



United Nations
Educational, Scientific and
Cultural Organization



UNESCO COUNTRY PROGRAMMING DOCUMENT (UCPD) AFGHANISTAN

**UNESCO Kabul
2010 - 2011**



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ACRONYMS AND ABBREVISIONS

AGEI	: Afghanistan Girls' Education Initiative
ANDS	: Afghan National Development Strategy
BIA	: Baktar Information Agency
CBS	: Community Based Schools
CCA	: Common Country Assessment
CCP	: Certificate Computerised Project
CEDAW	: Convention on the Elimination of all Forms of Discrimination Against Women
CLSs	: Community Learning Centres
DDR	: Disarmament, Demobilisation, Reintegration
EFA	: Education For All
ELA	: Enhancement of Literacy in Afghanistan
ERTV	: Educational Radio Television of Afghanistan
GSI	: Gender Studies Institute
HDR	: Human Development Report
IBE	: International Bureau of Education
ICE	: International Conference on Education
ICOMOS	: International Council on Monuments and Sites
IIEP	: International Institute For Education Planning
IMPACS	: Institute for Media Policy and Civil Society
IPDC	: International Programme for Development of Communication
LEARN	: Literacy & Education in Afghanistan, Right Now!
LIFE	: Literacy Initiative for Empowerment
MDGs	: Millennium Development Goals
MMUs	: Multimedia Mobile Units
MoE	: Ministry of Education
MoHE	: Ministry of Higher Education
MoWA	: Ministry of Women Affairs
MSPA	: Media Support Partnership Afghanistan
NAPWA	: National Action Plan For Women of Afghanistan
NEPA	: National Environmental Protection Agency
NESP	: National Education Strategic Plan
NFE	: Non Formal Education

NHESP	: National Higher Education Strategic Plan
NRTA	: National Radio Television Afghanistan
NRVA	: National Risk Vulnerability Assessment
PDC	: Programme for Development of Communication
PRSP	: Poverty Reduction Strategy Paper
TED	: Teacher Education Department (MoE)
UNMAS	: United Nations Mine Action Service
UNAMA	: United Nations Assistance Mission for Afghanistan
UNCT	: United Nations Country Team
UNDAF	: United Nations Development Assistance Framework
UNESCO	: United Nations Educational, Scientific and Cultural Organisation
UNFPA	: United Nations Population Fund
UNGEI	: United Nations Girls' Education Initiative
UNICEF	: United Nations Children Fund
UNIFEM	: United Nations Development Fund for Women
WFP	: World Food Programme
WHO	: World Health Organisation

PREFACE

It is my pleasure to express my gratitude for UNESCO's continued support and close cooperation with the Government of Afghanistan in the fields of Education, Science, Culture and Communication. As Minister for Education, I would particularly like to take this opportunity to reiterate my appreciation to the UNESCO Office in Kabul for the numerous efforts that have been made towards educational reform with their support in recent years. I would also like to acknowledge their efforts towards cultural development and media reform in Afghanistan.

Amongst its other activities, UNESCO has worked alongside the Government during this period to spearhead country-wide educational reform and begin the rehabilitation process of the nation's rich cultural heritage. Afghanistan now has two World Heritage Sites recognised for their Outstanding Universal Value to humankind, helping to promote a positive image of the nation globally and with UNESCO's continued support for the MoE, Afghanistan has witnessed a huge expansion of primary and secondary school attendance, with more girls attending school than at any other time in Afghanistan's history.

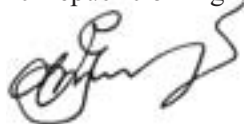
The Government recognises the pivotal role of the education system in combating poverty and social exclusion, and has highlighted the vital role of the education system in shaping the future of Afghanistan in the Constitution, the Afghan National Development Strategy (ANDS), the Afghan Millennium Development Goals, the Education for All (EFA) Goals, the Education Law and the National Education Strategic Plans for basic and higher education (NESP & NHESP). In close cooperation with the Government, UNESCO has supported these important education initiatives in Afghanistan as well as in the areas of the development of cultural policy and the establishment of a free and pluralistic media.

I would also like to acknowledge and express gratitude for the many other initiatives UNESCO has supported the Ministry of Education in undertaking. These initiatives include the Programme for Enhancement of Literacy in Afghanistan (ELA), one of the largest interventions to promote literacy at country level, the Literacy Initiative for Empowerment (LIFE) which serves as national literacy framework, UNESCO's role in co-chairing the Inclusive Education Coordination Working Group together with the Ministry of Education, as well as the support given by UNESCO in developing the National Higher Education Strategic Plan.

The reconstruction of Afghanistan in the various sectors of UNESCO's expertise and in the areas where it continues to make a significant contribution - Education, Science, Culture and Communication- is a massive task and a great challenge facing the nation. With UNESCO's ongoing support to the Afghan Government, great strides are being made in these areas to address the challenges facing the nation's development and the contents of this UNESCO Country Programming Document for Afghanistan (UCPD) share the efforts, policies and programmes supported by the UNESCO Office in Kabul for the benefit of the Afghan people. We look forward to further positive collaboration and cooperation with the UNESCO Office in Kabul in delivering its mandate and in the implementation of the programme outlined in this document.

Mohammad Farooq Wardak

Education Minister
Islamic Republic of Afghanistan



FOREWORD

With my greatest pleasure I present herewith the UNESCO Country Programming Document for Afghanistan (UCPD/2010-2011). The UCPD highlights UNESCO's contribution to the peace building and sustainable development of Afghanistan in a comprehensive manner, giving a succinct overview of all of UNESCO's past and present activities in the country, and its ongoing cooperation and collaboration with the Government of Afghanistan, other UN partners, international donors, and civil society and outlining the future cooperation framework.

For nearly three decades, Afghanistan has been in a state of conflict, which has not only perpetuated poverty, but has also prevented the country from developing both socially and economically. The consecutive years of conflict have devastated the country's social fabric as well as its social, economic, and political infrastructure.

UNESCO, guided by the three fundamental principles of Universality, Diversity and Dignity is contributing to education reform in Afghanistan as well as cultural, communication and scientific development, notably through technical support to the Government. By working closely with development partners, donors and civil society to support the Government, progress is being made in the fields of Education, Culture, Science and Communication and the capacity of the Government is being enhanced in terms of development to adequately address the acute needs of the country in reconstruction, peace and stability.

Recently, the Government of Afghanistan with support of the international community has developed several key frameworks to address the country's socio-economic challenges, i.e., the Afghan National Development Strategy (ANDS) (2008-2013), the National Education Strategic Plan (NESP II) (2010-2014), Media law, policies in the culture sector, and the National Literacy Action Plan (NLAP) (2010-2014), which provide strategic guidelines and targets for Afghanistan's wider growth and development. UNESCO has paid special attention to coordination and alignment to the country's needs in line with Paris Declaration on Aid effectiveness.

In the field of education, UNESCO has been promoting the Education for All (EFA) with focus on providing quality education both in formal and non-formal, for children, youth and adults, in particular for those vulnerable to exclusion and marginalisation. A major contribution at the policy level has been the support through the UNESCO International Institute of Educational Planning (IIEP) to develop the National Education Strategic Plan (NESP). NESP is both a milestone and roadmap for the Government and all other relevant international partners working in the education sector. Within the LIFE framework, UNESCO is currently implementing the Programme for Enhancement of Literacy in Afghanistan (ELA), which is funded by the Government of Japan, being carried out by UNESCO and the Ministry of Education in 18 provinces across Afghanistan with a beneficiary target of 600,000 learners to enhance their literacy and life skills. UNESCO is also cooperating with the Government to promote an inclusive learning-friendly environment in schools as well as HIV & AIDS preventive education and gender equality. In addition UNESCO is also assisting the Ministry of Higher Education in its strategic planning process and has been advocating for the development of a Science Policy.

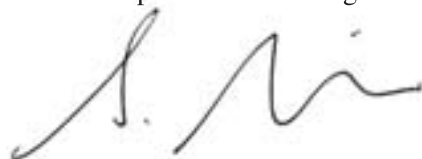
In the field of Culture UNESCO has been supporting the Afghan Government in coordinating international assistance through the establishment of the International Coordination Committee for the Safeguarding of Afghanistan's Cultural Heritage and other coordination bodies such as Expert Working Groups for the sites of Jam, Herat and Bamiyan. UNESCO continues to support the Afghan Government, the Ministry of Information and Culture in particular, with safeguarding measures including intensive conservation programmes to improve the state of conservation of Afghanistan's two World Heritage Sites (The Minaret and Archaeological Remains of Jam and the Cultural Landscape and Archaeological Remains of the Bamiyan Valley) which were both put on List in Danger in 2002 and 2003 respectively. UNESCO currently implements conservation projects on other monuments in Herat and Ghazni and assists the Afghan authorities in policy development for both tangible and intangible cultural heritage (monuments, archaeological sites and languages, cultural and creative industries and museums). Another main focus of the UNESCO Office in Kabul has been in the rehabilitation of the National Museum of Afghanistan, especially as concerns inventory and conservation of movable cultural heritage and the fight against the illicit trafficking of antiquities. During the period since 2001, UNESCO has facilitated the restitution of Afghanistan's cultural property being safeguarded in foreign countries or that were illegally exported and this continues to be a priority for the sector.

The UNESCO Office in Kabul continues to support the government with different projects focusing on modernising media institutions and building national capacities to enhance the professional standards of information and media professionals. UNESCO has helped to reconstruct an educational broadcasting infrastructure, particularly the Educational Radio and Television (ERTV). Communication and information technologies play a central role in development and UNESCO is committed to continue working for freedom of expression and press freedom and to promote the use of the information and communication technologies to foster inclusive knowledge societies that empower individuals and communities. The strategy focuses on fostering free, independent and pluralistic media and universal access to information which is essential for the strengthening of participatory democracy and struggle against poverty.

I would like to express my sincere thanks to all those who have worked to contribute to the successful development and implementation of all the programmes and initiatives described within this Country Programming Document.

The UNESCO office in Kabul also gratefully acknowledges the continuous support and collaboration from the Government of Afghanistan. By working together and through the commitment of all actors engaged in the education, culture, communication and science sectors, progress will be made toward reaching the Afghan Millennium Development Goals (MDGs) and Education for All Goals (EFA) and contributing to sustainable development of the country. The UNESCO office in Kabul commits itself to further collaboration with the Government and other relevant partners in the coming years.

Shigeru Aoyagi
UNESCO Representative in Afghanistan



PART I



SITUATION ANALYSIS

I.I. Country Assessment

The Islamic Republic of Afghanistan is a landlocked country with an area of 652,230 square km located in the South Asia. Afghanistan shares border with Pakistan (2,430 km) in the south and south east, China (76 km) in the north east, Tajikistan (1,206km), Uzbekistan (137 km) and Turkmenistan (744 km) in the north and Iran (936 km) in the west. The country has an estimated population of 30 to 30.9 million with the majority of population living in the rural areas. Afghanistan is rich in natural resources such as gas, petroleum, coal, and copper; however, due to the longstanding conflict most of the resources have not been utilised.

Successive wars sparked by foreign intervention, interference and domestic conflicts during a period of two and a half decades has led to the deaths of over a million people, and millions of Afghans (mostly civilians) have been forced to live as refugees, mainly in Pakistan and Iran, but also in a host of other countries around the world. The conflicts devastated the countryside and destroyed much of the rural and urban infrastructure. The destruction of villages, towns and cities throughout the country impacted significantly on the social fabric and basic services; schools, clinics and hospitals were burned down or converted into military bases and more than a generation lost the chance for an education.

Afghanistan has made significant progress since the toppling of the Taliban regime in December 2001. Under the Bonn agreement, and with the support of the international community, the Government has already made significant gains in overcoming the legacy of war reflected in the organisation of the two 'Loya Jerga'¹, the successful passage of the new constitution, and the presidential, parliamentary and provincial council's elections during the past seven years.

As millions of refugees were able to return home, the immediate concern of the Afghan Government and international community is to address the basic needs of the people, ensure safe return and reintegration of the refugees, and begin reforming the political system as well as State institutions. This process has begun. However, efforts continue to be hampered by the insurgency in many parts of the country and by terrorist attacks on civilians and the military.

ECONOMY

Afghanistan is one of the fastest growing countries in the region, with an annual population growth rate estimated at 2.1%. After decades of war and suffering, Afghanistan has been making inroads into achieving some of its key development goals². In 2001, Afghanistan had an average per capita GDP estimated at less than US \$200, and was one of the poorest countries in the world. According to the World Bank, gross domestic product (GDP) has risen from less than US\$6 billion in 2001 to US\$8.4 billion in 2006 GDP per capita (in purchasing power parity terms) has increased from US\$683 in 2002 to US\$964 in 2005. While GDP growth is now 9% per annum, inflation has been contained by responsible monetary policies and by the introduction of a new currency, which has retained its stability during the past four years.

¹ Grand Assembly of tribal elders and political elites

² The Afghanistan Human Development Report 2007, Centre for Policy and Human Development; http://www.cphd.af/nhdr/nhdr07/download/download_eng.html

According to the Afghanistan HDR (2007), Afghanistan is ranked 174 out of 178 countries, with a Human Poverty Index (HPI) not exceeding 0.345, far below the poorest of the world's countries. Despite six years of progress and investment, social and economic indicators continue to show that Afghanistan is largely an illiterate nation struggling to meet the basic needs of education and health, food and shelter. The average life expectancy is less than 45 years and 20 out of every 100 children die before they are five. In addition, less than one third of the adults are literate, among which 12% are women.

