

Part 2. Interim Plan: Programs and Activities

This Interim Plan (IP) contains five priority programs, each of which is led by a deputy minister. In this chapter, the overall goal, objectives, components, and targets are explained for each of the following five programs: (i) General and Islamic Education, (ii) Curriculum Development, Teacher Education and Science and Technology Education, (iii) Technical and Vocational Education, (iv) Literacy, and (v) Education Governance and Administration.

The Interim Plan is based on NESP-2, but is a carefully selected set of activities aimed at building on those strategies/activities that have a proven record and on those deemed necessary to put the MoE in a stronger position to attain all its EFA goals and targets.

All programs have gender sensitive objectives and targets. Special strategies and actions are adopted under each program to promote girls' education and retention. These include:

Program 1 – General and Islamic education: Campaign for girls' education, reduce walking distance by establishing more primary schools, recruitment and relocation of qualified female teachers to rural girls' schools, establishment of CBE and accelerating learning classes, and construction of boundary walls and water and sanitation facilities for girls' schools.

Program 2 – Curriculum development and teacher education: Establishment of district teacher training support centers to bring training opportunities closer to female teachers, recruitment of more female faculty to support teacher education, provision of incentives to female teacher education students from remote areas, upgrading of qualification of female teachers, and mainstreaming gender awareness and sensitization in the curriculum and textbooks.

Program 3 – TVET: Campaign for increased girls' enrollment, introduction of vocational fields more relevant to female interest, and establishment of district TVET schools easily accessible for girls.

Program 4 – Literacy: Special focus on female literacy, establishment of more outreach classes easily accessible to women in rural areas, making the content of literacy curriculum and textbooks more relevant to women's needs, and recruitment and training of more female literacy teachers and local spiritual leaders to promote literacy.

Program 5 – Education governance and administration: Development of gender sensitive policies, strategies, plans, and M&E system; recruitment of more female staff; and provision of additional incentives for female staff to work in rural areas.

The IP has also incorporated elements and key strategies/activities under each program to address provincial and rural urban disparities (due to insecurity, remoteness, and lack of proper attention in the past). Most of the measures considered for reduction of gender disparity also support reducing provincial and rural disparities. In addition, community-negotiated programs (CBE, election of teachers, recruitment of *Imam* as teacher for schools, and literacy classes) will be implemented in hard-to-teach areas, particularly in the insecure provinces, in partnership with national and international NGOs and through negotiations with local elders. Special attention will be paid in resource allocation to underserved provinces/areas during annual operational planning.

The proposed IP programs and activities are not meant to be implemented only by the MoE. Education partners and private sector actors will implement a significant part based on their capacity and experience. To address the capacity gap and deliver all the proposed services, the MoE will integrate and utilize all potential and existing capacities for implementation of the IP and build capacity and an effective partnership by: (a) undertaking institutional reform and capacity-building initiatives to improve its service delivery capacity (see Program 5 for more details); (b) engaging national and international partners in education service delivery (pre-school education, CBE, teacher education, school quality improvement, support to curriculum development and literacy); (c) engaging the private sector in service delivery (expansion of private schools, school construction, printing of textbooks, and logistics

services); and (d) engaging local communities and parents in expansion of education services in their communities, developing school quality enhancement plans, and working to protect education facilities through school *shuras*. This approach will unite all education stakeholders around the same interests, create synergy, and ensure better security for provision and maintaining education services.

Effective utilization of technical assistance (TA) for MoE capacity building is high on the agenda. The MoE, in close consultation with a special taskforce under the Education Management Working Group of HRDB, has developed and presented a proposal for developing effective program management and administration capacity at national and sub-national levels. The proposal clearly explains MoE policies on effective utilization of TA, need-based and merit-based recruitment of TA, the role of TA in capacity building of departments and civil servants, TA remuneration, performance assessment and reporting, and TA transition and phase-out. The MoE is conducting an ongoing assessment of DANIDA-funded TA with the aim of improving TA engagement in capacity building. The concept of a pooled funding mechanism for capacity building is under discussion at HRDB.

Program 1: General and Islamic Education

This program consists of two sub-programs: General Education and Islamic Education.

Sub-program 1.1: General Education – Increasing Access to Basic Education

The goal is to provide all school-age children in Afghanistan with equitable access, without discrimination, to quality education in order to gain the competencies needed to: (a) become knowledgeable, skilled, healthy, and productive members of society; (b) contribute to the country's economy; and (c) continue their education.

The MoE will also undertake a range of initiatives to promote early childhood development and preschool education, which has a significant impact on increased primary enrollment.

General Objectives by 2013

- Increase enrollment in formal education by 1.8 million to 9 million (7.8 million in basic education with 40.3 percent of these being girls, and 1.1 million in upper secondary) with a focus on rural areas.
- Provide a quality-driven and conducive learning environment in all general schools to promote effective academic and intellectual development.
- Improve access, as well as retention and completion rates, for girls, Kuchis, and children with special needs.
- Strengthen the supervision system and train all general education supervisors.
- Strengthen the participation of parents and local elders in the management of schools through the establishment and training of councils for all general schools.

Specific Objectives

- Improve access to basic education for 384,000 children, particularly girls, in remote and insecure areas, through community-based education and involving parents in education of their children.
- Facilitate educational opportunities for 63,000 children who have been left behind by establishing and supporting accelerated learning classes close to their community.
- Relocate 1,200 qualified female teachers to 200 rural schools to facilitate access and retention of 24,000 girls to secondary education.

This national program will provide the foundation of necessary skills and basic knowledge required for effective participation in the labor market and matriculation to higher education. The above-listed programmatic objectives build on the past performance of key ministerial programs and donor-funded programs that have a proven track record of success, such as EQUIP and PACE-A. Components of these aforementioned programs are now in the process of being nationalized by the MoE in order to further

their impact and coverage and ensure their sustainability. Because the EFA program is built on the successes of previously and currently implemented development initiatives, further resources will facilitate a continued upward trajectory of accomplishments.

1.1.1 Rationale for the Program

In 2001, fewer than 1 million children were enrolled in general schools. Girls and many boys were deprived of access to education.

Education has made good progress over the past eight years and today 6.5 million children (37 percent girls) are enrolled in general schools.

However, 5 million or 42 percent of school-age children do not have access to education.

A SWOT (strengths, weaknesses, opportunities, and threats) analysis is a good way of summarizing the issues and allows the MoE to plan around the opportunities identified through this process.

<p>Strengths</p> <ul style="list-style-type: none"> • Momentum created by expanding general schooling in the past eight years • Public demand for schooling • Community engagement • A gradual – if insufficient – narrowing of the gender gap • Advances in curriculum development and teacher education • The development of an EMIS database • Preschool education is on the agenda 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Less attention to preschool education • Insufficient learning time • Unacceptable conditions and facilities in many schools and in District and Provincial offices. • Low levels of teacher competency • Weak implementation capacity at the sub-national level • Insufficient coordination across departments responsible for different inputs • Poor financial management at sub-national levels • Poor reporting systems: too many input targets. Not enough attention to outcomes
<p>Opportunities</p> <ul style="list-style-type: none"> • NESP-2 sustains progress • Improving coordination at the national level (HRDB) • Continued donor commitment to improving the quality of general education • Building on the experience of schools having and using grants • Growing recognition of the importance of girls' education 	<p>Threats</p> <ul style="list-style-type: none"> • Unfulfilled expectations • Poor quality dampens demand • Continued insecurity • Weak commitment and motivation in the education service

The MoE and partners will implement the following strategies and activities to address the challenges and meet the set objectives defined above.

1.1.2 Interim Plan Strategies

- Increasing access through formal and alternative delivery modes. The MoE and its partners will map the reach of existing schools at the district level and identify where children cannot access schools due to long walking distances. Local/international NGOs will establish CBE where government formal schools cannot function due to resource, capacity, and security constraints.
- Addressing issues and barriers to girls' education. The MoE and its national international partners, using media, will organize campaigns for girls' education, assess local barriers to girl's education, provide basic school infrastructure facilities (new classrooms, water and sanitation, boundary walls), relocate qualified female teachers to rural schools, and engage parents through school management committees in making schools child/girl friendly. The MoE will also launch initiatives to promote preschool education.
- The ministry will encourage the private sector to establish schools, and non-governmental organizations to contribute to the implementation of general education programs. The ministry will facilitate registration of private schools, and provide them with services and materials such as teacher training and textbooks. The provincial education departments will be responsible for

monitoring the activities of private education institutes in accordance with the approved rules and regulations for operation of private schools.

- The ministry will endeavor to apply inclusive education principles in all schools and provide classroom environments that can accommodate the individual needs of all students. According to this strategy, all students, including children with special needs, will learn together in the same classroom. The strategy will be implemented gradually and teachers will be trained to teach children with diverse abilities and backgrounds in inclusive settings.
- Improved monitoring through further EMIS development. EMIS will be expanded to provinces and made accessible to education departments. Data collection and data entry will be decentralized. Students' learning achievements will be regularly assessed and closely monitored at the school level. The existing examination system will be revised and innovative approaches, including standardized assessment tests, will be introduced for assessing learning achievements.
- More authority will be given to provincial and district education departments to manage schools. The provinces will increasingly manage the appointment and removal of teachers and all issues related to students including the issuance of certificates. To ensure education for sustainable development and improve the quality of education services, the ministry will strengthen the autonomy of schools and also increase the involvement of local elders and parents in school affairs through the continued establishment and strengthening of school councils. The ministry will provide grants to these councils, which will be used for the improvement of schools. The ministry will also work with these councils to involve them in the supervision of their schools.
- In insecure areas the MoE will work to ensure children's access to education by working with community councils and elders to protect schools, re-open closed schools, and establish outreach classes and Islamic schools as necessary. A unit will be established within the Basic Education Department to coordinate education in emergencies for children in insecure areas.
- To improve the quality of schools and to ensure proper implementation of policies and ministerial instructions, the school supervision system will be reformed and strengthened.

1.1.3 Description of Activities and Results to Be Achieved

Despite the MoE's remarkable achievements over the past eight years in providing education to nearly 7 million children, there are still 5 million (or 42 percent) of school-age children who do not have access to education; the majority of these are girls. Many rural areas lack both schools and qualified teachers (particularly female teachers). Many existing schools are in sub-standard condition. Nearly 50 percent of all schools do not have usable buildings and many lack basic facilities such as boundary walls, potable water, sanitation, and adequate toilet facilities. These are all impediments to children's access to education, with a more acute impact on girls.¹ The below-listed proposed activities are based on the lessons learned and best practices of several national educational programs and initiatives, including the currently implemented Education Quality Improvement Program (EQUIP), which is supported by the World Bank; Partnership for Advancing Community-based Education in Afghanistan (PACE-A); and other similar programs supported by USAID, CIDA, SIDA, and other donors.

