



United Nations
Educational, Scientific and
Cultural Organization

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2013 - 2015

UNESCO Country Programming Document (UCPD) AFGHANISTAN



**UNESCO Country
Programming Document (UCPD)
AFGHANISTAN**

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FOREWORD

It is with satisfaction that I present the UNESCO Country Programming Document for Afghanistan (UCPD/2013-2015). The UCPD highlights UNESCO's contribution to the sustainable development of Afghanistan in accordance with the United Nations Development Assistance Framework and the Afghan Government's National Priority Programmes. This document details UNESCO's past and present activities in the country and outlines our future cooperation framework.

By working closely with development partners, donors and civil society to support the Afghan Government, progress has been made in the areas of education, culture, science and communication and information. UNESCO is contributing to enhancing the capacity of the Afghan Government to enable it to meet the needs of the country's young and growing population. The UNESCO Office in Kabul has received funds and pledges for the period 2013-15 to sustain and increase its level of qualitative and quantitative contribution to Afghan development, in cooperation with our partners. In this regard I would like to express my gratitude to our donors for their on-going support.

I would like to express my gratitude to all those who have contributed to the successful development and implementation of all the programmes and initiatives described within this document. The UNESCO Office in Kabul also gratefully acknowledges the continuous support and collaboration of the Government of Afghanistan.

Paolo Fontani

Director and Representative

UNESCO Office in Afghanistan

ACRONYMS AND ABBREVIATIONS

| | |
|-------------------|---|
| ANDS | Afghanistan National Development Strategy |
| ANSF | Afghan National Security Forces |
| DMTVET | Deputy Ministry of TVET |
| EFA | Education For All |
| ELA | Enhancement of Literacy in Afghanistan |
| EJSR | Education Joint Sector Review |
| ERTV | Educational Radio Television Afghanistan |
| GBV | Gender-Based Violence |
| HRDB | Human Resources Development Board |
| IIEP | UNESCO International Institute for Educational Planning |
| IPDC | International Programme for Development of Communication |
| LEAP | Literacy Empowerment for Afghan Police |
| LIFE | Literacy Initiative for Empowerment |
| MDGs | Millennium Development Goals |
| MMU | Mobile Media Unit |
| MOE | Ministry of Education |
| MOHE | Ministry of Higher Education |
| MOLSAMD | Ministry of Labour, Social Affairs, Martyrs and Disabled |
| MOI | Ministry of Interior Affairs |
| NESP | National Education Strategic Plan |
| NFE | Non-Formal Education |
| NPPs | National Priority Programmes |
| NRVA | National Risk and Vulnerability Assessment |
| NTM-A NATO | Training Mission - Afghanistan |
| RTA | Radio Television Afghanistan |
| TCC | Teacher Training College |
| TED | Teacher Education Department |
| TVET | Technical and Vocational Education and Training |
| UNCT | United Nations Country Team |
| UNDAF | United Nations Development Assistance Framework |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |



SECTION I

COUNTRY CONTEXT

SITUATION ANALYSIS

1.1 Country Assessment

In 1747 Ahmad Shah Durrani established the country of Afghanistan in Kandahar, while the modern state of Afghanistan was created by King Abdurrahman Khan (1880-1901), who established the administrative structures which still exist today. In modern times, the country entered a period of sustained conflict starting with the Soviet invasion in 1979, followed by civil war and finally, the rule of the Taliban until their ouster by U.S.-led military forces in December 2001. The subsequent 2001 Bonn Agreement drew the outline for a transitional government and marked the beginning of renewed international engagement in rebuilding the newly-formed Islamic Republic of Afghanistan.

Afghanistan has made significant progress in the years since Bonn, despite continued insecurity and terrorist attacks on civilians.

Millions of refugees returned to rebuild their lives. A constitution was ratified and national presidential, parliamentary and provincial council elections were held twice. Around eight million children are going to school, of which 38 percent are girls, and positive gains continue to be made across development sectors.

With an estimated population of 35 million — one of the youngest and fastest growing in the region — meeting Afghanistan's development needs is essential to securing long-term peace and stability.

In this context, the year 2014 constitutes a watershed with the expected withdrawal of most U.S. and NATO forces and national presidential elections which will mark the transition to full Afghan responsibility for security and governance, followed by the Decade of Transformation (2015-2025).

ECONOMY

Afghanistan has one of the fastest growing economies in the region, but remains one of the world's least developed countries with a per capita gross domestic product (GDP) of only US \$528 in 2010-11.¹ Yet this represents a significant gain compared to previous years- in 2001 the average per capita GDP was estimated at less than US \$200. Since 2003, real per capita GDP has been growing at an average rate of 9 percent, and domestic revenues have increased from US \$130 million in 2002 to approximately US \$2 billion in 2011. Economic performance is still strong, with GDP growth estimated at 11.8 percent in 2012 due to good harvest, and inflation decreased to 5 percent, although the country's fiscal position is weakening according to a World Bank analysis. As long as the security situation continues to improve, the World Bank forecasts that Afghanistan will grow at lower but still positive rates of 4-6 percent on average between 2013 and 2018. Agriculture and mining are expected to be the largest drivers of economic growth.

Despite sustained growth, more than a third of the population continues to live below the poverty line and more than half are vulnerable and at serious risk of falling into poverty. Most Afghans still lack access to safe drinking water and sanitation facilities. The literacy rate for the adult population is 26 percent (12 for females and 39 percent for males) – the fourth lowest in

the world, according to the 2007/2008 National Risk and Vulnerability Assessment (NRVA) survey. The sustained increase in poppy cultivation in Afghanistan has led to record production levels showing a 49% increase to 209,000 hectares from 2012 to 2013. This illicit economy poses enormous challenges to development with the link between lack of security and opium cultivation as well as the wider impact on the international drugs trade.²

Conflict and poverty remain major challenges for the next decade. Aid dependency is forecasted to continue throughout the transition period (2012-2014) and the transformation decade (2015-2025), and with the withdrawal of foreign troops in 2014, aid levels are expected to gradually decline, augmenting existing development challenges.

¹ World Bank publication, "Afghanistan in transition: looking beyond 2014"

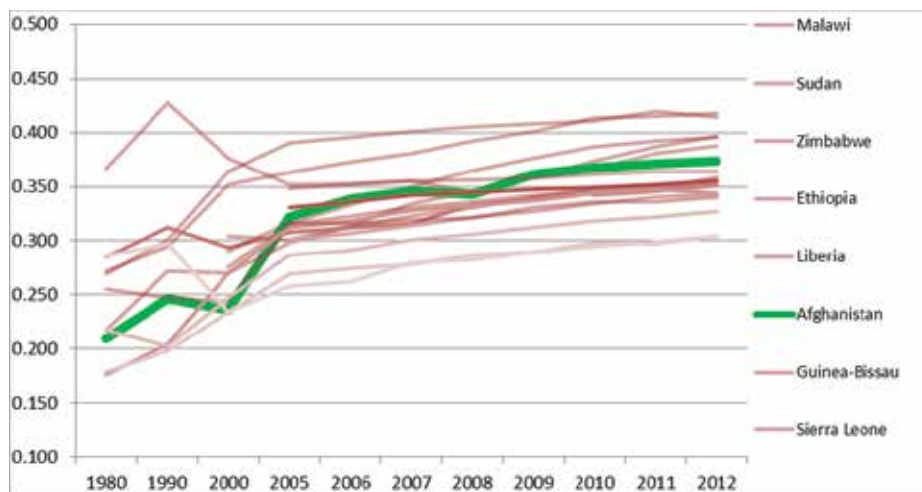
² Afghanistan Opium Survey 2013 UNODC

MAIN SOCIO-ECONOMIC INDICATORS

| | |
|---|-------|
| Gross Domestic Product (US\$) billions, 2011 | 20.34 |
| GDP Per Capita (US\$), 2010-11 | 528 |
| GDP Annual Growth Rate (%), 2011 | 4.9 |
| GNI Per Capita (US\$), Atlas method | 470 |
| Population (Millions) 2011 | 35.32 |
| Population annual growth rate (%), 2010-2030 | 2.6 |
| Life Expectancy at Birth (2010) | 48.7 |
| Under Five Mortality Rate (per 1,000 live births) | 101 |
| Total Fertility Rate (births per woman) | 6.8 |

HUMAN DEVELOPMENT INDEX TRENDS

3



Between 1980 and 2012 Afghanistan's HDI rose 1.6% annually from 0.209 to 0.374 in 2012. This ranks the country 175 out of 187 countries with comparable data, positioning Afghanistan 8th from the bottom.

