



Islamic Republic of Afghanistan
Ministry of Education

National Education Strategic Plan (2015-2020) (Draft)



“By 2020 all children in Afghanistan, boys and girls alike, will be able to complete primary education.”
Afghanistan’s MDG for Education



Table of Content

TABLE OF CONTENT	2
ABBREVIATIONS	3
MESSAGE FROM THE MINISTER.....	5
INTRODUCTION	5
CHAPTER ONE: BRIEF SITUATION ANALYSIS.....	7
CHAPTER TWO: STRATEGIC FRAMEWORK	16
CHAPTER THREE: PRIORITY PROGRAMS	20
PROGRAM 1) GENERAL AND ISLAMIC EDUCATION	24
<i>Sub-program 1-1) General Education</i>	<i>24</i>
<i>Sub-program 1-2) Islamic Education.....</i>	<i>32</i>
PROGRAM 2) CURRICULUM DEVELOPMENT AND TEACHER EDUCATION	37
<i>Sub-program 2-1) Curriculum Development</i>	<i>37</i>
<i>Sub-program 2-2) Teacher Education</i>	<i>40</i>
PROGRAM 3) TECHNICAL AND VOCATIONAL EDUCATION AND TRAININGS (TVET)	45
PROGRAM 4) LITERACY	49
PROGRAM 5) EDUCATION ADMINISTRATION DEVELOPMENT	54
CHAPTER FOUR: BUDGET.....	58
CHAPTER FIVE: IMPLEMENTATION, MONITORING, AND EVALUATION FRAMEWORK.....	61
REFERENCES	64

Abbreviations

AFMIS	Afghanistan Financial Management Information System
APPRO	Afghanistan Public Policy Research Organization
BPET	Budget Planning and Expenditure Tracking
CBE	Community Based Education
CBS	Community Based School
CSO	Central Statistics Office
DEO	District Education Office
DM	Deputy Ministry
ECC	Education Cluster Committee
EFA	Education For All
EJSR	Education Joint Sector Review
EMIS	Education Management Information System
ERTV	Education Radio and TV
GDP	Gross Domestic Product
GE	General Education
GER	Gross Enrollment Ratio
GPE	Global Partnership for Education
GPI	Gender Parity Index
HRDB	Human Resource Development Board
HRMIS	Human Resource Management Information System
ICT	Information and Communication Technology
IE	Islamic Education
IIEP	International Institute for Educational Planning
INEE	Inter-Agency Network for Education in Emergencies
INSET	In-service Education Training
MDGs	Millennium Development Goals
MoD	Ministry of Defense
MoE	Ministry of Education
MoF	Ministry of Finance
MoHE	Ministry of Higher Education
MoLSAMD	Ministry of Labor, Social Affairs, Martyrs and Disabled
MoWA	Ministry of Women’s Affairs
NER	Net Enrollment Ratio
NESP	National Education Strategic Plan
NGO	Non-governmental organization

NRVA	National Risk and Vulnerability Assessment
PED	Provincial Education Department
PTR	Pupil-Teacher Ratio
TTC	Teacher Training College
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
UNPD	United Nation Population Division

Message from the Minister

The government of Islamic Republic of Afghanistan has fulfilled to some extent, the people's wishes in accessing to quality education. Access to quality education was a dream for the Afghan people in decades, which now has been realized by the government and its national and international partners. The people's role in the development and provision of education through sending their children to and establishment of schools has been beyond expectations. Now millions of students attend in general schools, Islamic education and technical and vocational education schools and institutes that is promising for the future of the country and the nation. However, there are still millions of school age children who do not have access to educational services. Therefore, the Ministry and its national and international partners will have still a long way ahead.

This National Education Strategic Plan (2015-2020) consists of various priority programs. Improvement of the quality of education through enhancement of teachers' capacities, improvement and updating of curriculum and textbooks is the main priority of the plan along with focusing on facilitating access to educational services for all school age children and adults. Improvement of education administration and management efficiencies is another priority of this plan to further improve transparency and accountability of the ministry to the people of Afghanistan.

Economic growth, political stability and sustainable peace are directly related to the literacy level of the people and quality of education that is provided especially for young generation. This plan consists of priority programs and activities in order the education system contribute to the economic growth and development of socio-cultural infrastructures. Revision and update of curriculum and development of general education and TVET infrastructures are of the priorities of the plan to provide qualified human resources for reconstruction of the country.

The women are half of the population of the country. Improvement of their role in socio-cultural and political developments and rebuilding of economic infrastructures is a national priority for the Ministry. Enhancement of the family values on the basis of national and Islamic principles and values implies empowerment of women through provision of balanced education for female students and adults. This facilitates political stability and improves Afghanistan status at national and international level. Therefore, provision of balanced educational opportunities for girls and women is one of the main priorities of this plan.

There are still many challenges in front of Afghanistan education system which require due attentions from Ministry of Education and its partners to take measures in tackling these challenges. The children and adults in remote and insecure areas do not have full access to education. Poverty and cultural barriers especially for female students are other challenges that have been addressed in this plan. To overcome these obstacles and address these challenges the Ministry of Education has adopted challenge-specific strategies in this plan.

This plan like previous NESPs is an efficient mechanism for coordination of the MoE and its partners' endeavors, priorities and programs. The NESPs so far have been able to coordinate priorities and objectives of the MoE and its partners programs. This will allow the MoE and the education partners to pursue shared goals and effectively implement the programs and plans and prevent in-effective use of the available resources.

Further development of education and provision of educational services require a huge amount of human and financial recourses. So far, the Afghanistan government and its partners have contributed to the development of education through provision of technical services and financial

resources. The Ministry of Education, on behalf of the Afghanistan people, is grateful for their generosity in provision of human and financial resources for implementation of the NESPs. The Ministry once again welcomes national and international partners' contribution to the education of Afghanistan to implement the plan priority programs and activities even though the Ministry expects the government and people of Afghanistan to have an active role in provision the required recourses.

Private sector has had a valuable role in provision of educational services to the children of Afghanistan. The Ministry encourages the private sector to take part in the development of education and has facilitated their participation in this sacred mission through development of clear legislative rules, regulations and procedures for registration of the private schools and their contribution.

Afghanistan has successfully passed the transition phase and is prepared to enter the transformation era. The people of Afghanistan hope to reach to the peaks of knowledge and sciences, sustainable peace and prosperity and to achieve technological developments and economical growth. We have reached to great achievements and prominent successes in education through facilitating access to educational services, but this is not the final goal for the ministry. We would like to see the bright future to be able to open the doors of all schools to all children and adults and no child would stay behind the closed doors of the schools.

Ghulam Farouq Wardak

Minister of Education

Kabul

June 2014

Introduction

Afghanistan third National Education Strategic Plan (NESP III) is developed to provide direction for Afghan education for 2015-2020 and to help the country achieve Millennium Development Goals (MDGs) and Education for All objectives by 2020.

NESP III describes Afghanistan's vision for education, the expected situation of education in 2020, and key objectives, strategies, and projects for achieving the goals, and proposes the required budget for implementing the projects.

NESP III has been developed based on the MoE's experiences of developing NESP I, NESP II, and Interim Plan through a participatory process. The MoE's stakeholders – MoE employees at center, provinces, and districts, donors and other development partners, relevant ministries, civil societies, and private sector— were all engaged in this process.

NESP III is organized into five chapters: (1) Brief situation analysis, (2) Strategic framework, (3) Priority programs, (4) Budget, (5) Implementation, monitoring, and evaluation framework.

Chapter One: Brief Situational Analysis

This brief situation analysis is based on Afghanistan Education Management Information System (EMIS) data, desk review, interviews with education authorities at center and provinces, field visits to five provinces, and consultations with the MoE's stakeholders. It begins with a socio-economic analysis, then the review of the current situation of General Education, Islamic education, TVET, and Literacy programs, and finally ends with some points on education administration.

Socio-economic Situation

Population: A comprehensive census has not been taken in Afghanistan yet. All population data are only estimates. Afghanistan Central Statistics Office (CSO) estimates that Afghanistan's population was 28 million in 2013. However, United Nation Statistics Division (UNSD)'s estimate of the population in 2013 is 34.4 million. The MoE use UNPD's estimates of population for planning purposes. Population growth according UNPD is 3%, and if population continues to grow with this rate, it reaches 42.6 million in 2020. Fifty percent of the population is made up of children under 15 years old, and 36% of the population are at school-age (about 12.4 million in 2013). Table 1 shows Afghanistan's population estimates by gender and school-age children for 2008-2020.

Table 1- Afghanistan population by gender and school-age children population estimates for 2012-2020

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Female population	14.6	14.9	15.3	15.8	16.3	16.8	17.3	17.8	18.4	19.0	19.6	20.2	20.8
Male population	15.3	15.7	16.1	16.6	17.1	17.6	18.2	18.7	19.3	19.9	20.5	21.2	21.8
Total population	29.8	30.6	31.4	32.4	33.4	34.4	35.5	36.6	37.7	38.9	40.1	41.3	42.6
School-age population	10.7	11.0	11.3	11.7	12.0	12.4	12.8	13.2	13.6	14.0	14.4	14.9	15.3

Political situation: Afghanistan is in a critical period of its history now. Bon Conference on Afghanistan (2010), has recognized the period between 2014 to 2024, as transition decade for Afghanistan. Despite all these challenges, Afghanistan is making necessary preparation for the period after 2014 to take full responsibility of the country's security and development. MoE's NESP-III determines specific strategies for the period after 2015 in order to confront actively with potential challenges to successfully continue the process of development in education.

Economic situation: Afghanistan is a poor country. According to NRVA (2008), 36% of Afghans are not able to meet their basic needs, and are under national poverty line, which is 1,255 AFS per person per month. Although the unemployment rate is 7%, most employed people (77%) have insecure jobs with low salaries, especially women who are less likely to be employed and have lower salaries.

NRVA (2008) reports that 21% of Afghan children aged 6-17 (about 1.9 million) are working. Of these, at least 13% (1.2 million) can be classified as child laborers. Child labor is a key reason for being out of school.

Afghanistan's economy has been growing; revenue per capital based on gross domestic product (GDP) has increased from 370 USD in 2008 to 640 USD in 2012. Ministry of Finance estimates that GDP in 2013 will increase by 11% to 22.34 billion USD and 2013 annual budget (about 6.8 billion USD) makes up about 30% of GDP. 15.1% of 2013 annual budget is allocated to education sector (1.02 billion USD). Despite this increase, the allocated budget does not meet the education's needs.

Political uncertainties due to the international forces' withdrawal have reduced financial investments, and economic growth is predicted to reduce from 11% in 2013 to 3% in 2014, therefore MoE's budget might decrease in 2014, despite increase in demands for education.

Security: insecurity is a key barrier to education development. According to 2012 Global Peace Index, Afghanistan is the most insecure country in the world after Somalia. In 2012, about 330 schools were closed due to insecurity, depriving over 180 thousand students from education. The MoE with support of religious and regional influential persons is negotiating with Taliban to reopen the schools.

General Education

Overall enrollment: Student enrollment has increased rapidly during the last decade. While only one million children (almost all boys) were enrolled in schools in 2001, over 8.6 million children¹ were enrolled in 2013 of whom 39% were girls.

Table 2- Number of students, teachers, and schools per type of education in 2012

	Students			Teachers			Schools
	Female	Male	Total	Female	Male	Total	Total
General Education	3376886	5219511	8596397	61320	122858	184178 ¹	14599
Islamic Education	53048	207469	260517	502	6311	6813	1001
TVET	8147	52857	61000	524	1757	2281	244
Literacy	207857	254047	461904	7227	6944	14171	19787 course
Teacher Education	35584	41166	76750	489	1977	2466	42 TTCs and 210 District centers

¹The number of students in General Education includes CBE students, but the number of teachers does not include CBE teachers.

Enrollment in general education reached 8.6 million students in 2013, of which around 208000 students study in 5922 community-based classes and about 185000 students in cross-border schools.

Enrollment Ratios: The MoE estimates that gross enrollment ratio (GER) for all levels and all types of education were 69% (56% females and 82% male) in 2013. This is based on UN Population Division estimate of Afghan populationⁱⁱ and the number of students excluding permanent absents² who are about 13% of all students (about 1.1 million in 2012).

The overall Gender Parity Index (GPI) was 0.65 in 2013 which means there is an extreme gender disparity in Afghan education.

Table 3- GER and GPI per level of education in 2013

	Primary	Lower Secondary	Upper Secondary	Total
Female	71%	40%	28%	56%
Male	99%	68%	49%	82%
Total	86%	54%	39%	69%
GPI	0.69	0.57	.054	0.65

GER and GPI vary considerably among provinces and between rural and urban areas. For example, in 2012 while GPI in Hirat and Badakhshan was 0.9 (9 girls to 10 boys), GPI in Zabul and Uruzgan was 0.1 (1 girl to 10 boys).

The MoE could not estimate Net Enrollment Ratios (NERs) because students' age data are not available. However, according to CSO and UNICEF (2011), NERs in 2010 were 55% and 32% for primary and secondary education respectively. Therefore, at least 3.5 million school-age children are out of school. Girls, children with disabilities, Nomadic children, children of language minority groups, children living in very remote areas are the most vulnerable groups to be deprived of education.

Barriers to access to education: Some of the key barriers to access to education includes: (1) insecurity, (2) poverty and working children, (3) lack of schools in remote areas, (4) long walking distance to schools, and (5) harassment of children on the way to schools, (6) low quality of education. There are also specific barriers toward girls' education including (1) shortage of female teachers, especially in higher grades, (2) cultural beliefs about girls' education, (3) lack of necessary facilities in schools such as toilets, drinking water, and surrounding walls, and (4) early marriages.



² Permanent absents are those students who leave schools but their names are kept in school attendance records.