1.1.3.1 Proposed Activities

1. Access to General Education

The MoE recognizes the importance of early childhood development and preschool education and its effect on preparedness of children for school and increasing primary enrollment, particularly for girls. The program undertakes a range of initiatives to promote early childhood development and preschool education, including preschool policy formulation, awareness-raising on early childhood development and preschool education, provision of programs through Educational Radio and TV on early childhood

¹ Lack of boundary walls and toilet facilities have been consistently cited in social surveys among Afghans as two of the most critical impediments to girls' participation in education.

development and preschool education, and pilot testing of preschool education in schools and mosques in the provinces. In addition, the program will also coordinate with other departments for curriculum/material development and teacher education for preschool education. The MoE will establish a joint working group with national and international partners to promote this.

The sub-program will improve access to education across the country including deprived areas by: (a) conducting public awareness programs every year to increase enrollment, particularly the enrollment of girls; (b) conducting a school mapping survey and identifying the needs of different regions for new schools; (c) establishing new primary schools, upgrading primary schools to lower secondary, and upgrading lower secondary schools to upper secondary schools; (d) expanding community-based outreach classes, community-based education, and accelerated learning classes with the cooperation of communities and NGOs; (e) recruiting and relocating qualified female teachers to rural schools; (f) establishing competence centers for children with special needs and schools for Kuchi children; (g) establishing model schools; (h) pilot testing one-year preschool education in ten provinces; (i) encouraging private sector investment and facilitating the registration of private schools in Afghanistan and refugee schools in Iran and Pakistan; and (j) facilitating the enrollment or certification of returning refugees.

2. Construction of General School Facilities

To provide a conducive learning environment and facilitate increased enrollment, particularly of girls, the program will: (a) construct new classrooms in new and existing schools; (b) rehabilitate existing classrooms; (c) build boundary walls for existing girls' schools with no boundary walls; (d) provide drinking water facilities and sanitary toilets for existing schools in need of such facilities; (e) construct school science and ICT labs; (f) provide tables and chairs for existing schools; (g) provide sports facilities for schools; and (h) construct houses for caretaker teacher families as part of a new pilot program for school construction.

The general education program will identify priority schools for construction and the infrastructure department will provide technical support for design and quality control of construction work.

3. Extracurricular Activities

The program will promote extracurricular activities and participation in school affairs by: (a) providing basic sports equipment and material; (b) activating scouts in schools; (c) providing support for students to participate in regional and international tournaments; and (d) establishing/strengthening student associations in all schools to encourage extracurricular activities in schools.

4. Student Services

The department will: (a) implement student counseling and guidance programs in secondary schools; (b) distribute stationery to all primary students; (c) provide food to students; (d) provide health education and facilitate provision of health services in schools in collaboration with the MoPH; and (e) provide dormitory facilities for students from deprived and insecure areas.

5. Distance Education

The program will: (a) strengthen and equip the Distance Education Department and the Educational Radio and TV to expand its programs to 34 provinces; (b) in close cooperation with other ministry programs, develop an 18-hour program schedule for broadcasting distance education programs for radio and television; (c) develop and broadcast radio and television educational programs for general and Islamic education, teacher education, literacy, technical and vocational education, and for early childhood development, preschool education, and parental teaching for improved family life; (d) produce and broadcast public awareness programs on the importance of education (particularly for girls), policies, plans, achievements, and existing challenges to the implementation of educational programs; and (e) evaluate the programs broadcast by the Educational Radio and TV.

6. Academic Supervision

The program will (a) develop and implement a new system to supervise the implementation of general education activities; (b) train supervisors on new supervision methods; (c) supervise the academic issues of primary and secondary schools through regular visits to schools (three times per year); and (d) provide recommendations for improvement of teaching practices, students' learning achievements, and better engagement of community and parents in education of their children.

7) Management and Coordination

To improve management and coordination, the program will: (a) establish school support councils for all schools and train their members (on the importance of girls' education, improving quality, and protection of school); (b) provide schools with yearly quality grants; (c) review all general education policies, regulations, guidelines, and structure, and revise as necessary; (d) implement the nationally administered standard assessment system; (e) improve working conditions for employees; (f) computerize upper secondary students' records; (g) develop and publish annual operational plans, budgets, quarterly, and annual reports; (h) conduct a mid-year review of programs and projects and revise activities and projects as needed to achieve targets; and (i) hold coordination meetings with other general education stakeholders.

1.1.3.2 Expected Results

1. The preschool education policy and module for Afghanistan will be developed.
2. Enrollment in basic education will be increased to 7.8 million students (40.3 percent girls).
3. Enrollment in upper secondary education will be increased to 1.1 million students (37.4 percent girls).
4. The number of general schools will be increased to 14,190, providing increased access to education.
5. More than 2,400 schools (19,500 new classrooms) will be constructed, which will provide a conducive learning environment to nearly 2 million students and contribute to the local economy.
6. 14,400 community-based outreach classes will provide education to 384,000 students (at least 60 percent girls) that had difficulty in accessing formal schools.
7. Nearly 63,000 out-of-school children deprived from education will be provided with accelerated learning and integrated into normal classes (70 percent girls).
8. Two hundred secondary schools will be established for girls in the rural areas (with a target of establishing at least one in each district), staffed with at least six qualified female teachers, facilitating increased access to and retention of 24,000 girls to secondary education.
9. Two thousand, five hundred and forty new school management councils (SMCs) will be established and trained to enhance school enrollment, retention and quality.
10. Secondary school students will be provided with the opportunity to acquire vocational skills relevant to the employment market.

Sub-program 1.1: Objectives, Key Activities, Indicators, Baseline Data, and Targets (3 years)

Interim Plan Key Result Area	Strategic Objectives	Key Activities	Performance Indicator	Baseline 2010/11	Target 11/12	Target 12/13	Target 13/14	Priority 1-high 3-low
Improve access to general education	Increase enrollment	Conduct public awareness programs every year to increase enrollment, particularly enrollment of girls	Number of public awareness programs	1	1	1	1	1
		Pilot test preschool education	Number of provinces	0	5	10	10	1
		Increase enrollment in basic education	Number of students (M/F)	6,400,000	6,960,000	7,385,000	7,810,000	1
		Increase enrollment in upper secondary education	Number of students (M/F)	571,700	754,000	936,000	1,118,000	1
		Establish new schools	Number of new schools	930	700	600	500	1
		Upgrade primary schools to lower secondary	Number of schools upgraded	550	600	600	600	
		Upgrade lower secondary schools to upper secondary schools	Number of schools upgraded	539	440	440	440	1
		At least one girls' secondary school in rural districts staffed with average six qualified female teachers (with a spouse)	Number of girls secondary schools		200			1
	Establish CBS and accelerated learning centers for children left behind from normal schooling	Number of centers	4,800	9,600	14,400	14,400	1	
	Providing access for children with special needs	Establish competence centers for children with special needs	Number of competence centers	0	1	2	2	2
	Providing access for Kuchi children	Establish schools for Kuchi children	Number of Kuchi schools	15	30	30	30	1
	Improve quality	Establish one model school per province	Number of model schools	0	1	5	5	3
	Provide suitable environment for students	Construction of classes	Number of classrooms	5,000	6,000	6,500	7,000	1
		Construction of science labs	Number of science centers	100	100	100	100	2
		Reconstruction of existing classrooms	Number of classrooms	1,000	1,500	1,750	1,750	3
		Construction of boundary wall	Number of boundary walls	200	200	200	200	1
		Construction of latrines (six cabinets)	Number of latrines	500	500	500	500	1
		Construction of drinking water wells	Number of drinking water wells	500	500	500	500	1
		Provision of tables and chairs for students	Number of tables and chairs	400,000	400,000	400,000	400,000	2
	Construction of house for caretaker teacher	Number of houses	5	10	10	10	3	
Student services	Counseling for students in schools	Number of vocational guidance counselors deployed to schools	0	1,000	1,500	2,000	2	

Improve quality and access for teachers and students	Provide distance education program	Equipping and strengthening distance education directorate and education radio television	Equipped ERTV		1			1
		Conducting 18-hour broadcasting program with close coordination of other programs	Number of 18-hour broadcasting programs	6	9	12	18	1
Improve monitoring system	Improve academic supervision	Develop and revise new monitoring system for general education	Number of new monitoring systems		1	1	1	1
		Training for education supervisors	Number of supervisors trained		2,400	2,800	3,200	2
	Improve management and coordination	Review and revise general education policies, procedures and guidelines	Number of documents revised		1	3	3	2
		Establishment and training of school councils	Establishment and training of school councils	11,460	12,360	13,400	14,000	1
		Provide quality improvement grant for general and Islamic education schools	Number of schools	2,500	2,000	2,000	2,000	1
		Develop community mobilization capacity (recruit TA)	Number of TA		87	87	87	1

Sub-program 1.2: Strengthening Islamic Education

The goal is to develop and improve Islamic education in order to develop moral young people with the capabilities needed for teaching; religious preaching; leading prayers; working in government, non-government, and private organizations; and pursuing their studies in higher education institutes.

General Objectives by 2013

- Increase enrollment in Islamic schools and *Dar-ul-Ulums* to 186,000 students (25 percent female).
- Develop and improve the academic supervision system in Islamic schools and *Dar-ul-Ulums*.
- Improve quality and relevance of Islamic education through reform and introduction of skills training in the curricula and developing infrastructure and teaching facilities.

Building upon an ongoing initiative of the Ministry of Education, this sub-program will focus on revising Islamic education to counter religious extremism and expand the employability options of the Islamic education programs' graduates. In light of modern pedagogy and inspired by the success of Imam-Khatib schools in Turkey, the curriculum will include 40 percent Islamic subjects and 60 percent general subjects, vocational subjects, teacher education subjects, information communication technology (ICT), and English-language instruction. Consideration will be given to providing mechanisms to foster employability for graduates of the Islamic studies programs at the Ministry of Higher Education, thereby ensuring that graduates of Islamic education and Islamic studies programs have acquired the necessary skills needed to find employment across a number of sectors in the economy.

1.2.1 Rationale for the Program

In 2001, a limited number of male students were attending 220 *madrasas*. The national curriculum was not defined. Today, 149,000 students (10 percent girls) are enrolled in 627 Islamic schools. A new curriculum is being developed. Girls' enrollment is low, most of Islamic schools lack proper building and dormitories, and the demand for Islamic education is very high in comparison to the services being provided.

Islamic Education SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • Islamic education has strong support from many parts of the population, in particular in rural areas and among poor people. • Islamic education functions, systems, and institutions are well established. • Islamic education produces personnel for Islamic religious functions as well as to government. • Parts of Islamic education are community based. Community ownership of these activities is important and valued. • Islamic education has a long tradition. 	<ul style="list-style-type: none"> • Low enrollment of females. • Many teachers do not have updated competence in pedagogy or in subjects taught. • Local financing is a strength but could also be an weakness in localities with limited resources. • Extreme decentralization on the one hand, and government's intention to improve and contribute on the other, can lead to management problems. • There are issues related to standards and quality control mechanisms. Training not related to the need of the modern labor market.
Opportunities	Threats
<ul style="list-style-type: none"> • <i>Dar-ul-Ulums</i> have proved able to attract Afghan students abroad to return home for their studies. • Widespread and well-understood systems. • Local community involvement and private sector contributions are important assets. 	<ul style="list-style-type: none"> • General threats due to current insecurity and war. • Some Islamic education institutions have been used for political purposes. • International and in particular Western governments and donors seem often unwilling to contribute to and support Islamic education. • Conflicts between different groups of Islamic education.