Gender Inequality Index (GII) ⁴

The Gender Inequality Index (GII) reflects gender-based inequalities in three dimensions – reproductive health, empowerment, and economic activity. The GII shows the loss in human development due to inequality between female and male achievements in the three

GII dimensions. Afghanistan has a GII value of 0.712, ranking it 147 out of 148 countries in the 2012 index. In Afghanistan, while 27.6 percent of parliamentary seats are held by women, only 5.8 percent of adult women have reached a secondary or higher level of education pregnancy related causes; and the adolescent fertility rate is 99.6 births per 1000 live births. Female participation in the labour market is 15.7 percent compared to 80.3 for men.

³ Human Development Report 2013

⁴ Human Development Report 2013- GII

SECURITY SITUATION

At the Kabul and Lisbon Conferences in 2010, NATO and the Afghan government agreed that full responsibility for security would be handed over to the Afghan National Security Forces (ANSF) by the end of 2014. For Afghanistan, transition represents another historical marker in the post-war reconstruction of the state and society. The transition process revolves around putting in place certain security conditions and transition of responsibility for governance and development.

Transition is taking place during a period of uncertainty and security challenges. Terrorist attacks, weak rule of law and other sources of insecurity are real threats to development and stability. In the context of these challenges, the Afghan state has sought guarantees through long-term partnership with the international community on bilateral and multilateral levels.

The July 2012 Tokyo Framework, a set of mutual agreements, emphasises transformation. The Afghanistan National Development Strategy (ANDS) serves as the country's overarching development framework in support of the agreement's goals. The ANDS, launched in June 2008, builds on existing agreements and incorporates the Millennium Development Goals (MDGs). A new Aid Management Policy developed in 2013 by the Ministry of Finance complements the development framework and aims to improve the effectiveness of development

cooperation through greater government ownership and leadership.

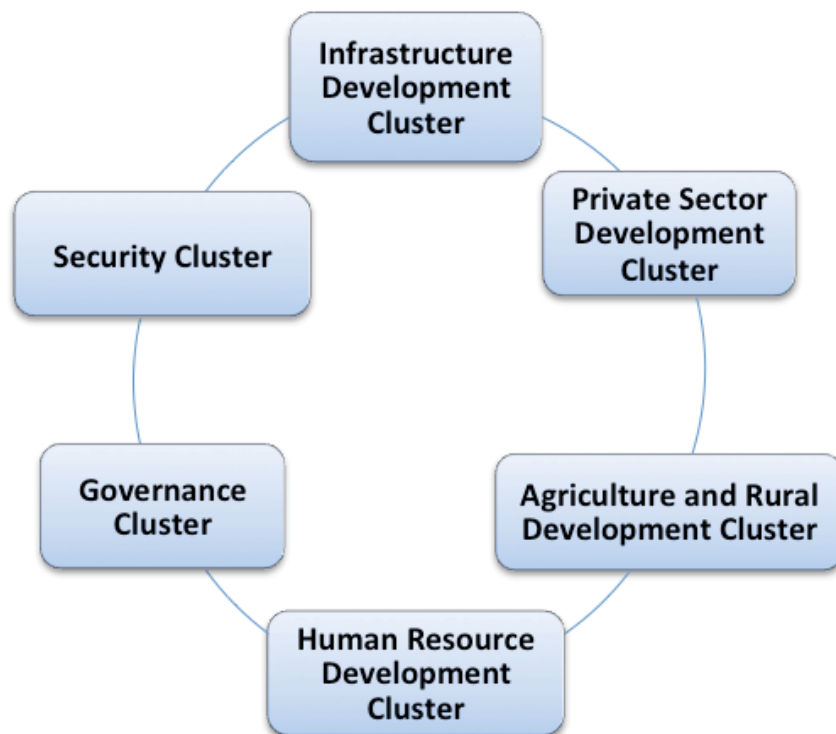
The Tokyo Framework details the planned transition at the end of 2014, and orients Afghanistan's development plans in the context of the Decade of Transformation. The Framework establishes a mechanism to monitor and review commitments on a regular basis. It is based on broadly accepted principles of inclusive and sustainable economic growth and development, which will be monitored based on the following five major areas of development and governance:

- Representational democracy and equitable elections
- Governance, rule of law and human rights
- Integrity of public finance and commercial banking
- Government revenues, budget execution and sub-national governance
- Inclusive and sustained growth

The Framework commits US \$16 billion in aid from the international community through 2015 and continued support, through 2017 on the same level as the past decade. More significantly, the Framework commits to aligning 80 percent of aid with the National Priority Programmes (NPPs), and channelling at least 50 percent of its development assistance through the national budget of the Government

of Afghanistan. The purpose of the Framework is to ensure that aid is predictable, delivered in an effective manner and in support of the national priorities.

The 22 NPPs are categorised together into six clusters: infrastructure development, private sector development, agriculture and rural development, human resource development, governance, and security.



DEVELOPMENT ISSUES

Conflict and poverty remain the major challenges facing Afghanistan. The country's economy is growing, but with a gross national income (GNI) per capita based on purchasing power parity of 1.140 US\$ in 2011 the country remains one of the poorest in the world. Existing poverty is further challenged by lack of rule of law, natural disasters and the challenge of meeting the population's humanitarian needs. Aid dependency will continue throughout transition (2012-2014) and the transformation decade (2015-2025).

Acknowledging these challenges, the international community, including the United Nations, is committed to assisting the Afghan Government meet its development goals. The UN system has been a major player in Afghan development in the past decade, channelling in excess of 1 billion US \$ of assistance every year.

The role of the UN Country Team, including UNESCO, is to support the Afghan Government towards coordinated support in the implementation of the ANDS and the national priorities. UNESCO's commitment is aligned with the UN Development Assistance Framework (UNDAF). The current UNDAF for Afghanistan identifies three priority areas in which the United Nations is best placed to offer assistance to the government, focusing on stability and poverty alleviation, particularly for the most marginalised and vulnerable. The priority areas are:

1. Governance, peace and stability;
2. Sustainable livelihoods: agriculture, food security and income opportunities;
3. Basic social services: health, education, water and sanitation.

The United Nations Country Team, together with the current government of Afghanistan is preparing the next UNDAF for 2015-2019. At the time of writing this UCPD, UNESCO is actively involved in the process. The UNDAF 2015-2019 identifies five priority areas in which the United Nations are best placed to offer assistance to the government, focusing on stability and poverty alleviation, particularly for the most marginalised and vulnerable and focusing more on gender equality and reducing the illicit economy as a cross cutting theme.

At central level, there is a need to review all domestic law, statutory law, penal and civil codes based on international agreements, particularly the Convention on the Elimination of all Forms of Violence Against Women (CEDAW) ratified in 2003, but with little visible endorsement. As a consequence of varied interpretation of formal law, religious sanctions and customary rules, contemporary Afghanistan represents perhaps one of the most extreme cases of gender inequality in the world.⁵

The EVAW law enacted in 2009 poses considerable challenges to implementation

⁵ UNWomen Afghanistan

in Afghanistan. Violence against women is a critical matter that requires a combination of cultural, security and justice programming. The 2012 UNAMA ⁶ report clearly highlights how fragile the situation is for women despite many years of work to cement basic human rights for women and girls. ⁷ The collection of sex disaggregated statistics across all sector areas maintained in a commonly shared and easily accessible database is one of the primary means of ensuring gender issues are recognizable across all sectors, but there is currently a lack of capacity for the collection of reliable data.