SOCIO ECONOMIC INDICATORS³

GDP per capita 2005 (%)	US\$290
GDP annual growth rate (%)	9.00
Human Poverty Index (HPI) (%)	62.3
Population (millions), 2007 (%)	30.9
Population annual growth rate (%)	2.05
Life Expectancy at birth (years), 2006 (%)	43
Under- five mortality rate (per 1,000 live births), 2005 (%)	257
Total fertility rate (births per women), 2000-2005 (%)	7.5
Children under-nourished (%)	40-60
Population using an improved water source 2004 (%)	39
Youth literacy rates (15-24) ⁴ (%)	39
Youth literacy rates (15-24) male (%)	53
Youth literacy rates (15-24) female (%)	29
Adult literacy rate(aged 15 and above) (%) ⁵	26
Adult literacy rate(aged 15 and above) male (%)	39
Adult literacy rate(aged 15 and above) female (%)	12
Combined gross enrolment ratio for primary, secondary and tertiary education 2005 (%)	42.8

EDUCATION

The Afghan Government recognises the pivotal role of the education system in combating poverty and social exclusion. The 2004 Constitution, the Afghan National Development Strategy (ANDS), the Afghan Millennium Development Goals, the Education for All (EFA)

³ The Afghanistan Human Development Report 2007

⁴ The National Risk and Vulnerability Assessment (NRVA-MRRD) 2007-8

⁵(NRVA-MRRD) 2007-8



Goals, the Education Law and the National Education Strategic Plan (NESP) all highlight the vital role of the education system (from pre-primary to tertiary education) in shaping the future of Afghanistan. More particularly, the Constitution guarantees all children and youth equal rights to access quality education. The right to education for all Afghans was further reiterated in the Education Law adopted in 2008.



There has been a huge expansion in school attendance throughout the country. Girls and boys are back to school in unprecedented numbers and more girls are attending school currently than at any time in Afghanistan's history. School enrolment has grown in the past five years from about 900,000 to nearly 6.4 million (Ministry of Education, National School Survey 2008). The percentage of

girls in the school population has grown from almost 0% in 2001 to over 37% in 2007⁶. Tens of thousands of female teachers are also receiving training. Thousands of schools are being built every year. Meanwhile, one million young people and adults are expected to take part in adult literacy programmes over the next three years. However, the challenges remain daunting.

CULTURE


The cultural heritage of Afghanistan- tangible and intangible- has been subject to dramatic loss, deliberate destruction, pillage and neglect during three decades of war and civil unrest.



The dislocation of people during the years of conflict impacted negatively on this heritage by severing the links between communities and places and by creating an environment conducive to its further destruction. For example, monuments of worldwide significance were destroyed or continue to be at risk of collapse due to a combined lack of resources and expertise available within the country to ensure that the necessary emergency conservation and safeguarding measures are put in place. Several sites, such as the World Heritage Site of Bamiyan, were heavily mined during the conflict and could not be properly conserved and documented by relevant experts due to the limited access up until 2009/10. The situation also remains critical with regard to the illicit trafficking of cultural property, owing to scarce resources available to local

authorities to control the border regions and to ensure surveillance at archaeological sites. Poverty, rural isolation, lack of opportunities in legitimate industries and a lack of awareness of the value of cultural heritage continue to contribute to the destruction of ancient sites. The scarce resources and lack of expertise in Afghanistan to implement international conventions already ratified (i.e. the 1972 World Heritage Convention or the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of

⁶ Ministry of Education (2008). "The Development of Education - National Report of the Islamic Republic of Afghanistan."

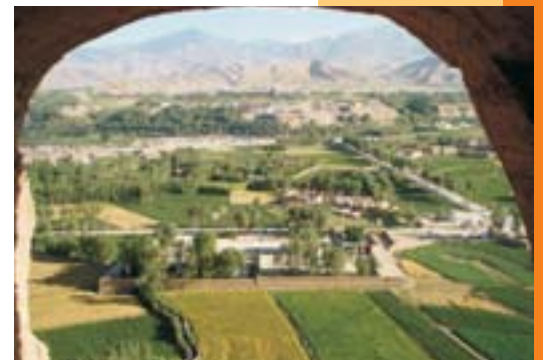


Cultural Property) do not allow the Afghan government to fully benefit from these international agreements, especially in regard to the prevention of illicit trafficking of cultural property.

ENVIRONMENT

Afghanistan remains at high risk to environmental damage. According to the UNDAF, up to 80% of Afghans remain dependent on natural resources for income and sustenance for their daily livelihood. Since 1978, Afghanistan's total area of forest has been reduced by nearly half. From 2000 to 2005 alone it dropped from 10,150 to 8,670 square kilometres. In addition, access to safe drinking water is limited. Nationwide, only 31% of households have access to safe drinking water, varying significantly from only 26% in rural areas to 64% in urban areas. The level of access to safe drinking water is lowest among Kuchi households, a mere 16%. In addition, approximately 73% of the population has access to sanitation facilities within their compounds. Lack of access to clean drinking water and poor sanitation contributes considerably to high mortality rates. The government has focused its efforts towards environmental issues through the National Environment Protection Agency (NEPA) to perform its oversight function.

In Afghanistan, water for all purposes is in critically short supply. Some 12.1% of Afghanistan's land is classified as arable land. In recent years, ground water quality has also deteriorated because of agricultural and industrial runoff and the quantity of water has been diminished by large-scale land clearing and desertification. Due to insufficient water treatment, the incidence of water borne diseases is very high. Widespread overgrazing, soil erosion, salinisation and water logging have reduced agricultural productivity. Although Afghanistan has little industry, particulate pollutants from the Aral Sea and industrial complexes in Iran, Turkmenistan and Uzbekistan have contaminated the atmosphere in northern Afghanistan.



The main rivers in the country are the Amu Darya, 800 kilometers; the Harirud, 850 kilometers; the Hilmand, 1,000 kilometers; and the Kabul, 460 kilometers. Afghanistan's chief tributaries to the Amu Darya which form much of the country's northern border are the Koshk and the Qanduz. These rivers are a great source of cultivation of the deserted land in the country. However, significant efforts are needed by the government to put in place proper mechanisms for the appropriate use these reservoirs.

The terrain of Afghanistan is dominated by rugged mountain ranges which generally run from the northeast to the southwest. Mountains occupy all but the north central and southwestern regions of the country, which are dominated by plains. Nearly half of the country has an elevation of 2,000 meters or more, and the highest peaks in the northwestern Hindu Kush range exceed 7,000 meters. Historically, mountain passes along the northeastern border of Pakistan have been of great strategic importance. Significant parts of the southwestern plains are desert. These areas are of immense importance in terms of the environmental development of Afghanistan.



The environmental development, however, should not upset the ecological balance for both short and long-term considerations. Poorly planned efforts to achieve rapid development as well as modern technology have resulted in serious ecological damage. It is, therefore, essential to analyze the environmental impact of the application of technological advances in order to promote sustainable development. As such, due regard must be given to the preservation and enhancement of the environment.

SECURITY SITUATION

In Afghanistan, disarmament, demobilisation and reintegration (DDR) have been largely completed and new national army and police forces are well on their way to being fully established. However, security continues to be one of the main cross cutting issues. In addition to the security situation, Afghanistan faces issues of widespread poverty, corruption, an increasing trade in illicit narcotics, a breakdown in the rule of law and a paralysed judiciary system. Afghanistan is ranked as the largest producer of opium in the world. Opium in Afghanistan is worth around US\$3.1 billion annually or almost 50 percent of the country's GDP, according to the HDR 2007.


The combination of worsening security conditions, growing corruption, especially in the south and southeast regions, and the absence of the rule of law have negatively impacted on development efforts as well as human rights in Afghanistan. The security situation also threatens the commitment to achieving the Afghan Millennium Development Goals (MDGs) and the Afghanistan National Development Strategy (ANDS).

HUMAN RIGHTS

Afghanistan has experienced war and conflict for more than a quarter of a century and had no functional central government until December 2001. During that time, there was no recognised Constitution, rule of law, or independent judiciary and systemic human rights abuses were reported regularly. Competing warring factions led to the limitation of free speech, press, assembly, and association, and female education and participation in the labour force were increasingly restricted.



Since the fall of the Taliban in 2001, Afghans have hope for a better future. Millions of children, including girls, now attend schools and many women have access to basic health care. Journalists and civil society activists have also given a voice to the Afghan people for the first time in decades. The government of Afghanistan has also ratified a number of Human Rights conventions, such as the Convention on All Forms of Discrimination against Women (CEDAW). Government concern about human rights is also reflected in many national documents, including the newly adopted Constitution and development frameworks, such as the Afghan Compact and the ANDS, where human rights has been recognised as a cross cutting theme.



However, according to the Annual Report of the United Nations High Commissioner for Human Rights (January 2009), other long standing human rights problems in Afghanistan have not been adequately addressed. For instance, the discrimination against and marginalisation of women, girls and minorities, as well as extreme poverty and patterns of social and economic development which do not address inequalities and which continue to challenge entitlements to human rights such as health, food, water and sanitation, education, shelter and livelihoods.

In close consultation with the government, some 47 aid organisations, including UN agencies and NGOs worked together to develop the Afghanistan Humanitarian Action Plan (HAP), launched in February 2009. The Plan aims at meeting immediate needs and building the resilience of those individuals made most vulnerable to natural disasters, the lack of access to basic social services, food insecurity, conflict and the worsening security situation.⁷

I.2. PERTINENT DEVELOPMENT ISSUES

Under the elected administration, Afghanistan has taken broad based initiatives in different fields within a comprehensive development plan. Since December 2001, the international community has made a significant investment in the future of a democratic state in Afghanistan, consistent with the Bonn Agreement and the outcomes of the Tokyo, Paris, and Kabul conferences. Furthermore, the “Afghan Compact” was endorsed in the London conference, and finally, the Afghanistan National Development Strategy (ANDS) was launched in Paris. The ANDS is consistent with the MDGs and identifies three critical and interdependent areas or pillars of activities for the next five years, which consist of: (I) Security (II) Governance, Rule of Law and Human Rights, and (III) Economic and Social Development. These are clear signs of international commitment to the goal of the reconstruction of Afghanistan. In June 2005, the “Paris Declaration on Aid Effectiveness” was endorsed in an OECD/DAC conference held in Paris where a donor coordination body was also established to closely coordinate and monitor the implementation of programmes to attain the development goals set forth in the ANDS. The United Nations Development Assistance Framework (UNDAF) has also been finalised and has a strong emphasis on increased alignment and coordination with the ANDS goals.



POVERTY REDUCTION

The ANDS is a five year development strategy and serves as the country’s poverty reduction strategy paper (PRSP). It contains targets based on the MDGs and focuses on overturning the key obstacles to growth and poverty by placing Afghanistan on the development track. The Afghan government’s primary objective towards achieving the Millennium Development Goals has been set to 2020 in all major sectors of development. At the same time, since

⁷ 2009 Humanitarian Action Plan for Afghanistan (HAP).



2001, Afghanistan has become a signatory to a wide range of international conventions and norms and standards. The whole range of development approaches as embodied in the mandate of the various UN agencies and the Internationally Agreed Development Goals (IADGs) constitute the overarching framework for the ANDS.

With the help of the international community, Afghans are gradually taking responsibility and ownership for the building of institutions. To support the implementation of the Afghan MDGs, ANDS, and UNDAF, the UN system will support Afghanistan through an integrated approach that encompasses political, governance and development initiatives as well as focused interventions at the provincial and district levels.

EDUCATION

The reconstruction of the education system in Afghanistan is a massive task and a great challenge, both for the Afghan government and the international community. Despite the considerable achievements already made, there still remain various challenges which need to be addressed to achieve the right to Education For All.

ACCESS



Afghanistan is one of the poorest and least educated countries in the world with large gender and geographical disparities in relation to the access to education. It is estimated that 75% of the population live in rural areas with about 50% below the age of 18. Afghanistan has thus one of the highest proportions of school age children in the world. Despite the remarkable progress in primary enrolment made between 2003 and 2007, 60% of children still remain out of school⁸

Statistics show that there were no girls enrolled in schools in the year 2000 in areas under Taliban control, as girls were not allowed to attend the schools. At the same time, a low number of school age boys were attending schools. In the past five years, however, girls' enrolment has rapidly increased to reach 37% today (*The Development of Education - National Report of the Islamic Republic of Afghanistan*). According to the Ministry of Education, 83,000 students (including cross border graduates), graduated from upper secondary schools in 2008 - the largest number of graduates from upper secondary schools in Afghanistan's history. In addition, the number of teachers grew eightfold from 20,700 to 158,000 in 2008, of which 28.8% are female⁹.

About 2.2 million girls are now enrolled in school. In urban areas, enrolment in primary school is higher than in rural areas and the ratio of girls to boys attending primary school is almost 1 to 1. According to the National School Survey 2008, the average rural school enrolment rates are 27% for girls and 44% for boys.