The MoE and partners will implement the following strategies and activities to address the challenges and meet the set objectives defined above.

1.2.2 Interim Plan Strategies

The Islamic education system will be reformed to cater to developing needs and to enhance the employability of graduates. Regular consultation with the Islamic *ulema* will be made to improve the quality and relevance of Islamic education. The experience of other Muslim countries will be used.

Equity will be considered in establishing Islamic schools to increase the number of girls in Islamic schools and *Dar-ul-Ulums*.

Other resources will be mobilized in support of Islamic education. The MoE will encourage the private sector, within the framework of existing laws, to contribute to the provision of Islamic education. Private Islamic schools are encouraged to register with the Ministry of Education and to implement the MoE curriculum, ensuring that graduates will be certified by the MoE.

Coordination among the Islamic Education Department, the Curriculum Development Department, and the Teacher Education Department will be strengthened through regular meetings to accelerate curriculum reform, promote Islamic teacher competencies, and provide Islamic schools with science and ICT teachers.

1.2.3 Description of Activities and Results to Be Achieved

The demand for Islamic education is high in the country. The program intends to improve access to Islamic education and enhance employability for graduates of Islamic education. The Islamic education curriculum reform and development and teacher education will be carried out by the departments of curriculum development and teacher education, although *Dar-ul-Ulums* (grade 13-14) also provide subjects in Islamic education teaching.

The revised curriculum currently being developed consists of 40 percent Islamic subjects and 60 percent other general and skills-related subjects. The curriculum of Islamic schools will be harmonized with the Islamic studies curriculum offered in universities. Development of textbooks for Islamic subjects has already started and will be completed in one year. Subjects for general education will be used in Islamic schools. In close cooperation with the programs "Facilitation of Sustainable Decent Work through Skills Development and Market-Friendly Labor Regulations" and "Human Resources for Health", vocational skills training including health education will be incorporated into Islamic education. Textbooks and learning materials will be prepared, printed, and distributed.

1.2.3.1 Proposed Activities

1. Improved Access to Islamic Education

To increase girls' and boys' enrollment, different public-awareness activities will be implemented, through imams of mosques and the use of the media, especially ERTV. Attracting girls to *Dar-ul-Ulums* will ultimately increase the number of female teachers and therefore the number of female students in Islamic schools. New Islamic schools and *Dar-ul-Ulums* will be established to facilitate increased enrollment.

Efforts to bring the contents of the Islamic and general education curricula closer to each other will continue. Additional Islamic content will be added to the general education curriculum and general education subjects like mathematics, science, social sciences, Dari/Pashto, English, and ICT will form part of the Islamic education curriculum. Islamic education grades 13-14 will also provide subjects like pedagogy and teaching Islamic education.

The MoE will encourage individuals and the private sector to contribute to the provision of Islamic education. The Islamic Education Department will facilitate the registration of private schools and will provide them with advice and support, particularly in the areas of curriculum and teacher education.

2. Provide a Conducive Learning Environment for Islamic School Students

Expansion and construction of Islamic schools is an important priority of the MoE. This will support increased enrollment of girls and students in remote and relatively insecure areas. New schools, water

sanitation facilities, and boundary walls will be constructed using standard MoE design. The Islamic education department will determine priorities for the construction of Islamic schools. The infrastructure department will undertake technical design, assessment of school sites, and construction quality control.

3. Student Services

To facilitate access of poor students to Islamic schools and *Dar-ul-Ulums*, new dormitories will be built to accommodate students. This will be covered through the MoE operating budget and donations from the private sector. Students of Islamic education in the upper secondary grades will receive vocational guidance counseling to link them to the labor market and facilitate practicums and employment.

4. Academic supervision

Academic supervision will be strengthened to improve quality and relevance educational services. An academic supervision system will be developed, and 70 Islamic education supervisors will be trained and three supervisory visits will be conducted at each school to monitor implementation of the curriculum. In addition, the students of Islamic schools will be linked to potential employers for internships.

5. Management and Coordination

Policies and guidelines of Islamic education will be reviewed and revised as necessary. The accreditation system for *ulema* educated in private schools will be revised. Approximately 150 councils will be established in *Dar-ul-Ulums* and Islamic schools to improve community participation in education. Islamic education staff will receive training in management and administrative skills.

1.2.3.2 Expected Results

1. The number of Islamic education schools and *Dar-ul-Ulums* will be increased from 627 to 858, providing better access to Islamic education.
2. Enrollment in Islamic education schools and *Dar-ul-Ulums* will be increased from 149,000 to 186,000 (25 percent female).
3. More than 170 Islamic schools/*Dar-ul-Ulums* (1,050 new classrooms) will be constructed, which will provide a conducive learning environment to over 50,000 students.
4. Basic teaching capabilities of 6,000 teachers² (25 percent female) will be enhanced, which will strengthen the academic foundation and improve students' learning achievements.
5. Seventy percent of Islamic education graduates will have successfully passed the national standards examination.
6. Thirty percent of grade 12 graduates and 70 percent of grade 14 graduates of Islamic education will be employed one year after graduation.

² In collaboration with the teacher education sub-program.

Sub-program 1.2: Objectives, Key Activities, Indicators, Baseline Data, and Targets (3 years)

Interim Plan Key Result Area	Strategic Objectives	Key Activities	Performance Indicator	Baseline 2010/11	Target 11/12	Target 12/13	Target 13/14	Priority 1- high 2- low
Improve access to Islamic education	Increase enrollment	Conduct public-awareness programs every year to increase enrollment, particularly of girls	Number of public awareness programs	1	1	1	1	2
		Establish new Islamic schools	Number of new Islamic schools	77	77	77	77	1
		Establish new <i>Dar-ul-Huffaz</i>	Number of new <i>Dar-ul-Huffaz</i>	4	10	10	10	1
		Establish new <i>Dar-ul-Ulums</i> for females in 24 provinces	Number of new <i>Dar-ul-Ulums</i>	8	8	8	8	1
		Enroll students in Islamic schools and in grades 13-14 of <i>Dar-ul-Ulums</i>	Number of Islamic students	149,000	161,000	173,000	186,000	1
	Provide suitable environment for Islamic students	Construction of classes	Number of classrooms	200	300	350	400	1
		Reconstruction of existing classrooms	Number of classrooms	100	100	100	100	2
		Construction of boundary walls	Number of boundary walls	22	22	22	22	2
		Construction of latrines (six cabinets)	Number of latrines	20	20	20	20	1
		Construction of drinking water wells	Number of drinking water wells	20	20	20	20	1
		Provision of tables and chairs for students	Number of chairs and tables	11,400	11,400	11,400	11,400	2
		Construction of dormitories	Number of dormitories	2	21	21	21	2
	Construction of mosques	Number of mosques	2	6	6	6	3	
Improve monitoring system	Improve academic supervision	Develop an academic supervision system for Islamic education	Number of new academic supervision systems		1			1
		Train supervisors for Islamic schools and <i>Dar-ul-Ulums</i> who will work in the provinces	Number of supervisors trained	20	70	70	70	2
	Improve management and coordination	Establish councils in <i>Dar-ul-Ulums</i> and Islamic schools	Number of councils established		50	50	50	2
		Recruit TA	Number of TA recruited		5	5	5	2

Program 2: Curriculum Development, Teacher Education, and Science and Technology Education

This program has three sub-programs: curriculum development, teacher education, and science and technology education.

Sub-program 2.1: Curriculum Development

The goal is to provide quality modern textbooks and learning materials according to the new curriculum, based on Islamic principles and national values, in light of modern educational standards and the present and future needs of society.

General Objectives by 2013

- Revise and develop the curricula, textbooks, and learning materials of general and Islamic schools on a regular basis.
- Develop and implement a system to assess the learning achievements of primary and secondary students throughout the country.
- Ensure that all Afghan students in Islamic and general schools have access to a complete set of textbooks every year.
- Ensure that all teachers have access to teacher guides.

The national program will develop the national curriculum and quality learning and teaching material, based on the needs of children and Afghan society. Vocational streams will be introduced in middle and high schools to equip youth with skills needed for employment.

2.1.1 Rationale for the Program

In 2001, many versions of the curriculum and textbooks were used in schools. The curriculum was politicized, in some cases promoting a culture of violence. Today, a new curriculum framework and syllabi for general and Islamic education have been developed, new textbooks for grades 1 through 9 of general education have been printed and are being used in all schools. The new textbooks for grades 10 through 12 of general schools and 7 through 14 of Islamic schools are being developed. A system for assessing students' learning achievement needs to be developed to assess quality of teaching and learning. Below is an assessment of internal context and external environment of the curriculum development department.

Curriculum Development SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • Core staff are trained in curriculum development and exposed to experiences of different countries. • 64 Afghan project-based technical staff are developing the capacity of the department. • MoE leadership and partners support curriculum development. • Progress made in textbook printing and distribution. 	<ul style="list-style-type: none"> • Curriculum development policies, procedures, standards, and guidelines are not comprehensive. • National assessment of students' learning achievements does not exist. • Lack of staff with masters degrees in curriculum development. The current staff are subject specialists. • Dependency on externally funded technical staff. • Work infrastructure is not well developed; access to internet, office equipment, and resource material is not adequate. • Inadequate coordination between curriculum, teacher education, and general and Islamic education departments. • Research capacity is low.

Opportunities	Threats
<ul style="list-style-type: none"> ● Increasing interest among Afghan specialists to join the curriculum department. ● Young university graduates with further training in curriculum development (using available scholarships by other countries) can fill the gap of qualified staff. ● Willingness of partners to continue provision of technical and financial support (DANIDA, UNESCO UNICEF, and the World Bank). ● Commitment of the government to provide better incentive for academic staff. 	<ul style="list-style-type: none"> ● High expectations from students, parents, teachers, and other stakeholders for delivery of quality teaching learning material. ● Insecurity negatively affects textbook production and distribution. ● Relevance of the curriculum to labor market needs.

The MoE and partners will implement the following strategies and activities to address the challenges and meet the set objectives defined above.

2.1.2 Interim Plan Strategies

The Curriculum Department will continue to improve the curriculum to make it more relevant to students' daily lives and Afghanistan's priorities for reconstruction and development. The focus will be on how students can use and apply the knowledge and skills learned.

Cross-cutting issues like human rights, gender equity, drugs (counter-narcotics), and awareness of HIV/AIDS, family planning, and environmental protection to promote education for sustainable development will be incorporated into all subjects.

Civil society, students, and parents will participate in consultations to further refine the curricula. Revisions will be based on results from the pilot testing of textbooks, the results of the new national standard assessment system, and research and evaluation of the effectiveness of the curriculum.