In this document, UNESCO details its continued contributions to Afghanistan's development efforts for 2013-2105 as the country embarks on the process of transition and transformation. The Office in Afghanistan has received funds and pledges for the period 2013-15 that will allow it to maintain the same level of qualitative and quantitative contribution to Afghan development, in cooperation with its partners.

⁶ The United Nations Assistance Mission in Afghanistan (UNAMA) report 'Still a Long Way to Go: Implementation of the Law on Elimination of Violence against Women in Afghanistan' 2012

⁷ UNWomen Afghanistan

SECTION II
PAST & PRESENT
COOPERATION-LESSONS LEARNT

UNESCO's activities in Afghanistan fall within three main areas: education, culture, and communication and information. By working closely with development partners, donors and civil society to support the Government of Afghanistan, progress has been made in the areas including natural sciences.

Education

A strong, equitable and balanced education sector is essential to peace, economic growth and social development in Afghanistan. The effects of three decades of war have impinged upon the development of a quality based education system, exacerbated levels of illiteracy and weakened access to education.

Afghanistan has made significant progress toward achieving some of the MDGs, particularly in education, with more than eight million children enrolled in school. Furthermore, Afghanistan has ratified the 1960 UNESCO Convention against Discrimination in Education and intensified its efforts to reinforce the legal, policy and administrative frameworks of the right to education. The mobilization of the State towards the elimination and the prevention of discrimination in education are very encouraging for the future.



Progress in four subsectors 1390/2011 ⁸

| Indicator | 1389/2010 | 1390/2011 | % change |
|--------------------------------------|--------------|-----------|-------------|
| Students Primary & Secondary* | 7.101.461 | 7.486.038 | 5,4% |
| Female | 2.709.912 | 2.903.443 | 7,1% |
| GPI | 0,62 | 0,63 | 2,7% |
| Students TVET | 25977 | 41083 | 58% |
| Female | 4125 | 11092 | 169% |
| GPI | 0,19 | 0,37 | 0,95 |
| Literacy learners | 611461 | 557.574 | -8,81% |
| Female | 356134 | 295.573 | -17,0% |
| GPI | 01.39 | 01.12 | -27% |
| Students Higher Education | 63837 | 77377 | 21.2% |
| Female | (2008): 9991 | 15025 | Av/Yr 16.7% |
| GPI | | 19.4 | |
| Teachers Primary & Secondary | 162.314 | 172.921 | 6,5% |
| Female | 49.924 | 54.436 | 9,0% |
| GPI | 0,44 | 0,46 | 3,4% |
| Teachers TVET | 1185 | 1439 | 39% |
| Female | 304 | 358 | 8% |
| GPI | 0,35 | 0,25 | -10% |
| Literacy facilitators | 17889 | 15149 | -15.3% |
| Female | 10387 | 7706 | -24% |
| GPI | 01.38 | 01.05 | -24% |
| Faculty Higher Education | 3023 | 3160 | 0,05 |
| Female | | 640 | 15.2% |
| GPI | | 00.20 | 17.9% |
| Budget execution Primary & Secondary | | 76% | |
| Budget execution TVET | 92% | 75% | -18% |
| Budget execution Literacy | | 71% | |
| Budget execution Higher Education | 71% | 69.8% | -2% |

For 1390 the GPI based on the total of boys and girls enrolled in General, Islamic and CBE is 0.68. Comparable numbers were not available to calculate the same ratio for 1389

* Includes general, Islamic and CBE

⁸ Education Joint Sector Review 2012

Nonetheless, only one in three girls is enrolled in school and there are not enough female teachers to serve the population's needs. Some of the key challenges for education include: poor attendance and transition rates from primary to lower- secondary; few pre-school teacher education and training programmes; few female/minority background teachers in many parts of the country which leads to poor enrolment and attendance rates for girls and minorities; lack of monitoring of learning achievements; and lack of data on education to inform policy-making. The prevalence of discrimination in education and the lack of security around schools constitute another barrier to the full enjoyment of the right to education.⁹

In 2012, UNESCO Kabul and IIEP supported the first-ever Education Joint Sector Review (EJSR), which was initiated by Afghanistan's Human Resources Development Board (HRDB)- a working group consisting of government counterparts and development partners discussing key issues pertinent to human development concerns. The EJSR was the highest-level instrument for evaluating the performance of the sector. Performance was gauged against the achievement of the goals and targets set out in sub-sector strategic plans of the four education sub-sectors in Afghanistan:

- TVET
- Higher education
- Literacy
- Primary and secondary education

The findings and recommendations of the EJSR 2012 were shared with the Government of Afghanistan to be used for policy-making. The main findings of the report found that there is a great need for more funding for the education sector and that the sector suffers from insufficient horizontal structural coordination and overlapping of programmes and departmental structures. The review also found that there is a need to address the institutional capacity and human resources of the government and gender and rural/urban/regional disparities in resource allocation and education.

Afghanistan has endeavoured to take necessary action to reinforce its national legal framework pertaining to the right to education and became State Party to the UNESCO Convention against Discrimination in Education in 2010. Within the framework of the Eighth Consultation of Member States, Afghanistan also submitted a state report in 2013 on the measures taken for the implementation of the Convention.

Regarding constitutional provisions, the protection of the right to education is specified in Chapter II of Afghanistan's 2004 Constitution. Indeed, according to Article 43, "Education is

⁹ Concluding Observations of the Committee on Economic, Social and Cultural Rights, op. cit., p.9

the right of all citizens of Afghanistan, which shall be offered up to the B.A. level in the state educational institutes free of charge by the state. To expand balanced education as well as to provide mandatory intermediate education throughout Afghanistan, the state shall design and implement effective programs and prepare the ground for teaching mother tongue in areas where they are spoken". Article 17 of Chapter I adds that "The state shall adopt necessary measures to foster education at all levels, develop religious teachings, regulate and improve the conditions of mosques, religious schools as well as religious centres".

With a view to reinforcing its national legal framework, Afghanistan requested assistance from UNESCO for the elaboration of the Education Law of 1387 (2008), which focuses, inter alia, on the right to education without discrimination, the implementation of a nine-year basic education system and on quality education. Policies and programmes aimed at eliminating discrimination at all levels of education and at providing children with equal educational opportunities have been devised. The education policy is encompassed in the National Education Strategic Plan (NESP) 1385-1389 (2006-2010) which is "the direct response by the State on how it will fulfil its obligation according to the Constitution and education law". The current NESP was updated in 2008 to introduce the concept of inclusive education and is on-going (Updated National Education Strategic Plan (NESP) for Afghanistan 1387-1391 (2008-2013)).

These programs are devised in line with the Afghan MDGs, in respect of which the Government commits to ensure that all children can complete a full course of primary education throughout the country by 2020 and increases its efforts to eliminate gender disparities in all levels of education no later than 2020. As a sign of this commitment, the rejection of previous restrictions on female education and the efforts deployed by Afghanistan to guarantee free and compulsory basic education have already resulted in an increase in school enrolment.

UNESCO is one of the key education development partners in Afghanistan. It continues to support literacy, higher education, technical and vocational education training (TVET), inclusive education, and peace education. UNESCO provides support planning, implementation, management and monitoring of educational programmes assisting the line ministries to build their institutional capacity for long-term educational development in Afghanistan. UNESCO also supports direct operational implementation with government counterparts.

UNESCO's Education unit supports literacy, higher education, technical and vocational education training (TVET), inclusive education, and peace education. UNESCO also provides support to planning, implementation, management and monitoring of educational programmes, assisting the line ministries to build their institutional capacity for long-term educational development in Afghanistan.



Capacity Development for Education Sector Planning

UNESCO Kabul cooperates with the UNESCO International Institute for Educational Planning (IIEP) to support the Ministry of Education (MOE) in developing its planning capacity at central as well as decentralised levels under a three-year (2010-2013) tripartite agreement funded by Denmark. IIEP supported the development of the second National Education Sector Plan and the National Education Interim Plan. This was key to Afghanistan's membership of the Global Partnership for Education (GPE) in 2011, yielding a \$56 million GPE grant.