Internal efficiency: The MoE has not collected data on internal efficiency indicators such as drop-out, repetition, and completion rates so far. However, the number of permanent absents can be used as a proxy indicator for drop-out. Since schools keep permanent absents registered for three years, one-third of permanent absents (5%, around 400000 students) would be a good estimate of annual drop-out.

Graduates: The number of grade 12th graduates in 2013 reached 291033 and it will increase rapidly during the coming years and number of general education graduates will reach 511,000 in 2020. However, the number of seats available in higher education institutes is low. In 2013, only 45000 students were admitted and it is estimated that in 2020, Afghan higher education institutes will admit about 200 thousand students. Therefore, the MoE has planned to increase enrollment in TVET program to develop students' work skills to help them find jobs in market after graduation.

Table 4- Estimate of general education graduates in 2013

	2013	2014	2015	2016	2017	2018	2019	2020
Girls	104,419	118573	132728	146882	161037	175191	189346	203,500
Boys	186,613	203883	221152	238422	255691	272961	290230	307,500
Total	291,033	322456	353880	385304	416728	448152	479576	511,500

Learning achievement assessment: The MoE has begun to develop a standard system for assessing students' learning achievement. A national assessment of educational achievements of grade six was carried out in two languages of Pashto and Dari in November 2013. The results envisaged to contribute in improving the overall education system with policy implications for curriculum reform, enhancement of teaching practices, and allocation of resources.

Meanwhile, grade3 assessment is also designed and will focus on tow cognitive assessment domains of mathematical and reading literacy. The results will feed in to the design of an appropriate strategy needed for the larger scale pilot.

The modification of the existing contract is being negotiated with MoE. ACER proposal for extension to grade 3 covers activities up to and including Field Trial analysis and reporting.

However, researches such as Mansory (2010) and anecdotal evidence indicate that the quality of education is low; rote learning, teacher-centered teaching methods, and corporal punishment are still widespread in schools.

Curriculum Development: The MoE has developed new curriculum framework and developed, printed, and distributed textbooks for all grades of general education. This has been a remarkable achievement of the MoE during the last five years. Teacher guides for grades 1-9 are also developed, printed, and distributed. Teacher guides for grade 10-12 are developed and under prenting. In addition, 48 textbook titles are developed in third official languages (Uzbeki, Nuristani, Pashai, Baluchi, Turkmeni, Sheghnani, Gojari, and Wakhani) for children of linguistic minorities in grades 1-6, and will be printed and distributed soon.

There are, however, several challenges with regard to the new textbooks: there are some content problems and typo errors in the textbooks; teachers are not prepared to teach the new curriculum; many textbooks are stocked in district education offices and are not distributed among schools due to a lack of budget. Distribution of textbooks proved to be very challenging.

Despite printing enough textbooks, many students have not received textbooks or have bought copies of textbooks from market.

Pupil Teacher Ratio: The number of teachers in general education increased to 184178 in 2013 and pupil-teacher ratio (PTR) has reached 46.6 that is much higher than the MoE norm (35:1 student per teacher). This high PTR indicates the need for increasing the number of teachers. The other challenge is that 58% of teachers do not have the minimum required qualification (14th grade degree). That implies that pupil per qualified teacher is much higher (111:1), which shows the considerable importance of educating teachers and replacing unqualified teachers with the graduates of teacher training colleges (TTCs). Moreover, there is a severe shortage of qualified teachers for math and science, especially in rural areas. In general, there is a significant gap between rural and urban areas in teacher qualifications. To address this problem, the MoE has started relocating qualified teachers from urban areas to remote rural areas.

Teacher Education: The MoE has increased the number of TTCs to 44 and has established, 187 teacher resource centers and 57 outreaches in 2013. Over 15035 teachers (34% female) were enrolled in in-service two years teacher education programs, and another 15378 students (71% female) have graduated from pre-service teacher education in 2013.

Recently, Teacher Education Department has developed the new curriculum for teacher education. Moreover, some training sessions have conducted in Malaysia for Teacher Education staff.

However, some challenges still exist with regard to the quality of teacher training centers: 1) A large number the instructors do not have practical teaching experience in schools, 2) many instructors do not apply active learning and teaching methods, and 3) teacher education trainings are more theoretical rather than practical teaching. An important challenge of pre-service program is that a small portion of the graduates actually join teaching profession.

The MoE has developed three training packages for teachers (Inset I, II, & III) and three packages for school administrators (SMT I, II, & III). Evaluation of these two-week training workshops indicates that teachers and administrators are happy with these trainings, but they requested more content knowledge training to help them teach the new curriculum, and in some cases, complained about the quality of training delivery. Table 3 shows the number of teachers and administrators that have received each package by gender:

Table 4- Number of teachers trained in short-term courses thus far.

	Inset I	Inset II	Inset III	SMT I	SMT II	SMT III
Female	48121	63101	32630	395	455	5,728
Male	112281	77124	58009	6,664	6,601	15,845
Total	60402	140225	90639	7,059	7,056	21,573

School Construction and Rehabilitation: Over seven thousand schools out of 14599 schools (49%) do not have usable buildings. The MoE's capacity of outsourcing construction projects is low and considering the fact that more schools are established each year than constructed, the percentage of schools with buildings is getting lower each year. Schools with buildings often do not have enough classrooms; therefore, some classes are held under tents, in open space, or in rented buildings. Repairing school buildings is another challenge. Schools do not have enough budgets for repairing their buildings. Moreover, many of the existing school buildings lack proper

sanitation, drinking water, or surrounding walls. Meanwhile, in 2013 there is a specific budget for the O&M.

Academic Supervision: Although the MoE has increased the number of academic supervisors to 4600, there are several challenges limiting the impact of supervision: (1) unqualified persons are hired as supervisors, (2) a functional reporting and follow-up system is not in place, (3) transportation facilities are not available, (4) district supervisors' reports need to be approved by district education managers, which often leads to removing negative reports, (5) the number of female supervisors is very low, and (6) supervisors mostly focus on inspection function rather than providing academic support. The MoE has recently started reforming the supervision system to make it more academic and support-oriented.

Islamic Education

Enrollment: The demand for Islamic Education is high. Enrollment in Islamic education has exceeded the target set in the Interim Plan by 40%. In 2013, over 260517 students (20% female) were enrolled in 1001 Islamic education centers that included 707 Madrasas (Grade 1-12), 61 Darululums (Grades 13 and 14), 144 Darulhuffaz (centers for memorizing Holy Quran), and 89 outreach schools. Girls' demand for Islamic education is high too, but due to severe shortage of female Islamic teacher and proper learning spaces, the MoE could not expand girls' access to Islamic Education.

It is important to note that although according to Education Law (2008), Islamic Education is for grades 10-14, the MoE accepts students for grade 1 and upwards and in 2013, 87% of Islamic Education students were in grades 1-9. This indicates people's high demand for Islamic education and the potential of Islamic education for attracting out-of-school children to schools.

Islamic Education Teachers: The number of Islamic education teachers increased to 6813 in 2013, of which only seven percent were female. 61% of teachers do not have the minimum required qualification (14th grade degree), and 20% of teachers even do not have 12th grade degree. Islamic teachers often use lecturing and drilling techniques for teaching, and the MoE does not provide enough support and supervision to Islamic centers' teachers.

Islamic Education Curriculum: The Curriculum Development Department has developed new textbooks for grades 7-12 of Islamic education. The new curriculum includes language, math, science, and technology subjects in addition to the core Islamic subjects.

Construction and Rehabilitation: In 2013, about 65% of Islamic Education centers did not have usable buildings, and the MoE could only construct five buildings for Islamic Education centers during the year. Funding construction projects for Islamic centers is a big challenge for the Ministry because of international donors' lack of interest in developing Islamic Education.

Technical and Vocational Education and Training (TVET)

Enrollment: Enrollment in TVET centers has increased significantly during the last three years, from 18,361 (11% female) in 2009 to 61000 (13% female) in 2013. However, interest in TVET is low compared to general education because of the lower status of TVET in Afghan society and also because graduating from TVET often does not lead to a secure employment (External efficiency of TVET has not studied yet).

TVET teachers: Total number of TVET teachers was 2281 (524 female) in 2013, student-teacher ratio was 27, which was higher than the MoE's norm for TVET (20 students per teacher). 20% of TVET teachers do not have the minimum required degree, which is BA for Kabul City, and 14th grade degree for other provinces. TVET teachers often do not have the required professional

knowledge and skills. Therefore, providing professional development support to TVET teachers is a necessity.

TVET Centers: The number of TVET centers increased to 244 in 2013 that included 89 institutes (grades 13-14) and 155 high schools (grades 10-12). Almost half of TVET students are enrolled in the high schools, the other half in the institutes. These centers provide technical education in more than fifty fields, such as agriculture, veterinary, accounting and administration, electricity, auto repair, machinery, art, and music. Many of TVET centers are not equipped with workshops and other required equipments, which leads to theoretical teaching rather than practical skill development.

51 private TVET institutes were providing education for over 2000 students in 2013. Still there is a need for more collaboration of private sector in TVET, specifically in practical training of TVET students.

TVET centers are mostly in urban areas, for example 25 centers are located in Kabul city. Extending TVET to rural areas by establishing a TVET school in each district is a priority of the MoE.

Literacy

Literacy rate: According to the National Risk and Vulnerability Assessment (NRVA 2008), the literacy rate for the population aged 15 and over was 26 percent (39 percent for men and 12.5 percent for women) in 2008. This report also estimated that about 11 million adult Afghans were illiterate in 2008.

Literacy learners: During the last four years, about 550 thousand literacy learners attended literacy courses each year. During the last year, 461904 (45% female) literacy learners attended 19787 literacy courses, of which 45% were provided by UNESCO, 23% by the MoE, 11% by Ministries of Interior and Defense, 5% by UNICEF, and the rest by other NGOs and governmental organizations. It is not clear how many of the learners successfully completed the course and actually became literate. This low number of literacy courses does not address the huge need for literacy training.

Disparity in literacy: Literacy rates in urban areas are three times as high as in rural areas (CSO & UNICEF 2010-2011). There are also differences in literacy rates among provinces, for example, according to NRVA (2009), while 31% of women in Kabul, 19% in Balkh, and 18% in Hirat were literate in 2008, only one percent of women in Helmand, Kandahar, Zabul, Uruzgan, Paktya, and Wardak were literate.

Literacy curriculum: The MoE has begun the revision of literacy curriculum and the development of new functional curriculum and textbooks. New textbooks will be customized according to different categories of occupations to make the books practical and relevant. Curriculum for farmers is recently developed.

Literacy trainers: The number of literacy trainers reached 14,171 (51% female) in 2012, of which 4,667 (29% female) were employed by the MoE. During 2012, 389 mosque Imams were recruited to teach literacy, but the MoE has neither used the capacity of general school teachers as literacy trainers nor used schools as venues for organizing and holding literacy courses. Many of literacy trainers are not familiar with adult education techniques, and mostly use repetition for teaching literacy (APPRO, 2011).

Education Administration

Strategic management development: The MoE has developed two strategic plans and one interim plan so far, and develops annual operational plans and annual reports. The first education joint sector review (EJSR) was held in 2012 and will be held each year to review the MoE's progress and challenges, and to provide recommendation for improving the implementation of the MoE strategic plan.

In late 2012, the MoE established a two-year program for developing the capacity of its employees in planning, M&E, and reporting. 196 employees are enrolled in this program so far.

Despite improvements in planning, M&E, and reporting—which led to Afghanistan's participation in the Global Partnership for Education (GPE) — the MoE's capacity in these areas is still low. Planning is centralized, employees at district level often do not know about the MoE plans, accurate and updated data and information are not available for planning, and there is a huge gap between plans and implementations.

In spite of the fact that MoE has tried to implement result-based management approach, still the focus remains on budget spending and achievement of the outcomes is a challenge. Therefore, reports concentrate more on accomplishment of activities rather than achievement of expected outcomes and performance.

Education Management Information System (EMIS): In 2012, MoE deployed EMIS to the provincial level. The data of this year were collected and entered by provincial staff (supervision, plan and EMIS staff). Central EMIS Directorate, with the cooperation of Academic Supervision Department team are responsible for verification of the data at different levels. MoE data and information are web-enabled to stakeholders through MoE and EMIS websites.

Despite the progress in the EMIS during the past years, still the system some of the data are not sufficiently reliable and on time, and there is lack data for some key educational indicators (i.e. net enrolment rate, dropout rate, net intake rate and children with various disabilities).

In addition to the EMIS, there are some independent information systems developed for other departments (i.e. TEMIS, Employees Registration System, Literacy Information System). These systems will be integrated with central EMIS in the future.

Finance and procurement: Finance and procurement systems of the MoE are centralized, which limits the MoE's capacity in budget execution. As shown in table 4, the MoE could only spend 32% of its developmental budget in 2012, and 62% in 2011.

Table 5- MoE budget in USD and budget execution during last six years

	2008	2009	2010	2011	2012	2013
Ordinary budget	265,937,267	265,937,268	265,937,269	265,937,270	391549166	512723423
Development budget	140,653,896	198,577,339	162,904,423	153,641,422	169250000	186130000
Total budget	406,591,163	464,514,606	428,841,691	419,578,691	560799166	698853423
Development budget Execution percentage	37%	23%	54%	62%	32%	%37

Although all teachers have bank account to receive their salaries, still many teachers do not receive their salaries on time. There are usually delays in transferring budget to provinces, which affect the implementation of activities.

Human Resource Development: Total number of positions allocated to the MoE has reached 258,996 that is 31% of total positions (over 70% of civil servants) within the government. During the last few years, the government increased the MoE positions by 11,000 annually, which was less than the MoE's need (25,000 annually). So far, 235153 employees have passed the priority reform and restructuring (PRR) process, and receive their salaries based on PRR system.

The MoE has started computerizing the employees' records to ensure those who left their jobs, retired, or passed away are out of payroll, and that those who should retire do so.