The Ministry will use the private sector to print and distribute textbooks and learning materials.

Provincial master trainers, science supervisors, and academic supervisors will receive training on the new curriculum. These individuals will then be responsible for introducing the new books to teachers and helping them to implement the curriculum correctly.

The curriculum will be incorporated into pre/in-service education programs.

To improve the quality of curricula developed for all ministry programs, an autonomous National Institute for Curriculum Development will be established in 1390 (2011). This institute will be responsible for the broad curricular policies of general and Islamic education and will also coordinate curriculum development for teacher education, technical and vocational education, and literacy education.

2.1.3 Description of Activities and Results to be Achieved

Development of a quality curriculum is a long-term endeavor. It needs to be based on new and emerging needs of society and modern scientific advances. There is therefore a need for regular study of such needs if the curriculum is to be responsive. The success of the curriculum depends on the quality of teaching in the classroom, student learning achievement, and skills that can facilitate employment. Curriculum development will be closely coordinated with the relevant departments and student learning achievement will be regularly tested.

2.1.3.1 Proposed Activities

1. Develop and Revise Curriculum, Textbooks, and Teacher Guides

The curriculum development department will study the needs of society regularly and conduct research on the curriculum (including gender audit) to: (a) increase the creativity and quality of the Islamic and general education curricula; (b) regularly evaluate curriculum implementation in schools; (c) revise the curriculum and syllabi of general education (primary and secondary); (d) revise the curriculum and

syllabi of Islamic education; (e) develop and revise general and Islamic education textbooks; (f) develop language textbooks for the third official languages; (g) develop the curriculum and materials for one year preschool education in collaboration with partners; (h) support the development of textbooks in Braille; (i) support the development of audio-visual dictionaries in sign language; (j) develop the curriculum and learning materials for students with special needs; (k) develop and revise teacher guides for all Islamic and general education subjects; (l) develop an adapted Afghan version of “Embracing Diversity – Toolkit for Creating Inclusive, Learning-Friendly Environments” in schools; and (m) develop and revise learning aid materials (charts, maps, models, grade, and subject specific questions sets and answer keys, etc).

2. Printing and Distribution of Textbooks and Learning Material

The publication department will: (a) print general and Islamic education textbooks as needed every two years; (b) support printing learning materials for students with special needs; (c) print teacher guides based on the number of teachers; (d) distribute textbooks to general and Islamic schools at the beginning of each school year; (e) equip general and Islamic schools and TTCs with libraries; and (f) develop a textbook distribution database to track the textbooks.

3. Develop and Implement Student Achievement Assessment System

The curriculum department, in close coordination with teacher education, general, and Islamic education departments will revise the regular examination system for general and Islamic schools, and develop and revise the national standard assessment system.

4. Capacity Building

The department will: (a) develop a comprehensive capacity development plan for the staff of the Curriculum Development and Publications Department; (b) provide each sub-department responsible for curriculum and textbook development with at least one specialist with a masters degree in a relevant curricular area; (c) train all administrative staff of the Curriculum Development and Publications Department in planning, monitoring, reporting, and office-related skills; and (d) train all master trainers and academic supervisors on the new curriculum annually.

5. Improve Management and Coordination

The MoE will: (a) review the rules, regulations, and guidelines for the Curriculum Development Department and revise as necessary; (b) establish a National Institute for Curriculum Development; (c) provide improved working conditions for all staff of the Curriculum Development Department; (d) develop and publish annual operational plans, quarterly, and annual reports; and (e) conduct a mid-year review of programs and projects each year and revise activities and projects as needed to achieve targets.

2.1.3.2 Expected Results

1. Regulations for academic cadre will be revised and approved.
2. Policy, standards, and guidelines for curriculum development and assessment of students' learning achievement will be developed/ revised and gender sensitized.
3. The curriculum department will be transformed into the National Institute of Curriculum Development.
4. New textbooks for grades 1 through 12 of general education and grades 7 through 14 of Islamic education will be developed/ revised based on the new curriculum. Vocational streams will be included in upper secondary grades.
5. New teacher guides for grades 1 through 12 of general education and grades 7 through 14 of Islamic education will be developed.
6. All teachers will receive orientation on the newly developed textbooks.

7. All students will have access to a complete set of textbooks at the beginning of the school year.
8. All teachers will have access to a complete set of teacher guide for the subject he/she teaches.
9. A national system for assessment of students' learning achievement will be implemented for grades 6, 9, and 12.

Sub-program 2.1: Objectives, Key Activities, Indicators, Baseline Data, and Targets (3 years)

Interim Plan Key Result Area	Strategic Objectives	Key Activities	Performance Indicators	Baseline 2010/11	Target 11/12	Target 12/13	Target 13/14	Priority 1- high 3- low
Strengthen quality of education	Improve quality of general and Islamic education	Conduct research on curriculum (including a gender audit)	Number of research projects carried out	1			1	1
		Assess curriculum implementation	Number of curricula assessed	1	1	1	1	1
		Revise curriculum and syllabi for general and Islamic education	Number of curricula revised	1			1	1
		Revise general and Islamic education textbooks and teacher guides and make these more gender sensitized	Number of general and Islamic textbooks revised	150	200	200	200	1
		Develop language textbooks for third official languages	Number of language textbooks for third official languages developed	36				1
		Develop learning material in brail	Number of learning materials in brail developed	1	1	1		3
		Develop audio-visual dictionary in sign language	Number of audio-visual dictionaries in sign language developed	1	1			2
		Develop curricula and learning material for students with special needs	Number of curricula for students with special needs developed		1	1		3
		Develop toolkits for inclusive education	Number of toolkits for inclusive education developed	1	1			2
		Develop and revise learning aid materials	Number of learning aid materials developed	20	20	20		3
		Print and distribute textbooks and teacher guides for general schools	Number of general education textbooks printed and distributed (millions)	41	36	40	42	1
		Print and distribute textbooks and teacher guides for Islamic schools	Number of Islamic education textbooks distributed (millions)	0.07	0.96	1.040	1.12	1
		Print learning materials for students with special needs	Number of learning materials for students with special needs printed			1	1	3
		Equip schools with libraries	Number of schools equipped with libraries	350	600	1,000	3,000	1
		Print and distribute learning-aid materials	Number of learning-aid materials printed and distributed (millions)		18	20	21	1
	Develop and implement student achievement assessment system	Develop and revise standards and system for students' learning achievement	Standards and systems developed		1		1	1
		Revise regular examination system	Regular examination system revised		1	1		1
		Pilot test learning assessment system	Pilot test learning assessment systems developed			1		2
		Conduct national learning assessment test	National learning assessment tests carried out			1	1	2
	Improve	Develop a compressive capacity development plan	Capacity development plans developed		1			2

	Scholarships for staff for MA degree	Number of staff used from scholarship	3	50	50	50	1
	Short-term training for admin and academic staff	Number of staff trained for short-term training	200	400	400	400	3
	Train master trainers and academic supervisors on new curriculum	Number of master trainers trained	5,00	2,000	2,000	2,000	1
	Review rules, regulations, and guidelines	Review sessions undertaken	1	1	1	1	2

Sub-program 2.2: Teacher Education

The goal is to develop the capacities of general and Islamic Education male and female teachers in order to improve the quality of classroom teaching and the learning achievements of students.

General Objectives by 2013

- Increase access of existing teachers and graduates of grade 12 to pre-service, in-service, and accelerated learning programs provided by TTCs and teacher resource centers to: (a) attract and train 36,000 existing teachers and enhance their education to grade 14 in the relevant subjects; and (b) attract and train 30,000 graduates of grade 12 (with 45 percent females) from the districts in need of professional teachers, and educate them through pre-service programs as professional teachers in needed subjects.
- Ensure that at least 70 percent of teachers have passed the national competency test.
- Put in place a continuous professional development system (including the teacher career ladder) for all teachers and administration staff. The system will include short-term in-service courses to meet changing needs.
- Provide incentives and dormitory facilities to attract students and teachers into district and provincial TTCs with priority given to female student teachers.
- Provide modern and quality textbooks and learning materials for students and teacher trainers in order to continuously improve the quality of teaching and improve students' learning achievements.
- Establish a system to improve the capacity of teacher trainers and the administrative staff of TTCs and the Teacher Education Department in order to improve the capabilities of teacher trainers, improve teaching, and enhance student learning achievements.

The program will redress past inequalities of educational opportunity and employment through a range of teacher education programs, targeting the needs of the most remote and neglected areas and populations, by providing access to quality education, vocational, and psycho-social counseling for boys and girls through well-trained teachers.

2.2.1 Rationale for the Program

In 2001, only four teacher training colleges were functional in four provinces with a total of 400 male students. Today, 38 teacher training colleges (at least one in each province) and 78 district teacher support centers are functioning, providing teacher education to more than 40,000 students/teachers. Only 27 percent of teachers meet the minimum required qualification of grade 14.

SWOT Analysis of Teacher Education

Strengths	Weaknesses
<ul style="list-style-type: none"> • Core leadership • Sound conceptual foundations • Good donor support and expertise 	<ul style="list-style-type: none"> • Variability in the quality of implementing agencies • Very wide focus • Low levels of budget expenditure • Procurement and staff recruitment delays
Opportunities	Threats
<ul style="list-style-type: none"> • Building on the commitment of teachers • Capacity building of district level systems • Increasing teachers' sense of their empowerment • To develop clear understandings of best practice in classroom teaching • To develop the leadership skills of school principals 	<ul style="list-style-type: none"> • Overly ambitious plans • Unsustainable systems • Insecurity threatens national coverage of TTC staffing and INSET programs

The MoE and partners will implement the following strategies and activities to address the challenges and meet the set objectives defined above.

2.2.2 Interim Plan Strategies

Teacher recruitment will be gradually decentralized and will be based on an identification of needs at the school and provincial level matched with each applicant's field of study and competencies.

The need for subject-matter teaching positions in upper secondary schools in each province will be communicated to universities for admissions-planning purposes.

Opportunities will be provided for existing teachers to enhance their level of education through in-service programs. In addition, special teacher training programs will be provided for females in remote areas that have a shortage of female teachers.

The General Education Department will identify and communicate the number of subject-matter teaching positions required in each school and district to the Teacher Education Department. Enrollment in both pre-service and in-service teacher training programs will then be based on these needs.

Grade 12 graduates from the districts will be enrolled in TTCs, based on a special examination that will be developed by the Ministry of Education in coordination with the Ministry of Higher Education.

A key strategy for increasing girls' enrollment is for the MoE to increase the number and quality of female teachers. In order to address these needs, the ministry will focus on increasing the number of women in in-service and pre-service programs by provision of incentives and establishing satellite TTCs in the districts. In addition, special teacher-education programs will also be provided for women who have an education lower than grade 12 in order to increase the number of female teachers in remote areas.

The Ministry of Education will encourage the support of the private sector in the establishment of TTCs.