⁸ (Ministry of Education, National School Survey 2008).

⁹ (Afghanistan Country Report, 2009).

Girls still face many challenges which prevent them from accessing school, such as long distances between their homes and schools, restricted movement, shortage of female teachers, poor facilities, and most importantly, the lack of value placed on female education. In addition, insecurity has become an increasing concern as attacks on schools, teachers, and students have increased significantly since 2008. Primary enrolment rates for both boys and girls are especially low in the southern and southeastern provinces, such as Zabul (1%), Uruzgan (1%), Helmand (6%) and Paktika (9%).

Figure 2.2: Growth in primary enrolments

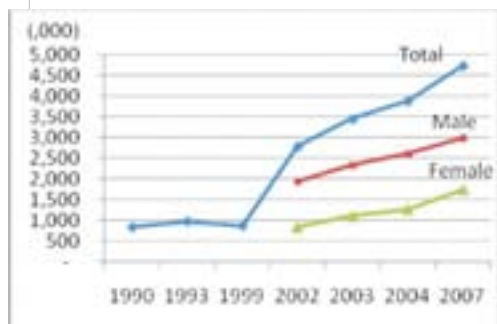
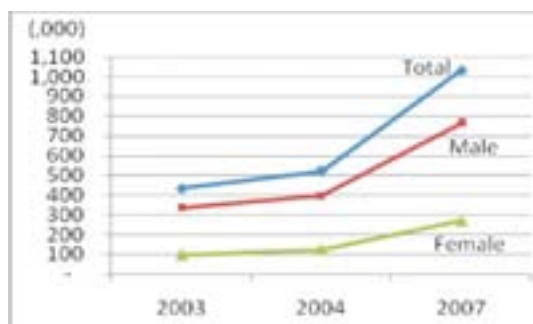


Figure 2.3: Growth in secondary enrolments



Source: Central Statistics Office and UNICEF. 2006. *Best Estimates of social indicators for Children in Afghanistan*. Kabul, UNICEF in the Ministry of Education. 2007. *National Education Strategic Plan for Afghanistan 1385-1389*.

TABLE 2.1: ENROLMENTS AND GERS IN GENERAL EDUCATION (GRADES 1-12)

Enrolments	2005			2007		
	Total	Male	Female	Total	Male	Female
Primary	4,246,571	n.a.	n.a.	4,669,110	2,930,784	1,738,326
Secondary	626,805	n.a.	n.a.	1,006,811	737,078	269,763
Lower sec.	453,013	n.a.	n.a.	735,697	533,834	201,863
Higher sec.	173,792	n.a.	n.a.	271,114	203,244	67,900
Total	4,873,376	n.a.	n.a.	5,675,951	3,667,862	2,008,089
GERs	Total	Male	Female	Total	Male	Female
Primary	123%	151%	92%	128%	155%	99%
Lower sec.	33%	46%	17%	51%	69%	30%
Higher sec.	4%	6%	2%	21%	29%	11%

Source: Ministry of Education. 2007. *National Education Strategic Plan for Afghanistan 1385-1389 in MoE*. 2008. *1386 (2007) Schools Survey Summary Report*.



According to recent data released by the MoE, school enrolment in grades 1-12 has increased from merely 900,000 in 2002 to around 7.3 million in 2009¹⁰. In 2008, more than 832,000 new students enrolled in schools throughout Afghanistan¹¹. To address low enrolment rates, community based schools (CBS) focusing on girls' education were introduced as an alternative to tackle this issue. CBS's are not a part of the formal education system and are run with varying approaches, but efforts are being made toward official recognition of this system to ensure that graduates from CBS schools can continue their secondary and higher education in government educational institutions. Though a large number of schools have been rehabilitated or newly built by development partners in cooperation with the MoE, the country is still languishing behind the actual demand, as more than 5,000 schools have no buildings. Based on current and projected demand, a further 73,000 classrooms are needed.

QUALITY

Poor quality of education in Afghanistan is primarily the result of three decades of conflict, and is expressed through a multitude of factors including few qualified teachers, lack of safe learning spaces, growing insecurity and low quality teaching and learning materials.

School infrastructure is also lacking in many parts of the country, contributing to a poor learning environment. Existing teaching methods are not effective in developing creative skills in students. In 2002, the MoE began to develop a new curriculum framework for general education, the focus of which was on the development of a standardised curriculum to be used throughout the country (NESP p.66). A revised curriculum is currently in use for primary grades. The new curriculum framework for secondary grades was completed in 2007, and related syllabi have been developed (1386 Review Report Part I). There still remains, however, no official curriculum for pre-primary education in Afghanistan (Afghanistan Country Report, 2009).


The MoE has adopted a policy of developing its own textbooks, particularly for secondary grades, in order to engender ownership, quality assurance and capacity improvement. Further considerable efforts are needed to improve the quality of education in Afghanistan. Improving knowledge and pedagogical skills of teachers is critical to this endeavour.



Islamic Education remains one of the challenges. The Ministry of Education currently supports 551 schools, 106,160 students (5% female) and 4,144 teachers engaged in Islamic Education (Afghanistan Country Report, 2009). However, the lack of access to modern Islamic Education has led to boys being sent to study in cross-border, unregulated madrassas. Since 2007, the Ministry of Education has committed itself to developing an inclusive and child friendly education system to promote quality education for all. The main focus of inclusive education in Afghanistan aims at improving

¹⁰ Afghanistan Country Report, 2009

¹¹ Afghanistan Country Report, 2009



access to and quality of education for large groups of children and youth who are vulnerable to exclusion. Efforts thus far have concentrated on policy and teacher training. For instance, Inclusive Education has been integrated in the new National Education Strategic Plan (NESP, 2010-2014) and a Needs and Rights Assessment has been developed which outlined priority areas of action for the next five years.

EQUALITY

The Afghan education system is not yet inclusive, however, a promising beginning has been made as more and more girls continue to enrol in school, and the number of female teachers increases. Among the 151,000 teachers employed in general education schools in 2006, only 28% of them were females and nearly 80% of these teachers taught in urban areas. More than 14,430 students were enrolled in Higher Education Institutions in 2007. Although the disparity between boys' and girls' enrolment has narrowed, female enrolment still lags far behind that of boys, particularly in rural areas. Out of the 9,242 graduates in Higher Education Institutions in Afghanistan in 2007, only 19.5% were women (Ministry of Higher Education, 2008).

Since 2002, 835,703 literacy students graduated from literacy classes. In 2008, an approximate additional 300,000 learners were enrolled in literacy classes, 62% of which were female. According to the Afghanistan National Vulnerability Risk Assessment report (NRVA-MRRD) 2007-8 the estimated literacy rate of those aged 15 and above was only 26% (39% for men and 12% for women) and the female to male literacy ratio was 0 to 4, far below neighbouring countries in the region. Low education and literacy levels imply a limited qualified workforce for both the present and near future, thus inhibiting the potential political, economic, social and human development of Afghanistan.

CULTURE

The Afghan government has recognised the potential of culture in addressing issues of poverty, social cohesion, peace and security, and. As such, the rehabilitation of cultural heritage and the promotion of cultural diversity are among the priorities of the Government of Afghanistan, as reflected in the ANDS (particularly in its Culture, Media and Sport Strategy).

Unfortunately, the Afghan cultural heritage has been subject to deliberate destruction, pillage and neglect over more than two decades of war, culminating with the destruction of the two Giant Buddha statues in the Bamiyan Valley. As a consequence, the cultural foundations of Afghanistan have suffered irreversible damage.





The challenge in revitalising cultural heritage and institutions is overwhelming, and requires significant mobilisation of international and national support. The ANDS includes explicit and specific objectives in the field of culture, which aim to foster a common national identity that goes beyond ethnic or religious divisions, contributes to peace and dialogue, encourages economic growth through job creation, and develops sustainable tourism and cultural industries. These objectives include:

- The preservation and revitalisation of the country's tangible and intangible heritage;
- The rehabilitation and development of the museum sector;
- The fight against illicit trafficking of cultural property;
- The promotion of folklore, handicraft and cultural expressions at large.

Recognising the importance of normative action to achieve these objectives, Afghanistan has endeavoured to take the necessary measures to reinforce its legal framework and is now a State Party to the following conventions:

- Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, Paris, 14 November 1970;
- Convention concerning the Protection of the World Cultural and Natural Heritage, Paris, 16 November 1972;
- UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects (Rome, 1995);
- Convention for the Safeguarding of the Intangible Cultural Heritage, Paris, 17 October 2003;
- Convention on the Protection and Promotion of the Diversity of Cultural Expressions, Paris, 20 October 2005.

Furthermore, the 1980 Afghan Law on Cultural Heritage was revised to better meet international standards for the protection against illicit trafficking and has entered into force in May 2004. Afghanistan, however, is not yet State Party to the Convention on the Protection of Cultural Property in the Event of Armed Conflict with Regulations for the Execution of the Convention, The Hague, 14 May 1954 and its two Protocols (1954 and 1999).

COMMUNICATION AND INFORMATION

Freedom of expression is essential to exposing and challenging human rights violations in Afghanistan. Political instability and an absence of the rule of law and security have resulted in real threats to free expression and open discourse.

At present, there is no organised State apparatus in Afghanistan that systematically prevents dissent or punishes writers, reporters and human rights activists for their expression or beliefs. There is, however, evidence of a growing ad-hoc government pressure on writers and

journalists for reporting on corruption, abuses of power and other subjects that are interpreted as undermining the government's authority or credibility. This ad-hoc intimidation, which includes legal and extrajudicial threats and actions, has compounded the culture of self-censorship in Afghanistan. Stakeholders attributed these pressures to the government's poor public image as a result of corruption, weak governance and conflict.

The absence of security and weak rule of law, which threaten all aspects of Afghan society similarly threaten freedom of expression. Media workers operating in insecure areas of the country are subject to pressure, threats and harassment from different sources . Amid a string of kidnappings and assassinations, reporters are frequently rotated out of dangerous areas, and movement in many parts of the country remains risky. The media is increasingly divisive and divided along ethnic and party lines and these divisions are reverberated through the press to the public, limiting the public's access to independent and impartial information. Multiple reports and anecdotal evidence point to regular attacks on freedom of expression in Afghanistan. 'Reporters Sans Frontieres' has ranked Afghanistan 156 in a press freedom ranking. In 2008, two journalists were murdered and more than 50 cases of physical attacks and kidnappings were registered by media defense organisations.



SCIENCE AND TECHNOLOGY

Science and technology related ministries and executing agencies will be challenged to review and recompose mandates of publicly funded S&T institutions and their links with one another, and to forge pro-active relationships with the private sector. Pursued in this context, Afghanistan's long-term development, including the public and private investment projects, will need to be more technologically driven, and public and private enterprises should work closer and more strategically to better harness their synergies and complementarities. In addition, there is a growing need to enhance public awareness of the importance of science and technology in everyday life.

There is also a dire need to develop capacity for managing research and development in the application of science and technology for modernisation and enhancement of government sectors and sub-sectors. For this purpose, measures need to be taken by the government for the establishment of appropriate structure and provision of personnel in each ministry and government agency.



As stated in the National Higher Education Strategic Plan (NHESP), the research policy and practice in the higher education sector should both integrate and focus on science and technology as a cornerstone for development.¹² Students should be encouraged to focus on



the essential courses related to maths and science in secondary school so that they can build a solid foundation for advanced studies in tertiary education. In addition, the higher education system needs to be more technologically driven, and should work in close collaboration with the private sector to strategically harness the benefits of technological developments.¹³ It is important that the Science and Technology policy is a catalyst for Afghanistan's long-term development and that strategic links be made to enhance commercial, industrial and entrepreneurial development activities.¹⁴ Finally, in order to ensure a successful Science and Technology research environment, the government will continue to devote a high proportion of the national budget to education and research, and training in S&T related sectors.¹⁶

GENDER EQUALITY

Another cross-cutting issue hampering the progress in Afghanistan is gender disparity. Gender equality is at the heart of achieving Afghanistan's MDGs. The Convention on All Forms of Discrimination against Women (CEDAW) has been legally in force in Afghanistan since 2003. The country also developed a National Action Plan for the Women of Afghanistan (NAPWA). Under ANDS, the government also provides a framework for mainstreaming gender interventions in all sectors to address the position of women in society, their socio-economic empowerment, and access to education and other development opportunities. The Ministry of Woman Affairs (MoWA), which serves as the lead governmental body for women's advancement, is working to coordinate and monitor efforts towards achieving these goals.



The Gender Studies Institute (GSI) was established at Kabul University in 2006 with the objective of serving as a platform for advocacy, capacity development, research and knowledge sharing. Gender equity is one of the three cross-cutting priorities identified for UN support to the ANDS in the new UNDAF.


Although Afghanistan has a high percentage of seats allocated to women in parliament, women have little impact in decision-making processes at the sub-national and local levels. According to the Afghanistan National Vulnerability and Risk Assessment report (NRVA-MRRD) 2007-8, Afghanistan has the lowest female literacy rate in the world and gender disparity is vast, particularly in relation to

¹² NHESP (2010-2014, pg. 16)

¹³ Ibid, pg. 16

¹⁴ Ibid, pg. 30

¹⁵ Ibid, pg. 30



education. In spite of a drastic increase in girls' enrolment in schools, Afghanistan still has the lowest ratio rate of female to male enrolment in primary and secondary schools in the region. Limited access to education further inhibits women's productivity, and continued gender discrimination largely inhibits the ability of women to participate in the socio-economic and political development of the country. According to the Afghanistan MDG report in 2005, increases to girls' enrolment and participation in the education system will aid in the alleviation of gender discrimination.

