	Total	GPI
2013	83.0%	61.2%	72.1%	0.74
2012	78.1%	54.3%	66.2%	0.70
2011	74.0%	47.8%	60.9%	0.65

Survival Rate to Grade 5

The GPI in the Survival rate to Grade 5 is estimated at 0.93 in 2013. Comparing this GPI with GPI for other indicators it has the highest parity ratio.

Survival Rate to last grade

GPI for the Survival rate to last grade is 0.90, which is slightly lower than that of GPI in the Survival rate to Grade 5. However, it is still higher that other indicators.

Primary Cohort Completion Rate

GPI for primary cohort completion rate is 0.70 in 2013 which shows improvement compare to 0.57 in 2009. GPI has gone up in 2010, 2011, and 2012 to 0.62, 0.66 and 0.69 respectively.

Figure 69: GPI primary completion rate

GPI for Completion rate at end primary				
Year	Boys	Girls	Total	GPI
2013	74%	52%	63%	0.70
2012	74%	51%	63%	0.69
2011	78%	51%	65%	0.66
2010	79%	49%	65%	0.62
2009	83%	47%	66%	0.57

Effective Transition Rate from Primary to Secondary (General) Education

GPI for the transition rate from primary to secondary education was 0.89 in 2013 down from 0.99 in 2009. It has decreased because the transition rate for boys has improved at a much higher rate (95%) than that for girls (85%).

Figure 70: ETR primary to secondary level

ETR				
Year	**Male**	**Female**	**Total**	**GPI**
2013	95%	85%	91%	0.89
2012	95%	85%	91%	0.90
2011	91%	82%	88%	0.90
2010	93%	84%	90%	0.91
2009	81%	80%	81%	0.99

GER in Secondary Education, and by level (lower and upper)

Figure 71: GER at secondary level

Level	Male	Female	Total
Sec Edu	1,558,579	833,869	2,392,448
P 13-18	2,932,201	2,582,460	5,514,661
GER	**53%**	**32%**	**43%**

GER in Basic Education (Primary and Lower Secondary Education)

Figure 72: GER at basic education level

Level	Male	Female	Total
Basic E Enrolment	4,410,886	2,888,734	7,299,620
Population age 7-15	5,317,046	4,866,998	10,184,044
GER	**83%**	**59%**	**72%**

NER in Basic Education (Primary and Lower Secondary Education)

Figure 73: NER at basic education level

Level	Male	Female	Total
Basic E Enrolment by age	3,923,290	2,595,921	6,519,211
Population age 7-15	5,317,046	4,866,998	10,184,044
NER	**74%**	**53%**	**64%**

There is almost 8 percentage point difference between GER and NER for basic education, and it is prominent for boys with 9 % point rather than 6 % point different for girls.
Gender Parity Index in basic education NER is 0.7 and there is not different between GPI in GER and NER for basic education. However, girls are in general deprived and less enrolled than boys in basic education.

ANER in secondary education
NER in secondary education
Percentage of teachers with pre-service teacher training by level of education
Percentage of teachers with in-service teacher training by level of education

Calculation of GPI for percentage of teachers with in-service teacher training by level of education shows 1.3. This indicates that female teachers on average have received more training than their male colleagues. But in terms of absolute numbers, fewer females than male teachers were trained.

Percentage of Teachers with In-service Teacher Training by Level of Education

Figure 74: Number and % of INSET trained teachers

Gender	in service trained	Total teacher	% of trained	GPI
Female	48,265	59651	**81%**	1.3
Male	82,167	133393	**62%**	

Calculation of GPI for percentage of teachers with in-service teacher training by level of education shows 1.3. This indicates that female teachers have received more training than male teachers in terms of rates. But in terms of absolute number female constitute less than the male teachers.