Capacity development has been a priority for the Ministry, but still the MoE does not have a comprehensive capacity development strategy. Many of the MoE officials have participated in English and computer trainings, and over 1650 technical assistants are currently hired to build the capacity of civil servants. However, the fact that the MoE's demand for TAs has not reduced implies that the capacity of civil servants has not been built yet. Many TAs are reported to be leading the MoE's activities themselves instead of developing the capacity of the civil servants to do the activities.

Chapter Two: Strategic Framework

Vision

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

To achieve this, the Ministry of Education (MoE) must be evolved to a modern, effective, fully funded and accountable public institution that facilitates equal education opportunities for children and adults, without any kind of discrimination across Afghanistan.

Major MoE policies

This section provides major policies of the Ministry of Education based on Afghanistan's Constitution, the National Education Law, international commitments, and the specific situation of education in Afghanistan.

EQUITABLE ACCESS

Free quality education for all Afghans: According to the article 43 of the constitution, free education is the right of every Afghan. Therefore, providing equitable access to free quality education is the key objective of the Ministry of Education.

Millennium Development Goals (MDGs) and Education for All (EFA) goals: Afghanistan has committed to achieve MDGs and EFA goals by 2020³. NESP III is developed to facilitate achieving the second and third millennium development goals and EFA goals. The second and third MDGs are:

- Ensure that all children everywhere, boys and girls alike, will be able to complete a full course of primary schooling by 2020.
- Promote gender equality and empower women.

The six EFA goals are:

- Expand and improve comprehensive early childhood care and education (3-5 years old), especially for the most vulnerable and disadvantaged children.
- Ensure that all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free, and compulsory primary education of good quality.
- Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.
- Achieve a 50 % improvement in adult literacy, especially for women, and equitable access to basic and continuing education for all adults.
- Eliminate gender disparities in primary and secondary education, and achieve gender equality in education, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

³ _ Millennium Development Goals are set for 2015 for other countries, but due to the specific situation of Afghanistan, the United Nations has extended its deadline for Afghanistan to 2020.

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

Equitable and Balanced Development: The MoE distributes resources such as budget and new teaching positions based on equitable and balanced development principle. The MoE prohibits any kinds of discrimination in provision of education services.

Inclusive Education: The MoE is responsible to provide access to education for all children regardless of gender, age, abilities, health condition, language, ethnicity and economic status. Thus, the MoE will make educational centers inclusive and child-friendly, to be responsive to the needs of different groups of students, particularly vulnerable children (such as girls, children with disabilities, children who belong to ethnical, linguistic and religious minority groups, and Kuchi children). The MoE enrolls children with disabilities in mainstream schools as well as in special schools for children with disabilities.

Girls' education: According to article 44 of Afghanistan's constitution, providing access to education for girls is a key priority of the Ministry of Education. The MoE will enroll all primary school-age girls into schools by 2020. In addition, the MoE is determined to increase the percentage of female teachers to 45% to improve gender equity and increase girls' enrollment in schools.

QUALITY OF EDUCATION

Focus on Quality: The MoE will concentrate on improving the quality of education during the NESP III period. The following strategies will be utilized for improve the quality of education: monitoring the quality of education by standardized assessment tests, increasing the number of qualified teachers, provision of quality teacher training, revision of textbooks, utilizing educational technologies, reforming academic supervision, and increasing teaching hours . The MoE will specifically focus on the quality of education in grade 1 to 3 to ensure that can read and write fluently at the end of grade 3.

Student Islamic and National Identity: A fundamental purpose of education in Afghanistan is to strengthen students' Islamic and national identities, and to promote values such as Taqwa, faithfulness, righteousness, national unity, social justice, human rights, peace, mutual respect, dialogue, rule of law, social participation, and environment protection. The MoE will also supervise all schools to ensure that the above mentioned values are practiced in schools.

Corporal Punishment: According to the article 39 of Afghanistan's education law, any kind of students' physical and psychological punishment is prohibited even for the purpose of correction and chastisement; and violators shall be prosecuted in accordance with the legal provisions. The MoE will conduct awareness programs to increase teachers' and administrators' knowledge about negative consequences of corporal punishment and about alternative discipline strategies, also the MoE conducts social mobilizations' awareness activities to reduce violence, absenteeism and drop out.

Elimination of violence against women: According to Afghanistan's law on elimination of violence against women, the Ministry of Education will take the following preventive measures: (1) incorporate topics related to elimination of violence against women and its negative consequences into curriculum, (2) conduct seminars, workshops, and conference for raising educational centers, (4) explain the reasons behind violence against women and its consequences

according Islamic and civic laws. The list of violence cases is mentioned in the law on elimination of violence against women.

ICT for education: The MoE will take advantage of the capacity of ICT for increasing access to education, improving the quality of education, and developing education administration.

EDUCATION MANAGEMENT

Promote teachers status: The MoE will promote teachers' status in the society to attract qualified candidates to teaching profession and retain existing qualified teachers. The MoE is using different strategies for promoting teachers' status, such as explaining teachers' high position in Islam, distribution of lands to teachers, naming streets and squares after exemplary teachers, and raising their salaries.

Institutional capacity development: One of the main priorities of the MoE is to develop institutional capacity of education offices to increase their efficiency and effectiveness. The MoE will evaluate the capacity development programs and improve the MoE's strategies for capacity development. The MoE will also improve and simplify administrative procedures and systems to increase its institutional capacity. Based on Tokyo International Conference, the government of Afghanistan and the MoE will increase their budget execution rate to 75% by 2017.

Information based decision making: The MoE will increase the utilization of data and information in policy development and decision-makings. In this regard, the MoE will develop its capacity for research, monitoring and evaluation, and developing EMIS.

Rule of Law: The MoE will strengthen the rule of law in all education offices and schools, and will fight against corruption. The Education Law, MoE regulations and guidelines will be disseminated to all staff in a transparent manner, and their implementation will be inspected. The MoE also will streamline the administrative procedures to provide education services more transparent in order to decrease official corruption and to computerize the financial processes by utilizing the capacity of information technology tremendously (e.g. Budget Banking Transfer System).

Decentralization of education administration: The MoE will gradually devolve responsibility and decision making authority to the lower levels (Provincial Education Departments (PEDs), District Education Offices (DEOs) and finally schools) in order to increase the effectiveness and efficiency of education service delivery. At the same time, the MoE will strengthen its supervision system to keep the education offices accountable and to ensure that MoE's policies are implemented. In addition, the MoE will increase flexibilities in educational policies in order to better adjust educational policies to each area's specificities.

Private sector: The MoE encourages and supports private sector and NGOs to contribute in the implementation of education programs, especially the MoE facilitates the process of establishing private educational centers. On the other hand, the MoE will strengthen the supervision of private centers to make sure they provide quality education and follow the MoE's rules and regulations.

Community participation: The MoE will strengthen Schools Management Shuras to increase parents', local elders', and influential persons' engagement in school affairs, especially in insecure provinces. The MoE will increase the use of local communities' capacities for protecting schools. In addition, the MoE will support establishment of Community - Based Schools (CBS) in remote rural areas as well as insecure parts of the country. Community participation and public awareness will be linked on national, provincial, district and school levels.

Increase coordination with stakeholders: The MoE will enhance and strengthen coordination with the stakeholders particularly, the line ministries, the NGOs, the private sector and the

international donors in policy formulation, planning, decision making process and implementation phases. At the same time, the MoE will promote its ownership on policy formulation and development programs as well. It will also strengthen coordination with the other development programs like the “National Solidarity Program” to use their capacities and resources for funding the priority education programs.

Preparation for transformation phase: Considering the political changes which will happen after 1393 (2014), and based on the commitments in the international conferences like Bonn/2010 and Tokyo/2012, the MoE intends to provide its services more effectively and efficiently by enhancing the level of local community participation in the management of schools. It also urges international donors to work through close coordination with the MoE and in accordance with the strategic plans in order to enhance the effectiveness of international aids and to spend at least 50% of their funding through national budget of Afghanistan’ government.

Education in Emergency: The MoE recognizes access to quality education as a legal right for all children. It therefore is committed to provide education opportunities for children in emergency situations based on the “INEE Minimum Standards for Education: Preparedness, Response, and Recovery.” Under the MoE’s leadership, a Joint Committee by the MoE and the national and international organizations will be established to coordinate education provision activities in emergency situations in the country, which will work closely with the Global Education Cluster. The MoE expects the international partners to share their successful experiences with the MoE and to support it with attracting financial and technical assistances. However, Afghan organizations will be responsible for providing education services in emergency situations in order to make sure the services are efficient and consistent with local people’s culture and traditions. The committee will develop contingency plans and take measures to provide effective preparedness and quick response in emergency situations.

The MoE will adopt the following strategies for protecting schools and preventing conflicts: (1) Increasing communities’ role in protecting schools through school shuras, (2) conducting public awareness campaigns, (3) coordination with national police for protecting schools when the community demands it, (4) train teachers to prepare for emergency situation and to provide psychosocial support to students, (5) strengthening peace education, conflict resolution, and civic education in curriculum, and (6) reducing gender, ethnic, linguistic, regional, and religious disparities. 7) Ensuring the right to education in maternal tongue

Chapter Three: Priority Programs

This chapter will describe each of the MoE's priority programs, their overall goals, objectives, strategies, projects, indicators, and annual targets. NESP III targets are set for two different scenarios: low-case and high-case. The low-case scenario is designed based on a realistic estimate of available budget in the coming years, and the high case scenario is designed to meet the MoE needs for achieving the MDGs and EFA objectives. With the low-case scenario, the MoE can only achieve access-related objectives. Meanwhile, the quality improvement measures are in place but its sustainability and scalability is still questionable for the MoE. For example, although GER can reach 110 in primary education, student-teacher ratio will increase from 46.6 in 2013 to 54 in 2020, which can negatively impact the quality of education. With the high-case scenario, however, the MoE can reach both access and quality related objectives identified in MDGs and EFA. The following table includes targets for key indicators of the MoE priority programs and required budgets according to low-case and high-case scenarios.

Indicator	Scenario	Baseline	Annual Targets						
General Education	Scenario	1392	1393	1394	1395	1396	1397	1398	1399
No of students	Low	8596397	9511197	10425998	11340798	12255599	13170399	14085200	15,000,000
	High		9,600,000	10,300,000	11,000,000	11,800,000	12,700,000	13,800,000	15,000,000
No. of teachers	Low	184178	195,400	204,200	215,600	228,000	241,900	257,500	275,000
	High		225,000	250,000	285,000	325,000	370,000	430,000	500,000
No. of schools	Low	14599	15371	16142	16914	17685	18457	19228	20,000
	High		16,200	17,100	18,100	19,200	20,400	21,700	23,000
Percentage of schools with building	Low	51%	53%	55%	57%	60%	62%	64%	66%
	High		55%	63%	70%	78%	85%	93%	100%
No. of schools with building	Low	7,300	8,000	8,700	9,500	10,300	11,200	12,100	13,100
	High		8,900	10,700	12,700	14,900	17,300	20,100	23,000
No. of employees	Low	225242	234,000	244,000	257,000	271,000	286,000	304,000	323,000
	High		233,000	262,000	296,000	336,000	385,000	443,000	513,000
Islamic Education	Scenario	1392	1393	1394	1395	1396	1397	1398	1399

No. of students	Low	254316	267985	281654	295323	308993	322662	336331	350,000
	High		290,000	300,000	310,000	320,000	330,000	340,000	350,000
No. of Islamic centers	Low	6813	6,800	7,000	7,300	7,600	7,900	8,300	8,700
	High		7,100	7,500	7,900	8,400	9,100	10,000	11,600
No. of Islamic centers	Low	960	1,030	1,090	1,160	1,240	1,320	1,410	1,500
	High		1,070	1,170	1,270	1,390	1,510	1,650	1,800
No. of centers with building	Low	350	380	430	480	540	600	670	750
	High		440	560	690	840	1,010	1,210	1,440
No. of employees	Low	8,400	8,600	8,800	9,000	9,200	9,500	9,900	10,300
	High		8,000	8,500	9,000	9,500	10,300	11,300	13,100
Curriculum Development	Scenario	1392	1393	1394	1395	1396	1397	1398	1399
Percentage of students who receive full sets of textbooks	Low	85%	90%	95%	100%	100%	100%	100%	100%
	High		95%	100%	100%	100%	100%	100%	100%
Teacher Education	Scenario	1392	1393	1394	1395	1396	1397	1398	1399
Percentage of Teachers with Minimum Qualification	Low	47%	52%	56%	61%	66%	71%	75%	80%
	High		55%	64%	71%	78%	86%	93%	100%
No of TTC students	Low	66,400	68,400	70,300	72,200	74,200	76,100	78,100	80,000
	High		78,400	85,300	92,200	99,200	106,100	113,100	120,000
No of district TE centers	Low	187	220	254	287	320	353	387	420
	High		260	310	360	420	420	420	420

No. of Teachers Trained in Inset Trainings per year	Low	23,500	27,000	31,000	35,000	38,500	42,500	46,000	50,000
	High		33,500	40,500	47,500	54,000	61,000	68,000	75,000
No. of District TE Centers Constructed per year	Low		10	15	20	25	30	35	40
	High		20	30	40	50	60	70	80
No. TTC teachers	Low	2466	2,400	2,520	2,640	2,770	2,910	3,050	3,200
	High		2,650	3,050	3,370	3,710	4,050	4,420	4,800
TVET	Scenario	1392	1393	1394	1395	1396	1397	1398	1399
No. of Students	Low	61000	95143	129286	163429	197571	231714	265857	300,000
	High		172,900	227,400	281,900	336,500	391,000	445,500	500,000
No. of Teachers	Low	2281	4,800	6,000	7,200	8,300	9,500	10,700	12,000
	High		7,200	9,800	12,400	15,200	18,200	21,400	25,000
No. of TVET Centers	Low	244	268	292	316	340	364	388	412
	High		275	320	355	390	430	465	500
No. of TVET Centers Constructed per year	Low	15	20	20	25	25	25	30	30
	High		20	25	30	35	40	45	50
No. of TVET Employees	Low	5,500	7,000	8,400	9,700	10,900	12,000	13,100	14,100
	High		8,700	11,700	14,900	18,200	21,800	25,700	30,000
Literacy	Scenario	1392	1393	1394	1395	1396	1397	1398	1399
No. of Literacy Learners	Low	461904	545918	629931	713945	797959	881973	965986	1,050,000
	High		923,000	1,102,000	1,282,000	1,461,000	1,641,000	1,820,000	2,000,000