From 2011-2012, over 1,000 MOE staff from central, provincial and district education offices were trained in subjects such as basic educational planning, monitoring and reporting, enabling provincial education plans to be drafted. Within the partnership between UNESCO, IIEP, Denmark and the MOE, a team of ten national technical

assistants is embedded at the Department of Planning and Evaluation. This team is central to the Ministry's daily planning and in high-profile tasks such as drafting Afghanistan's National Education Strategic Plans (NESP).

2013 will see a move towards more in-depth, higher quality training at a three-month National Training Programme in Educational Planning and Management in Kabul for 40-50 provincial-level MOE staff every three months, altogether at total of around 200 staff.

Promoting Inclusive Education in Afghanistan: Literacy and Non-Formal Education

The Literacy Initiative for Empowerment (LIFE) - a global initiative developed and implemented by UNESCO to address literacy issues worldwide - was adopted in Afghanistan as a national literacy framework for all stakeholders. Under the umbrella of LIFE, UNESCO implements projects in close-collaboration with the MOE including:

The Programme for Enhancement of Literacy in Afghanistan (ELA)

ELA is a national, multi-donor funded programme which has, since its inception in 2008, increased the literacy levels of over 600,000 learners, more than 60% of whom are women. The overall objective of ELA is to contribute to building a peaceful, secure and sustainable Afghanistan through massive literacy interventions that will:

- enhance literacy skills;
- promote income-generating skills;
- ensure self-sustainability; and
- empower Afghans to be active participants of society.

National Literacy Strategy

In order to address the diverse needs of learners and the rapid socio-political changes in Afghanistan, the ELA programme has helped the Literacy Department of MoE in developing the first National Literacy Strategy, (2014- 2020). ELA is in the midst of revising the national literacy curriculum with the Literacy Department and other literacy partners.

As a catalyst for change and reform for long term

development of literacy in Afghanistan, ELAIII is aligned with the priorities of the National Literacy Strategy, National Education Strategic Plan and the Afghan National Development Strategy. This next phase of ELA focuses on the development of demand-driven literacy provision, institutional capacity development, advocacy and policy inputs, and monitoring and evaluation in order to sustain quality literacy provision for the estimated 11 million illiterate population of Afghanistan. The addition of skills-based literacy embeds literacy and numeracy within specific vocational contexts, helping to increase the practical application of these skills. This will considerably broaden the impact of the programme as well as dramatically increase the employability of learners.

ELA achievements

ELA has trained just over 627,334 learners across 18 provinces of Afghanistan. Of these learners, approximately 60% are women. In addition, ELA has engaged in capacity building activities that include the training and professional development of more than 13,000 facilitators. Over 200 central and provincial/district-level staff have been trained in monitoring and evaluation as well as financial management. Within the context of transition, provincial and district government staff, along with MoE-Literacy Department's Teacher Training Department, have been trained as Master Trainers to enhance expertise in literacy curriculum planning and participatory teaching methodologies.



Literacy Empowerment for Afghan Police

As Afghanistan prepares for the reduction of foreign troops, it is crucial to have a more professional police force. The Afghan National Police (ANP) must be able to transition from merely a counter-insurgency focus to one of a civilian force able to participate fully in democratic policing. The Literacy Empowerment for Afghan Police (LEAP) programme is an extra-budgetary project funded by the Japanese Government. The overall objective is to provide intensive literacy training to police literacy facilitators in order to enhance the delivery of literacy provided to the Afghan National Police (ANP). By 2013, LEAP will have trained 500 literacy facilitators in 19 provinces who will conduct literacy training for 20,000 patrolmen/patrolwomen.

LEAP has developed pre-service, in-service and refresher trainings and Train the Trainer (ToT) manuals. Using the classic cascade approach, Master Trainers are trained at the central-level and will, in turn, provide enhanced skills training to police literacy volunteer teachers throughout Afghanistan who are delivering classes for patrolmen/women in the Afghan National Police. The intention is to support these literacy trainers by introducing creative methodologies which will make classes stimulating, memorable and effective.

18 issues of a monthly newsletter and six issues of a quarterly magazine have been published

and distributed to 35,000 beneficiaries to help them sustain their literacy skills and equip them with productive and marketable skills. LEAP thereby aims to improve ANP officers' livelihoods and contribute to the peaceful, secure and sustainable nation-building of Afghanistan. LEAP is implemented in partnership and through collaboration mechanisms between the Ministry of Interior and the Ministry of Education.

Technical and Vocational Education and Training (TVET)

The UNESCO Office in Afghanistan has renewed focus on developing skills for employment for youth and those who missed out on the chance to be educated formally during the years of conflict in Afghanistan. In 2014 the National TVET Strategy will be launched to guide the government and key development partners in providing TVET. Renewed focus for TVET in Afghanistan is possible through the CapEFA mechanism financed by pooled funds from Denmark, Finland, Norway, Sweden and Switzerland. The programme was first introduced to Afghanistan in 2010 to develop government capacity for policy, planning, coordination and monitoring and evaluation.

UNESCO Kabul works with the Deputy Ministry of TVET (DMTVET) under the MOE and Ministry of Labour, Social Affairs, Martyrs and Disabled (MOLSAMD) to support TVET activities in

Afghanistan. The overall objective of the TVET programme is to a) contribute to its quality improvement; b) strengthen national capacity in policy, planning and delivery system; and c) ensure long-term and equitable development.

As of December 2012, UNESCO has provided capacity building training to 18 directors and 155 mid-level managers (central/provincial) in policy development, monitoring and evaluation and programme management via its programme for Capacity Development for Education for All (Cap-EFA). In addition, a UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC) has been established at DMTVET, while work is underway to establish the first-ever community college.

Higher Education

UNESCO supports the Ministry of Higher Education (MoHE) in a number of policy activities, including but not limited to: the establishment of quality assurance and accreditation systems and support to Afghan universities in maintaining institutional autonomy. UNESCO supported the

MoHE in developing its five-year National Higher Education Strategic Plan (NHESP). To sustain efforts for the development of quality higher education, UNESCO continues to focus on the institutional capacity development of MoHE.

Peace and Human Rights Education

Based on a request from the MOE Teacher Education Department (TED), UNESCO has developed a curriculum for peace and human rights education for the Teacher Training Colleges. The curriculum has been drafted and shared with the TED and is ready for use in 2014. The curriculum for peace and human rights education in cooperation with GIZ and MoE has been completed and endorsed.

The Teacher Education Directorate (TED) of the Ministry of Education held a Training of Trainers (ToT) workshop in November 2013 on the newly developed peace education and human rights course for Teacher Training Colleges (TTCs). Previously, this compulsory subject was taught with non-standardized materials. With the support of UNESCO and Afghan-German Cooperation, the TED has developed a course outline, syllabus, and resource materials that will be rolled out nation-wide. A core trainer team will be trained to educate TTC lecturers in all of Afghanistan's provinces in the coming year.

Education Country Assessments

UNESCO Kabul and IIEP supported the first education joint-sector review (EJSR). The findings and recommendations of the EJSR 2012 were shared with the Government of Afghanistan and the donor community to be used for policy-making and to direct funding to priority areas. The report found that there is a great need for

more funding for the education sector and that it suffers from insufficient horizontal structural coordination and overlapping of programmes and departmental structures.



CULTURE

Recognizing the cultural diversity of Afghanistan through heritage is fundamental to finding a pathway to peace and stability. The focus in Afghanistan on tangible and intangible aspects of culture and heritage can provide the seeds of understanding and dialogue for a more knowledgeable society. Cultural heritage is a core element in the reconciliation dialogue for many communities and it can provide important resources to restore the links and lives broken by war. Cultural systems are remarkably resilient and at their deepest level, they reflect local values and traditions, but in fragile and conflict situation they also reflect the evolving dynamics of local power. UNESCO is currently assisting the Ministry of Information and Culture with the preservation and restoration of Afghan heritage, through the building of local capacities on heritage and cultural management with the support of the governments of Italy, Japan, Korea and Switzerland. UNESCO will continue to advocate for concerted conservation and sustainable development efforts for sites on both the World Heritage List and Tentative List and the necessary international assistance required.