Goal 6 Quality of education

6.1. *Number and percentage distribution of teachers by academic qualification, level of education (pre-primary, primary, lower and upper secondary education) and sex*

Despite significant progress in the expansion of teacher training, teacher qualifications still remains a major challenge in Afghanistan. The table below shows the distribution of teachers by qualification for the period 2007-2013 and the figure below shows the proportion of qualified teachers. Of the 136,429 teachers in general education in 2013, only 58,586 (43 per cent) of the teachers in the education system in Afghanistan met the minimum requirement of at least Grade 14 for a fully qualified teacher. The distribution of teacher qualifications depicted in the table shows that the majority of teachers are graduates of grade 13 or below.

Figure 75: Number of teachers by academic qualification and by year

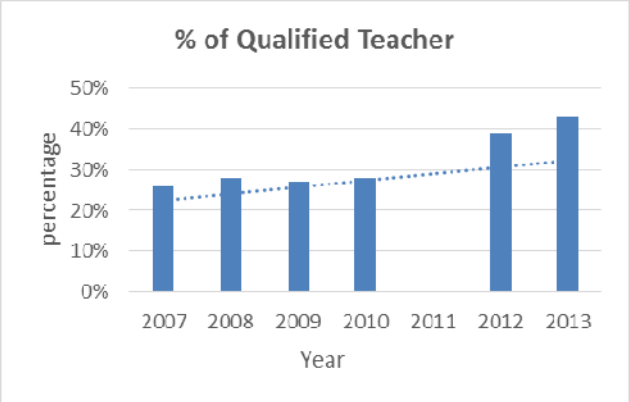
Year	Under Grade 12	Grade 12-13	Grade 14	BA	MA and above	Total
2013	11,917	65,925	43,385	14,881	320	**136,429**
2012	11,553	67,756	36,940	13,346	329	**129,925**
2011	-	-	-	-	-	**-**
2010	24,418	61,304	25,006	8,475	211	**119,414**
2009	25,234	60,439	23,208	8,205	215	**117,300**
2008	25,742	57,789	22,500	8,074	2,247	**116,351**
2007	30,186	52,192	21,809	6,813	269	**111,270**

6.2. *Percentage of trained teachers who are certified to teach according to national standards by level of education (pre-primary, primary, lower and upper secondary education) and by sex*

Both the table and the figure show that positive progress has been made in improving teacher qualification. The number of qualified teachers has increased from 28,622 in 2007 to 58,266 in 2013 and the proportion of qualified teachers has improved from 26% to 43% during the same period. This has mainly been due to several efforts that the MoE has put in place to improve quality. Such efforts have included the expansion of the teacher training colleges which included the opening of rural satellite teacher training colleges to bring the teacher training services closer to the

communities. As of 2010, about 60 satellite TTCs had been opened enrolling xx students. Such intervention has witnessed enrolment of teacher training students from xx in 2009 to xx in 2013.

Figure 76: percentage of qualified teachers by year



Number of Teachers that participated and passed the competency tests by gender:

Figure 77: Number of teachers participating in and passing the competency test

Batch	Teachers participated in the competency test			Teachers passed the competency test		
	Male	Female	Total	Male	Female	Total
Batch 1	23,920	21,335	45,255	22,178	21,010	43,188
Batch 2	9,870	22,799	32,669	8,700	23,001	31,701
Batch 3	48,255	2,383	50,638	45,631	2,256	47,887
Grand Total	82,045	46,517	128,562	76,509	46,267	122,776

The MoE has implemented a number of in-service training largely to address issues of unqualified teachers being used in the education system. Major in-service training by the MoE over the past few years include: INSET-I, II and III. These trainings have mainly focused on pedagogical skills, content knowledge, and general education requirements and administrative/management skills and targeted teachers with lower than grade 14 qualification. INSET-I is introduction to the general pedagogy in which the teachers are exposed to the new skills in teaching methods and INEST-II and III are subject matter contents. As of 2013, a total of 90,630, predominantly male teachers (57,817 males and 32,822 female) had received the three sets of short term trainings (INSET-I, II and III) during the period 2009 to 2013 representing 66% of the total teachers. In addition, other several thousands of teachers have received in-service trainings through, NGOs and donor supported trainings mainly focusing on learner centred and active learning pedagogy.