No. of Literacy Courses	Low	19,787	24,460	29,134	33,807	38,480	43,153	47,827	52,500
	High		46,100	55,100	64,100	73,100	82,000	91,000	100,000
No. of Community Literacy Centers Constructed per year	Low	16	18	20	22	24	26	28	30
	High		20	25	30	35	40	45	50
No. of Literacy Full-time Teachers	Low	4,667	4,857	5,048	5,238	5,429	5,619	5,810	6,000
	High		5,250	5,550	5,850	6,150	6,400	6,700	7,000
No. of Contract Teachers	Low	9,504	10,189	11,074	11,859	12,645	13,430	14,215	15,000
	High		13,210	16,490	19,790	23,070	26,420	29,700	33,000
Administration Development	Scenario	1392	1393	1394	1395	1396	1397	1398	1399
No. of Employees Trained per year	Low	2,300	2,300	2,400	2,400	2,400	2,400	2,500	2,500
	High		2,700	3,100	3,500	3,900	4,200	4,600	5,000
Percentage of MoE Offices Equipped with ICT	Low		20%	25%	30%	35%	40%	45%	50%
	High		40%	50%	60%	70%	80%	90%	100%
No. of MoE Employees	Low	258,996	258,380	270,200	285,000	300,000	317,000	336,000	357,000
	High		330,000	355,000	390,000	430,000	480,000	540,000	620,000

Program 1) General and Islamic Education

Sub-program 1-1) General Education

Overall Goal: To provide equitable access to quality education for all school-age children without any discrimination, and to develop students' competencies necessary for a healthy individual, family, and social life, and for continuing their education up to higher levels.

Program Objectives for 1399

- Increase Gross Enrollment Rate to 110% in primary education, to 80% in lower secondary, and to 60% in upper secondary education;
- Increase enrollment in General Education to 14.8 million (6.9 million girls and 7.9 million boys);
- Increase Gender Parity Index to 1 in primary education, to 0.8 in lower secondary, and to 0.7 in upper secondary education;
- Decrease dropout and repetition rates to 3% and 10% respectively;
- Increase the number of teachers to 275,000;
- Increase the number of schools to 20,000;
- Increase access to education for children with special needs (e.g. children with disabilities and Kuchi);
- Increase equity in access to education among all provinces and districts;
- Increase number of schools with useable building to 13100;
- Improve the quality of education in all schools of general education all over the country; and
- Develop and implement a standard system for assessing students' learning achievements.

General Education Strategies

The MoE will implement the following strategies to achieve the above mentioned goal and objectives of General Education sub-program:

1. **Establish Community-based education (CBE) and outreach classes in remote rural areas:** Establishing CBE and outreach classes in the remote rural areas is a main strategy of the MoE for increasing access to education. The Ministry of Education encourages implementing partners to participate in implementing this strategy, and will gradually enter these CBE and outreach classes to the official education system.



2. **School mapping:** The MoE will map existing schools and resident areas to identify where new schools or CBE classes need to be established. School mapping will include intensive

field researches and local people will be involved in planned future educational centers. If necessary, two schools that are established very close to one another will be combined together.

- 3. Increase girls' enrolment:** The Ministry's strategy for increasing girl's enrolment includes the following key elements: (1) conduct public awareness programs through engaging local and religious influential persons and raising awareness on the importance of girls' education in Islam, (2) recruit more female teachers and administrative staff particularly in rural areas, (3)



- relocate qualified female teachers from urban to rural areas, and (4) equip female schools with boundary walls, drinking water, and sanitation facilities.
- 4. Distribution of food and stationery:** The Ministry of Education in close cooperation with international organizations such as World Food Program (WFP) will distribute food and stationery to students who belong to poor families in order to encourage poor families to enroll their children in schools and to avoid poverty-related drop-outs. The implementation of this strategy depends on the availability of budget.
- 5. Standard student learning achievement tests:** The General Education Deputy Ministry in collaboration with Curriculum Development Department will develop standard tests for assessing student learning achievement at grades 3, 6, and 9, and will administer the tests regularly to find out the quality of education at schools.
- 6. Promote Sciences and mathematics Education:** The MoE Science Center will improve the quality of science and mathematics education in schools by training science teachers on the utilization of laboratories for implementing scientific experiments, distributing teacher guides for scientific experiments, equipping schools with laboratories, and distributing mathematics kits and other learning materials.
- 7. Strengthen Academic Supervision:** The MoE will evaluate the impact of academic supervision in improving the quality of education, and will take measures for improving the supervision system. The MoE will also provide capacity development opportunities for the MoE's academic supervisors.
- 8. Early Childhood Education:** The MoE in coordination with MoLSAMD will develop Afghanistan's early childhood education policy based on the specific situation of the country in order to facilitate achieving the first objective of "Education for All". The Curriculum Department will develop early childhood curriculum and Teacher Education Department prepare teachers for early childhood education. The MoE encourages development partners and private sector to participate in implementing early childhood education.
- 9. Strengthen School Management Councils (Shuras):** The MoE plans to increase local elders', influential individuals', and parents' participation in school affairs through establishing and strengthening School Management Shuras. School shuras will contribute in

managing, supervising, and protecting schools. The MoE will also provide school shuras with grants to use for improving schools, and will empower them to accept more responsibilities for school supervision.

10. Encourage communities to contribute in school construction: The MoE encourages communities, especially benevolent businessmen, to contribute more in donating lands for schools and constructing schools. The MoE will prioritize construction of those schools, in which, the community provides more contribution.



11. Increase teaching hours of primary education: The MoE will increase the annual teaching hours of the primary education, and will supervise schools to make sure of its exact implementation. In addition, the MoE will change schools with three shifts into Double-Shift Schools by increasing the number of schools in populated urban areas in order to make it possible for those schools to increase their teaching hours.

12. Education for children with disabilities: The MoE intends to provide access to children with disabilities and to provide them with necessary facilities. For this, the MoE will construct school buildings that are accessible to children with disabilities, will train teachers in special education, will develop learning materials in *Braille* and *sign* languages, and will make school environments inclusive and friendly for all. In addition, the MoE will examine first grade children's eyes and ears in order to provide necessary facilities for those who have visual and hearing impairments.

Projects and annual targets

The following five key projects are designed to achieve the General Education objectives and apply this program's strategies: (1) Increase enrollment in General Education, (2) Improve the quality of general education, (3) Construction and rehabilitation of schools, (4) Equip schools, and (5) Improve the quality of school management. The following table includes this program's results, key projects, and their indicators with baselines and annual targets:

Results /Projects	Indicators		Baseline	Annual Targets						
			2013	2014	2015	2016	2017	2018	2019	2020
Increase access to quality education for all	Gross Enrollment Ratio-Primary	Female	71%	77%	82%	88%	93%	99%	104%	110%
		Male	99%	101%	102%	104%	105%	107%	108%	110%
		Total	86%	89%	93%	96%	100%	103%	107%	110%
	Gross Enrollment Ratio-Lower Secondary	Female	40%	44%	48%	52%	56%	60%	64%	68%
		Male	68%	71%	74%	77%	81%	84%	87%	90%
		Total	54%	58%	61%	65%	69%	73%	76%	80%
	Gross Enrollment Ratio-Upper Secondary	Female	28%	31%	34%	37%	39%	42%	45%	48%
		Male	49%	52%	54%	57%	60%	63%	65%	68%
		Total	39%	42%	45%	48%	51%	54%	57%	60%
	Percentage of grade 3-6-9 passed standard tests			80%	82%	84%	86%	88%	90%	90%
Project 1) Increase enrollment in General Education	No. of Students-Primary	Female	2490746	2863497	3236247	3608998	3981748	4354499	4727249	5,100,000
		Male	3621604	3861375	4101146	4340917	4580687	4820458	5060229	5,300,000
		Total	6112350	6724871	7337393	7,700,000	8562436	8,800,000	9787479	10,400,000
	No. of	Female	561942	654522	747101	839681	932261	1024841	1117420	1,210,000

Students-Lower Secondary	Male	994534	1083886	1173239	1262591	1351943	1441295	1530648	1,620,000
	Total	1556476	1738408	1920340	2102272	2284204	2466136	2648068	2,830,000
No. of Students-Upper Secondary	Female	324198	382170	440141	498113	556085	614057	672028	730,000
	Male	603373	672891	742409	811927	881446	950964	1020482	1,090,000
	Total	927571	1055061	1182551	1310041	1437530	1565020	1692510	1,820,000
No. of GE students	Female	3376886	3900188	4423490	4946792	5470094	5993396	6516698	7,000,000
	Male	5219511	5618152	6016794	6415435	6814076	7212717	7611359	8,000,000
	Total	8596397	9518340	10440284	11362227	12284170	13206113	14128057	15,000,000
No. of public awareness implemented		1	1	1	1	1	1	1	1
No. of districts in which school mapping has been conducted			100	100	100	112	135	135	142
No. of community based and accelerated learning classes		8,000	9000	10000	11000	12000	13000	14000	15000
No. of GE schools		14599	15371	16142	16914	17685	18457	19228	20000
No. of pre-primary classes		3	10	15	20	20	20	20	20
No. of Kuchi schools		160	190	220	250	280	310	330	360
No. of schools for children with disabilities				2	2	2	2	2	2
No. of GE	Female	61320	70231	79143	88054	96966	105877	114789	123,700

	teachers	Male	122858	126921	130984	135047	139111	143174	147237	151,300	
		Total	184178	197153	210127	223102	236076	249051	262025	275,000	
	No. of GE employees	Female	76044	86270	96496	106722	116948	127174	76044	137,400	
		Male	163221	167017	170814	174610	178407	182203	163221	186,000	
		Total	239207	253173	267138	281104	295069	309035	239207	323,000	
	No. of students receiving food per year			100000	100,000	100,000	100,000	100,000	100,000	100,000	100,000
	No. of qualified teachers relocated to remote areas per year		100	100	100	100	100	100	100	100	100
	No. of teachers received land per year		5000	10000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
	No. of 18-hour TV programs broadcasted		18	20	22	24	26	28	30	32	32
	Project 2) Improve the quality of general education	No. of supervisors trained		1500	2000	2500	3000	3500	4000	4500	5000
No. of science teachers trained in implementation of scientific experiments		1500	2000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	
No. of teachers / administrators trained in Inclusive Education and Child-Friendly Schools		10000	10,000	12000	12,000	15000	15,000	20000	20,000	20,000	
No. of three-shift schools		433	371	309	247	186	124	62	0	0	
Standard tests		1	1	1	1	1	1	1	1	1	

	implemented								
Project 3) Constructio n and rehabilitatio n of schools	Standard Examination Implemented	51%	53%	55%	57%	59%	61%	63%	65%
	No. of schools constructed per year	625	675	725	775	825	875	925	975
	No. of schools repaired per year	300	300	300	300	300	300	300	300
	No. of surrounding walls constructed per year	200	200	200	200	200	200	200	200
	No. of sanitation facilities constructed per year	500	500	500	500	500	500	500	500
	No. of schools equipped with drinking water facilities	500	500	500	500	500	500	500	500
	No. of chairs and desks provided to schools	400000	400,000	400,000	400,000	400,000	400,000	400,000	400,000
Project 4) Equip schools	No. of schools equipped with computer labs per year		200	250	300	350	400	450	500
	No. of schools equipped with science laboratory per year		200	250	300	350	400	450	500
	No. of schools receiving mathematic kits per year		400	400	400	400	400	400	400
	No. of schools receiving first aid kits per year		400	400	400	400	400	400	400
	No. of schools equipped with library per year		300	300	300	300	300	300	300

Project 5) Improve the quality of school managemen t	No. of school shuras trained	1000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
	No. of schools receiving grants per year	2000	2,000	2,000	2,000	2,000	2,000	2,000	2,000

Sub-program 1-2) Islamic Education

Overall Goal: Develop human resources with competencies needed for religious preaching in mosques, teaching Islamic subjects, working as judges and attorneys, working in governmental and non-governmental organizations, and pursuing their studies in higher education institutes.

Program Objectives for 1399

- Increase enrollment in Islamic education to 350,000,
- Increase Gender Parity Index in Islamic education to 0.4,
- Increase the number of Islamic education teachers to 8,700,
- Increase the number of Islamic education centers to 1,500,
- Increase the number of Islamic education centers with usable buildings to 750,
- Improve the quality of teaching and learning in Islamic Education centers.

Strategies of Islamic education

The MoE will implement the following strategies to achieve the above mentioned goal and objectives of Islamic education program:

- 1. Consultation with the Islamic Ulamas and education experts to improve Islamic education:** Improving the quality of Islamic education is a key priority for the Islamic education program. This program will regularly assess and improve the policies of Islamic education through extensive consultation with Islamic Ulamas and education experts.
- 2. Train teachers of Islamic schools in new teaching methods:** The Islamic Education Deputy Ministry is determined to promote active learning and new teaching methods, such as group work in Islamic schools. Therefore, this program in close collaboration with the Teacher Education Department will train Islamic education teachers in active learning, and will ask district teacher education centers to observe the teaching of Islamic education teachers and to provide guidance on their teaching practices.
- 3. Revise the curriculum of Darululums⁴:** The Islamic Education Program will develop the expected competencies of Islamic education teachers in collaboration with the TED, and will revise the curriculum of Darululums accordingly in order to ensure that the graduates of Darululums acquire both Islamic knowledge and teaching skills.
- 4. Increase girls' enrollment in Islamic education:** Increasing girls' enrollment in the Islamic education centers is another policy of the MoE. The following strategies will be used for increasing girls' enrollment in Islamic Education: conducting public awareness programs,



⁴ - Darululums are those Islamic Education centers that offer education up to grade 14. A purpose of Darululums is to train teachers for Islamic Education subjects.

increasing the number of qualified female teachers for Islamic education centers, recruiting female TTC lecturers and female teachers of general schools to teach in Darululums and Madrasas through overtime payment, and equip Madrasas and Darululums with boundary walls, healthy drinking water, and sanitation facilities.