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 property 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 in Afghanistan to implement international conventions already ratified 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. UNESCO continues to support the government towards the overall goal of full implementation of international agreements and Conventions in the field of culture to which they are a State Party.

Afghanistan has endeavoured to take the necessary measures to reinforce its national legal framework and is also 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 of heritage in general and against illicit trafficking and 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). As a consequence, it is recommended that Afghanistan becomes party to those international instruments reinforcing the protection of cultural heritage during hostilities. The quality of being party to the Second Protocol would enable Afghanistan to be eligible for the Committee for the Protection of Cultural Property in the Event of Armed Conflict, to submit cultural property for the granting of enhanced protection and to submit a request for international or other categories of assistance.



Institutional Arrangements and Coordination

The Afghan authorities requested UNESCO to assist them with the coordination of international efforts in the field of culture through the creation of the International Coordination Committee for the Safeguarding of Afghanistan's Cultural Heritage. This Committee and the subsequent establishment of Expert Working Groups for Herat, Jam and Bamiyan have assisted in channelling and streamlining funding towards priority activities in sites across the country, two of which have now been admitted to the World Heritage List.

A key benefit of these coordination mechanisms has been the increased participation and leadership of a range of Ministries and local

authorities to optimise the use of culture as a resource for development and to advocate for a more comprehensive and integrated collaboration between Afghan authorities at the national and provincial levels, as well as a range of stakeholders from community representatives to implementing partners.

All UNESCO projects include training components and technical assistance to cultural heritage safeguarding activities and are implemented in full cooperation with the Ministry of Information and Culture, the Ministry of Urban Development, provincial authorities and key scientific institutions.

Safeguarding of Tangible Cultural Heritage

UNESCO's strategy for tangible heritage 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 and diversity of different segments of Afghan society. UNESCO is therefore focusing significant efforts on monument preservation, implementing projects in partnership with the Department of Historical Monuments (MoIC) to improve the state of conservation of key monuments and sites across the country. Training and capacity development initiatives associated with conservation activities also help to strengthen

the technical capacities of the Afghan experts charged with the responsibility of their on-going management and maintenance.

The implementation of the Convention concerning the Protection of the World Cultural and Natural Heritage (1972 Convention) plays a key role in highlighting tangible heritage of Outstanding Universal Value in Afghanistan, as well as in setting standards for protection of sites on the national cultural heritage registry. Two sites thus far- the Minaret and Archaeological Remains of Jam and the Cultural Landscape and Archaeological Remains of the Bamiyan Valley





– have been inscribed on the UNESCO World Heritage List and List in Danger respectively in 2002 and 2003, generating international support for safeguarding activities. Afghanistan has put four other sites on their Tentative List of World Heritage Listing (City of Herat, City of Balkh, Band—Amir and Bagh-e-Babur) and conservation and rehabilitation efforts are on-going in all these sites by the Ministry of Information and Culture.

UNESCO presently carries out large-scale conservation activities in various provinces. In the World Heritage site of Bamiyan, UNESCO continues to advocate for the enhancement of conservation practices, urban planning and management across the entire Valley and in relation to the World Heritage property. Many sites in Bamiyan remain in danger from erosion and urban encroachment and require on-going action and further international support to ensure the long-term preservation and appropriate development of the Valley and its heritage. UNESCO's operational projects in Bamiyan are currently supported by Italy and Japan.

In Jam, Italy and Switzerland supported conservation activities for the Minaret of Jam and the construction of gabion walls to protect its base from flooding. However, seasonal and flash flooding remain a constant threat to the Minaret and the archaeological site associated with it, requiring further international support for the long-term stabilization and protection of the Minaret and its surrounds. UNESCO is developing a

long-term solution to extend and strengthen the gabions to resist the higher flood levels that we have witnessed in Jam in recent years for which we will seek donor support from 2013 onwards.

In Herat, Italy also financed an emergency stabilisation of the 5th Minaret in the Musalla Complex. The Minaret is now stable, although it remains in particular danger from natural disasters and inclination. The Minaret now requires a long-term solution to ensure its stability and survival for future generations and UNESCO has developed an intervention strategy for the monument for implementation from 2013 onwards.

The project for the rehabilitation of the Gawhar Shad Mausoleum, financed by Norway, was completed in 2011, although the cupola remains at particular risk of water infiltration for the longer term. The four standing Minarets of the Hussein Biazara Madrassa which is part of the Musalla Complex as well, require full documentation and conservation measures for the remaining tiles that continue to fall.

Significant monuments and sites across Afghanistan remain at risk of collapse and further terminal deterioration unless action is taken in the coming years. There are clear priority areas which include most of Afghanistan's major cities, of which Herat was given as an example above, but also includes hundreds of important archaeological sites scattered across the country in often isolated environments.

The culture programme of UNESCO in Afghanistan will continue to assist the Ministry of Information and Culture (and other relevant government departments and Ministries) in developing conservation projects with in-built

training and capacity development components for management and coordination that aim to safeguard as much tangible heritage as possible across the country.

Safeguarding Intangible Cultural Heritage

UNESCO provides technical advice to the Ministry of Information and Culture in the context of the implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage (2003). UNESCO has assisted in the creation of a policy framework that outlines methods and procedures for the documentation, promotion and safeguarding of intangible cultural heritage.

Upon ratification of the Convention by Afghanistan (2009), UNESCO initiated the preparation of an inventorying of traditional music that has been continued by the government and other stakeholders with the aim to document and safeguard this particular living heritage, but many other elements of intangible cultural heritage including oral traditions and mythology require attention.

UNESCO has also conducted several training workshops in order to assist the country in building its capacities for the revision of its policies and legislation and the redesign of the institutional infrastructure to cater to the needs of intangible cultural heritage safeguarding. The workshops addressed not only the government officials, but also experts, NGOs and local communities interested in safeguarding their living heritage.



Museum Development and Combating Illegal Trafficking of Cultural Property

UNESCO has endeavoured to support Afghan museums through the rehabilitation of the buildings of the National Museum of Afghanistan in Kabul and the provision of equipment and training in inventorying and conservation to Afghan museum professionals since 2002. UNESCO also completed the rehabilitation of the Museum of Islamic Art in Ghazni in 2011 with the support of the Government of Italy.

Museum infrastructure has therefore been significantly improved and the basis for the long-term conservation of the collections created. However, it is clear that the capacity of the National Museum to handle all of the new material coming from such sites as Mes Aynak in Logar and others needs to be improved. Regional museums also need to be established to enhance understanding and dialogue amongst the various populations in Afghanistan and as a repository for the important material being uncovered in conservation and excavation in various provinces of the country.

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 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. Many such collections have now been returned and we will facilitate further returns in the coming years.



Promoting Intercultural Dialogue through the Silk Road Online Platform

Regarding the role of Afghanistan vis-à-vis the Greco-Roman, Buddhist, and other civilizations alongside the historical Silk Road, this heritage can serve as a basis of strengthening the historical role of Afghanistan in the region and promote its identity as a trade route and peaceful coexistence between various cultures religions. The Silk Road Online Platform provides Afghanistan the opportunity of promoting its

tangible and intangible heritage of the Silk Road around the world. Moreover, it provides the Afghan institutions, scholars, artists and especially the Youth possibility of sharing and promoting their knowledge on the Silk Road with the local communities alongside the Historical Silk Road and beyond.



COMMUNICATION AND INFORMATION

Freedom of expression is essential to promoting peace, raising awareness about and challenging human rights violations and holding government accountable. Promoting freedom of expression and fostering information and communication capacities for universal access to knowledge to bridge the digital divide are central elements of UNESCO's contribution through communications and information activities in Afghanistan.