To improve the quality of all of the ministry's teacher education programs, the Teacher Education Department will be transformed into a National Institute for Teacher Education. This institute will be responsible for teacher education for general and Islamic education and will coordinate with technical and vocational and literacy teacher education.

All teacher training colleges will be accredited based on the national standards. Regarding objectives, competency requirements, standards, and teacher education programs, coordination with the Ministry of Higher Education will be improved in order to align teacher education programs in higher education institutions with the curriculum requirements of the Ministry of Education.

Inclusive education concepts and strategies will be included in the teacher education curriculum so that teachers will be able to make classrooms more inclusive and child-friendly.

The MoE will use national and international partners for delivery of the teacher education program to address supply constrains.

2.2.3 Description of Activities and Results to Be Achieved

This sub-program is designed to strategically address issues of access to education by improving the quality, access, and equity of education through improved teacher training, which subsequently builds the human capacity of the nation for economic development.

2.2.3.1 Proposed Activities

1. Equal Access to Teacher Education

The teacher education department will: (a) increase the number of TTCs to 42; (b) establish one TTC satellite as a teacher resource center in each of 221 districts; (c) educate 66,000 teachers (30,000 in pre-service and 36,000 in in-service) in TTCs for different subject matters, preschool, and inclusive education; and (d) register all newly established private TTCs and provide support to them.

2. Construction of Teacher Education Facilities

The MoE will: (a) construct and equip new TTC complexes; (b) construct satellite TTCs in districts (multi-purpose buildings); and (c) construct and equip dormitories for TTCs in order to provide a conducive learning environment.

3. Establishment of Teacher's Professional Development System

The MoE will: (a) train all teachers through INSET-1, 2, and 3; (b) train 50 percent of teachers through INSET-4; (c) provide distance teacher education through radio, television, and CDs; (d) conduct teacher competency tests for all teachers; (e) provide training to school administrators in the capital and provinces on school administration and technical support for teachers; (f) keep the district teacher resource centers functioning in each district; and (g) put in place a system of continuous support to teachers and schools.

4. Reaching the Underserved: Incentives for Student Teachers and Teacher Trainers

The MoE will provide: (a) regional incentive salaries for 20 percent of TTC educators in provinces and districts with low numbers of qualified teacher educators; (b) incentives of US\$60 for 2,700 female student teachers from districts with low female enrolment; and (c) dormitory facilities for all eligible female student teachers in pre-service programs and eligible male student teachers in TTCs at provincial and district levels.

5. Curriculum Research and Textbook Development and Revision

The MoE will: (a) complete development of all textbooks based on the new teacher education curriculum, in coordination with the general education curriculum; (b) print and distribute textbooks will to all teacher education students; (c) revise the educational materials for short-term training courses for school administrators, based on need; (d) develop new educational materials based on identified needs and an assessment of teacher competencies; (e) develop, translate, and broadcast new audio-visual programs; (f) regularly administer teacher competency tests to increase rank and level of salary of teachers and school administrators; and (g) conduct research on curriculum, delivery of teacher education program, and teachers competency to identify the challenges, best practices, and ways to improve the quality and relevance of the programs.

6. Capacity Building of Teacher Educators and Staff

The MoE will: (a) train teacher educators of the TTCs and their branches in the National Teacher Education Academy to improve their qualifications and skills; (b) provide scholarships to staff for masters degree programs to enhance academic proficiency; (c) support grade 14 female teachers to upgrade their qualification to a bachelors degree level; (d) train Teacher Education Department staff in the capital; and (e) train TTC administrators in English language, computer skills, and management.

7. Management and Coordination

(a) An accreditation system for teacher training institutes will be developed; (b) the rules, regulations, and guidelines for the Teacher Education Department will be reviewed and revised as necessary based on teacher education reforms; (c) the Teacher Education Department will be transformed into the National Institute for Teacher Education; (d) proper working spaces and administrative equipment will be provided for all staff of the Teacher Education Department; (e) a teacher training database will be developed and systematically used to monitor the professional development of teachers; and (f) annual operational plans, and quarterly and annual reports for the Teacher Education Department will be developed and published.

2.2.3.2 Expected Results

1. Better access to teacher education will be ensured through increasing the number of teacher training centers to 42 and the number of district teacher support centers to more than 220.
2. At least 66,000 of teachers (40 percent female) will obtain TTC qualifications (grade 14) through in-service and pre-service programs in all districts of the country.

3. Eleven TTC complexes and dormitories and 90 district teacher training support centers will be constructed.
4. At least 130,000 teachers will be trained in short-term training courses (INSET).
5. Approximately 1,200 new TTC faculty will be recruited (70 percent female) and 1,000 faculty members of TTCs will complete post-graduate degree programs.
6. Ten thousand female teachers will graduate from a university program and 3,000 will be employed as early childhood educators.
7. Distance education packages and school counseling training program for teachers will be developed.
8. Seventy percent of teachers will successfully pass the teacher competency test.

Sub-program 2.2: Objectives, Key Activities, Indicators, Baseline Data, and Targets (3 years)

Interim Plan Key Result Area	Strategic Objectives	Key Activities	Performance Indicators	Baseline 2010/11	Target 11/12	Target 12/13	Target 13/14	Priority 1- high 3- low
Strengthen quality of education	Improve teacher qualification	Equip teacher training center (TTC)	Number of TTCs equipped		4	4	4	2
		Establishment of satellite TTCs at district level	Number of satellite TTCs established	14	33	34	33	3
		Train pre-service and in-service	Number of teachers trained	42,000	19,000	22,000	25,000	1
		Train teachers in INSET-1	Teachers trained in INSET-1	55,000	30,000	25,000	20,000	1
		Train teachers in INSET-2	Teachers trained in INSET-2		40,000	30,000	30,000	1
		Train teachers in INSET-3	Teachers trained in INSET-3		20,000	35,000	35,000	2
		Train teachers in INSET-4	Teachers trained in INSET-4		10,000	30,000	30,000	3
		Broadcast audio-visual material and distance education programs	Number of audio-visual materials broadcasted		900	900	900	3
		Teacher education through distance learning	Number of teachers trained		20,000	20,000	20,000	3
		Training of school administrators	Number of school administrators trained		39,000	39,000	39,000	1
	Provide suitable environment for teacher training	Constructing complexes for TTCs	Number of complexes for TTCs constructed		3	4	4	1
		Constructing district teacher-training support centers	Number of district teacher-training support centers constructed		20	30	40	2
		Constructing dormitories with cafeterias for TTCs	Number of dormitories with cafeterias for TTCs constructed		3	4	4	1
	Incentive for students and instructors	Regional incentives for instructors	Number of instructors using regional incentives		730	730	730	1
		Incentives for female students	Number of female students using regional incentives		2,700	2,700	2,700	1
	Development of curricula and textbooks for teachers	Development and revision of textbooks for TTCs	Number of textbooks for TTC revised		270		270	1
		Printing and distribution of textbooks for TTCs	Number of textbooks printed and distributed (million)		1	1	1.1	1
		Development of training materials for school administrators	Training materials for school administrators developed		1		1	2
		Printing of training material for school administrators	Number of training materials for school administrators printed		39,000	39,000	39,000	2
		Development of training material for INSET-1-4	Training materials for INSET-1-4 developed		4		4	1
		Development of audio-visual material for distance education (programs)	Audio-visual material for distance education developed		4		4	3
	Improve coordination and management	Develop TTC accreditation system	TTC accreditation system developed		1			2
		Develop standard test for TTC students	Standard test for TTC students developed		1			1
		Analyze test results and record in database	Test results recorded in database and analyzed		1	1	1	1

Sub-program 2.3: Science and Technology Education

The goal is to develop the basic capabilities of teachers and schools to set up, maintain, and use science and technology laboratories and materials in order to improve the quality of teaching of science and technology.

General Objectives by 2013

- Provide labs and science kits and other learning materials to general and Islamic schools.
- Train science/mathematics and ICT teachers on how to use laboratories and other locally available teaching aids in teaching science and mathematics and in conducting experiments.

2.3.1 Rationale for the Program

The implementation of the national curriculum requires science kits and science laboratories to facilitate experiments and illustrate science and math theories and concepts in practice, thus improving learning achievements. The schools and teachers require skill and knowledge to set up the school science labs and perform scientific experiments that form part of the curriculum.

2.3.2 Interim Plan Strategies

A national center of science and technology education, with satellites in every province, will be established in order to assess and support students' learning achievements in science and technology.

2.3.3 Description of Activities and Results to Be Achieved

The science center and its satellites will: (a) support teachers and schools in setting up science and math labs; (b) orient teachers in the use of lab equipment and materials as part of science/math and ICT teaching; (c) develop and produce science experiment guides; (d) establish and execute a systematic mechanism for supervision, monitoring, and evaluation of science/math and technology teaching and learning; (e) carry out research on recent developments in science/math and ICT subjects and teaching methods; and (f) provide input for improving teaching and learning.

2.3.3.1 Proposed Activities

A national center for science and technology education will be constructed in Kabul. The initial design and assessment has been carried out and the government of China has shown interest in funding it. Provincial satellite science centers will also be constructed and equipped. A survey will be conducted to identify school lab requirements. Science and math kits and labs will be procured locally and supplied to schools. A lab technician will be assigned in each school to maintain the lab. Science and math experiment guides will be developed for primary and secondary grades. Lab technicians will be trained to set up and maintain the labs. Science and math teachers will be trained in application of lab experiments. High-quality training programs will develop the capacities of the staff center, provincial satellites, school lab technicians, and science/math and ICT teachers in science and technology education.

2.3.3.2 Expected results

1. Fifteen provincial science centers will be constructed.
2. At least 1,050 schools and 96 Islamic schools will be equipped with biology, chemistry, physics, and math labs
3. Approximately 4,200 lab technicians will be trained in laboratory maintenance.
4. Fifteen thousand science and math teachers will be trained in lab equipment usage and conducting lab experiments.

Sub-program 2.3: Objectives, Key Activities, Indicators, Baseline Data, and Targets (3 years)

Interim Plan Key Result Area	Strategic Objectives	Key Activities	Performance Indicators	Baseline 2010/11	Target 11/12	Target 12/13	Target 13/14	Priority 1- high 3- low
Strengthen quality of education	Improve quality of education	Constructing national science and technology centers	Number of national science and technology centers constructed		1			1
		Constructing science and technology centers for provinces	Number of science and technology centers for provinces constructed		5	5	5	2
	Equip schools with science lab and kits	Purchasing laboratories for biology, chemistry, and physics for general schools	Number of laboratories equipped	240	350	350	350	1
		Purchasing laboratories for biology, chemistry, and physics for <i>madradas</i>	Number of laboratories equipped		32	32	32	1
		Providing science kits for general schools	Number of science kits for general schools provided	250	500	500	500	1
		Providing science kits for Islamic schools	Number of science kits for Islamic schools provided		42	42	42	1
		Libraries for TTCs	Number of libraries for TTCs		15	15	15	1
	Training of lab technicians and science teachers	Training of lab technicians	Number of lab technicians trained		1,400	1,400	1,400	1
		Training of science teachers	Number of science teachers trained	1,300	5,000	5,000	5,000	1

Program 3: Technical and Vocational Education and Training

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

General Objectives by 2013

- Increase access to technical and vocational education and training (TVET) by increasing the number of TVET regional institutes from 16 to 24, TVET provincial schools from 46 to 61, and establishing 87 TVET district schools.
- Increase enrollment and training of TVET students from 29,600 to 63,700 (30 percent girls).
- Develop basic skills of teachers (male and female) to improve the quality of teaching and increase learning achievements of students so that at least 30 percent of teachers will pass the national competency test and at least 60 percent of TVET teachers will be using active teaching techniques.
- Develop modern quality curricula and learning materials, relevant to the labor market needs, to improve teaching and increase students' learning achievements.
- Construct and equip 136 new schools and TVET centers and 24 dormitories according to modern TVET standards.
- Train administrative staff of TVET in planning, monitoring, reporting, and office-related skills.
- Gradually reform and modernize TVET to address weaknesses in organization, systems, procedures, and decision making.