I.3. CHALLENGES AND OPPORTUNITIES FACING UNESCO

UNESCO has played an increasingly active role in the reconstruction efforts taking place in Afghanistan. In early 2003, a mechanism of Consultative Groups was put in place by the Afghan authorities in order to receive assistance in designing the National Development Budget and serving as a programmatic framework for all external assistance. The UNESCO Office in Kabul served as focal point for the Consultative Group on Culture, Media and Sport and took responsibility for higher education, secondary education as well as technical and vocational education within the Consultative Group on Education. In this capacity, the UNESCO Office in Kabul has been advising the Ministry of Information and Culture, the Ministry of Education and the Ministry of Higher Education on the formulation of sectoral priorities and the monitoring of external aid.

UNESCO in Kabul has also provided support for the preparation of the ANDS that lays out the strategic priorities and mechanisms for achieving the governments' development vision, and through IIEP also supported the MoE in developing the National Education Strategic Plan (NESP I, 2006-2010 and NESP II, 2010-2014), a key strategic document used by all stakeholders in the education sector.

As part of the United Nations Country Team, UNESCO is one of the main actors in the education sector and deals with both the Ministry of Education and the Ministry of Higher Education. UNESCO has a broad mandate from early childhood care and education to higher education for both formal and non-formal education settings. UNESCO is the lead and administrative agent of the new UN Joint Programme for Literacy, LEARN (Literacy & Education in Afghanistan, Right Now!) and is also involved with other UN agencies in the Joint UN National Youth Programme, which focuses on skills development, human rights and peace education. In addition, UNESCO was actively involved in the development of the new United Nations Development Assistance Framework (UNDAF), co-chairing the working group on Basic Social Services together with UNICEF and WHO, and also co-chairs two Coordination Working Groups with the Ministry of Education for the Literacy Initiative for Empowerment (LIFE), and for Inclusive Education.

UNESCO also closely supported the establishment of the Education Development Board (EDB). This advisory board to the MoE consists of MoE, main donors, UN agencies and NGOs working in the education sector, and has been established following the first Education Development Forum (February 2008) which called for better alignment of





education partners to the National Education Strategic Plan (NESP). To enhance coordination and harmonisation, UNESCO has supported the MoE to conduct a donor mapping of activities in the education sector. UNESCO has been playing a key role on donor coordination in the education sector and has been directly supporting UNAMA to initiate two donor coordination initiatives for TVET and Higher Education.

In the specific ‘conflict’ context of Afghanistan, UNESCO is part of the Education Cluster. The cluster system in Afghanistan was introduced by the Humanitarian Affairs Unit of the UN Assistance Mission in Afghanistan (UNAMA) in April 2008. The purpose of the education cluster is to develop and maintain a cohesive and coordinated approach to ensure the quality of rapid response for education in the conflict and disaster-affected regions of Afghanistan. At the global and national levels, UNESCO advocates on the issue of attack on the education system (students, teachers, schools, aid workers).

UNESCO continues to support the efforts of the Afghan authorities in protecting the cultural heritage of Afghanistan. Key interventions at endangered sites-sometimes under very difficult logistical conditions- as well as important extra budgetary funding obtained from bilateral donors, such as Greece, Italy, Japan, Norway, Switzerland and the United States have contributed to build a solid and credible capacity in this field among the Afghan authorities and other partners.

UNESCO, being the only UN agency with a mandate in the field of culture, has a clear mission which is not hampered by possible programme overlap from other UN or multilateral institutions. This allows UNESCO to occupy a unique position within the UNCT. It also enables UNESCO to strengthen its legitimacy to engage in advocacy for the safeguarding of culture in Afghanistan. The UNESCO Office in Kabul is also benefiting from additional support from the UNESCO Cluster Office in Tehran, in the provision of expertise and resource materials in the field of museums, heritage preservation and traditional handicraft.

Although considerable progress has been made in safeguarding major threatened monuments and sites, allowing work on their long-term conservation, efforts towards more sustainable capacity development of cultural heritage professionals are necessary. Cooperation and exchange of good practices with foreign institutions and countries with similar heritage and common cultural roots, such as Iran may be further explored through UNESCO Field Offices network.

While much attention has been given to the safeguarding of tangible heritage, such as monuments and sites, more attention should now be devoted to the support of the traditional handicraft sector, which can bring direct benefits to local communities, particularly in rural areas, while helping to revitalise endangered traditions. Similarly, efforts in the field of intangible heritage, crucial to the cultural identity of the Afghan nation, should be increased so as to develop the capacity of the Afghan institutions in inventorying and safeguarding its oral traditions, and also in the area of traditional music. The ratification of the 2003 *Convention for the Safeguarding of the Intangible Cultural Heritage* on 30 March 2009 opened new and important opportunities to that end.



With regards to the illicit trafficking of cultural property, the situation remains critical, owing to scarce resources available to the authorities to control the long borders of Afghanistan, combined with the lack of economic alternatives that could replace illicit digging and smuggling as a viable source of income. As a result, archaeological sites continue to be plundered, fuelling the illegal art markets. Therefore, UNESCO should continue its efforts in inventorying collections and in promoting internationally recognised standards and tools such as “Object ID” (the international standard in describing art and antiques) or the UNESCO/World Customs Organisation Export Certificate Model in order to facilitate cooperation with countries affected by, or playing a role in trafficking. Initiatives aiming to foster collaboration between the different public institutions concerned (Ministry of Information and Culture, Ministry of Interior, Ministry of Justice, INTERPOL Afghanistan Committee, customs authorities) and between the central and sub-national authorities should be strengthened. Activities aiming to raise awareness among the art dealers and the public at large on the importance of fighting the illicit trafficking also need to be continued.

Among the UN agencies, UNESCO is one of the most important agencies working for the promotion of pluralistic press and independent media. UNESCO was one of the main facilitators of the Media Law Working Group, which played a key role in advocating to shape the current Media Law, which was finally adopted with a large majority vote in August 2008 by the Lower House of Parliament. The UNESCO Office in Kabul can therefore continue to play an important role in supporting the Afghan Government in the development and streamlining of media laws and can assist in raising funds to assist in building institutional capacity to contribute to the development of the media sector in Afghanistan.

PART II



PAST & PRESENT COOPERATION - LESSONS LEARNED

II.1. KEY RESULTS ACHIEVED

The UNESCO Office in Kabul was established in 2002 as a national office with responsibility for nationwide programmes and projects targeting particular provinces or regions. The main focus of UNESCO in Afghanistan has been to provide strategic support to the education, culture, and communication and information sectors in Afghanistan. The main achievements of the UNESCO Office Kabul have been in the following sectors:

EDUCATION

Working in close collaboration with the Government, development partners and UNESCO networks of field offices and education institutes, the UNESCO Office in Kabul has been supporting a number of education initiatives in Afghanistan, aimed at promoting education as a basic human right:

- **CAPACITY DEVELOPMENT FOR ANALYSIS AND PLANNING**

UNESCO is supporting the Ministry of Education with various projects in different areas, and has a strong focus on capacity-building with the aim of enhancing access to quality education. Since late 2006, UNESCO-IIEP has been implementing the Strategic Planning and Capacity Development Project at the Ministry of Education with a multi-faceted approach to the implementation of various kinds of activities, including training, institutional development, technical assistance and coaching of national counterparts in policy-making and planning tasks, culminating in formulation and publishing of national education strategic plans.



One of the biggest successes has been the provision of technical assistance to the Afghan Ministry of Education to prepare the National Education Strategic Plan for Afghanistan (NESP) (2006-2010). The plan focuses on eight major priority programmes, covering the entire mandate of the Ministry of Education, which is also embodied and reflected in the Afghanistan National Development Strategy (ANDS 2008-2013). The National Education Strategic Plan (NESP) for Afghanistan is a milestone and roadmap not only for UNESCO's involvement but also for all other international partners working in the education sector. The



MoE is currently finalising the new National Education Strategic Plan (2010-2014) with the support of UNESCO in many areas, including plan formulation, systems development planning, monitoring and reporting, and policy formulation.

- **LITERACY AND NON-FORMAL EDUCATION**

UNESCO has been leading several initiatives in close collaboration with the Government of Afghanistan in the field of literacy and non-formal education, such as, the LAND project (Literacy and Non-Formal Education Development in Afghanistan, 2003-2005), which aimed at developing technical and structural foundations for promoting literacy and non-formal education; the Literacy Initiative for Empowerment (LIFE); the Programme for Enhancement of Literacy in Afghanistan (ELA); and the UN Joint Programme for Literacy.

The Literacy Initiative for Empowerment (LIFE) was adopted as the national literacy framework for all the stakeholders, concerned Ministries, local governments, UN, bi-laterals, NGOs and civil society to collectively work for more coordinated, harmonised and effective implementation of literacy work. The overall goal of LIFE in Afghanistan is to contribute to the attainment of literacy goals set in the ANDS and NESP through the empowerment of illiterate population, especially women and out-of-school girls and their families in underserved rural areas. UNESCO, along with the MoE, co-chair the LIFE Coordination Working Group (LCWG) which aims at enhancing coordination and alignment of the activities and efforts of all the stakeholders working for literacy in Afghanistan:



- Within the LIFE framework, UNESCO and the MoE have prepared the “Needs Assessment Report” to review and analyse the Afghanistan literacy situation and determine a more strategic role for the MoE in supporting national education priorities. In addition, a “National Literacy Action Plan” has been prepared to identify the actual gaps in terms of target beneficiaries and challenges in achieving the national literacy goals set in the NESP and ANDS and articulate roles of government and other stakeholders to achieve the literacy goals and propose an implementation strategy and actions for different programmatic approaches;
- Under the framework of LIFE and with a grant from the Japanese government, UNESCO is implementing a large scale literacy programme in Afghanistan: the Enhancement of Literacy in Afghanistan (ELA) programme, which is one of the largest literacy interventions to promote literacy in the country. In its first phase 2008-2012 phase, ELA is expected to provide literacy education to 300,000 youths and adult illiterates (60% will be female) as well as skills development and income generation opportunities in 9 provinces of Afghanistan. In addition, building institutional and human capacities of the National Literacy Centre is one of the core objectives of the programme, so that quality literacy education will be sustained within the country following completion of the programme. Through the ELA Programme, UNESCO and the Afghan Ministry of Education aim at the achievement



of literacy goals set in the Afghan National Education Strategic Plan and ANDS, thereby contributing to building a peaceful and sustainable society in Afghanistan;

- Under the coordination of UNESCO, the UN country team, responding to the challenge of very high levels of female illiteracy, has developed an integrated programme platform called LEARN (Literacy & Education in Afghanistan, Right Now!) that would complement the ongoing activities led by the Ministry of Education and other key players involved in the sector. The new UN literacy joint programme aims at promoting integrated literacy and non-formal education (NFE) for empowering underserved and excluded population in their literacy skills, and life and livelihood skills so as to improve the present literacy and NFE approaches nationwide, and thereby contribute to the attainment of ANDS and NESP literacy goals;
- UNESCO Kabul has started a process of piloting Literacy Assessment survey in Afghanistan. The objectives of this study are to obtain high-quality and accurate literacy data in Afghanistan and to promote its effective use in formulating national policy, designing appropriate programme interventions to improve literacy levels and to monitor the progress. This Literacy Assessment process will build national capacities in the measurement of literacy levels, develop and use literacy assessment methodologies in future for large scale literacy assessments. In addition, UNESCO is supporting the Ministry of Education to develop a Non Formal Education Management Information System (NFEMIS).

- **PROMOTING INCLUSIVE LEARNING-FRIENDLY ENVIRONMENT IN SCHOOLS**

In order to promote quality basic education for all children in Afghanistan, particularly for the most vulnerable based on the principle of the right to education, UNESCO has been focusing on two specific objectives: to better inform policy on inclusive education; and to strengthen capacities to create inclusive learning-friendly environments.



UNESCO is co-chairing the Inclusive Education Coordination Working Group together with the Ministry of Education. The working group was created in 2008 to act as a platform of support to the MoE with the following objectives: to create a shared conceptual understanding of inclusive education; to advocate for the advancement of inclusive education in Afghanistan; to improve coordination and collaboration among inclusive education stakeholders, existing working groups and related line departments to align them with the Education for All Goals and the National Education Strategic Plan (NESP) of the MoE; to review existing and proposed policies, strategies and guidelines in order to make recommendations to ensure they become inclusive.

With support of UNESCO, the Ministry of Education has developed the National Report on Education in view of the 48th session of the International Conference on Education (ICE), focusing on inclusive education. As a follow-up to this Conference, UNESCO has been supporting the MoE to conduct an Inclusive Education Needs and Rights Assessment for Afghanistan which will inform policy to develop an action plan for the next five years to



move inclusive education forward and to address the needs of children vulnerable to exclusion and marginalisation in view of achieving EFA goals. The SIDA-funded project “Afghanistan towards Inclusive Education” implemented by UNESCO and the MoE has been developed based on the needs identified in the assessment and focus on capacity development at policy level and for teacher training institutions.