In support of these goals, and in line with the UNDAF which calls on increased capacities for media to raise government accountability, UNESCO has undertaken a number initiatives to provide technical support to Afghan media and institutions, including the state-broadcaster, Radio Television Afghanistan (RTA) and the Ministry of

Education's broadcasting arm, Educational Radio Television (ERTV) Afghanistan, which produces teacher education programming. ERTV and the Teacher Education Department of the MOE produced audio-visual programmes that were distributed to 37 TTCs and 3,000 schools. To encourage the enrolment of women in Teacher Training Centres (TTCs), these audio-visual programmes featured female experts to provide suitable role models for female teacher students to emulate.

UNESCO Kabul implements a number of communication and information projects aimed at building inclusive knowledge societies through the promotion of media, information and communication technologies.



Educational Radio and Television Afghanistan (ERTV)

With financial aid from the Government of Italy, UNESCO has supported Educational Radio and Television (ERTV) in developing an educational broadcasting infrastructure and distance education services in Afghanistan.

ERTV has received support to upgrade its premises through the provision of equipment and internet services. ERTV has also received in-house and overseas training in television and radio techniques to upgrade and expand coverage to remote areas.

In coordination with the MOE Teacher Education Department, UNESCO implemented a project to support ERTV's production and broadcasting capabilities. ERTV produced 208 radio and 32

long-distance television programmes on four subjects: literacy, psycho-social awareness, Islam and peace. A special emphasis was placed on reaching female educators. The Teacher Education Department (TED) identified female experts to contribute to the production of programmes featuring female educators.

These programmes reached teachers in the provinces via six radio transmitters in six provinces as well as Multimedia Mobile Units (MMUs) based in Teacher Training Centers (TTCs) nationwide. Today, ERTV is airing 13 hours of programming for TV and 24 hours on radio daily.

Radio Television Afghanistan (RTA)

UNESCO strengthened the editorial independence of Radio and Television of Afghanistan (RTA) and supports the transition of RTA into a Public Service Broadcasting. The RTA project has also been one of the main projects supported by the Government of Italy.

UNESCO projects supported RTA with computers and a fibre optic network, equipment, technical trainings and FTP facility for its provincial branches. RTA received training and capacity building on journalism and technical trainings delivered by the Asia Pacific Institute for Broadcasting

Development (AIBD) and the Islamic Republic of Iran Broadcasting (IRIB). RTA requested further training with a more specific focus on maintenance. Additional trainings covering website content management system (CSM) for the RTA website and graphic design training were also delivered.

Seventeen separate trainings were delivered for a total of 51 weeks, including practical maintenance and engineering workshops. More than 150 RTA personnel took part in the trainings, which were conducted in-house in RTA and in IRIB's headquarters in Tehran, Iran. This training focused on delivering capacity-

building in engineering, technical maintenance, set-design, make-up and costume presentation as well as some production training for news reports, programme producers and children's program producers.

UNESCO established a fully-equipped, professional Training Centre in RTA to serve as the main training infrastructure for various capacity-building initiatives implemented with assistance from UNESCO's International Programme for Development of Communication (IPDC).

Media Law

UNESCO works with the Government of Afghanistan, the international community and Afghan media professionals to develop a policy framework to support media pluralism and to develop institutions that would ensure media accountability based on self-regulation accountability systems. It also includes UNESCO's commitment to gender equality and women's empowerment through gender-specific programming and gender mainstreaming with action in all of its fields of competence, safety of media workers and capacity development programmes.

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 related to laws and regulation affecting media and freedom of expression in Afghanistan. UNESCO was also one of the main facilitators of the Media Law Working Group in 2008, which played a key role in encouraging broad and informed discussion on issues facing media regulation in Afghanistan and included many suggestions which were eventually included in the law that went before the Parliament and was passed in August 2008 by the Lower House.



Support to strengthening, free, pluralistic and responsible media

Within its regular programme, UNESCO has supported the capacity building of journalists from Kabul and the provinces. The training provided practical and theoretical hands on training on code of ethics, the role of media in peace building and

in the upcoming elections, enhancing effective communication and networking among media professionals, journalists' safety and security and reporting were also key aspects of the training.

World Press Freedom Day

UNESCO also supports the celebration and organization of the World Press Freedom Day. In 2010, the objective of the event under the theme of "Dialogue, Mutual Understanding and Reconciliation" was to offer stakeholders in media and journalists a forum to deliberate on the achievements, present issues and challenges and discuss a way forward to building peace and

democracy in Afghanistan through the promotion of press freedom and freedom of expression. In 2013 UNESCO also supported the theme 'Safe to speak- Securing Freedom of Expression in All Media'.

World Radio Day

On 13th February 2013 UNESCO Kabul Office along with the Radio Television of Afghanistan (RTA), Ministry of Information and Culture (MoIC), celebrated the first World Radio Day in Kabul. Radio professionals and stakeholders, journalists' associations, the media and the officials of the Afghan government and the international community had gathered to celebrate the first World Radio Day in Afghanistan.

Some Radio professionals from BBC and Radio Arakozia addressed the event and called for increased focus on the use of radio and other communications tools in the country. The

achievements of the media sector in past decade were highlighted.

In December 2012, the United Nation's General Assembly endorsed UNESCO's proposition to announce 13 February as the World Radio Day and Afghanistan was amongst those countries who celebrated today the first-ever such event.

Building inclusive knowledge societies through media, information and communication technologies

With support from UNESCO Kabul's Communication and Information Section, Afghanistan hosted a four-day Regional Open Source Software Conference-Central Asia (ROSCCA) from 15 -18 October 2010— this was the first such initiative in the country as well as the region. The Afghan Ministry of Communication and Information Technologies (MCIT), National ICT Alliance of Afghanistan (NICTAA), along with Open Source Afghanistan and UNESCO Kabul Office's partnership, jointly facilitated and organized the conference. Experts on Information and Communication Technology (ICTs) from regional countries including, Afghanistan, Nepal, Iran, India, Pakistan, Tajikistan, Kyrgyzstan and with participation of delegations from Italy and

the USA attended the conference with the aim of developing a shared understanding and forming a regional open source alliance. The panels also focused on Innovative use of Free and Open Source Software (FOSS) Technologies—FOSS for Organizations, and FOSS for Socio-economic Development and FOSS for Education.

During the four day conference participants shared their experiences and country reports on using open source and under a declaration formed the regional open source alliance. They called for more attention of policy makers, civil society as well as media to contribute to awareness raising of open source and taking specific steps to facilitate wide use of FOSS technology in the future.

Capacity Development of Afghan Media

UNESCO has implemented the following projects within the framework of the IPDC.

- Support to Kabul Weekly with equipment and training, enabling the paper to deliver rapid, modern and high quality information.
- Roz, a women's magazine, was supported and provided assistance to develop the marketing and advertisement skills of staff. Eight Journalists were trained in editing, report writing, marketing which made notable changes in the content of the magazine covering news on women's issues, rights and their active participation in the society and increased the income for the magazine as well.
- UNESCO computerised and modernised the state-run media Bakhtar Information Agency.
- An internet cafe at the womens-run Radio Quyaash in Faryab province was supported through capacity build-

ing for the radio staff, in the use of information and communication technology.

- UNESCO contributed to the project 'Mirror of Women' implemented by Nai Supporting Open Media in Afghanistan whose aim was to strengthen skills for the design and implementation of a radio programme entitled "Mirror of Women" in four provinces across the country. The ultimate goal of the project was to increase awareness of issues confronting women in Afghanistan.
- The Voice of Afghan Women, a non-governmental organisation based in

Kabul, was set up in 2002 by Afghan female journalists with support from UNESCO. This included training, provision of equipment and launching of the first Afghan Women Radio station. The association seeks to strengthen women's role in the media and contribute to their enhanced status in society.

- UNESCO established internet facilities and Computer Training Centres at Kabul University and the Ministry of Education (MOE) in Afghanistan. Also, through this project, more than 1,000 Afghan officials were trained at the MOE and Kabul University.