Building upon the success of the existing National Skills Development Program (NSDP), this program will contribute to the socioeconomic recovery of Afghanistan through the development of a national TVET system that is responsive to labor market needs and provides Afghan women and men with the knowledge and skills for decent and sustainable work.

3.1 Rationale for the Program

In 2001, 34 semi-functional TVET schools were providing education to only 1,500 male students. Today, more than 29,000 students (15 percent female) are enrolled in 61 TVET schools and institutes. The intake capacity of the TVET schools is very low and fewer than 2 percent of the general education grade 9 graduates can be enrolled in TVET schools. There is a lack of skilled labor and technical staff in the market.

SWOT Analysis of TVET

Strengths	Weaknesses
<ul style="list-style-type: none"> • High motivation • Offering a wide range of qualifications such as certificates and diplomas • Private sector potentially has capacity and own interest to provide funding and expertise • International donor communities in favor of assisting in VET and TVET • Some VET and TVET activities have potential to be financial sustainable 	<ul style="list-style-type: none"> • General lack of competence in government institutions • Current concentration in urban areas • Many VET projects running parallel to government structures, without coordination • Collaboration with government actors is formally established at the highest ministerial levels, but is not well reflected downwards in the ministries • Lack of a coherent national TVET strategy • TVET provision is fragmented across the various ministries/actors • Poor quality of existing training, as training tends to be theoretical, training facilities dilapidated, programs time-based rather than competency based, lack of skills standards, lack of quality control mechanisms like accreditation, and absence of a national technical teacher training facilities) • Training not related to needs of the labor market, supply-driven system, curriculum outdated and theoretical, little industry input in the formation of curriculum • Poor job placement initiatives and partnerships with the industry and the

	business sector <ul style="list-style-type: none"> • EMIS reports five TVET/MoE schools having no buildings and in eight schools there is no information about buildings³ • Weak institutional arrangements for planning, managing, regulating, and financing training opportunities⁴ • Centralized system and a lack of institutional autonomy in TVET institutes
Opportunities	Threats
<ul style="list-style-type: none"> • Private sector potentially has the capacity and interest to provide funding and expertise • International donor communities more in favor of assisting in VET and TVET • Market needs for qualified technical staff 	<ul style="list-style-type: none"> • General threats due to current insecurity and war • Bureaucratic, nepotistic, old-fashioned, and inefficient structures • Questions related to trainability of entrants to TVET • TVET sub-sector is considered expensive in terms of investments and running costs • The sub-sector suffers from perception that main stakeholders consider other education sub-sectors to be more directly relevant, for instance to MDG and EFA targets • Low status in society as more and more emphasis is put on academic fields.

The MoE and partners will implement the following strategies and activities to address the challenges and meet the set objectives defined above.

3.2 Interim Plan Strategies

Provision of TVET will be based on labor market needs. The MoE, in cooperation with the Ministry of Labor and Social Affairs, will conduct a study of the labor market. The labor market needs assessment results will inform the TVET school curriculum and programs. A key strategy of the program will be to encourage the private sector to invest in technical and vocational education. In close coordination with the ministries of finance and trade, the Ministry of Education will seek to establish MoUs with major industries (e.g. business, mining, construction, manufacturing) to set up training units within their industries (or in major companies) where grade 9 graduates can enroll and obtain vocational training.

Involvement of the industry and the business sector should play a vital role, *inter alia*, in: (a) providing advice to the government and education providers on its skills needs; (b) participating in the development of standards, criteria, and assessments; (c) providing job placements and recruitment opportunities for students; (d) providing industrial placements for teachers; and (e) assisting with the provision of equipment, tools, and materials.

The MoE will pay special attention to enrollment of girls in TVET schools and institutes and, through public awareness programs and provision of fields that may be more attractive to girls, increase their enrollment. In addition, dormitory facilities will be provided to attract students from rural areas and poor families, especially girls. The MoE will also begin work toward a policy of establishing one TVET school in each district in order to increase access to TVET for all boys and girls. Initially, the general school building will be used in the second shift,⁵ where applicable, for establishing and running TVET programs. This strategy will facilitate quick expansion of the TVET, cost-effective service delivery, and less investment in infrastructure.

3.3 Description of Activities and Results to Be Achieved

Building on the lessons learned and recommendation of the National Skills Development Program (NSDP), TVET will be reformed to meet the market requirements for technical staff. The intake capacity of TVET schools and institutes will be increased.

3.3.1 Proposed Activities

1. Increase Access to TVET

³ EMIS July 2009, p. 100.

⁴ From MoE/TVET and UNAMA's Overview of Skills Development Sector with Assessment of Funding Requirements.

⁵ In some rural districts, general schools are used only in the morning shift and there is a possibility of running TVET in the second shift using the same school infrastructure.

The department will launch public awareness programs to: (a) increase enrollment in TVET; (b) increase the number of TVET regional institutes; (c) increase the number of TVET provincial schools;⁶ (d) establish TVET district schools to bring training facilities closer to girls; (e) establish TVET schools for children with disabilities; (f) increase enrollment in TVET schools and institutes (30 percent girls); (g) encourage the private sector to invest in TVET and activate at least private TVET institutes; and (h) develop legislation and sign a memorandum of understanding with private industry for provision of vocational training to grade 9 graduates.

Where applicable, the TVET schools and institutes will run in two shifts to accommodate enrollment of more students. In partnership with the private sector and other national programs, practicums and internships will be facilitated to TVET students. This will help improve skills development and enhance the employability of graduates.

2. Construction of TVET Schools and Institutes

New TVET institutes and schools will be constructed at the provincial level. TVET schools will also be constructed at the district level. In districts where general schools have adequate buildings and are not used for general education during the second shift, those schools will be used during the second shift to accommodate TVET students (instead of constructing new buildings). Dormitories will be constructed to facilitate enrollment of students from remote areas.

3. Student Services

Dormitory facilities and food will be provided to facilitate enrollment of students from rural areas.

4. Develop Curriculum and Learning Material

The department will conduct research on labor market needs to establish new fields of study and design TVET curricula and materials. Its development process will include mainstreaming and coordination with the Ministry of Labor, Social Affairs, Martyrs, and the Disabled and the Ministry of Higher Education, under the umbrella of the Afghanistan National Qualifications Authority (ANQA), an Afghanistan National Qualifications Framework (ANQF), and its forthcoming Technical and Vocational Education and Training Board.

The MoE will also: (a) develop new curricula for the fields of computer technology, banking, business administration, economics and hotel management; (a) revise the curricula for management, radio and television, road construction, machinery repair, accounting, and civil engineering; (c) develop new textbooks and learning materials for different TVET fields; (d) print and distribute textbooks and learning materials for all students; (e) equip TVET schools with basic equipment and ensure that 30 percent of students have access to such facilities; and (f) develop and implement a national standard examination for each TVET subject.

5. TVET Teacher Education

The department will: (a) develop short-term training programs and a technical support system for TVET schools; (b) provide in-service, short-term training on teaching methodology for all teachers; (c) enhance the education level of 150 teachers from grade 14 to bachelors level using the country's universities; (d) administer the national competency test for all TVET teachers; and (e) initiate specialized and tailor-made training for faculty development.

6. Academic Supervision

The department will: (a) Revise the system for the supervision of TVET schools; (b) train supervisors in the new supervision system; and (c) academically supervise the TVET institutes and schools at least three times per year. Based on the findings from academic supervision, recommendations will be developed to improve provision of TVET.

7. Management and Coordination

⁶ The courses provided by TVET will be based on market needs and a survey of domestic enterprises and labor force priorities.

The department will: (a) revise all policies, regulations, and guidelines pertaining to TVET, gradually provide more autonomy to TVET institutes, and contribute to the development of a national TVET strategy together with the other actors; (b) provide capacity-building programs for all administrative staff of the program and school administrators and 50 TVET supervisors; (c) develop and publish annual operational plans, and quarterly and annual reports for the Technical and Vocational Education Department each year; (d) develop a database for TVET; and (e) hold quarterly coordination meetings with other TVET stakeholders.

3.3.2 Expected Results

1. TVET coverage of regional institutes will be expanded from 16 to 18.
2. Number of provincial schools will be increased from 46 to 54.
3. Sixty-five new district TVET school will be established.
4. Thirty-two TVET schools/institutes will be constructed.
5. Four dormitories will be constructed.
6. Curriculum for the new fields based on market needs will be developed.
7. At least 750 teachers will be trained in country and abroad.
8. Management capacity of the department will be improved and gradual institutional reforms will be initiated at school level.

Program 3: Objectives, Key Activities, Indicators, Baseline Data, and Targets (3 years)

Interim Plan Key Result Area	Strategic Objectives	Key Activities	Performance Indicators	Baseline 2010/11	Target 11/12	Target 12/13	Target 13/14	Priority 1- high 3- low
Expanding quality technical education	Increase access to TVET	Launch public awareness programs to increase enrollment in TVET (particularly for girls)	Public awareness programs launched		1	1	1	3
		Increase the number of TVET regional institutes	Number of new TVET regional institutes established	5	0	1	1	1
		Increase the number of TVET provincial schools	Number of new TVET provincial schools established	8	2	3	3	1
		Establish new TVET district schools	Number of new TVET district schools established	24	21	22	22	1
		Establish new TVET schools for children with disabilities	Number of new TVET schools for children with disabilities established		1	1	1	2
		Increase enrollment in TVET schools and institutes	Number of TVET students	29,600	40,900	52,700	63,700	1
	Provide suitable environment for TVET	Construction of complexes for TVET	Number of complexes for TVET constructed		1	4	5	1
		Construction of TVET schools at the district level	Number of TVET schools at the district level constructed		4	8	10	1
		Renovation of TVET complexes	Number of TVET complexes renovated		8	10	10	1
		Construction of dormitories with cafeterias for TVET schools	Number of dormitories with cafeterias for TVET schools constructed		1	1	2	1
	Development and revision of curriculum	Development and revision of textbooks for different fields based on market-needs assessment	Number of textbooks for different fields developed	100	100	100	100	1
		Printing of textbooks for different fields	Number of textbooks for different fields printed (millions)	0.4	0.4	0.5	0.6	1
		Equipment of technical and vocational centers	Number of technical and vocational centers equipped	20	20	30	30	2
	Increase qualification of teachers	Training of teachers (in country)	Number of teachers trained in country		150	150	150	1
		Training of teachers (abroad)	Number of teachers trained abroad		100	100	100	3
	Improve academic supervision	Revision of system for the supervision of TVET schools	Systems for the supervision of TVET schools revised		1		1	1
	Improve management and coordination	Revision of all policies, regulations, and guidelines of TVET with an aim to develop a coherent national TVET system	Policies, regulations, and guidelines of TVET revised		1	1	1	1
		Recruitment of international technical advisors	Number of technical advisors recruited		10	10	10	2
		Recruitment of national professionals	Number of national professionals recruited		10	10	10	2

		Recruitment of technical coordinators	Number of technical coordinators recruited		10	10	10	3
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Program 4: Increasing Literacy Levels

The goal is to increase literacy rates across all groups of men and women aged 15 and above, enabling them to attain further education or to pursue technical and vocational skills, in order to contribute to their communities, society, and the economy.