National capacities have been developed on inclusive friendly environment within Ministry of Education staff, Teacher and Training Institutions and other education working groups (such as the Education Cluster), and awareness raised on child-friendly approaches, and on school and classroom management. Technical support provided by UNESCO enabled the MoE to initiate the development of pre-school curriculum through an inclusive and human rights-based approach, and the higher education institutions to adopt inclusive approaches aimed at enhancing the employment opportunities of future graduates.

- **RECONSTRUCTION OF THE EDUCATION SYSTEM IN AFGHANISTAN**

UNESCO also initiated the Programme for the Reconstruction of the Education System in Post-Conflict Countries, which supports the MoE in rebuilding, developing and modernising the national education system through eight project areas: Secondary Education with three sub-components (Curriculum Development for Grades 7-12; Computerisation of Secondary Education Examinations and Transcripts; Capacity building for Secondary Education Supervisors in the MoE and Provinces); Curriculum Reform for Vocational and Technical Education; Expansion of Islamic Education Curriculum; Continuation of LAND Afghan Literacy Project; Counselling and Guidance System for Secondary Education; Capacity Building for the Planning Department; Monitoring and Evaluation; Contingency.

The outcome which had the greatest impact within this programme was the elaboration of a new curriculum framework and the writing of new syllabi for textbooks in Afghanistan. Through this project, technical assistance was also provided to the Literacy Department staff, post-literacy materials were developed, edited and printed, and training programmes for master trainers were conducted in order to further enhance the government’s capacity to promote literacy and Non-formal Education in Afghanistan. These activities led to the printing and nationwide distribution of approximately 500,000 literacy materials in Dari and Pashto.



The Programme also focused on developing and strengthening a comprehensive counselling and guidance framework for secondary education development as well as guidance, counselling skills and services as non-academic support in the education system. The policy framework has been developed and training conducted for school counsellors at the central and provincial levels.

Another achievement of the programme has been the computerisation of Certificates to reform the process of graduates’ official transcripts and certificates. A computerised transcript and certificate system has been developed to digitalise the archiving retrieval and



tracking of Grades 10, 11 and 12. Another component of the Programme focused on capacity building for Secondary Education Supervisors in the Ministry of Education and provinces. Checklists and tools have been developed following a needs assessment phase to support monitoring in secondary schools. Training for the supervisors of the Ministry of Education has been organised for the 34 provinces of Afghanistan.

- **STRATEGIC PLANNING AND DEVELOPMENT PROCESS FOR HIGHER EDUCATION**

Afghanistan, which had one of the most progressive higher education systems in the region, has been devastated by years of conflict. While the country has begun the process of re-opening and re-building its universities, the capacity of current institutions are limited and cannot meet the demands for enrollment from the ever increasing number of high school graduates. Higher Education is one of the 8 pillars of the Afghan National Development Strategy (ANDS) and is the responsibility of the Ministry of Higher Education. UNESCO, together with the World Bank has been supporting the Ministry of Higher Education in developing a national strategic plan to implement the ANDS. Throughout 2009, several consultation workshops were organised with the MoHE and universities with the support of UNESCO and the World Bank to discuss the broad framework for an MoHE Strategic Plan and determine an action plan to complete the strategic planning process. The National Higher Education



Strategic Plan (NHESP, 2010-2014) was launched in December 2009 by the MoHE with main donors in the education sector. One of the major outcomes of this document should be to mobilise funds for the higher education sector and to improve donor coordination and alignment to meet the country's needs in this sector.

- **HIV & AIDS PREVENTIVE EDUCATION**

In the framework of EDUCAIDS, the global initiative on HIV&AIDS and Education and the UN Joint National Youth Programme, UNESCO has been supporting several projects on preventive education to strengthen knowledge and capacity on the prevention and spread of HIV & AIDS in Afghanistan through the development of materials adapted to the local context, training workshops and the development of teacher training manual. The overall objective is to increase awareness among young people, in and out of school, by improving preventive education programmes. In addition, the UNESCO Kabul Office supported the development process of the National Strategic Framework for HIV & AIDS (2006-2010) and the Programme Operational Plan through consultation and information sharing with the Ministry of Public Health, as well as other partners and agencies.

Addiction and HIV & AIDS are increasing problems in Afghanistan, especially in Kabul with its high number of refugee returnees. UNESCO has been providing support to the NEJAT Drug Rehabilitation Centre, a non-governmental organisation which developed comprehensive drug rehabilitation programmes in a variety of settings in both Pakistan and Afghanistan. UNESCO is supporting the NEJAT centre through the European Commission funded programme "Reducing Harm from Drug Use," which aims particularly at improving



the quality of life of marginalised populations with a specific focus on women and youth who are at high risk of drug use and HIV infection. The objective is to provide daily access to medical services, care and support as well as basic education, especially to local women and youth, vulnerable to drug use and HIV infection, in view of improving the livelihoods of the target population and the community in general. The programme has demonstrated encouraging key achievements, such as awareness raised among youth through school visits by social and community workers; presentation and discussion held with youth in secondary schools on the harmful effects of drug use; support provided for the reintegration of youth into schools and the broader communities; training programmes conducted regarding health, education, HIV&AIDS and the means of prevention; basic literacy programmes conducted; guidance and counseling sessions; vocational training activities; and information sessions held on HIV&AIDS and drug use through advocacy materials.

Within the UN Country Team, a joint UN team on AIDS (JUNTA) was established in 2009 with three major areas of focus: surveillance and strategic information; preventive education and communication; thematic priorities and a comprehensive approach to drug use. UNESCO has the responsibility of chairing the working group on preventive education and communication.

- **PROMOTING GENDER EQUALITY**

The promotion of gender equality is cross-sectoral in UNESCO programmes, particularly covering education, culture, communication and social and human science sectors. Mainstreaming gender issues in the reconstruction process in Afghanistan, particularly through education, is a major comparative advantage of the Organisation. As a member of the Afghanistan Girls' Education Initiative (AGEI) in the broader framework of the United Nations Girls' Education Initiative (UNGEI), UNESCO is supporting the MoE in developing and disseminating a Communication Strategy on Girls' Education to support the implementation of the National Education Strategic Plan (NESP).

The UNESCO Kabul Office has supported and continues to support the promotion of gender parity and equality in Afghanistan, most notably by supporting work undertaken by the Gender Studies Institute (GSI) based in Kabul University. UNESCO and UNDP recently supported the Institute in conducting a multi-province research project in universities in Kabul, Mazar, Herat and Jalalabad, which aimed at documenting the experience and nature of gender-based violence (GBV) within educational institutions in Afghanistan in order to inform policy makers and take concrete actions at policy and university levels. UNESCO is also a part of the UN Country Team Gender Working Group, the Gender Donor Coordination Working Group and an active member of the Afghanistan Girls' Education Initiative (AGEI).





CULTURE

- **INSTITUTIONAL ARRANGEMENTS AND COORDINATION**

The safeguarding of all aspects of cultural heritage, both tangible and intangible, including museums, monuments, archaeological sites, music, art, and traditional handicraft holds a crucial position in strengthening a shared sense of national identity in Afghanistan. As such, the rehabilitation of Afghanistan's cultural heritage has been recognised as a priority since the Bonn Agreement signed after the fall of the Taliban regime. Taking into account the difficulties stemming from decades of war and destruction and from the number of actors in the field of culture, the Afghan authorities requested UNESCO to coordinate international efforts in the field of culture through the creation of the *International Coordination Committee for the Safeguarding of Afghanistan's Cultural Heritage*. The first session of the Committee, which was held in June 2003 at UNESCO Headquarters in Paris brought together representatives from the Afghan government, major donor countries and other governmental and non-governmental institutions active in the field of culture.



Members of the Committee recommended that priority be given to the coordination of international and national efforts aimed at preserving and promoting cultural heritage in Afghanistan.

- **SAFEGUARDING OF TANGIBLE CULTURAL HERITAGE**

In line with the priorities defined by the Afghan authorities in the ANDS, UNESCO's strategy is to help re-establish the links between the populations concerned and their cultural history, helping them to develop a sense of common ownership of heritage that represents the cultural identity of different segments of Afghan society. UNESCO is therefore focusing its efforts on heritage preservation, implementing projects to improve the conservation of key monuments and sites and of museum collections and to build the technical capacities of the Afghan experts. Significant funding has been raised to carry out these projects, mainly from bilateral donors such as Greece, Italy, Japan, Norway, Switzerland and the United States.



The *Minaret and Archaeological Remains of Jam* and the *Cultural Landscape and Archaeological Remains of the Bamiyan Valley* were inscribed on the UNESCO World Heritage List and List in

Danger respectively in 2002 and 2003, generating international support for safeguarding activities. Japan has financed three successive projects in Bamiyan that resulted in the stabilisation of the cliffs and niches where the two Buddha statues destroyed once stood, and in achieving substantive progress in archaeological research and conservation, thereby laying the ground for the development of sustainable tourism into the future. De-mining activities in archaeological areas have also been completed in cooperation with the United Nations Mine



Action Service (UNMAS) to enable safe access to historical zones for documentation and conservation purposes, as well as for the development of regulated public access. Italy and Switzerland have financed a project for the protection of the Jam Minaret against flooding, to protect the monument for future generations and to enable conservation activities and archaeological research to continue in the future. As a result of these interventions, the monuments are now stabilised, thus allowing experts to continue the efforts initiated and to train Afghan experts in documentation, archaeological research and conservation.

Other safeguarding projects have taken place at other sites, such as in Herat, where Italy has financed an emergency stabilisation of the 5th Minaret. The minaret is now stable, although it remains in particular danger from natural disasters such as earthquake due to its inclination. However, the long-term conservation of the monument can now be envisaged and planned scientifically. The *Gawhar Shad Mausoleum* is also undergoing conservation financed by Norway. These projects ultimately aim at safeguarding as much as possible of the historic town of Herat for possible inscription in the World Heritage List.

- **REVITALISATION OF INTANGIBLE CULTURAL HERITAGE**

In the field of intangible heritage, UNESCO has initiated the preparation of a field mapping of traditional music that will be continued if the security situation allows, and has supported traditional instrument making. It has also supported the traditional handicraft sector in Afghanistan, organising joint training workshops for female Afghan and Tajik artisans in Tajikistan to improve the quality of handicraft production while promoting traditional materials and techniques and innovation. UNESCO is also providing technical advice to the Afghan Ministry of Information and Culture in the context of the creation of the future Afghan National Council for Music, and is preparing a Policy Framework for the Safeguarding of Intangible Cultural Heritage that will address critical gaps in this area in order to assist in the definition of an appropriate cultural policy.



- **MUSEUM DEVELOPMENT AND FIGHT AGAINST ILLICIT TRAFFICKING OF CULTURAL PROPERTY**

UNESCO has also endeavoured to support Afghan museums through the rehabilitation of the buildings of the National Museum of Afghanistan in Kabul and of the Museum of Islamic Art in Ghazni, and the provision of equipment and training in inventorying and conservation to Afghan museum professionals. The museum infrastructure has therefore been significantly improved and the basis for the long-term conservation of the collections created. A Policy Framework for the Development of the Museum Sector has been elaborated to provide policy advice in this area and overall guidance to the various stakeholders active in the field. In order to strengthen the capacity of Afghanistan to fight the illicit trafficking of cultural property, UNESCO has provided





technical advice for the revision of the 1980 Afghan Law on Cultural Heritage to better meet international standards. The law entered into force in May 2004. Furthermore, UNESCO has been assisting the Afghan authorities in the return of cultural objects preserved by cultural institutions under specific agreements signed with UNESCO to temporarily store objects threatened during years of conflict. Several object collections have already been returned to Afghanistan by the 'Swiss Museum in Exile' in 2006 under the auspices of UNESCO and from other countries safekeeping confiscated or illegally trafficked material. In 2009, Great Britain returned a large amount of such material to the National Museum of Afghanistan.

- **NORMATIVE ACTION**



Legal instruments enable States to protect more effectively all forms of culture. In line with this, UNESCO has been supporting the Afghan authorities in the implementation of conventions ratified thus far, through the provision of training opportunities in both the operational and legislative and institutional areas. It has also provided advice and guidance leading to the recent ratification of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, so as to help the Afghan Government strengthen its legal framework to address these areas of cultural development in need of promotion and safeguarding measures.

- **CAPACITY-BUILDING AND CONTRIBUTION TO POLICY DEVELOPMENT**



All projects include training components and are implemented in full cooperation with the Ministry of Information and Culture, the Ministry of Urban Development, the provincial authorities and key scientific institutions. Furthermore, UNESCO has also gradually increased its participation in inter-ministerial coordination mechanisms in cooperation with the UN System so as to optimise the use of culture as a resource for policy development and advocate for a more comprehensive and integrated collaboration between the various Afghan authorities at the national and provincial levels.



COMMUNICATION & INFORMATION

The UNESCO Kabul office has been implementing a large number of projects in the field of communication and information aimed at building inclusive knowledge societies through promoting media, information and communication technologies in Afghanistan.