The Environment and Natural Sciences

UNESCO has been working with the government, via the Ministry of Energy and Water, to establish a National Committee for the International Hydrological Programme (IHP) and has also facilitated water resource management for the Kabul basin. Technical training in modelling and the use of GIS and remote sensing was also provided. Afghanistan is part of the Asian G-WADI Network and took part in two training sessions provided by the G-WADI Secretariat through the Chinese Academy of Sciences and the Beijing Office, with a donation of SuperMAP software. The Asian G-WADI network is working closely with

the Afghan IHP to build capacity in hydrological monitoring and forecasting. There are further priority areas identified where UNESCO could intervene including (1) the protection and revitalization of traditional hydraulic systems, such as Qanats, (2) there is currently no Man and the Biosphere Programme (MAB) in the country, but there is potential for UNESCO to work with the government to identify potential sites for biosphere reserves, (3) on science, technology and innovation (STI), a national STI policy could be developed in collaboration with higher education.



SECTION III

Proposed Cooperation Framework

UNESCO will continue its activities to assist Afghanistan in meeting the goals of the ANDS and NPPs as the Government transitions to assuming full responsibility for security and governance as detailed in the Tokyo Agreement

of 2012. In 2013-2015, UNESCO will expand its assistance in key sectors of education, culture and communications and information. The following areas of action are based on funds secured or pledged.

EDUCATION

It is UNESCO's aim to contribute to strengthening the Government's capacity in planning, managing, implementing and monitoring education at all levels including formal and non-formal.

Taking into consideration the country's priorities, and in line with its Programme and Medium Term Strategy, UNESCO supports the achievement of the EFA goals- a global commitment to provide quality basic education for all children, youth and adults.

As the lead agency coordinating the global EFA movement, UNESCO is committed in

supporting the Government of Afghanistan in reforming its policies and implementation strategies in four strategic areas where the Organisation has demonstrated expertise, competence, and an effective track record in the country through its Afghanistan Office and IIEP, one of its specialized institutes:

1. Expanding literacy access;
2. Skills development and transition from education to work;
3. Higher education;
4. Planning and management.

The Programme for Enhancement of Literacy in Afghanistan (ELA)

ELA is a national, multi-donor funded programme which has, since its inception in 2008, increased the literacy levels of over 600,000 learners, more than 60% of whom are women. The next phase of ELA (2014-16) is funded through the support of the Government of Japan with a total of US\$20 million and with US\$9.3 million from the Government of Sweden. ELA will expand its activities to 27

provinces, providing courses in basic literacy, numeracy and skills to a further 580,000 adult learners. This will substantially contribute to achieving the targets of the Government to increase the level of adult literacy from the current figure of 36% to 60% by 2020 in line with EFA targets.



LEAP

The next phase of the Literacy Empowerment for Afghan Police (LEAP) project, which is supported by the Government of Japan (US\$ 3 million) aims to provide technical expertise in enhancing the delivery of literacy training to Afghan National Police (ANP) to 500 Afghan National Police (ANP) and law enforcement officers in Kabul and 18 other provinces. In order to assure the sustainability of the programme, the Afghan Ministry of Interior with technical support of UNESCO is currently in the process of institutionalizing the literacy training in the Ministry and station three (3) Senior Master Trainers in Kabul and a Master Trainer in each of the targeted 18 provinces.

Under the current phase UNESCO is designing an assessment model of how best to access the quality of the project. An assessment using under a pilot project is under consideration and would see the selection of a provincial district

to measure attendance and levels of literacy and numeracy by Afghan National Police as well as participation of female police officers. The proper acceptance of female police officers in ANP is proving challenging and this assessment will be a good way to gather data based on female participation, which is crucial to UNESCO's ability to evaluate its contribution to gender equality and also steps taken on the elimination of Gender Based Violence (GBV).

CULTURE

In the cultural context of Afghanistan, where decades of war were triggered by cultural differences and different ethnic and religious identities, the integration of culture into sustainable development strategies and policies brings an inclusive approach to development, in addition to serving as a powerful socio-economic resource. Therefore, UNESCO believes that cultural projects should be a critical part of post-conflict reconstruction and reconciliation efforts. In order to endorse culture as a tool to solve conflict in 2013-2015, UNESCO will continue to contribute to development and peace through its cultural programmes listed below.

The projects for safeguarding tangible heritage (both Buddhist and Islamic Heritage) play a central role in the promotion of intercultural dialogue and a culture of peace in the country, as well as in strengthening national identity. Heritage development projects at sites across the country-including Ghazni, Bamiyan, Jam and Herat- are assisting the Afghan Government efforts towards the goal of “unity within diversity” as a basis for a peaceful Afghanistan.

UNESCO has long earmarked the Bamiyan World Heritage property as a demonstration project that can bring together the various elements of cultural history of the nation to emphasize understanding and mutual respect

between diverse communities.

In 2013, in Bamiyan, UNESCO will continue implementing a Japan-funded project to stabilize the Western Buddha niche, and an Italian-funded restoration project at the Islamic citadel of Shahr-e-Gholgholah, while continuing to advocate for the restoration and preservation of the historic city of Zohak, as well as to provide technical assistance in the finalization of the Management Plan for the World Heritage property of Cultural Landscape and Archaeological Remains of the Bamiyan Valley in order to bring forward a holistic approach to culture for development and to promoting a culture of peace in Afghanistan. In 2014, the building of a museum and cultural centre in Bamiyan will not only provide a place to display artefacts, but also contribute to nation building by establishing an understanding of different cultural identities.

In Herat, the Musalla Complex as a whole will undergo restoration interventions, once again supported by the Government of Italy. The site requires further intensive conservation and restoration of its key monuments, its archaeological remains and harmonization with its urban setting and environment. UNESCO is also advocating for safeguarding as much as possible of the historic town of Herat for possible inscription in the World Heritage List.

UNESCO’s large-scale restoration projects



سید سلطان
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for monuments provide vocational training for restoration of historical monuments and result in having skilled restaurateurs in cities such as Bamiyan and Herat where UNESCO conducts large restoration projects. Such skills play an important role in sustainable livelihood of the local communities.

In its assistance to the NPP Governance cluster for “support to the traditional institutions” UNESCO will seek to mobilize extra-budgetary funding in order to carry out further training workshops for the strengthening of national capacities for the safeguarding of intangible cultural heritage focusing in particular on local communities and bearers of living heritage.

From 2013 to 2015, in order to enforce the rule of law in Afghanistan and under an Italian-funded project, UNESCO will train customs officers from all over the country to fight illicit trafficking of antiquities. These steps will contribute to law enforcement efforts in the country as well as to protecting the historic treasures which are a source of pride and national identity for Afghans. UNESCO will continue its fund-raising efforts to promote a comprehensive law enforcement project to fight against illicit trafficking of Afghan antiquities at the national, regional and international levels. Such a project will be implemented in partnership with the four Ministries of Justice, Interior Affairs, Finance and Information and Culture.

In 2014, a UNESCO project to build the Bamiyan Museum and Cultural Centre will take place. This is in partnership with the MoIC through funding of US\$5.4 million from the Republic of Korea. The Bamiyan Cultural Centre will provide a modern space for showcasing archaeological and ethnographic artefacts. This multi-purpose state-of-the-art cultural complex will also be an adaptable space for the local community in Bamiyan from young school children and visiting scholars to national and international organisations wishing to hold conferences. The centre will also provide opportunities to local people who can be trained in arts and crafts, conservation, as well as skills for employment in the culture and tourism industries.

Moreover, UNESCO plays an important role in urban planning of historic cities and is being regularly consulted by Ministry of Urban Development on this matter. UNESCO has been assisting the Ministry of Urban Development in preparing a comprehensive management plan for the historic city of Bamiyan and plans to complete such management plans for the historic cities of Herat and Balkh by 2015.

UNESCO is also assisting and advising the Afghan Government in elaborating plans and intervention strategies to meet new challenges posed in heritage management where potential extractive industries and archaeological material coexist.