6.3. *Pupil/Teacher Ratio (PTR) by level of education (pre-primary, primary, lower and upper secondary education)*

6.4. *Pupil/Class Ratio (PCR) by level of education (pre-primary, primary, lower and upper secondary education)*

With respect to progress on teacher provision at specific levels of education, Afghanistan education context creates a unique challenge for this level of analysis. Schools in Afghanistan are multi-level with same teachers teaching different levels of education in a school. Consequently, data on teachers that is specific to a particular level is not available. Hence, to compute data on teachers

that was specific to primary school level, estimations were used based on the number of students in primary.

6.5. ***Textbook/Pupil Ratio (TPR) by level of education (pre-primary, primary, lower and upper secondary education) and by subject***

Afghanistan has made significant progress in terms of textbook provision over the years. Since 2003, a total of 219 million textbooks have been printed for distribution to all learners throughout the country and 21 million textbooks were printed for distribution in 2012. The textbook: pupil ratio is currently at 1:6. Data on textbook ratio that is specific to various levels of education is not available. Provision of textbooks to all formal primary schools in all subject areas is an annual government programme. However, enough copies of textbooks to meet all learners enrolled in primary schools nationwide for a 1:1 textbook ratio are printed annually. The challenge for not reaching the 1:1 textbook ratio is mainly related to distribution capacity rather than shortage of the textbooks.

6.6. *Current public expenditure on textbooks and other learning materials as a percentage of current public expenditure by level of education (primary, lower and upper secondary education)*
Refer to section on Public expenditure on education pp. 56 ff.

6.7. *Teachers' compensation as a percentage of current public expenditure by level of education (primary, lower and upper secondary education)*

6.8. *Percentage of schools with improved water sources by level of education (pre-primary, primary, lower and upper secondary education)*

6.9. *Percentage of schools with improved sanitation facilities (i.e. with separate toilets for girls) by level of education (pre-primary, primary, lower and upper secondary education)*

3.6.10. *Percentage of pupils who have mastered nationally defined basic learning competencies (in* particular literacy, numeracy and life skills) by grade (e.g. 3rd and last grade of primary education, and 8th grade or last grade of lower secondary education) and by sex

6.11. *School life expectancy*

Figure 78: School life expectancy (SLE) 2012 & 2013

Age	Students 1391	Population 1391	Age-specific Enrol	Students 1392	Population 1392	Age-specific Enrol
6	154.222	1.382.509	0,11	162.943	1423984	0,11
7	1.029.832	1.382.509	0,74	1.088.068	1382509	0,79
8	1.103.736	1.314.826	0,84	1.166.151	1382509	0,84
9	944.450	1.165.724	0,81	997.858	1314826	0,76
10	885.044	1.233.414	0,72	935.093	1165724	0,80
11	811.791	1.111.754	0,73	857.697	1233414	0,70
12	714.603	1.071.438	0,67	755.014	1111754	0,68
13	523.421	1.022.091	0,51	553.020	1071438	0,52
14	426.761	963.551	0,44	450.894	1022091	0,44
15	371.301	918.737	0,40	392.297	963551	0,41
16	145.535	887.628	0,16	153.765	918737	0,17
17	283.029	870.253	0,33	299.035	887628	0,34
18	373.068	852.401	0,44	394.165	870253	0,45
19	223.390	835.715	0,27	236.023	852401	0,28
20	114.731	819.356	0,14	121.219	835715	0,15
21	40.825	803.317	0,05	43.133	819356	0,05
22	11.933	787.592	0,02	12.608	803317	0,02
	8.157.672	**17.422.815**	**7,4**	**8618984**	**18.059.207**	**7,5**

Source EMIS

	SLE in 1391	SLE in 1392
	7,4	**7,5**

UNESCO Estimation	2003	2004
	6	**6,5**

CIA	11

6.12. *Percentage of teachers who fulfilled required instructional hours by level of education (pre-primary, primary, lower and upper secondary education) and by sex*
Data are not available.