- **EDUCATIONAL RADIO & TELEVISION SERVICES IN AFGHANISTAN (ERTV)**

The UNESCO Kabul office has been supporting the Government with various projects focusing on modernising media institutions and building national capacities to enhance the professional standards of information and media professionals. Literacy radio programmes were developed to help raise awareness on the importance of literacy, especially among women across the country.

One of the UNESCO project supporting Educational Radio and Television (ERTV) aimed to develop educational broadcasting infrastructure through Reconstruction of ERTV, capable of producing and delivering high-standard radio and television educational content in the country. ERTV was particularly supported by refurbishment of the premises, the provision of equipment, net services, educational content productions, in house and overseas intensive training in TV and Radio techniques to upgrade and rehabilitate distance education services in Afghanistan. The provision and equipping of new studios and outdoor production for both radio and television with international broadcasting quality has upgraded production and management capacity of the ERTV.



In cooperation with Media Support Partnership Afghanistan (MSPA) and the Teachers Education Department (TED), UNESCO has supported the ERTV project in terms of program production. The programmes produced have reached to teachers in provinces via Multimedia Mobile Units (MMUs) that UNESCO has provided to the Teacher Education Department (TED) of the Ministry of Education. TED has a Teacher Training Centre in each province which coordinates and ensures that the MMUs and Distance learning education materials reach teachers in remote areas of each province.

- **CAPACITY DEVELOPMENT OF MEDIA**

UNESCO has implemented various projects within the framework of the International Programme for Development of Communication (IPDC). In 2007 UNESCO supported the publication of **Kabul Weekly**, in relation to equipment renewal and training, enabling it to deliver rapid, modern and high-quality information processing in a competitive environment.

The Woman's Magazine **Roz** was also supported under IPDC with the aim to improve the monthly publication and to develop the marketing and advertisement skills of the magazine staff.



Radio Quyaash internet cafe was one of UNESCO's project supported at provincial level in order increase access to information for residents of Maimana and to build capacity and confidence in the use of information and communication technology, especially for women. The cafe provides online access to the station and helps generate income to support the long-term growth of radio. Given the scarcity of funding to media development in the country, such initiative is necessary to ensure the sustainability of grassroots communication projects.



UNESCO contributed to the project '**Mirror of Woman**' implemented by NAI-Supporting Open media in Afghanistan which aimed to train, design and implement the 'Women at Work' Radio Programme entitled "Mirror of Women" in 4 provinces across Afghanistan to increase awareness of the issues confronting

working women in Afghanistan and their experiences, challenges, and contribution to the community. The Voice of "Afghan Women's Association", a non-governmental organisation based in Kabul, was set up in 2002 by Afghan female journalists with support from UNESCO to strengthen women's role in the media and develop their status in the society.

Through Strengthening Local radio and TV Production in Afghanistan, UNESCO aims to strengthen editorial independence of Radio and Television of Afghanistan and supports the transition of Radio and Television into a Public Service Broadcasting.

UNESCO established internet facilities and Computer Training Centres at Kabul University and the Ministry of Education in Afghanistan. Through this project, more than one thousand Afghan officials have been trained at the Ministry of Education.



UNESCO computerised and modernised the State-run media Bakhtar Information Agency to encourage freedom of expression and development of a free press in Afghanistan. The agency was also provided with an internet connection and training for the staff. In addition, UNESCO has been supporting other projects under the Participation Programme, essentially aimed at providing universal access to educational programmes.

Finally, through its regular programme, UNESCO has also been supporting various capacity-building and training programmes for government employees in capital and the provinces to insure the media pluralism professional public broadcasting services, which has contributed to facilitate the development of women's participation in the media sector.

- **NATIONAL RADIO-TELEVISION AFGHANISTAN**

UNESCO established a fully-equipped, professional Training Centre in Radio Television of Afghanistan (RTA) to serve as the main training infrastructure for various capacity-building



initiatives implemented with assistance from UNESCO IPDC committee. The centre also aims at hosting seminars and workshops on pertinent issues such as freedom of expression and the role of public broadcasting in a democratic society.

- **MEDIA LAW**

UNESCO has been working with the Government of Afghanistan, the international community and media professionals to develop a policy framework to support media pluralism, and to develop institutions that would ensure media accountability based upon self-regulation accountability systems. UNESCO was one of the main facilitators of the Media Law Working Group, which played a key role in encouraging broad and informed discussion on issues facing media regulation in Afghanistan.

SCIENCE AND TECHNOLOGY

UNESCO supports the Afghan government in developing a comprehensive science policy, aimed at ensuring the fullest integration of science and technology in schools, schools curricula and the daily practices of the Afghan citizens in their workplace and homes.

The country had a fairly well developed higher education system whose initial stages go back to the early decades of the twentieth century, with the University of Kabul being formally established in 1946. However, the system has suffered a lot due to the damage done by war.

In 2007, a needs assessment was conducted and to identify present science and technology resources in the country. Through facilitating dialogue between different government and non-government institutions, UNESCO has been advocating on the importance of developing an integrated science and technology policy and establishing a solid infrastructure system, as foundations for scientific research and development in Afghanistan. In December 2009, the Ministry of Higher Education has launched its National Higher Education Strategic Plan (NHESP/2010-2014) which includes the future development of a Science Policy.

II.2. LESSONS LEARNED

UNESCO has been carrying out programmes and projects in Afghanistan with the support of UNESCO's regional offices, UNESCO HQ and UNESCO Institutes. UNESCO Kabul can enhance the effectiveness of its programmes by adopting a more comprehensive multi-sector approach when designing its interventions, bringing in the cultural dimension of sustainable development, and taking into consideration the environmental challenges, as well as demonstration of the importance of social cohesion, reconciliation and peace-building in the country. At the same time, a strategic programme approach, rather than short term small-scale projects should be adopted with long-term objectives and orientations which will bring about greater sustainable impact. The Programme for the Enhancement of Literacy in Afghanistan is a good example of UNESCO intervention and impact, not only at the central level but also at the sub-national levels.



UNESCO plays a critical role in the education sector to support donor coordination. It is the only UN agency which has the mandate in education covering all levels from Early Childhood Care and Education to Higher Education. This comparative advantage should be the basis for UNESCO to further support a sector wide approach which has been discussed among donors and Ministries in different fora. Afghanistan has also been identified as a priority country by UNESCO for the 2010-2011 biennium, and will benefit from further programmatic concentration on capacity development in the specific sub-sector of Technical and Vocational Education and Training (TVET).

The past and current experience in the culture field has demonstrated that Afghanistan continues to consider culture as an essential component of economic reconstruction and peace-building efforts through the creation of economic opportunities and cultural exchange platforms. World Heritage, and notably the Silk Roads Serial Nomination initiative which brings together countries from Central Asia and also China, is a good example of how culture can foster regional cooperation and dialogue. In this regard, UNESCO should increase its efforts to integrate Afghanistan further in ongoing and future regional initiatives. On a global level, UNESCO should also try to increase the opportunities for Afghanistan to reintegrate into worldwide professional cultural networks.

While the Afghan government has included culture in its development priorities, the UN System as a whole has been reluctant to recognise the potential benefits that culture can bring to a society that is undergoing post-conflict reconstruction, while simultaneously facing serious security challenges. However, this lack of attention is also largely due to the pressing humanitarian and life-saving challenges that the international community is facing in Afghanistan, particularly in the context of a growing insurgency, which means that only activities seen as purely humanitarian or security-related are understood as priorities. The preparation of the next UNDAF (2010-2014) has given an opportunity for UNESCO to make a breakthrough by including a specific output for Culture under the Good Governance, Peace and Stability Priority Area. Cooperation with other UN partners, such as the on-going work to de-mine archaeological areas in Bamiyan with UNMAS and implementing partners, or with UNAMA in providing holistic development policy advice through the Cultural Master Plan for the

Bamiyan province, have enabled UNESCO to make substantial progress in demonstrating the importance of culture in reconstruction and the development process.





UNESCO can bring as well its inter-sectoral approach to develop and implement joint education and culture projects. Cooperation has been already strengthened between Education and Social and Human Sciences sectors on cross-cutting issues such as the promotion of gender equality.

PART III

PROPOSED COOPERATION FRAMEWORK

Drawing on its previous experience, achievements and lessons learned, UNESCO is adopting a comprehensive programmatic approach in order to respond more effectively to the complex development challenges of Afghanistan. Working in collaboration with other UN agencies and multi- and bilateral partners, UNESCO proposes to pursue its efforts in support of national development priorities and initiatives, as spelled out in the Afghan Compact, ANDS, NESP and in other national development strategies, and to assist the country in the achievement of the Afghanistan MDGs by 2020.

The UNESCO Office in Kabul will utilise all its resources, especially its valuable expertise in the fields of education, culture and communication and information to assist the Government of Afghanistan in the design and implementation of its national priority initiatives aimed at building peace and democracy and ensuring sustainable socio-economic and cultural development, in particular empowering individuals, eradicating and defying gender disparities and improving human rights conditions through “Education for All” goals, supporting the development of mechanisms to safeguard and protect cultural heritage and helping to establish democracy and justice for all citizens of Afghanistan.



During the biennium 2010-2011, UNESCO will continue pursuing its overall strategic objectives set in its Medium Term Strategy (2008-2013), and further align and focus its cooperation programme with Afghanistan to national priorities in order to ensure more effective deliver. The organization’s future actions will be guided by the proposed UNESCO Country Programming Framework for Afghanistan (UCPD), the outlines of which are drawn and presented in the following sections.

UNESCO is planning to carry out major projects in education, culture and communication and information, some of which are building on earlier work (Annex 1). Interdisciplinary approaches will be adopted when relevant, and UNESCO’s expertise in the fields of natural, social and human Sciences will be harnessed and linked to education in order to ensure a more comprehensive response. UNESCO’s contribution to the UNDAF outcomes and the relevant expected results are presented in the UCPD results matrix in Annex 2.

EDUCATION

To address education sector issues and challenges facing Afghanistan, UNESCO is contributing to strengthen the Government’s capacity in planning, managing, implementing

and monitoring the education system at all levels from pre-school to higher education, including formal and non-formal approaches.

All UNESCO's education programmes have been and will continue to be based on two key programming principles, the human rights-based approach and gender equality, which also guide all UN agencies in their work.

Main objective:	Assist national efforts to promote quality education for all and achieve EFA goals, Afghan MDGs, and NESP and ANDS goals with a particular focus on children, youth and adults vulnerable to exclusion and marginalisation.
Programme areas:	<ol style="list-style-type: none"> 1) Technical assistance for reconstruction of the national education system to achieve the targets and goals set in NESP/NHESP 2) Capacity development for strategic planning including policy analysis, formulation, management, monitoring and evaluation of education system in both formal and non formal education. 3) Advocacy to promote the right to education, inclusive friendly learning environments and gender equality.
Programme focus:	<ul style="list-style-type: none"> • Literacy and non formal education • Inclusive Education • Technical and Vocational Education and Training (TVET) • Higher Education and Research • Human Rights and Peace Education • EMIS/NFEMIS • HIV&AIDS preventive education Strategic planning • Gender equality in education

The overall goal of the various projects implemented in the education sector is to assist national efforts to promote quality education for all and achieve EFA goals, Afghan MDGs, and NESP and ANDS goals with a particular focus on children, youth and adults vulnerable to exclusion and marginalization with the strategic objective of supporting the Ministries of Education and Higher Education to develop and improve policy, planning, delivery, monitoring, evaluation and research, at different levels.

Through these projects UNESCO aims at rebuilding, developing and modernising the national education system, specifically in the areas of basic education, technical and vocational education and training, higher education, literacy and inclusive education.



- **SUPPORT CAPACITY DEVELOPMENT AND STRATEGIC PLANNING**

* At the policy level, UNESCO will continue focusing on sustainable capacity development for the education sector planning through the project implemented by IIEP in close collaboration with UNESCO Kabul Office with three major areas of focus to support the MoE: consolidation of capacity which has been developed within the MoE's Planning Department as well as other departments; developing capacity for planning and implementation at provincial level; assisting the MoE in developing its own capacity so that it can design and implement programmes and activities for capacity building for planning and plan implementation at the central and provincial levels.



* UNESCO will continue to support the strategic planning process of the MoHE with a focus on building capacities to design projects based on the new National Higher Education Strategic Plan (NHESP), including for resource mobilisation, in order to monitor and assess the implementation of the plan. Higher Education Management Information System (HEMIS) is one of the sub-programmes of the NHESP that UNESCO will support through capacity building. This activity will be conducted in close collaboration with IIEP, Bangkok Regional Office and UIS. Cooperation will be further strengthened with the World Bank and

new partnerships developed with main donors in the education sector. UNESCO will continue to support coordination among donors, notably to support the UNAMA initiative in Higher Education Sector.