General Objectives by 2013

- Increase the national literacy rate of the population, aged 15 and above, from the current level of 26 percent (12 percent female/39 percent male) in 2009 to 40 percent (31 percent female/48 percent male).
- Provide literacy courses for 2 million literacy learners (at least 60 percent women).
- Enhance the standard learning achievements of graduates from 50 percent to 65 percent.

This program supports the education sector goals outlined in the Afghanistan National Development Strategy (under the sub-sector of skills development), which calls for a well-educated nation characterized by a literate population and a skilled labor force. Through this programmatic component, the Government of Afghanistan demonstrates its commitment to meeting the Afghanistan-modified Millennium Development Goals (AMDGs). These posit the implementation of priority programs, among which literacy is highlighted.

4.1 Rationale for the Program

“A large majority (74 percent) of the population aged 15 years and over is illiterate, with female and male illiteracy at 88 percent and 61 percent, respectively” (NRVA 2008/09). Illiteracy is a fundamental and obvious constraint to pursuing opportunities in education, knowledge-building, and skills development. This is highlighted by recent data on educational attainment in Afghanistan, which reveals: “Only 17 percent of the population, aged 25 and over, has attended any formal education; the corresponding figure for women is 6 percent.”

SWOT Analysis of Literacy Levels

Strengths	Weaknesses
<ul style="list-style-type: none"> • High motivation of learners, particularly women • Sustained support from some donors and international organizations • Many international organizations and NGOs capable of providing literacy programs and able to penetrate areas where GIROA/MoE has limited access • Large numbers of women beneficiaries • Promotes Afghanistan’s goals of increasing gender equity as literate women can take a more active role in civil, political, professional, and community affairs • Literate persons promote education for their sons/daughters • Increased long-term potential for labor market development • Literacy combined with skills-development, such as in the NSDP program, seems to be yielding a significantly greater impact than providing literacy only • Integration of literacy and skills development is also being promoted by UNESCO and UN-Habitat through their programming 	<ul style="list-style-type: none"> • Weak MoE capacity (to execute and manage, supervise, monitor, and coordinate programs). Lack of a database • Not utilizing existing schools as support hubs for literacy • Imbalance of access: under-served remote communities not benefiting • Inadequately resourced at all levels⁷ • MoE-approved literacy curricula not enforced • No clear means of assessing literacy skills • Shortage of literacy tutors; teacher training weak and not standardized • Better advocacy campaigning required • Weak linkages to further opportunities through accreditation and bridging programs. • Multiple curricula and modalities. Lack of post literacy support • Literacy teachers drain small pool of qualified teachers • Lack of facilities for literacy departments at the provincial and district levels.⁸ • No budget for construction of community learning centers • Insufficient emphasis on quality of learning
Opportunities	Threats
<ul style="list-style-type: none"> • High motivation of learners 	<ul style="list-style-type: none"> • Insecurity and war

⁷ MoE Deputy Ministry of Literacy Annual Report for 1388; cited in “Challenges” section, p. 4 (Dari version).

⁸ Ibid.

<ul style="list-style-type: none"> • Work of UNESCO-supported LIFE program and a national coordination mechanism • Lessons to be learned from other countries • Use of consultants or technical assistance (TA) to raise management capacity • The comprehensive curriculum review (starting in June 2010) • Literacy Information Management System to assist in management, tracking, and M&E • UNESCO, JICA, and MoE exploring ways in which literacy learning can be accredited or applied towards further educational or vocational opportunities 	<ul style="list-style-type: none"> • Questions related to quality of learning/literacy skills gained by literacy learners (learning achievements). • Literacy courses expensive in terms of investments and running costs (US\$100/ learner and US\$600 if combined with technical/vocational skills through the NSDP program) • Little perceivable benefits in terms of immediate future opportunities – either work or educational • If more effective follow-on/maintenance programming is not provided, those who acquired literacy will lose their skills
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The MoE and partners will implement the following strategies and activities to address the challenges and meet the set objectives defined above.

4.2 Interim Plan Strategies

The MoE plans to strengthen public awareness programs and use other resources like the media (particularly Education Radio and Television), mosques, religious *ulema*, and general schools to promote literacy.

The concentration of literacy courses will shift from urban to rural areas and attention will be paid to groups with special needs, including people with disabilities and Kuchis. The learning materials will be revised and the contents will be made more relevant to people's lives and their occupational needs.

The ministry will develop and put in place a standard system to assess the learning achievements of literacy learners to ensure that literacy courses are effective and learners have acquired reading, writing, and numeracy capabilities.

Non-government organizations and public organizations will be encouraged to continue implementation of literacy courses but the literacy department will strengthen its coordination and leadership capacities to monitor and support these programs. In close consultation with partners, MoE will develop a transition strategy. MoE will develop the ToRs for delivery of literacy programs and will request donors and implementing partners to fund and implement MoE-designed literacy programs. In addition, MoE will develop in-house capacity and assume responsibility for implementation of literacy programs.

General education schools will be used as literacy support centers to hold literacy courses, and to help solve literacy-related problems in their respective areas. One literacy teacher will be assigned to each rural school as a focal point for literacy. Mosques will serve as learning spaces and imams will also be contracted as literacy teachers, as appropriate.

A comprehensive literacy information system will be developed to include information on literacy courses provided by the literacy department and other public and NGOs.

4.3 Description of Activities and Results to Be Achieved

The proposed program, and achieving the goals thereof, is a priority for the Ministry of Education as stipulated in the draft National Education Strategic Plan (NESP-2: 2010-2014) and in the first National Educational Strategic Plan (NESP-1: 2006-2014). Both strategies place a key emphasis on literacy and the achievement of Afghan-modified MGD literacy goals.

4.3.1 Proposed Activities

1. Increase Equitable Access to Literacy Courses

The literacy department will: (a) conduct public awareness campaigns through the media, mosques, and schools on the benefits of literacy; (b) attract and equitably educate 1.8 million learners; (c) establish 10,000 literacy hubs in general education schools and 1,000 centers in mosques; (d) establish 109 community learning centers (CLCs); (e) establish outreach literacy courses in the target areas as needed;

and (f) encourage other institutions (public and private) to conduct literacy courses for existing staff. The literacy department will coordinate with other ministries and private sector industries to provide literacy courses for their own employees, and the MoE will provide curriculum support.

2. Construction of Community Learning Centers

At least 120 community learning centers will be constructed in the rural districts to serve as centers to facilitate provision and coordination of literacy program at the district level.

3. Curriculum and Learning Material Development and Revision

The department will: (a) conduct ongoing research on the effectiveness of the literacy curriculum for the purpose of program revision; (b) review and revise curriculum and textbooks for all literacy programs and make these target-group oriented (i.e. specific literacy books for women); (c) print and distribute 3.3 million textbooks for learners; (d) provide follow-up learning materials for at least 50 percent of learners; and (e) develop and implement a standard assessment system for issuance of certificates for literacy learners.

4. Training of Literacy Teachers and Literacy Supervisors

The department will: (a) develop the curriculum and learning materials for training of literacy teachers and supervisors; (b) establish a literacy teacher education institute; (c) train 900 master trainers in provinces and districts annually; and (d) provide refresher courses each year to all literacy teachers on teaching methodology and literacy subject matter.

5. Academic Supervision

The department will: (a) develop a new system to supervise the activities of the literacy program; (b) train 900 literacy supervisors; (d) supervise the literacy courses academically; and (e) establish a standard system to measure students' learning achievements after completion of each course.

6. Coordination and Management

The department will: (a) establish the high literacy commission; (b) revise policies, regulations, bylaws, and guidelines of the literacy program; (c) train and enhance the capacity of all administrative staff; (d) develop and publish annual operational plans, as well as quarterly and annual reports for the literacy department; and (e) establish a literacy database.

4.3.2 Expected Results

1. Literacy curricula will be revised and modified for various beneficiary groups.
2. Approximately 18,000 literacy teachers will be provided with short-term training.
3. Skills and capacities will be enhanced for 900 supervisors.
4. More than 36,000 literacy courses will be established.
5. Acquisition of functional literacy will be attained for 1,800,000 adults.
6. At least 120 community learning centers will be established to coordinate local literacy programs.

Program 4: Objectives, Key Activities, Indicators, Baseline Data, and Targets (3 years)

Interim Plan Key Result Area	Strategic Objectives	Key Activities	Performance Indicators	Baseline 2010/11	Target 11/12	Target 12/13	Target 13/14	Priority 1- high 3- low
Increase literacy levels	Increase enrollment	Conduct public awareness campaigns through the media, mosques, and schools on the benefits of literacy	Public awareness conducted	1	1	1	1	2
		Attract and equitably educate learners	Number of learners educated	500,000	550,000	600,000	650,000	1
		Establish community learning centers	Number of CLCs established	31	34	36	39	1
		Establish outreach literacy courses throughout the country	Number of outreach literacy courses established		11,000	12,000	13,000	1
		Vocational training equipment and material for courses	Number of courses equipped	738	1,485	2,223	2,970	1
	Construction of community learning centers (CLCs)	Construction of CLCs	Number of CLC constructed	2	35	40	45	1
	Development and revision of literacy learning materials	Development and revision of literacy books and teacher guides (target group-oriented)	Literacy books and teacher guides revised	28	28	28	28	2
		Printing and distribution of textbooks for literacy and skills and teacher guides	Number of books printed (millions)	1.1	1.1	1.1	1.1	1
		Literacy support learning material	Number printed	275,000	275,000	275,000	275,000	3
	Training of literacy teachers and supervisors	Literacy teacher education	Number of teachers trained	6,000	6,000	6,000	6,000	1
		Training of literacy supervisors	Number of literacy supervisors trained	900	900	900	900	1
	Improve management and coordination	Establishment of high literacy commission	High literacy commission established		1			1
		Revise policies, regulations, bylaws, and guidelines of the literacy program and implement institutional reform	Literacy policies and regulations revised		1		1	1
		Establish literacy database	Literacy database established		1		1	2

Program 5: Education Governance and Administration

This program has two sub-programs: education administration development and strategic management development

Sub-program 5.1: Education Administration Development

The goal is to provide effective, efficient, and transparent support services and facilities for the successful implementation of education programs throughout the country.