5. ***Utilize General Education Schools and Teacher Training Colleges for Islamic Education:*** The Deputy Ministry for Islamic education in coordination with the Deputy Ministry for Curriculum Development and Teacher Education will use the buildings of TTCs as needed in the second shift for Darululums especially for females. This Deputy Ministry also in coordination with the Deputy Ministry for General Education will use the buildings of General Education Schools for Islamic schools (Madrasas), and again with particular focus on females. In addition, the Islamic Education Deputy Ministry will recruit female teachers of TTCs and High schools as needed to teach some same subjects on overtime basis.
6. ***Encourage private sector to participate in Islamic education:*** The MoE will encourage private sector to participate actively in providing Islamic education according to the MoE rules and regulations. Also, the MoE encourage existing unregistered Islamic private schools to get registered and to implement the MoE's official curriculum. Then the MoE will approve their students' certifications.
7. ***Attract Islamic countries' financial support:*** The Islamic Education Deputy Ministry will ask Islamic countries to participate in funding Afghanistan Islamic education program according to the National Education Strategic Plan. For this purpose, the Deputy Ministry for Islamic Education will establish a development board for Islamic Education, in which the representatives of Islamic countries and other relevant stakeholders attend regular meetings to raise funds and discuss Islamic education policies.

Projects and annual targets

The following five key projects are designed to achieve the Islamic Education objectives and apply this program's strategies: (1) Increase enrollment in Islamic Education, (2) Improve the quality of Islamic education, (3) Construction and rehabilitation of Islamic centers, (4) Equip Islamic centers, and (5) Improve the quality of Islamic education management. The following table includes this program's results, key projects, and their indicators with baselines and annual targets:

Results /Projects	Indicators		Baseline	Annual Targets						
			2013	2014	2015	2016	2017	2018	2019	2020
Increase access to quality Islamic Education	No. of Islamic Education Students		280,000	290,000	300,000	310,000	320,000	330,000	340,000	350,000
Project 1) Increase enrollment in Islamic Education	No. of Islamic Education Students	Female	50146	57268	64390	71512	78634	85756	92878	100,000
		Male	204170	210717	217264	223811	230359	236906	243453	250,000
		Total	254316	267985	281654	295323	308993	322662	336331	350,000
	No. of Islamic Education Students in grades 13-14	Female	2902	2773	2644	2515	2387	2258	2129	2,000
		Male	3299	3971	4642	5314	5985	6657	7328	8,000
		Total	6201	6744	7286	7829	8372	8915	9457	10,000
	No. of IE centers	Madrasa	707	772	838	903	969	1034	1100	1,165
		Darululum	61	72	84	95	106	117	129	140
		Darulhuffaz	144	146	149	151	153	155	158	160
		Outreaches	89	81	74	66	58	50	43	35
		Total	1001	1072	1144	1215	1286	1357	1429	1,500
No. of IE	Female	502	673	844	1015	1187	1358	1529	1,700	

	teachers	Male	6311	6424	6536	6649	6762	6875	6987	7,100
		Total	6813	7097	7381	7665	7948	8232	8516	8800
	No. of IE employees	Female	562	753	944	1135	1327	1518	1709	1,900
		Male	8581	8555	8529	8503	8478	8452	8426	8,400
		Total	9143	9308	9474	9639	9804	9969	10135	10,300
	No. of public awareness implemented		59	70	60	70	80	80	90	90
	No. of IE centers established per year		1	1	1	1	1	1	1	1
Project 2) Improve the quality of Islamic Education	No. of IE teachers trained		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
	Percentage of IE students receiving full set of textbooks			100%	100%	100%	100%	100%	100%	100%
	No. of IE administrators trained		200	200	200	200	200	200	200	200
Project 3) Construction and rehabilitation of Islamic centers	Percentage of Islamic Centers with usable building		36%	37%	39%	41%	43%	46%	48%	50%
	No. of Islamic centers constructed per year		35	30	50	50	60	60	70	80
	No. of surrounding walls constructed per year		20	20	20	20	20	20	20	20
	No. of sanitation facilities constructed per year		20	20	20	20	20	20	20	20
	No. of Islamic centers equipped with drinking water facilities		20	20	20	20	20	20	20	20
Project 4) Equip Islamic Centers	No. of Islamic Education centers equipped with computer labs		50	50	50	60	70	80	90	100
	No. of supervisors trained		50	50	50	60	70	80	90	100

Islamic Education EMIS developed	1	1	1	1	1	1	1	1	1
No. of Islamic centers' shuras trained	100	100	100	100	100	100	100	100	100
No. of Islamic centers' shuras receiving grants	200	200	200	200	200	200	200	200	200

Program 2) Curriculum Development and Teacher Education

Sub-program 2-1) Curriculum Development


Overall goal: To provide quality textbooks and teacher guides according to the new curriculum framework and Islamic and national values in the light of academic standards, and current and future needs of the society.

Program Objectives for 1399

- Improve general and Islamic education curriculums and revise textbooks and teacher guides;
- Provide complete sets of quality textbooks for all students of General and Islamic education; and
- Provide teacher guides for all teachers of general and Islamic schools.

Strategies of Curriculum Development

The MoE will implement the following strategies to achieve the above mentioned goal and objectives curriculum development program:

1. **Revise curriculum and textbooks:** The Curriculum Development Program will regularly evaluate the curriculum implementation in schools all over the country and the results will be used for revising the existing curriculum and textbooks. This program will also assign textbook authors to teach the textbooks in schools in order to become aware of the shortcomings of the textbooks and to enable them to correct them. In addition, this program will invite qualified and experienced teachers to assist and advise textbook authors in the revision of textbooks. This program will consult with civil society, students, parents and other stakeholders for improving the curriculum and also will use experiences of other countries in curriculum development.
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2. **Add competencies into the curriculum:** The Curriculum Development Department will develop expected competencies for each grade to be used for improving textbooks, assessing students' learning outcomes, and designing standard tests.
 3. **Develop a curriculum for early childhood education:** The Curriculum Development Department will develop curriculum and learning materials for early childhood education.
 4. **Develop textbooks for third languages, Braille and sign languages:** This program will continue developing textbooks in official third-languages and will make necessary corrections in the already developed textbooks. This program will also develop textbooks in Braille language for children with visual impairment and in sign language for children with hearing impairment.
 5. **Focus on reading comprehension in grades 1 to 3:** The Curriculum Development Department will revise the curriculum of grades 1 to 3 in order to make sure enough emphasis is put on acquiring reading with comprehension skills. It is crucial for students to

learn to read with comprehension at the end of grade 3, otherwise they will struggle in higher grades. The Curriculum Development Program will reduce the number of textbook titles at grades 1-3 and reduce teaching hours of those subjects that are less important in order to increase time for developing students' reading skills.

6. ***Improve the effectiveness of printing and distributing textbooks:*** The MoE will alter textbook printing and distributing system to ensure that students receive full sets of textbooks on time. In this regard, the MoE will develop comprehensive plans for printing and distributing textbooks based on accurate data and information, and will evaluate the process regularly.
7. ***Capacity development:*** Capacity development of the curriculum development department is a priority of the MoE, and the MoE will provide training programs on textbook writing and competency assessment. The MoE will provide scholarships for the academic members of the department to study abroad. In addition, the MoE in coordination with MoHE will put aside a number of scholarships in the field of curriculum development, thus, more experts will be trained in this field.

Projects and annual targets

The following three key projects are designed to achieve the curriculum development program objectives and apply this program's strategies: (1) revision of GE and IE textbooks and teacher guides, (2) Printing and distributing GE and IE textbooks and teacher guides, and (3) Capacity Development for academic members. The following table includes this program's results, key projects, and their indicators with baselines and annual targets:

Results /Projects	Indicators	Baseline	Annual Targets						
		2013	2014	2015	2016	2017	2018	2019	2020
Provide full-set of textbooks for all General and Islamic Education students	Percentage of GE teachers received full set of teacher guides		100%	100%	100%	100%	100%	100%	100%
	Percentage of IE students received full set of textbooks		100%	100%	100%	100%	100%	100%	100%
Project 1) revision of GE and IE textbooks and teacher guides	No. of GE textbook titles revised	100	120	140	160	180	200	220	250
	No. of IE textbook titles revised	50	50	50	50	50	50	50	50
	No. of textbooks developed in third languages	8	8	8	8	8	8	8	8
Project 2) Printing and distributing GE and IE textbooks and teacher guides	No. of GE textbooks and teacher guides printed and distributed (Million)		31.4	33.8	36.3	38.9	41.6	44.5	47.5
	No. of IE textbooks and teacher guides printed and distributed (Million)		0.9	0.9	1.0	1.0	1.1	1.1	1.2
Project 3) Capacity Development for academic members	No. of academic members trained in short-term courses		50	50	50	50	50	50	50
	No. of academic members sent abroad for master program		5	5	5	5	5	5	5

Sub-program 2-2) Teacher Education

Overall goal: To provide professional cadre (male and female) for general and Islamic schools, and to develop general and Islamic teachers' basic competencies (males and females) in order to improve the quality of teaching and learning according to the Islamic and national values, without any kind of regional, linguistic, and ethnic discrimination.

Program Objectives for 1399

- Develop all General and Islamic teachers' basic competencies for quality teaching;
- Develop all General and Islamic school administrators' competencies for quality school management;
- Increase the number of TTC students to 80,000 (45,000 in pre-service and 35,000 in in-service program);
- Increase the number of TTC teachers to 3,200; and
- Construct 21 TTC complexes, and 175 district teacher education centers.

Strategies of teacher education

The MoE will implement the following strategies to achieve the above mentioned goal and objectives of teacher education program:

- 1. Competency- based teacher education:** The teacher Education program will use Afghanistan teacher competency framework –which have already been developed— to improve TTC curriculums and training materials, to evaluate and promote teachers, and to develop certification and accreditation system.
- 2. Conduct teacher competency tests:** The Teacher Education Program will develop and implement standard teacher competency tests in order to evaluate current teachers as well as the graduates of TTC programs. The results of the tests will be used for developing teacher training packages, improving teacher education programs, and teacher certification. The tests will not only evaluate teachers' knowledge, but also their practical skills.
- 3. Focus on TTC in-Services program:** The MoE will enroll all existing teachers who have only grade 12 degree in TTC in-service two-year program to obtain their teacher education degree. The MoE will supervise TTC in-service programs in districts closely to ensure students attend classes regularly and receive quality teacher education. In remote rural areas where there is a severe shortage of qualified teachers, the MoE will hire graduates of grade 12 as teachers and at the same time enroll them in TTC in-service programs.
- 4. Female teacher education:** One of the main strategies of the MoE for increasing girls' enrollment in schools is to increase the number of qualified female teachers. Therefore, this program puts recruiting and training female teachers as its priority, and provides incentives for girls to enroll in TTCs and will provide necessary facilities for them such as dormitories.



5. **Revise TTC pre-service admission system:** The MoE in cooperation in cooperation with the MoHE will revise TTC pre-service admission system in order to be able to enroll those who have interest in teaching profession and have minimum qualifications for studying at TTCs. Moreover, the Ministry will obligate pre-service students to serve as teachers for at least 2 years after graduation.
6. **Tailor teacher education programs to specific needs of schools and teachers:** The MoE will identify each district's shortage of qualified teachers for each subject, and will enroll TTC students accordingly. The MoE also design and implement short-term training workshops based on specific needs of teachers at each district.
7. **Train Community-Based school teachers:** The Teacher Education Program will develop standard training packages for community based school teachers, and in cooperation with implementing partners, will conduct training for the teachers in order to improve the quality of community-based education.
8. **Train early childhood teachers:** Considering the importance of early childhood education, the MoE will train early childhood teachers in TTCs and will provide support to the teachers in district teacher education centers.
9. **Strengthen TTC practicum:** The Teacher Education program will increase the duration of TTC per-service students' practical training in schools, and will assign experienced TTC lecturers to observe the teacher-students' teaching performance and to provide advices and necessary guidance to them.
10. **Prepare teachers for inclusive education:** The MoE will incorporate inclusive education concepts and strategies in TTC curriculum. In addition, the MoE will improve teacher education centers according to the inclusive education principles in order to make these centers responsive to the needs of different groups of teacher-students.
11. **Improve the quality of TTCs:** The Teacher Education Program will revise the recently developed TTC curriculum to improve its quality. This program will also develop and implement training workshops for TTC lecturers to improve the quality of teacher education in TTCs. For instance, the MoE will provide scholarships for TTC lecturers to study at master's programs.
12. **Expand district teacher education centers:** The MoE will establish a teacher education center at each district. These centers will provide in-service teacher education and learning materials for teachers. Teacher educators at these centers will visit schools regularly to follow up trainings and provide coaching to teachers.
13. **Provide Accelerated Learning for teachers with education less than 12 - grade:** Since about 10% of teachers do not have even grade 12th degree, the MoE will enroll these teachers in accelerated learning programs to finish their education, and to acquire necessary qualifications for entering TTC in-service program.
14. **Teachers learning circles:** The MoE will support teacher to form learning circles within schools, observe each other classes, provide advices to one another, exchange experiences, and learn from each other in an informal setting. In addition, the MoE will train teachers in action research to enable them as a group to conduct small researches in order to solve their problems and to improve their performance.