- **BUILDING INCLUSIVE EDUCATION SYSTEMS**

* During the past years the Ministry of Education has made significant progress on enrollment and completion rates. However, an estimated 40-50% of school aged children remain out of school. The revised version of the National Education Strategic Plan (NESP II) (2010 to 2014) identifies inclusive education as a means to achieve the goals of Education for All (EFA). Without substantial investments in human resource development within the education sector (pre-primary to tertiary level) Afghanistan will not be able to achieve the



national goals set forth in the NESP, in the Afghanistan National Development Strategy (ANDS), the Afghan Millennium Development Goals (MDGs) or the international commitment to Education for All (EFA). In 2008 and 2009, important steps were taken to start moving towards an inclusive education system in Afghanistan. UNESCO supported the Ministry of Education to develop a Rights and Needs Assessment on Inclusive Education, which contains a road map to move forward during the next five years. In this framework, UNESCO will continue to support the MoE, particularly through the SIDA funded project "Afghanistan towards Inclusive Education". UNESCO will continue its coordination role through the Working Group on Inclusive

Education co-chaired with the MoE. In line with the UNDAF, UNESCO will focus on access



to quality education for children vulnerable to exclusion and marginalisation. More specifically, UNESCO will focus on strengthening human resources and developing systems within the Ministry of Education and the Ministry of Higher Education as well as within key institutions under the two Ministries to ensure a sustainable development towards Education for All (EFA) in inclusive settings. Further resources materials will be developed or adapted such as the Inclusive Learning Friendly Environment Toolkit (ILFE) already used during the last two years for training and advocacy in the inclusive pilot schools of the MoE.

- **STRENGTHENING EDUCATION MANAGEMENT INFORMATION SYSTEM (EMIS)**

* UNESCO will provide further support to MoE to strengthen and institutionalize the Education Management Information System (EMIS) with a focus as well on sub-national level. NFE-MIS is also being developed in a suitable way for consolidating to EMIS system in the future. A focus will be made on the monitoring and reporting system on attacks on education to establish linkages with the global EMIS to better inform policy level and design relevant programmatic responses.


- **PROMOTING HUMAN RIGHTS AND PEACE EDUCATION**

* In line with the UNDAF, UNESCO will promote peace and human rights education to support reconstruction and stabilisation. UNESCO will support the Ministry of Education particularly the Teacher Education Department, to improve knowledge and practices on this issue. In a country such as Afghanistan, with a situation of on-going armed conflict and insecurity, attacks on and threats against schools, pupils and teachers are both a serious protection issue and an obstacle to realizing the right to education. UNESCO will support the MoE to focus on possible programmatic responses to attacks on education in order to promote the right to education. This implies bringing all stakeholders together to identify strategies to address this issue, particularly through the promotion of community based approaches.



- **STRENGTHENING LITERACY PROGRAMMES WITHIN LIFE FRAMEWORK**


* Through the Literacy Initiative for Empowerment (LIFE) framework, UNESCO is playing a critical role to support the MoE in coordinating efforts among literacy stakeholders to achieve NESP goals. Whilst the LIFE has been contributing substantially to enhance collaboration among stakeholders at the national level, collaboration among LIFE partners and other literacy stakeholders needs to be further strengthened in order to address the 11 million illiterate population throughout the country not only at the national level but also at the sub-national level. UNESCO within the LIFE framework is focusing on advocacy and capacity development.



* Within the framework of LIFE and through a grant from the Government of Japan, UNESCO launched the first phase of the Programme for Enhancement of Literacy in Afghanistan (ELA) in March 2008. The second phase of ELA is expected to start in 2010, and will provide a total of 600,000 illiterate people in 11 selected provinces with basic and post-literacy courses and vocational skills training as well as micro-credit to the neo-literates, and will link them with income generation. Building institutional and human capacities of the literacy department of the Afghan Ministry of Education is one of the core objectives of the ELA.

- **SUPPORT CAPACITY DEVELOPMENT AND COORDINATION FOR TVET**

Afghanistan has been identified as one of the priority countries for UNESCO to focus on a specific sub-sector and then create sustainable impact. In Afghanistan TVET sector faces three major challenges: low number of training opportunities; poor quality of existing training; and relevance of the training to the labour market needs. Technical and vocational training is one of the priority areas for the Government of Afghanistan, having been included prominently in both the Afghanistan National Development Strategy (ANDS) and the current and upcoming National Education Strategic Plan (NESP). UNESCO therefore supports the Government to improve TVET through formal and non-formal education with a focus on building capacities at policy level and develop a common strategy and policy among the wide range of actors involved in this sub-sector.



UNESCO will further support coordination and alignment to country needs and national/international goals through strong involvement in key fora (e.g. Education Development Board, Education Cluster) and co-leadership in key initiatives (e.g. UN Joint Programme for Literacy, Joint UN Team on Aids (JUNTA) working group on preventive education/communication, LIFE coordination working group, Inclusive Education Coordination Working Group).

CULTURE

UNESCO will work with the Government of Afghanistan to develop cultural policy frameworks aiming to mainstream the links between cultural diversity, intercultural dialogue and sustainable development, and to promote social cohesion by fostering pluralism, dialogue of cultures and the establishment of a culture of peace.



Main objective:	<ul style="list-style-type: none"> • Provide support for the protection of cultural diversity and the creation of a pluralistic and multiethnic society
Programme areas:	<ul style="list-style-type: none"> • Rehabilitating tangible and intangible cultural heritage. • Supporting museum development • developing cultural policy frameworks
Programme focus:	<ul style="list-style-type: none"> • Conservation of monuments and sites • Documentation and conservation of museum collections • Reinforcement of the capacity of culture professionals and institutions

The various operational projects implemented at the World Heritage sites of Bamiyan and Jam, as well as in Herat and Ghazni will contribute to the long-term conservation of some of the most outstanding cultural heritage manifestations in Afghanistan. The Afghan experts will continue to be trained in conservation, documentation and research in cultural heritage management, conservation, restoration and archaeology to increase the technical capacity of the key cultural institutions of Afghanistan. The cultural heritage safeguarded as a result of these activities will also contribute to the sustainable socio-economic development of vulnerable communities in the future. These communities are often living in remote provinces with few resources apart from their cultural wealth and stand to benefit most through the creation of income-generating opportunities within a cultural development approach. Heritage can also contribute to possible future tourism in provinces, such as Bamiyan. In the field of museums, the projects will also contribute to increasing the institutional and human capacity in inventorying and conservation and to fighting against illicit trafficking of cultural property through the promotion of internationally-recognised standards in moveable heritage management.

The cultural infrastructure and institutions of Afghanistan will have therefore been strengthened, while working relationships with foreign scientific institutions will have been resumed, thereby allowing long-term collaboration and research. The rehabilitation of the culture sector initiated in Afghanistan will gradually allow the Afghan authorities to resume their educational mission by demonstrating the cultural achievements of Afghanistan to contribute to the emergence of a national identity going beyond ethnic divisions.

COMMUNICATION AND INFORMATION

The development of an independent and vibrant media in Afghanistan over the last five years is widely recognised as one of the most important outcomes of the Bonn process, and UNESCO as one of the lead agencies in the field of the promotion of freedom of





expression and pluralistic media will continue to assist Afghanistan by promoting and facilitating coordination among media development stakeholders.

Main objective:	<ul style="list-style-type: none"> • Fostering free, independent and pluralistic communication and universal access to information. • Promoting innovative applications of ICTs for sustainable development
Programme areas:	<ul style="list-style-type: none"> • Promoting the free flow of ideas and universal access to information. • Fostering universal access to information. • Promoting the development of free, independent and pluralistic media. • Fostering the development of infrastructures
Programme focus:	<ul style="list-style-type: none"> • Provide Afghanistan with an educational broadcasting infrastructure capable of producing and ultimately delivering high-standard radio and television educational contents in the country. • Awareness raising on the concept of Public Service Broadcasting. • Strengthening RTA Capacity in engineering, equipment, maintenance and IT management • Building inclusive knowledge societies through media, information and communication technologies.

In order to help build a strong and efficient communication and information system which will contribute to ensuring democratic and sustainable development, the UNESCO Office in Kabul will pursue its support programmes aimed at promoting professionalism, freedom and independence of the communication and information landscape in Afghanistan..

ANNEX 1: EXAMPLES OF PROPOSED PROJECTS (AS PART OF UNESCO'S COOPERATION PROGRAMME IN AFGHANISTAN)

EDUCATION


Project profile	Enhancement of Literacy in Afghanistan (ELA)
Time frame	March 2008-February 2012 (preparatory and 1 st phase), March 2010-April 2013 (2 nd phase)
Funding source	Government of Japan
Total estimated budget, (incl. support costs)	USD 15 million (1 st Phase) USD 19.5 million (2 nd Phase)
Partners	Literacy Department of the Afghan Ministry of Education

OBJECTIVES:

- 1 To contribute to the achievement of the literacy goals set in the National Education Strategic Plan (NESP) and ANDS for sustainable and peaceful nation-building in Afghanistan.
- 2 To provide integrated literacy to youth and adults (above 15 years old), particularly to women and people in vulnerable situations, which will not only enhance literacy skills, but also ensure self-sufficiency, promote both income-generating and critical thinking skills, generate a sense of public good, and empower men and women to participate in decision-making processes.
- 3 To strengthen institutional and human capacities within the MoE (the National Literacy Centre) and communities to deliver quality literacy programmes in Afghan communities.

STRATEGY

The Afghan Ministry of Education developed the National Education Strategic Plan (NESP) in close collaboration with UNESCO and international partners. The NESP identifies literacy as one of its priorities for recovery and reconstruction and envisions “enabling at least 1.8 million Afghans to attain demonstrated literacy by 2010, and [ensuring] that at least 60% of



the learners are females, members of minority groups, nomads and persons with disabilities”(NESP, p.84). LIFE has been designated as the national literacy framework which enables all stake-holders to promote literacy development in a more collaborative manner.

Within the LIFE framework, ELA is taking a holistic approach - institutional development and capacity building at different levels, resource development as well as field implementation in villages within 18 target provinces - in order to establish comprehensive and sustainable literacy promotion in Afghanistan. The major activities of ELA are as follows:

1. To develop and conduct the Afghanistan Literacy Assessment Survey (ALAS) and establish the Literacy/Non-formal Education Management Information System (LIT/NFE MIS);
2. To establish Provincial Literacy Centres (PLC) and District Literacy Centres (DLC) under the Literacy Department of the MoE;
3. To upgrade and develop professional skills of MoE’s literacy personnel including literacy facilitators and supervisors along with ELA programme personnel at provincial, district and community level;
4. To upgrade existing literacy and NFE-related resources and develop teaching-learning material and training resources;
5. To provide 600,000 youth and adults (above 15 years of age) in 18 selected provinces with basic and post-literacy learning opportunities; and
6. To develop vocational skills of the neo-literates and to link them with income generating activities.

UNESCO has been jointly implementing all activities with the Literacy Department so that institutional / human capacities will be built within the MoE, whereas the community institutions such as Community Development Council (CDC) will be mobilised to create learning environments within the community, so that awareness and capacity for literacy promotion will be developed not only in a top-down but also in a bottom-up manner.

EXPECTED RESULTS

- 600,000 youth and adults (60% female) will be provided learning and income-generation opportunities;
- Institutional and human capacities of the MoE will be strengthened to deliver and promote quality literacy education;
- Public awareness of the importance of literacy will be raised;
- Through sharing experiences of the programme among stake-holders, quality of literacy intervention will be enhanced.

CULTURE

Project profile	Safeguarding of the Cultural Landscape and Archaeological Remains of the Bamiyan Valley, Phase III
Executing agency	UNESCO-World Heritage Centre in close collaboration with UNESCO Kabul Office
Implementing agency	Ministry of Information and Culture (MoIC) of the Islamic Republic of Afghanistan.
Donor	Ministry of Foreign Affairs, Government of Japan
Estimated duration	Three years (May 2008 – April 2011)
Requested contribution	Total of US\$ 1,544,710
Partners	Afghan Ministry of Information and Culture Afghan Ministry of Urban Development ICOMOS National Research Institute for Cultural Properties Tokyo (NRICP) Aachen University


OBJECTIVES

1. Substantial improvement of the state of conservation of the site and increased involvement and participation of local communities in the protection of the site;
2. Development of national capacity for the conservation of cultural heritage;
3. Promotion of understanding and awareness-raising among the local communities, Afghan citizens, and the international community, of the Outstanding Universal Value of the site as well as the importance of its long-term conservation;
4. To ensure the structural stability of the two standing Giant Buddha niches and caves;
5. To enhance state of conservation of the archaeological remains and mural paintings;
6. To implement the Management Plan and the Cultural Master Plan for the Bamiyan Valley World Heritage site.

STRATEGY

In order to implement the activities, produce the outputs and achieve the immediate objectives, the following inputs are necessary:

1. International institutions, including the National Research Institute for Cultural Properties, Tokyo and Aachen University, together with a pool of conservators,



restorers, archaeologists, architects, urban planners, and heritage management professionals, to work in co-operation with and provide training for the national/local authorities for the conservation of the mural paintings and archaeological remains, and for the drafting of building regulations and implementation of cultural heritage management/protection plans;

2. International experts to organise and provide training activities for the local authorities on the management of archaeological and cultural landscape heritage sites;
3. Interdisciplinary group of conservation experts from ICOMOS to identify best operational methods to implement conservation activities of the Buddha fragments;
4. Geophysical engineers to provide an analysis of necessary operational works to be undertaken;
5. Local or international private companies to undertake further consolidation works in the Buddha niches and caves of Bamiyan Valley;
6. Expert consultant(s) to write, publish, and disseminate a final project publication in English, Japanese, and Dari, highlighting successful results and lessons learned from the three phases of the project;
7. Co-ordination, consultation, and monitoring missions undertaken by UNESCO together with the Afghan Ministry of Information and Culture, and when necessary, an external expert;
8. Temporary project personnel with a good knowledge of Afghan culture and the local language (Dari) at the UNESCO-Kabul Office in order to ensure co-ordination with the Afghan Ministry of Information and Culture and the local authorities on-site at Bamiyan, and to manage the complex logistics for international expert missions (security, vehicles, air tickets, accommodation, etc.);
9. Project driver and maintenance of the project vehicle in Bamiyan.