Finally, although tourism currently does not play a major role in the development of Afghanistan, in order for the country to count on its tourism revenue in the future, its cultural heritage should be preserved and restored now; to this end, UNESCO is advocating for the preservation

of cultural-both tangible and intangible- and natural heritage and has established strong partnership with several ministries and also international agencies active in the field.

COMMUNICATION AND INFORMATION

In 2013-2015, UNESCO with the support from Italy will continue its backing of ERTV in line with the vision statement of the MOE as articulated in its National Strategic Education Plan for 2010-2014 and the National Priority Programmes (NPPs), which is to improve access to education in deprived areas.

UNESCO will build on previous Italian Government grants to ERTV with the expansion and consolidation of production and broadcast capacities for long-distance education. Specifically, UNESCO will support the creation of a network of educational broadcasting to enable ERTV to reach more people and cover as many areas of Afghanistan as possible. Among the MOE's goal is to build a national cadre of qualified schoolteachers that will improve the learning achievements of all students by training at least 140,000 competent teachers and 26,000 school principals.

The project will include strengthening of institutional frameworks to develop quality educational programmes on a range of subjects from basic literacy to secondary education and

from teacher training to higher education. The project will also promote girls education through a series of radio and television programmes and focus on building the capacities of female teachers in the creation of educational programmes.

UNESCO is also initiating an inter-sectoral programme of action for promoting a culture of peace and non-violence through media. Project activities will include a series of workshops for print and broadcast journalists, media professionals, freelancers and new media enthusiasts. These workshops will revolve around the concept of peace and non-violence, conflict sensitive reporting, ethics in the profession of media and production of materials that can promote peace-building through news and current affairs shows, talk shows, soap operas, children and youth programmes. Production and use of educational media materials for school students will also be part of the training focus.

Another activity in the field of Communication and Information will include the creation of a

Media Academy in Kabul towards building an independent media for the sustainable development of Afghanistan. The media academy will provide a hub as a central location for media trainings, media strategy development, a press club and providing Afghanistan's journalist associations with an umbrella resource centre, offering journalism trainings using UNESCO's Model Curricula for Journalism Education.

In addition, UNESCO will provide capacity-building support for media organisations in remote areas of Afghanistan with a focus on community radio stations run by women. Other activities will include continued development, awareness and promotion of open source access and ICTs and supporting journalism institutions in the development of curricula based on UNESCO model curricula.



ANNEX I: UNDAF AND UNESCO ALIGNMENT MATRIX

Priority Area: Governance, Peace and Stability

| UNDAF Expected Outputs | UNESCO Contribution |
|---|---|
| <p>Outcome 1: Stabilisation process is strengthened through effective integrated UN support to the Government and communities</p> | <p>Strengthening of human rights and peace through education and media programmes</p> <p>Strengthening of law enforcement through enhancing literacy training of Afghan National Police</p> <p>Strengthened institutional, legislative and human capacity for safeguarding and promotion of culture in all its forms</p> |
| <p>Outcome 2: Government capacity to deliver services to the poor and vulnerable is enhanced</p> | <p>Support MoE to deliver literacy education in 100 districts across 27 provinces, reaching a total of 600,000, including 360,000 women.</p> <p>Production of long-distance education programming to reach teachers in remote areas</p> <p>Support technical expansion of ERTV to reach more educators in more places</p> <p>Support educational planning and management at central and provincial levels</p> |
| <p>Outcome 3: The Institutions of democratic governance are integrated components of the nation state</p> | <p>Support for media development and journalism studies via Media Academy</p> <p>Support for media law working group to develop a policy framework to promote media, freedom, independence and pluralism</p> |

Priority Area: Sustainable Livelihoods (Agriculture, Food Security and Income Opportunities)

| UNDAF Expected Outputs | UNESCO Contribution |
|--|--|
| <p>Outcome 6: Opportunities for decent work and income are improved and diversified especially for vulnerable groups</p> | <p>Equipping youth and adults with income generating skills through literacy programmes.</p> <p>Providing capacity building and technical assistance for Technical and Vocational Education and Training.</p> <p>Creating income generation opportunities associated with conservation and tourism development</p> |

Priority Area: Basic Social Services (Health, Education, Water, Sanitation)

| UNDAF Expected Outputs | UNESCO Contribution |
|---|---|
| <p>Outcome 7: Afghans, particularly those who are under served have greater and more equitable access to quality basic services</p> | <p>Providing capacity development support to government for education sector planning and service delivery</p> <p>Integrating female educators in long-distance education t through ERTV</p> |
| <p>Outcome 8: More Afghans pursue education opportunities and healthy lifestyles</p> | <p>Raising awareness of opportunities through advocacy and campaigns to promote literacy education</p> <p>Providing literacy trainings with life skills components</p> <p>Enhancing education opportunities for youth and the general population in historic cities rich in cultural heritage sites</p> |

ANNEX II: NPP AND UNESCO ALIGNMENT MATRIX

| NPP Outcome | UNESCO Contribution |
|--|---|
| <p>Agriculture and Rural Development Cluster</p> <p>National Water and Natural Resource Development, 1.1.B Environmental Conservative Management</p> | <p>Implementation of poverty and environment programme in Bamiyan and National Biodiversity Conservation Programme</p> |
| <p>Governance Cluster</p> <p>The Afghanistan Programme For Efficient & Effective Government 2.3.B. Improving Public Service Delivery by Government</p> <p>National Programme for Law and Justice for All, 2.5.B. Institutional Development; and</p> <p>Programme For Human Rights & Civic Responsibilities 2.6.A. Strengthen Afghan State institutions</p> <p>2.6.B. Raise awareness among the general population; and</p> <p>2.6.D. Support for Afghanistan's traditional and local institutions</p> | <p>Providing capacity development support to government for education sector planning</p> <p>Training in enforcing existing laws against illicit trafficking of antiquities</p> <p>Peace and human rights subjects incorporated into teacher training curricula</p> <p>Strengthening of human rights and peace through literacy and media programmes</p> <p>Promoting Afghan intangible heritage and contributing to traditional institutions</p> |

| | |
|--|---|
| <p>Human Resources Development Cluster</p> <p>Sustainable Decent Work Through Skills Development and Employment Policies for Job-Rich Growth, 3.1.B. Occupational Literacy in Technical and Vocational Education</p> <p>Education for All: 3.2.A Improving Access to Basic and Secondary Education</p> <p>3.2.B Improving Quality of Education</p> <p>3.2.C Improving Access to and Quality of Islamic Education</p> <p>3.2.D Improved Institutional Development</p> <p>3.3. Expanding Opportunities For Higher Education</p> | <p>Supporting MoE to deliver literacy education which includes skills training</p> <p>Providing capacity building and technical assistance for quality improvements of Technical and Vocational Education and Training</p> <p>Building inclusive education systems and expanding quality, access to teacher training</p> <p>Creation of a network of educational broadcasting for ERTV to expand quality teacher training access across Afghanistan</p> <p>Building capacity of ERTV to produce teacher training modules on Islamiyat</p> <p>Support to MOE for education sector capacity development at central and sub-national level</p> |
| <p>Infrastructure Development Cluster</p> <p>Urban Management Support Programme, 4.4.A. Establishing the Foundations for Effective Urban Management</p> | <p>Contributing to preparing an urban management system for The World Heritage Site of Bamiyan to preserve its universal outstanding value as well as to bring forward a holistic approach to culture in development and to promote sustainable development in Bamiyan.</p> |
| <p>Security Cluster</p> <p>Afghan Peace and Reintegration Programme 6.1.A. Social Outreach: Build national and international support for the peace and reintegration policy</p> <p>6.1.D. Improved Institutional Capacity to Support the Peace Process</p> | <p>Building national identity and peace through promoting cultural diversity and dialogue, and by supporting conflict-sensitive educational planning</p> <p>Strengthening and empowering of law enforcement through literacy training of Afghan National Police</p> |