15. **Administrators' training:** The Teacher Education program will continue conducting training for school administrators, and develop and implement new training packages for them based on Afghanistan school administrators' competency framework.
16. **Teacher certification:** The Ministry of Education will develop teachers' certification system based on criteria such as teacher competency test result, qualification, and teaching experience. This system will have both horizontal dimension (teachers in the same level but in different professional fields) and vertical dimension (higher positions for more qualified teachers). This system will determine how teachers will promote professionally.
17. **Accreditation of teacher education institutes:** The MoE will develop accreditation system for teacher education institutes, evaluate governmental and private teacher education institutes according to the criteria defined in the system, and certify them in the case of meeting the standards. The accreditation system will also be used for the purpose of organizational development of teacher education institutes.
18. **Enhance coordination with the MoHE:** Teacher education is the responsibility of both the MoE and the MoHE, therefore the MoE will develop its teacher education policies, strategies, and programs in coordination with the MoHE.

Projects and annual targets

The following five key projects are designed to achieve the Teacher Education program objectives and apply this program's strategies: (1) Increase enrollment in TTCs, (2) Provide short-term trainings for teachers and school administrators, (3) Improve the quality of teacher education, (4) Construction and rehabilitation of TE centers, and (5) Improve the quality of TE management. The following table includes this program's results, key projects, and their indicators with baselines and annual targets:

Results /Projects	Indicators		Baseline	Annual targets						
			2013	2014	2015	2016	2017	2018	2019	2020
Improve quality of Instruction in General and Islamic Schools	Percentage of teachers with minimum required qualifications		47%	52%	56%	61%	66%	71%	75%	80%
	Percentage of teachers passed competency tests		75%	78%	80%	82%	84%	86%	88%	90%
	Percentage of administrators passed competency tests		75%	78%	80%	82%	84%	86%	88%	90%
Project 1) Increase enrollment in TTCs	No. of TTC in-service students	Female	10,000	11,500	13,000	14,500	16,500	18,000	20,000	22,000
		Male	22,500	21,500	20,500	19,000	17,500	16,000	14,500	13,000
		Total	32,500	33,000	33,000	33,500	34,000	34,500	34,500	35,000
	No. of TTC in-service students	female	19,500	20,500	21,500	22,500	23,500	24,000	25,000	26,000
		Male	14,500	15,000	15,500	16,500	17,000	17,500	18,500	19,000
		Total	34,000	35,500	37,000	38,500	40,000	42,000	43,500	45,000
	No. of TTC teachers	female	489	556	624	691	758	825	893	960
		Male	1977	2015	2052	2090	2127	2165	2202	2,240
		Total	2466	2571	2676	2781	2885	2990	3095	3,200
	No. of TTC employees	female	620	684	749	813	877	941	1006	1,070
		Male	3113	3054	2995	2936	2877	2818	2759	2,700
		Total	3733	539	1077	1616	2154	2693	3231	3,760
	No. of teachers enrolled in accelerated learning programs			2,000	2,000	2,000	2,000	2,000	2,000	2,000

	No. of TTCs	42	42	42	42	42	42	42	42	
	No. of District TE centers	210	240	270	300	330	360	390	420	
	No. TTC faculty receiving regional incentives	500	500	500	500	500	500	500	500	
	No. of female TTC students receiving scholarships	2,500	2,700	2,900	3,100	3,200	3,300	3,400	3,500	
Project 2) Provide short-term trainings for teachers and school administrators	No. of teachers trained	female	8,500	10,500	12,500	14,500	16,500	18,500	20,500	22,500
		male	15,000	16,500	18,500	20,500	22,000	24,000	25,500	27,500
		total	23,500	27,000	31,000	35,000	38,500	42,500	46,000	50,000
	No. of administrators trained	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
	No. of functional teachers learning circles	6,000	6,500	7,000	7,500	8,000	8,500	9,000	10,000	
Project 3) Improve the quality of teacher education	No. of revised TTC textbooks	90	90	90	90	90	90	90	90	
	No. of TTC textbooks printed and distributed in million	0.71	0.75	0.78	0.82	0.85	0.89	0.92	0.96	
	Teacher competency test implemented	1	1	1	1	1	1	1	1	
	Certification and accreditation system implemented		1	1	1	1	1	1	1	
Project 4) Construction and rehabilitation of TE centers	No. of TTC complex building constructed per year	3	3	3	3	3	3	3	3	
	No. of District TE centers constructed per year	5	10	15	20	25	30	35	40	
Project 5) Improve the quality of TE management	No. of TE supervisors trained per year	20	20	20	20	20	20	20	20	
	TE information system developed and implemented	1	1	1	1	1	1	1	1	

Program 3) Technical and Vocational Education and Trainings (TVET)

Overall goal: To provide relevant and quality technical and vocational education to both males and females in order to enable them to meet the requirements of the labor market in Afghanistan and the region, and to contribute to equitable and balanced development of the country.

Program Objectives for 1399:

- Increase enrollment in Technical and Vocational Education and Trainings to 300,000;
- Increase the number of TVET teachers to 12,000;
- Increase the number of TVET centers to 412;
- Increase the number of TVET centers with usable building to 225;
- Improve the quality of TVET education according to the Market demands;
- Provide short term vocational training for 35000 students failed to enroll universities;

TVET Strategies

The MoE will implement the following strategies to achieve the above mentioned goal and objectives of TVET program:

1. **Market-driven TVET:** The TVET Deputy Ministry of the MoE with the cooperation of the Ministry of Labor, Social Affairs, Martyrs and Disables (MoLSAMD) will identify the needs of the labor market in all areas of the country to adapt TVET programs accordingly. The TVET Deputy Ministry jointly with the representatives of private sector will evaluate the TVET curriculums in order to ensure their relevance to the labor market. In addition, the TVET Deputy Ministry will keep track of the graduates' employment rate in relevant fields to assess the relevance of the TVET programs to the market's needs. Adapting TVET programs to the needs of the labor market will increase the demand for TVET in the future.
2. **Establish TVET research center:** The TVET Deputy Ministry will establish the National TVET Research Centre for conducting research on the labor market needs, and on how to develop TVET in Afghanistan.
3. **Competency-based curriculum and assessment:** The TVET Deputy Ministry with the assistance of private sector will develop the expected competencies for each field of TVET and the criteria for assessing the achievement of the competencies. The developed competencies for each field of TVET will be used for developing quality curriculum for the field. The curriculum will include generic work skills such as discipline, team work, and creativity as well as technical skills. The TVET DM will use these competencies for assessing TVET graduates to make sure they have received quality education.
4. **Private sector's involvement in TVET:** A key strategy of TVET program is to increase the involvement of private sector in implementing TVET program. The TVET Deputy Ministry



encourages and supports private sector to establish TVET centers and will provide opportunities for private sector to participate in developing expected competencies, assessment criteria, and curriculum for TVET fields of study. The Deputy Ministry with the support of private sector will provide apprenticeship opportunities for TVET students to receive practical experience.

5. **Short-term vocational training:** Considering the growing number of General Education graduates and the limited capacity of higher education, the TVET Deputy Ministry will provide short-term vocational training (six-month courses) for those graduates who are not admitted in higher education. This deputy ministry will utilize its existing resources at TVET schools to provide vocational trainings in the second shift in 150 fields whose standards are developed by MoLSAMD. The purpose of this short-term vocational training is to increase the trainees' chances of employment in the labor market. The main part of this vocational training is apprenticeship in private sector.
6. **Agriculture and food processing as priority fields of study:** As agriculture continues to be the largest sector in the country, the TVET Deputy Ministry will increase the number of agriculture and food processing programs. The MoE will also improve the quality of agriculture programs to make sure the programs are effective.
7. **Revise TVET enrollment system:** The TVET Deputy Ministry will revise students' enrollment system in TVET schools and institutes, so that every student can be enrolled in a field of study that matches his or her personal interests, needs, and abilities.
8. **Increase female TVET students:** The TVET Deputy Ministry will implementing the following activities for increasing girls' enrollment: (1) conduct public awareness programs for girls, (2) develop those fields of TVET that are more relevant and interesting for girls, (3) recruit more female teachers, and (4) provide dormitory facilities for female students from rural areas.
9. **Develop and extend TVET teacher education and scholarship programs:** One of the major challenges of the TVET education is the lack of qualified teachers in market-relevant fields. To address this challenge, The TVET Deputy Ministry in collaboration with Germany will establish two academies for TVET teacher education and will establish an In- Service Teacher Training Academy with the support of the World Bank. In addition, this Deputy Ministry will provide opportunities for TVET teachers to pursue their education up to Bachelors, Masters and PhD levels.
10. **Establish at least one TVET school in each District:** The MoE will establish a TVET school in each district to increase access to TVET for all boys and girls throughout the country.
11. **Use buildings of General Education schools:** The TVET Deputy Ministry will use buildings of general education schools in the second shift as TVET schools, if possible and necessary. This strategy will expedite the development of TVET schools at a low cost.
12. **Coordination with TVET stakeholders:** The MoE will play an active role in increasing coordination with all TVET stakeholders, especially with the MoHE and the MoLSAMD who also provide technical and vocational education and training.

Projects and annual targets

The following five key projects are designed to achieve the TVET objectives and apply this program's strategies: (1) Increase enrollment in TVET, (2) Construct and equip TVET centers, (3) Provide short-term vocational training, (4) Improve the quality of TVET, and (5) Improve the quality of TVET management. The following table includes this program's results, key projects, and their indicators with baselines and annual targets:

Results /Projects	Indicators		Annual Targets							
			2013	2014	2015	2016	2017	2018	2019	2020
Improve access to quality TVET	No. of TVET students		61000	95143	129286	163429	197571	231714	265857	300,000
	Percentage of TVET graduates employed in market			50%	55%	60%	65%	65%	65%	70%
Project 1) Increase enrollment in TVET	No. of TVET students	female	8145	18410	28675	38940	49205	59470	69735	80,000
		male	52855	76733	100611	124489	148366	172244	196122	220,000
		total	61000	95143	129286	163429	197571	231714	265857	300,000
	No. of TVET teachers	female	524	906	1289	1671	2053	2435	2818	3,200
		male	1757	2763	3769	4775	5782	6788	7794	8,800
		total	2281	3669	5058	6446	7835	9223	10612	12,000
	No. of TVET employees	female	814	1212	1610	2008	2406	2804	3202	3,600
		male	3605	4604	5604	6603	7602	8601	9601	10,600
		total	4419	5816	7214	8611	10008	11405	12803	14,100
	No. of TVET schools		155	177	200	222	245	267	290	312
	No. of TVET Institutes		89	91	92	94	95	97	98	100
	No. of schools for children with disabilities		9	10	11	12	13	14	15	16

Project 2) Construct and equip TVET centers	No. of TVET centers with usable building	65	80	100	120	145	170	195	225
	No. of TVET centers constructed per year	15	20	20	25	25	25	30	30
	No. of TVET dormitories constructed per year	2	2	2	2	2	2	2	2
	No. of TVET centers equipped	60	80	100	120	140	160	180	200
Project 3) Provide short-term vocational training	No. of vocational trainees		5,000	5,000	5,000	5,000	5,000	5,000	5,000
Project 4) Improve the quality of TVET	No. of TVET fields with revised curriculum	75	80	85	90	95	100	105	110
	% of students who have access to full set of textbooks	40%	50%	55%	60%	65%	70%	75%	80%
	Number of textbooks printed and distributed	400,000	450,000	200,000	100,000	100,000	50,000	50,000	50,000
	No. of textbook authors who participated in capacity development	20	30	40	50	20	20	10	10
	No. of TVET teacher trained	2,494	4,127	5,760	7,393	9,026	10,659	12,292	12,500
Project 5) Improve the quality of TVET management	No. of TVET centers visited regularly per year	261	282	303	324	345	374	403	432
	No. of TVET employees trained per year	120	150	180	210	240	270	300	350

Program 4) Literacy

Overall goal: To increase literacy rate for Afghan women and men aged 15 and above to acquire necessary competencies for fulfilling their roles as parents, workers, and citizens, and to provide them with further education opportunities.

Program Objectives for 1399

- Increase National literacy rate -15 years old and above –to 60% (50% female and 70% male) by 1399;
- Conduct literacy courses for 6 millions literacy students (at least 60% female);
- Provide vocational literacy for 200 thousand literacy learners;
- Establish and construct a community literacy centers in the center of each province; and
- Improve the quality of literacy courses to ensure that at least 80% of literacy learners pass the standard test successfully.



Strategies for literacy program

The MoE will implement the following strategies to achieve the above mentioned goal and objectives of literacy program:

1. **Conduct National literacy Campaigns:** The Literacy Deputy Ministry under the Presidential Office and the High Commission of Literacy supervision will conduct National Literacy Campaigns to strengthen political and national will for elimination of illiteracy in the country. The Literacy Deputy Ministry through Media such as Education Radio and TV, Mosques and schools of general education will encourage illiterate groups of the population to participate in literacy courses; it will also invite national merchants and volunteers to support the literacy program implementation. In addition, the Literacy Deputy Ministry encourages governmental and non-governmental organizations and private sector to conduct literacy courses for their illiterate staff. The Literacy Deputy Ministry will provide textbooks and train literacy teachers if needed. The MoE will support particularly the MoI (Ministry of Interior Affairs) and the MoND (Ministry of National Defense) in implementing literacy courses for Afghan National Police and Afghan National Army.
2. **Assign teachers of general education and Mullah Imams of Mosques for teaching in literacy courses:** To enroll more students in the literacy courses; and to improve the quality of literacy services at the lower cost, the Literacy Deputy Ministry in close coordination with the Academic deputy ministry will assign teachers of general education on an overtime basis to conduct literacy courses, it will assign Mullah Imams as literacy teachers as well. In addition, the Literacy Deputy Ministry in collaboration with the TED will train literacy teachers and Mullah Imams in the principles of adults' education and in the specific methods of literacy training.
3. **Utilize general education schools and Mosques as centers for conducting the literacy courses:** The Literacy Deputy Ministry utilizes the capacity of schools and mosques to

encourage the communities to participate in literacy courses, to coordinate literacy activities at the villages and districts, and to collect information about literacy students. The literacy courses will be conducted in the buildings of schools and mosques, if possible.