EXPECTED RESULTS:

- Long-term stability of the two standing Giant Buddha niches ensured and an intervention plan for their continued maintenance developed;
- State of conservation of the site improved:
- Completed conservation works for the mural paintings in the selected Buddhist caves, and a long-term conservation and monitoring plan established;
- Completed conservation works and inventory of the fragments of the two Buddha statues, and appropriate conservation and heritage interpretation methods identified;

- Completed geological survey on the main cliff and the Kakrak Buddha niche to ensure their long-term stability, sustainable security, and safety;
- Management Plan and the Cultural Master Plan implemented;
- Increased institutional capacity in the Ministry of Information & Culture, the Ministry of Urban Development, and the inter-sectoral Bamiyan Cultural Landscape Co-ordination Committee (BCLCC) to manage the site;
- World Heritage Management Plan and Cultural Master Plan (protective zoning plan) adopted and implemented;
- Completed study to specify the extent of the cultural heritage zones within the World Heritage boundaries, to ensure their adequate protection;
- Awareness increased among the local habitants, Afghan citizens, the international community, and potential visitors of the site's Outstanding Universal Value and the importance of its conservation;
- Capacity of local community and authorities increased in various aspects of heritage conservation and site management;
- Input provided to the local authorities on a Sustainable Cultural Tourism Plan in compliance with the Management Plan, Cultural Master Plan, and the regional development strategy.

INTERSECTORAL: COMMUNICATION AND EDUCATION

Project profile	Development of Education Radio and TV (ERTV) capacity for audio-visual support to teacher training in Afghanistan.
Executing agency	UNESCO-CI/HQ with UNESCO - Kabul Office
Implementing agency	Educational Radio and Television (ERTV) Ministry of Education (MoE) of the Islamic Republic of Afghanistan.
Donor	Italy
Estimated duration	One year (January – December 2010)
Requested contribution	Total of US\$954,060.08
Partners	Afghan Ministry of Education Educational Radio and Television Teacher Education Department



OBJECTIVES

1. Develop the capacity of ERTV to produce quality audio-visual content through live and recorded broadcasts and other mass media to support the training of teachers and the delivery of four AV support modules to the target beneficiaries;
2. Develop, produce and deliver a four AV support modules on cross cutting issues i.e. peace education, psychosocial support, literacy and Islamiat for the TED for 37 TTCs;
3. Reproduce the four AV support modules on DVD and CDs for distribution to TTCs and teachers in schools to provide in-service teacher training in cross-cutting issues;
4. Establish an ERTV website for the AV print support materials that can be accessed by the MoE, ERTV, TTCs and teachers with access to the internet;
5. Promote female education experts to present live broadcasts on the four AV support modules.

STRATEGY

- A. Develop the capacity of ERTV to produce quality audio-visual content through live and recorded broadcasts and other mass media to support the training of teachers and the delivery of four AV support modules to the target beneficiaries**
 - On-the-job training, supervision provided by education media organisation
 - On-the-job training/supervision provided by consultant
 - Three consultant visits to oversee progress and write progress and final report
 - Consultant conducts a final evaluation of the project.
- B. Develop, produce and deliver a four AV support modules on cross cutting issues i.e. peace education, psychosocial support, literacy and Islamiat for the TED for 37 TTCs**
 - On-the-job training, supervision provided by education media organisation
 - On-the-job training/supervision provided by consultant
 - Content planner for modules developed by TED and consultant
 - Live broadcast schedule agreed and circulated
 - Materials development team established
 - Training modules prepared, edited and translated
 - Printing of materials by MoE unit
 - Distribution of print support materials to TTCs
 - Broadcast scripts developed
 - Preparation for live broadcasts
 - Train TTC faculty on AV support modules and equipment
 - Provide TTCs with mobile phones
- C. Reproduce the four AV support modules on DVD and CDs for distribution to TTCs and teachers in schools to provide in-service teacher training in cross-cutting issues**

- On-the-job training provided by education media organisation
- Radio and Video programmes produced
- Radio and video programmes reproduced on DVD and CD
- DVD and CDs distributed to TTCs and schools
- DVD and CDs distributed to literacy Master Trainers
- Audience survey conducted by ERTV

D. Establish an ERTV website for the AV print support materials that can be accessed by the MoE, ERTV, TTCs and teachers with access to the internet

- Consultant designs ERTV website (see appendix for TOR)
- Train computer officer

E. Promote female education experts to present live broadcasts on the four AV support modules

- TED recommends/advertises in MoE for female and male education experts/presenters
- Conduct training course to select the best
- On-the-job training provided by education media organization

Expected Results and benchmarks: (Comment: these are deliverables and outputs; you may want to avoid going into such details as we are presenting here a Strategic Framework. What is needed is the expected result/the impact of all activities on the beneficiaries and the contribution henceforth to the achievement of national dev goals)

- 70% TTC faculty and student teachers access the AV programmes
- 70% teachers in 100 schools access the AV programmes on DVD and CD
- 80 programmes received by radio/TV stations by delivery date
- 80 DL programmes broadcast live on four AV support modules according to agreed deadlines
- 37 TTCs receive live broadcasts
- 37 TTC receive four print support modules
- 37 TTCs have mobile phones
- for interactive component of live broadcasts
- calls from TTCs received for every live broadcast
- 37 TTCs receive DVDs and CDs containing 80 AV programmes
- 100 schools receive DVDs and CDs containing 80 AV programmes
- 200 literacy Master trainers receive DVDs and CDs containing 80 programmes
- Four print support modules accessible on ERTV website
- 36 ERTV/TED staff accessing ERTV website
- 100 hits of ERTV website
- 50% presenters and education expert are female

ANNEX 2 – UCPD RESULTS MATRIX (Outcomes and results included in the UNDAF)

Priority area: Good governance, Peace and stability

UNDAF outcome 1: Stabilisation process is strengthened through effective integrated UN support to the Government and communities				
UNDAF Country Programmes Expected Output	Expected Results of UNESCO Activities	Performance Indicators	Available Resources in US\$	Mobilization Target in US\$
Culture of human rights and peace is strengthened at all levels of Government and society	Strengthened institutional, legislative and human capacity for the safeguarding and promotion of culture in all its forms	-Number of key international conventions in the field of culture ratified; -Number of Cultural Policy Frameworks elaborated and adopted; -Number of capacity-building and safeguarding programmes	700,000	2,200,000
	Awareness raised on peace and human rights through education (in formal and non formal settings) and quality of school environment improved	- Number of policies developed with a human rights-based approach - Number of curriculum including peace and human rights issues.(or better: Peace and HR issues included in revised curriculum) - Number of teachers trained on peace and human rights education.	60,000	200,000

UNDAF outcome 2: Government capacity to deliver services to the poor and vulnerable is enhanced

UNDAF Country Programmes Expected Output	Expected Results of UNESCO Activities	Performance Indicators	Available Resources in US\$	Mobilization Target in US\$
Institutions have strengthened capacity to develop and implement quality pro-poor service delivery and employment policies	Institution for literacy/NFE established in provincial and district level in order to promote literacy education to wider population	- Number of Provincial Literacy Centre (PLC) and District Literacy Centre (DLC) established under National Literacy Centre	3,157,900	
Quality disaggregated information is available at all levels for better decision-making	Planning and monitoring improved through an efficient Education Management Information System (EMIS); Capacities strengthened in the MoE both at national and provincial levels for the collection and use of education data/statistic/indicators; capacities strengthened to assess the achievements of EFA Goals	- Number of training workshops for EMIS -National School Survey - EFA Assessment follow-up mechanism	66,560	500,000
	Capacity of the National Literacy Centre strengthened on NFE- MIS to deliver/promote quality literacy education for Afghan citizen, particularly women and people in vulnerable situation- Literacy/NFE Management Information System established at NLC.; - Literacy assessment monitoring programme (LAMP) developed	Availability and quality of data 100,000		
	Capacities and network of the Gender Studies Institute strengthened to conduct research and better inform policy	-Number of survey conducted - Number of Conference (national and International) attended or organised GSI	50,000	100,000
	Capacities strengthened on policy analysis and planning in Higher Education	-National Strategic Plan for Higher Education developed - Number of policies developed in line with the new strategic plan	200,000	1,000,000



UNDAF outcome 3: The institutions of democratic governance are integrated components of the nation-state

UNDAF Country Programme Expected Output	Expected Results of UNESCO Activities	Performance Indicators	Available Resources in US\$	Mobilization Target in US\$
<p>Civil society and media have increased capacities to raise Government accountability</p>	<ul style="list-style-type: none"> - Improved and upgraded skills of ERTV staff to achieve the professional educational content and programme; distance learning modalities incorporated in traditional delivery methods. - Journalists empowered to become more professional and responsible to support a healthy process of democratization, (Production of code of ethic and training materials related to code of ethics. -Strengthened educational broadcasting infrastructure to produce and deliver high-standard radio and television educational contents. - More professionalised broadcaster Improved capacities and resources in terms of broadcasting equipment and better trained staff. -Capacities of journalists, government, NGOs and media related organizations strengthened and have access to relative materials translated into local language. 	<ul style="list-style-type: none"> - production of 104 Radio and 6 TV quality video teacher training programmess -Number of trainings for ERTV members and staff - short training and courses on code of ethics - 65 ERTV professional staff trained on the programme production, script writing, Radio and video programming, distance learning, IT, Graphic design, TV and Radio studio operation and monitoring and evaluation. - 223 RTA staff trained in Radio studio, TV transmission, Set Design, Make up and costumes, Distribution technology, IT, Web designing, TV Children Quality programming, Maintenance and Engineering. - Production of hand book containing new methods for journalists. 	<p>1,632,500</p>	<p>1,110,638</p>

Priority area: Sustainable Livelihoods: Agriculture, Food Security & Income Opportunities

UNDAF outcome 3: Opportunities for decent work and income are improved and diversified, especially for vulnerable groups.				
UNDAF Country Programme Expected Output	Expected Results of UNESCO Activities	Performance Indicators	Available Resources in US\$	Mobilization Target in US\$
Skills development and education are better linked to access of vulnerable groups to income opportunities	Youth and adult equipped with income-generating skills through literacy programme	Number of participants in vocational training and micro-credit programmes	670,000	

Priority area: Basic Social Services: Education, Health, Water and Sanitation

UNDAF outcome 1: Afghans, particularly those who are under-served, have greater and more equitable access to quality basic services				
UNDAF Country Programme Expected Outcome	Expected Results of UNESCO Activities	Performance Indicators	Available Resources in US\$	Mobilization Target in US\$
All members of society, particularly the most vulnerable, have better access to basic services	Advocacy and capacity strengthened to create inclusive and child-friendly schools; and policy inclusive to all developed	- Needs and Rights Assessment on Inclusive Education - Number of policy inclusive to all - Number of MoE receiving trainings - Number of teachers in education institutions trained - Number of teaching and learning materials developed - Number of advocacy materials/publications developed	320,000	
	Youth and adult who lost out educational opportunity have access to literacy programmes	- Number of participants in literacy programme - number of new small enterprises launched by or employing youth from among the vulnerable populations	1,000,000	
	Awareness raised on girls' education and gender mainstreamed within education strategy/policy	- Communication strategy on girls' education developed	56,400.00	100,000
	National literacy primers reviewed/upgraded, and post-literacy reading/writing materials developed and distributed to communities	- Number of material developed and printed - Number of learners completed 6 month basic-literacy class and 3 month post-literacy class	672,000	
Educators and health workers, especially women, are better trained and more widely deployed	Literacy facilitators trained in 9 provinces	- Number of training and number of participants in literacy facilitator training	300,000	

UNDAF outcome 2: More Afghans pursue education opportunities and healthy lifestyles

UNDAF Country Programme Expected Output	Expected Results of UNESCO Activities	Performance Indicators	Available Resources in US\$	Mobilization Target in US\$
Individuals and families are better able to make informed decisions regarding their own education, health and well-being	Awareness raised on literacy through the Literacy Initiative for Empowerment (LIFE)	-Number of strategy/policy related to literacy and non formal education - Number of advocacy materials/publications and activities organised	100,000\$	
	Integrated literacy programme with life skills component conducted for youth and adults	- Number of participants in basic/post-literacy programme	500,000	
Communities are engaged in design, implementation and monitoring of learning opportunities and basic social services	Literacy/NFE sub-committees established within CDC in the target communities in 9 provinces, and training conducted	- Number of Sub-committee members - Number of trainings conducted		
	People empowered through community-based programme offering preventive education on HIV & AIDS and drug abuse, basic literacy classes, guidance and counselling and vocational training	- Number of people attending the awareness session, the basic literacy classes, the vocational training and the guidance & counseling session	45,000	200,000