4. ***Establish Community Literacy Centers:*** The Literacy Deputy Ministry will establish and construct 8 Community Literacy Centers at the zones of the country in order to coordinate and supervise the literacy activities. This Deputy Ministry will design and implement capacity development programs for the literacy teachers and supervisors. In the following phases, Community Literacy Centers will be established firstly at the center of provinces and then at the centre of districts. These supportive centers will be managed by the local communities and necessary preparedness will be taken for their financial self-reliance.
5. ***Focus on Youths (15-24 yrs.) as the priority target group:*** Considering the importance of youths' roles in development of a nation, the MoE will focus on this group as its priority target population and will prepare them for continuing their education in adults' schools. However, the MoE intends to provide access to literacy courses for all learners regardless of their ages.
6. ***Special focus on female and disadvantaged groups:*** The MoE will increase women' access to literacy programs through coordination and collaboration with the Ministry of Women' Affairs (MoWA) and other national and international partners in order to empower women. Following the inclusive education policy, this program will also focus on the literacy of disadvantaged groups (such as nomads and people in remote rural areas).
7. ***Assist adult literacy graduates to pursue their education:*** A number of literacy graduates will be eligible to be enrolled in 4th grade of general schools according to the school age criteria. But, those literacy students who are older than the school age need alternative solutions in order to let them pursue their education. The Literacy Deputy Ministry through consultation and coordination with the General Education Program will develop adults' education program to enable literacy graduates to be enrolled in adult special literacy courses. The literacy Deputy Ministry will also develop a compact and more consolidated curriculum for adults' education in close collaboration with the curriculum development department. Adult literacy students will have to pass the competency assessment tests as like as other students. The Literacy Deputy Ministry will also consider using the Open Education System and distance learning in literacy schools.



8. **Utilize ICT technology:** The Literacy Program will benefit from the capacity of information and communication technologies like Radio, TV, Telephones, Mobiles, Computers, Tablets and Internet in order to increase access to literacy courses; to encourage illiterates to participate in literacy courses and to improve the quality of literacy courses. This Deputy Ministry will provide and distribute CDs of Computerized Learning Materials. It will also use Short Message System (SMS) to send short learning materials by mobile phones to literacy students.
9. **Develop a standard system for literacy assessment:** The Literacy Deputy Ministry will develop and put in place a standard system for assessing literacy students' learning achievements to ensure that literacy courses are effective and learners have acquired basic literacy skills. The literacy learners must pass a standard test before obtaining the literacy certificate.
10. **Develop Literacy for labor:** The Literacy Deputy Ministry will revise the current literacy curriculum to increase its relevance to the literacy learners' life and occupations. It will increase the demand for and the effectiveness of the courses. It therefore will develop separate literacy textbooks for different occupations.
11. **Strengthen Literacy M&E and Information System:** The Literacy Program with supports from the Planning Department will strengthen its monitoring and evaluation system to ensure that the programs are implemented correctly and effectively. It will also strengthen the literacy information system and improve the utilization of data and information in the decision making process. The Literacy Information System will include information about literacy learners, courses, and teachers of the MoE and the partners' programs.
12. **Improve coordination with partners:** The Literacy Deputy Ministry will support its implementing partners, coordinate their activities, and ensure that the literacy projects are aligned with the Ministry's strategic plan and that the activities are cost-effective.
13. **Sustainable capacity development program:** The Literacy Deputy Ministry will design and implement a variety of sustainable programs to develop the organizational and individual capacity of the Literacy Deputy Ministry continuously. In this regard, it will also revise policies and execution mechanisms, conduct short term training courses and implement long term training courses to develop the capacity of literacy administrations at the center, provinces and districts.

Projects and annual targets

The following five key projects are designed to achieve the literacy objectives and apply this program's strategies: (1) Increase enrollment in literacy, (2) Provide vocational literacy, (3) Improve the quality of literacy program, (4) Establish and construct community literacy centers, and (5) Improve the quality of literacy management. The following table includes this program's results, key projects, and their indicators with baselines and annual targets:

Results/ Projects	Indicators		Baseline	Annual targets							
			1392	1393	1394	1395	1396	1397	1398	1399	
Increase literacy rates	Literacy rates for age 15 and above	Female	20%	25%	30%	35%	40%	45%	50%	50%	
		Male	50%	53%	55%	58%	60%	63%	67%	70%	
		Total	36%	38%	40%	43%	45%	48%	52%	60%	
project 1) Increase enrollment in literacy	No. of literacy learners	Female	207857	256735	305612	354490	403367	452245	501122	550,000	
		Male	254047	289183	324319	359455	394592	429728	464864	500,000	
		Total	461904	545918	629931	713945	797959	881973	965986	1050000	
	No. of permanent teachers	Female	1353	1517	1681	1845	2008	2172	2336	2,500	
		Male	3314	3341	3367	3394	3420	3447	3473	3,500	
		Total	4667	4857	5048	5238	5429	5619	5810	6,000	
	No. of contract teachers	Female	5874	6249	6624	6999	7375	7750	8125	8,500	
		Male	3630	4040	4450	4860	5270	5680	6090	6,500	
		Total	9504	10289	11074	11859	12645	13430	14215	15,000	
	No. of literacy employees	Female	1,590	1,740	1,890	2,040	2,190	2,330	2,480	2,630	
		Male	3,880	3,850	3,820	3,790	3,760	3,740	3,710	3,680	
		Total	5,440	5,570	5,700	5,830	5,950	6,080	6,200	6,320	
	No. literacy courses			19787	24460	29134	33807	38480	43153	47827	52,500
	No. of awareness campaigns conducted				1	1	1	1	1	1	1

Project 2) Provide vocational literacy	No. of vocational literacy learners	Female	17,100	17,300	17,400	17,500	17,600	17,800	17,900	18,000	
		Male	11,300	11,300	11,300	11,300	11,300	11,300	11,300	11,300	12,000
		Total	28,400	28,600	28,700	28,800	28,900	29,100	29,200	30,000	
	No. of vocational literacy courses			1,907	1,913	1,920	1,927	1,940	1,947	2,000	
Project 3) Improve the quality of literacy program	Percentage of literacy learners pass final tests			50%	55%	60%	65%	70%	75%	80%	
	No. of literacy teachers trained		10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	
	Percentage of literacy learners receive literacy materials		100%	100%	100%	100%	100%	100%	100%	100%	
	No. of literacy textbooks revised		28	28	28	28	28	28	28	28	
	No. of literacy textbooks printed and distributed per year (Million)		1.22	1.32	1.42	1.51	1.61	1.71	1.80	1.90	
Project 4) Establish and construct community literacy centers	No. of community literacy centers established		15	17	19	22	25	28	31	35	
	No. of community literacy centers constructed per year		2	2	2	3	3	3	3	4	
Project 5) Improve the quality of literacy management	Literacy information system developed		1	1	1	1	1	1	1	1	
	No. of supervisors trained per year		900	900	900	900	900	900	900	900	

Program 5) Education Administration Development

Overall Goal: To provide effective, efficient, and transparent support services and facilities for successful implementation of education programs throughout the country; and to increase the effectiveness, efficiency, accountability, and transparency of Ministry of Education performance at the strategic level within the framework of national laws and international commitments.

Program Objectives for 1399

- Develop and revise education policies, rules, and regulations, and disseminate them to all schools;
- Develop operational plans at the national, provincial and district levels;
- Develop capacities for research-based policy development, planning, monitoring and evaluation, and reporting at the centre, provinces and districts;
- Decentralize education administration and increase administrative and financial authority of Provincial Education Departments and District Education Offices;
- Increase the MoE's capacity for development budget execution to 95% by 1399;
- Increase the transparency and speed of administrative procedures through computerizing the procedures;
- Provide enough and on time budgets for the strategic plan implementation at the centre, provinces and districts; and
- Eliminate corruptions from education offices at all levels.

Strategies of education administration development

The MoE will implement the following strategies to achieve the above mentioned goal and objectives of education administration development program:

1. **Decentralize education administration:** Decentralization, which means devolving responsibilities and decision making authorities to the provincial and district levels, is one of the major policies of the MoE. Teacher recruitment and transfer, managing all student affairs including issuing and distributing educational certificates will gradually be taken over by the provinces and districts. The planning, monitoring and evaluation, EMIS, procurement, and financial processes will gradually be decentralized to the provincial and district levels, and at the same time the MoE strengthen its supervision system in order to ensure that the education policies and plans are implemented properly.
2. **Streamline the administrative procedures:** The current procedures of the MoE are generally rather cumbersome and tedious. In order to develop and reform the education administration and reduce the possibilities of corruption, the MoE will streamline and shorten administrative and financial procedures and will disseminate the MoE rules and regulations. In addition, the Ministry will pay specific attention to beneficiaries' satisfaction of services and will be more responsive to the clients' demands
3. **Utilize ICT infrastructure:** The MoE will utilize information and communication technologies extensively to increase the effectiveness of education administration. In this regard, the Ministry will computerize administrative systems in the centre and in the provinces to the extent possible and will facilitate communication between different departments through internet and telephone technologies.

4. **Strengthen the EMIS and information based-decision making process:** The MoE will collect education data (such as data on students, staff, and schools) through computerizing the administrative procedures such as student registration and teacher recruitment at provincial, then district and school levels in order to improve the credibility of data. In addition, all MoE databases and information systems will be integrated through the EMIS to enable different departments to have access to necessary information for effective coordination and better decision making. All MoE decisions and plans will be made based on data and analysis. The MoE will collect data on the MoE key indicators disaggregated by disadvantaged groups (e.g. children with disabilities, Kuchis, linguistic and ethnic minority groups and etc.). Finally, The MoE is committed to provide public access to educational data and reports.
5. **Strengthen the audit system:** To eliminate the corruption, MoE will establish a standardized audit system; develop programs for awareness raising and provide necessary guidance to the PED, DEO and schools; establish internal audit committee and develop capacity provincial education departments' auditors.
6. **Standard school construction:** The MoE will construct all educational centers according to the defined criteria and standards. All new school buildings will be accessible for students with disabilities, and will include necessary facilities such as boundary walls, drinking water, and sanitation facilities. The MoE will supervise school construction projects to ensure they meet the MoE's standards.
7. **Transfer salaries to hard-to-reach areas through different methods:** The MoE will utilize different strategies to ensure that the employees receive their salaries on time, even in remote and hard-to-reach areas. The strategies include transferring salaries through mobile networks and helicopter.
8. **Channel financial aid through national budget:** Following the Tokyo Declaration (2012) the MoE encourages donors to channel at least 50% of their financial aids through the government core development budget rather than external budget. This will enable the MoE to spend financial aid in accordance with its priorities as well and in order to make development programs more effective.
9. **Develop employees' capacity:** The MoE will develop the capacities of its employees, particularly in the provincial and district levels in order to improve the quality of education and increase the effectiveness of support services. The capacity of the MoE's Administration and Accounting Institute will be used for the employees' capacity development. The MoE will review the current strategies for capacity development, especially the impact of hiring technical assistants. The MoE will also develop and implement a comprehensive staff performance appraisal system.
10. **Increase coordination between the MoE's different departments:** To facilitate the execution of activities and to enhance the effectiveness of the MoE's programs, the MoE will increase coordination and collaboration between its different departments. In this regard, coordination and consultative meetings will be conducted with and within the various departments in the MoE.



Projects and annual targets

The following six key projects are designed to achieve the education administration development program objectives and apply this program's strategies: (1) Revise MoE legislative documents, (2) Strengthen strategic management, (3) Supervise construction of educational centers, (4) Equip educational centers and offices with ICT, (5) strengthen and decentralize finance and procurement, and (6) Administration reform and human resource development. The following table includes this program's results, key projects, and their indicators with baselines and annual targets:

Results/Projects	Indicators	Annual Targets							
		2013	2014	2015	2016	2017	2018	2019	2020
Increase development budget execution	Percentage of development budget executed	37%	45%	54%	62%	70%	78%	87%	95%
Project 1) Revise MoE legislative documents	No. of revised legislative documents	10	10	10	10	10	10	10	10
	No. of legislative documents printed and distributed	152,700	158,900	165,300	171,900	178,700	185,700	192,900	200,500
Project 2) Strengthen strategic management	National operational plans developed	1	1	1	1	1	1	1	1
	No. of provincial operational plans developed	35	35	35	35	35	35	35	35
	No. of district operational plans	412	412	412	412	412	412	412	412
	No. of MoE projects evaluated	5	5	6	7	8	9	10	12
	No. of progress reports developed	36	36	36	36	36	36	36	36
	No. of employees trained in planning institute	242	240	240	240	240	240	240	240
	No. of EMIS modules developed		2	2	2	2	2	2	2
	No. of provincial education offices provided access to EMIS		35	35	35	35	35	35	35

	No. of district education offices provided access to EMIS		50	110	180	240	300	360	412	
Project 3) Supervise construction of educational centers	No. of construction engineers	232	232	232	232	232	232	232	232	
Project 4) Construct a central building complex for the MoE	% of progress in construction			33%	67%	100%				
Project 5) Equip educational centers and offices with ICT	No. of provincial offices equipped with ICT	30	35	35	35	35	35	35	35	
	No. of district offices equipped with ICT	0	0	30	60	90	120	150	180	
	No. of laptops distributed to students by one Laptop per Child	800	1,000	1,200	1,400	1,600	1,800	2,000	2,200	
	No. of employees trained in IT	200	250	300	350	400	450	500	550	
	No. of administrative system computerized		3	3	3	3	3	3	3	
Project 6) strengthen and decentralize finance and procurement	No. of provinces with functional AFMIS		35	35	35	35	35	35	35	
	No. of provinces with functional BPET		35	35	35	35	35	35	35	
project 7) Administration reform and human resource development	No. of MoE employees	female	69473	81120	92766	104413	116060	127707	139353	151,000
		male	188334	192501	196667	200834	205000	209167	213333	217,500
		total	257807	273620	289434	305247	321060	336873	352687	368,500
	No. of employees passed reform process	240,000	271,000	284,000	296,000	309,000	321,000	334,000	345,000	
	No. of employees trained in job-related skills	2,300	2,300	2,400	2,400	2,400	2,400	2,500	2,500	

Chapter Four: Budget⁵

The following table includes required development budget for each MoE program and subprogram in USD based on the low-case scenario.

	Programs/Projects (figures in million)	1393	1394	1395	1396	1397	1398	1399
1	General and Islamic Education Program							
1.1 General Education Su-program								
1	Project 1) Increase enrollment in General Education	41.74	47.84	54.32	61.18	68.40	76.01	83.98
2	Project 2) Improve the quality of General Education	6.96	7.87	8.38	9.61	10.17	12.04	12.67
3	Project 3) Construction and rehabilitation of schools	212.12	235.97	261.07	287.42	315.02	343.87	373.97
4	Project 4) Equip schools	18.38	19.25	20.13	21.00	21.88	22.75	23.63
5	Project 5) Improve the quality of school management	9.19	9.63	10.06	10.50	10.94	11.38	11.81
	GE Total Development Budget	288.39	320.56	353.96	389.71	426.41	466.05	506.07
	GE Total Operating Budget	472.80	495.56	524.01	553.09	584.06	620.72	659.28
	GE Total Budget	761.19	816.13	877.97	942.80	1,010.47	1,086.77	1,165.35
1.2 Islamic Education Sub-program								
1	Project 1) Increase enrollment in Islamic Education	0.08	0.08	0.08	0.09	0.09	0.10	0.10
2	Project 2) Improve the quality of Islamic Education	0.24	0.25	0.26	0.27	0.29	0.30	0.31
3	Project 3) Construction and rehabilitation of Islamic centers	9.67	10.13	13.47	14.05	17.76	18.47	19.19
4	Project 4) Equip Islamic Centers	1.31	1.38	1.44	1.50	1.56	1.63	1.69
5	Project 5) Improve the quality of Islamic Education management	2.39	2.50	2.62	2.73	2.85	2.97	3.08
	IE Total Development Budget	13.69	14.34	17.87	18.65	22.55	23.46	24.36
	IE Total Operating Budget	19.54	20.34	21.15	21.81	22.66	23.70	24.74
	IE Total Budget	33.23	34.69	39.02	40.46	45.21	47.16	49.10
	GE & IE Development Budget	302.08	334.91	371.83	408.36	448.97	489.51	530.43
	GE & IE Operating Budget	492.34	515.91	545.16	574.89	606.72	644.42	684.02
	GE & IE Total Budget	794.42	850.81	916.99	983.26	1,055.68	1,133.93	1,214.45

⁵ Figures in the table are based on US Dollars.

2	Curriculum Development and Teacher Education Program							
2.1	Curriculum Development Sub-program							
1	Project 1) revision of GE and IE textbooks and teacher guides	3.57	4.18	4.83	5.52	6.25	7.02	8.10
2	Project 2) Printing and distributing GE and IE textbooks and teacher guides	28.27	31.72	33.40	39.74	44.35	49.27	54.54
3	Project 3) Capacity Development for academic members	0.21	0.22	0.23	0.24	0.25	0.26	0.27
	CD Development Budget	32.05	36.12	38.46	45.50	50.85	56.55	62.91
	CD Operating Budget	2.04	2.20	2.36	2.46	2.57	2.68	2.79
	CD Total Budget	34.08	38.32	40.81	47.97	53.42	59.23	65.70
2.2	Teacher Education Sub-program							
1	Project 1) Increase enrollment in TTCs	20.33	21.21	22.24	23.29	24.50	25.48	26.63
2	Project 2) Provide short-term trainings for teachers and school administrators	10.10	11.65	13.31	14.92	16.77	18.55	20.59
3	Project 3) Improve the quality of teacher education	2.13	2.24	2.35	2.46	2.57	2.69	2.80
4	Project 4) Construction and rehabilitation of TE centers	5.75	6.55	7.41	8.32	9.27	10.27	11.33
5	Project 5) Improve the quality of TE management	1.06	1.11	1.16	1.21	1.26	1.31	1.36
	TE Development Budget	39.36	42.77	46.47	50.20	54.37	58.31	62.71
	TE Operating Budget	13.34	14.01	14.65	15.11	15.59	16.04	16.53
	TE Total Budget	52.70	56.77	61.12	65.31	69.96	74.35	79.23
	CD & TE Development Budget	71.41	78.89	84.93	95.70	105.22	114.86	125.62
	CD & TE Operating Budget	15.37	16.20	17.01	17.57	18.16	18.72	19.31
	CD & TE Total Budget	86.78	95.09	101.94	113.27	123.38	133.58	144.93
3	TVET							
1	Project 1) Increase enrollment in TVET	0.08	0.08	0.08	0.09	0.09	0.10	0.10
2	Project 2) Construct and equip TVET centers	25.79	31.97	38.75	45.95	54.26	63.39	73.56
3	Project 3) Provide short-term vocational training	0.32	0.36	0.38	0.40	0.41	0.43	0.45
4	Project 4) Improve the quality of TVET	18.93	27.32	36.39	46.15	56.58	67.70	71.54
5	Project 5) Improve the quality of TVET management	0.13	0.15	0.17	0.20	0.22	0.25	0.29

	TVET Total Development Budget	46.72	61.33	77.2	94.18	112.96	133.24	147.29
	TVET Total Operating Budget	31.45	36.58	41.41	45.47	49.22	52.97	56.43
	TVET Total Budget	78.17	97.91	118.61	139.65	162.18	186.21	203.72
4	Literacy							
1	Project 1) Increase enrollment in literacy	57.98	85.53	96.29	107.58	119.54	132.09	145.24
2	Project 2) Provide vocational literacy	8.95	9.41	9.87	10.34	10.84	11.31	12.07
3	Project 3) Improve the quality of literacy program	9.10	10.04	10.97	12.00	13.08	14.14	15.31
4	Program 4) Establish and construct community literacy centers	3.27	3.64	4.03	4.43	4.86	5.31	5.78
5	Project 5) Improve the quality of literacy management	0.76	0.79	0.83	0.86	0.90	0.94	0.97
	Literacy Development Budget	80.05	109.40	121.99	135.22	149.22	163.79	179.37
	Literacy Operating Budget	9.58	9.89	10.20	10.46	10.74	11.00	11.26
	Literacy Total Budget	89.63	119.30	132.19	145.68	159.96	174.79	190.62
5	Education Administration Development							
1	Project 1) Revise MoE legislative documents	1.88	2.01	2.14	2.27	2.41	2.55	2.70
2	Project 2) Strengthen and decentralize planning, M&E, and reporting	10.01	11.80	13.95	16.00	18.16	20.45	22.64
3	Project 3) Supervise construction of educational centers	6.15	6.45	6.74	7.03	7.33	7.62	7.91
4	Project 4) Construct a central building complex for the MoE		4					
5	Project 5) Equip educational centers and offices with ICT	1.92	2.22	2.53	2.86	3.22	3.59	3.97
6	Project 6) strengthen and decentralize finance and procurement	1.10	1.16	1.21	1.26	1.31	1.37	1.42
7	project 7) Administration reform and human resource development	2.41	2.52	2.58	2.64	2.70	2.83	2.89
	EDA Development Budget	23.47	29.15	32.14	36.06	35.13	38.4	41.53
	EDA Operating Budget	59.27	61.10	62.93	64.15	65.37	66.59	67.81
	EDA Total Budget	82.74	94.25	95.07	100.21	100.5	104.99	109.35
	MoE Development Budget	523.72	613.68	688.1	769.52	851.49	939.8	1024.24
	MoE Operating Budget	608.02	639.68	676.71	712.54	750.21	793.71	838.83
	MoE Total Budget	1,131.74	1,257.36	1,364.81	1,482.07	1,601.70	1,733.50	1,863.08

Chapter Five: Implementation, Monitoring, and Evaluation Framework

Implementation Strategies

Proper implementation is the key for achieving the goals and objectives articulated in NESP III. The MoE has therefore adopted the following strategies for improving the implementation of the NESP III programs:

1) Development of National, Provincial and District operational plans

The General Directorate of Planning and Evaluation (DoPE) will facilitate the process of developing national, provincial, and district operational plans through a participatory process. Through these operational plans, NESP III strategies will be operationalized and customized to the specific situation of each province and district. Developing quality operational plans will facilitate the implementation of NESP III.

2) Correspondence between NESP III structure and MoE's organizational structure

To provide better coordination for the NESP III implementation, NESP III program have been designed in accordance with the MoE's existing organizational structure. Under the H.E Minister's direct supervision, there is one deputy minister for leading one of the priority programs; and under each deputy' direct supervision there are 3 to 8 departments for conducting the specified activities in each sub program or part of a program.

In each province, under the education director's supervision, there are five senior managers who are responsible for leading and coordinating all the MoE's five priority programs.

3) Improve coordination in implementation

To effectively implement this plan, the MoE will increase coordination among different departments in the centre and sub-national offices and also between the MoE and implementing partners, through conducting regular joint meetings.

4) Decentralize education administration

As mentioned before, the MoE will devolve responsibilities and decision making authorities to the sub-national levels in order to improve implementation of NESP III and operational plans. In addition, the MoE will increase the participation of sub-national staff in planning processes to enhance their sense of ownership over the plans, and hopefully their commitment for implementing the plans.

5) Utilization of the NGOs' and the Private Sector's capacity

The utilization of the NGOs' and the private sector's capacity will be a key strategy for the implementation of NESP III. NGOs will participate in the implementation of NESP III programs and projects within the framework of MoE rules and regulations and after the MoE approved their MoU.

The private sector will also participate in provision of educational services (e.g. establishing private schools, provision of goods and services, and construction of schools) within the framework of the MoE rules and regulations. The MoE will permit foreign companies and organizations to implement programs only in exceptional situations or when the required expertise is not available inside the country.

6) Strengthen the MoE's supervision system

One of the most important strategies of the MoE is to strengthen the supervision system to ensure effective implementation of the NESP III. In this regard, members of the academic supervision will

be trained and supervision system will be reformed. Also, district, provincial and central departments prepare quarterly and annual progress reports and submit them to the ministry's leadership body. Various supervision mechanism and system will be reviewed and made complementary.

Monitoring and Evaluation Strategies

The MoE will systematically collect data and information on (1) ordinary and development budget execution, (2) implementation of activities, and 3) achieving results according to the NESP III and the Operational Plans indicators. The collected data and information will be used for reporting to the cabinet, Parliament, and to the public, and for improving the implementation of plans. In addition, the MoE will evaluate the policies, programs, and key projects in order to make sure that they are effective, efficient, and sustainable and to apply the lessons learned for improving the MoE policies and projects.

Strengthen the MoE's EMIS system

The MoE will strengthen the EMIS to improve the quality and reliability of education data, and to provide data and information for the MoE's leadership AND OTHER EDUCATION STAKEHOLDERS [accurate and easy to use, and up to date information needs to be available to all at MoE should not be limited to leadership only] information needs leadership on time. In addition, the MoE will develop its capacity for analyzing and utilization of data in planning and decision making process. The MoE will strengthen the EMIS in provincial and district levels so that the data collection process to be improved and accelerated. The MoE will disseminate EMIS analytical reports annually.

Annual and semi-annual reports:

In accordance with Reporting Procedures which is approved by the MoE leadership, MoE prepares its annual and semi-annual reports, based on monitoring of operational plan implementation at central, provincial and district levels. Based on lessons-learnt during the process, Reporting Procedures will be revised, and meanwhile necessary guidance will be provided to staff at different levels to better implement the projects and its activities. Capacity development of the staff on reporting and monitoring will remain as top priority for Department of Planning and Evaluation.

Increase Stakeholders' participation in evaluation processes

To improve the quality of evaluations and their impacts on the policies and programs, the MoE provides more opportunities for stakeholders to participate in evaluation process. Particularly, the MoE and the international donors will jointly evaluate the external projects through close cooperation with Human Resource Development Board (HRDB) and the Education Coordination Committee (ECC). The MoE will also hold annual Joint Education Sector Review (JESR) meetings in which the relevant ministries, development partners, and other stakeholders participate. Meanwhile, the Evacuation unit of planning dept will assist programs and departments to conduct internal evaluation and will facilitate external evaluations.

Develop the Ministry's capacity for conducting research

The MoE will enhance its capacity for conducting researches and evaluation to ensure of the effectiveness of implemented policies and programs and to identify the roots of problems and the reasons behind successes. In this regard, the MoE will conduct capacity development programs for research and enhance the coordination between the MoE research units. The MoE will implement research studies independently and also jointly with national and international research organizations.

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ⁱ There are serious doubts on the accuracy of Afghanistan's educational data: data are based on school principals' self-reporting and principals tend to inflate enrollment figures because enrollment data are used for resource allocation, and still there is not a verification system in place.

ⁱⁱ The latest population census was conducted in 1970s, therefore, all population data are just estimates. The Central Statistics Office (CSO) is officially responsible for population data, but their estimates are too low. Thus, the UN Population Division (UNPD) estimates are used for planning and reporting at the MoE. According to UNPD, Afghanistan population in 2012 is around 33 million, of which 12 million are at school age.

Vision

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

To achieve this, the Ministry of Education (MoE) must be evolved to a modern, effective, fully funded and accountable public institution that facilitates equal education opportunities for children and adults, without any kind of discrimination across Afghanistan.