General Objectives by 2013

- Reform administrative, executive, and recruitment structures; and train, evaluate, reward, and effectively manage ministry personnel according to administrative reform norms and modern management to enhance the efficiency of personnel and administration in implementing education programs.
- Implement education programs through the development of an effective and transparent financial system with the capacity to implement program budgeting in the capital and provinces; facilitate timely payments; and provide analytical financial reports for better decision-making.
- Develop a transparent and efficient procurement and logistics system throughout the country to provide timely procurement and logistic services to education programs.
- Introduce and mainstream ICT in the Ministry of Education to enhance the efficiency and effectiveness of personnel and education offices in successful implementation of education programs.
- Develop an efficient and effective system for design, quality control, and maintenance of education facilities throughout the country in order to support provision of proper, conducive, and safe learning and administrative spaces for all students and educational staff.
- Provide timely support services to all staff and offices of the ministry.
- Acquire the land and title for the construction of all educational institutes and register all land and buildings in a central database.
- Establish a security awareness system and improve coordination with communities and security departments in order to prevent security incidents and protect education offices, institutes, the staff, and students.

5.1.1 Rationale for the Program

In 2001, the education system was providing education services to fewer than a million children, with a very weak administration system. After the fall of the Taliban, the new administration inherited a defunct system. Today, the reach of education services has increased seven-fold, providing access to education to nearly 7 million children across the country. Administrative reform and new pay and grade scales are being implemented. AFMIS, HRMIS, payroll, and procurement systems are used for effective service delivery and monitoring performance.

The demand for education is high and more students are expected to enroll in schools over the next three years. Therefore, support services such as human resource recruitment and training, finance and procurement systems, and support for construction of education infrastructure need to be expanded to support effective delivery of education services.

The MoE and partners will implement the following strategies and activities to address the challenges and meet the set objectives.

5.1.2 Interim Plan Strategies

The existing administrative processes and procedures are generally old, convoluted, and cumbersome. The MoE will develop and adopt reforms in administrative processes and procedures and make them

simpler and shorter. Special attention will be given to the satisfaction of clients of services and facilities, and complaints will be thoroughly addressed.

The ministry will use information communication technology (ICT) to enhance the efficiency of the administration. Administrative systems at the central and provincial levels will be computerized.

Decentralization and delegation of more authority to district and provincial education departments (PEDs) is one of the main strategies of the ministry. PEDs will carry out staff recruitment and prepare the annual operational plans and budget.

Public financial management will be strengthened using AFMIS and BPET at the national and provincial levels for more transparent budget planning and implementation. Donors will be encouraged to channel assistance through the core development budget. This will enable the ministry to allocate budgets to urgent priorities, address provincial disparities, and increase aid effectiveness.

The ministry will make optimal use of community and private sector capacities in providing facilities and support services. The process of selecting contractors/implementers will be open and transparent. The ministry will supervise the activities of implementers.

Education infrastructure will be constructed based on MoE policy and standards using local construction companies and local *shuras*. School design will be child-friendly and accommodate the needs of all children including children with disabilities.

To ensure efficiency and cost effectiveness in construction projects, the ministry will ensure that local resources and materials are used to the greatest extent possible. More construction projects will be allocated to provinces where the student-classroom ratio is higher or where useable buildings do not exist.

The capacity of staff and institutions for enhancement of quality and effectiveness, particularly at provincial levels, will be continuously increased. The MoE will also develop and implement a system to assess the competency of employees. Particular attention will be paid in all aspects of educational administration to providing services and staffing in an equitable and just manner, especially to deprived provinces and districts.

5.1.3 Description of Activities and Results to Be Achieved

5.1.3.1 Proposed Activities

1. Administrative Reform and Human Resource Development

The HR department will: (a) implement the new *Tashkeel* based on public administration reforms at the central, provincial, and district levels; (b) restructure the organization of the ministry, as necessary, based on a needs assessment; (c) gender sensitize ministry positions; (d) recruit all staff of the ministry under the new pay and grade system based on open competition and merit; (e) develop a comprehensive capacity-building strategy and plan and train at least 50 percent of ministry staff in relevant professional subjects and general subjects like English, computer skills, management, human rights, gender, environmental protection, and counter-narcotics; (f) develop and implement an annual performance appraisal system and reward staff based on the assessment results; and (g) develop and implement a comprehensive human resource management information system (HRMIS).

2. Financial System Development

The finance department will: (a) develop and submit annual integrated program budgets (ordinary and development) that specify national and provincial budget allocations based on annual plans; (b) make timely payments at central and provincial levels; (c) update and implement the budget preparation and expenditure tracking (BPET) system in the center and the provinces; (d) implement the AFMIS system in the center and all of the provinces; (e) prepare quarterly reports on budgeting and expenditures based on program and province; and (f) coordinate the resource mobilization process with the Ministries of Economy, Finance, and Foreign Affairs.

3. Information Communication Technology

The ICT department will: (a) conduct research on the successful experiences of other countries in the use of ICT in the education system; (b) identify the ICT needs of program and administrative departments including computer systems (software), ICT equipment, and training needs of staff; (c) provide technical assistance to and supervision of the procurement of ICT equipment and its optimal use; (d) provide ICT infrastructure and equipment for all departments and offices in the center and provinces; (e) train ministry staff at the central, provincial, and district levels to use ICT effectively; (f) develop and implement a maintenance and support system for ICT equipment; (g) pilot test educational laptops for use in improving classroom teaching and learning achievements of grade 4 through 6 students; and (h) maintain the MoE's website to provide public information.

4. Procurement and Logistics, Services, and Properties

To improve effectiveness and efficiency, the department will: (a) train and equip the central and provincial logistics and procurement units; (b) develop databases to register all ministry contracts/purchases/goods, maintain the ministry's transport facilities, and record all ministry land and buildings; (c) provide land for the construction of educational institutes, administrative buildings, and teachers' residential areas; (d) settle land disputes with individuals and other organizations; (e) construct and equip buildings for provincial education offices; and (f) provide support services (including transport facilities, goods for programs, office equipment, and building and maintenance services) to staff in the capital and provinces, as needed.

5. Support Construction of Education Infrastructure

The infrastructure department will: (a) assess the situation of existing infrastructure; (b) survey the location and land for all new construction projects; (c) develop an annual plan for rehabilitation and construction of schools; (d) strengthen the central engineering team's design and standards, and the provincial engineering teams' monitoring and quality control; (d) review and revise policies, criteria, and standards for education infrastructure construction; (e) revise and develop plans, designs, and volume of work and cost estimates; (f) develop guidelines on contracts, monitoring and quality control, and take-over and registration of buildings; (g) monitor the projects under construction by the ministry and other organizations and prepare monitoring and quality assurance reports; (h) maintain a database of construction projects and ensure registration of all completed construction works; (i) obtain one-year guarantees from the implementing companies regarding completed construction projects; (j) establish and strengthen maintenance teams; (k) regularly maintain teaching and administrative buildings; (l) develop annual operational plans for construction and maintenance of buildings; and (m) develop quarterly and annual reports.

6. Security and Protection

The protection department will: (a) equip and train central and provincial security and protection units; (b) develop security systems for education offices and educational institutes with the cooperation of security organizations; (c) monitor all education offices, educational institutes, and student routes to schools on a continuous basis in order to identify probable threats, including attacks, violence, sexual abuse, and addiction to narcotics; (d) provide awareness training and guidelines for key staff and, through them, for other staff and students on possible threats; (e) strengthen coordination with community and security organizations to prevent attack; and (f) register security incidents on a database and provide analytical reports on a daily basis.

5.3.2 Expected Results

1. At least 60 percent of ministry employees will meet qualifications required for their positions.
2. Financial management and budget execution will be improved (operating budget 99 percent and core development over 80 percent).

3. All necessary goods for education departments and offices will be purchased in a timely and cost-effective manner.
4. All central and provincial education departments and offices, and at least 40 percent of district education offices, will be effectively using ICT.
5. All education facilities will be constructed to meet established standards and criteria.
6. Better protection mechanisms, with community initiatives, will be in place for the protection of education.

Sub-program 5.1: Objectives, Key Activities, Indicators, Baseline Data, and Targets (3 years)

Interim Plan Key Result Area	Strategic Objectives	Key Activities	Performance Indicators	Baseline 2010/11	Target 11/12	Target 12/13	Target 13/14	Priority 1- high 3- low
Improve education governance and administration	Human Resources	Structural reform and implementation of a new <i>Tashkeel</i> organized with public administration reform (gender sensitized)	New <i>Tashkeel</i> implemented	40%	70%	90%	95%	1
		Capacity development institute	Capacity development institute established		1	1		1
		Development and implementation of a comprehensive HR system	Development and implementation of a comprehensive HR system	30%	45%	70%	95%	2
	Finance	Development of BPET system in the center and provinces	BPET system developed	1	1	1	1	1
		Implementation of AFMIS system in center and provinces	AFMIS system implemented	1	1	1	1	1
	Procurement	Development of a database and recording of all contracts and procurements	Database developed and used	1	1	1	1	1
	ICT (information and communication technology)	Equipping of all education administrations with IT facilities (telephone, internet, etc.) and designing of internal infrastructure	Number of provinces equipped with IT facilities		35	35	35	2
		Training of all employees	Training for all relevant staff	30%	45%	70%	95%	2
	Support construction of education infrastructure	Supporting of engineering teams in the design of schools and education foundations	Number of technical engineers	10	12	12	12	1
		Supporting of monitoring and maintenance teams at the provincial level	Number of quality control engineers	160	220	220	220	1

Sub-program 5.2: Strategic Management Development

The goal is to increase strategic effectiveness, efficiency, accountability, and transparency within the framework of relevant national laws and international commitments.

General Objectives by 2013

- Review and revise, as necessary, all general policies, regulations, and guidelines and other legal documents.
- Increase the role of the ministry in coordinating externally funded projects in accordance with ministry priorities, and convince more donors to channel funds through the core development budget.
- Strengthen the capacity of the internal audit department to conduct annual inspections and audits of all education departments, and fight corruption.
- Address all complaints filed by customers and clients in a timely manner.
- Develop national and provincial operational plans every year and evaluate main activities of the MoE.
- Strengthen and further develop EMIS in the center and provinces.
- Develop and publish quarterly and annual standard reports reflecting education achievements and constraints.

5.1.1 Rationale for the Program

In 2001, the education governance system was not functional and education policy was set by individuals without consideration of children's rights (girls), international treaties ratified by Afghanistan, and the will of public. Different curricula were in use in schools, and there was no strategy and plan to make education accessible to millions of children out of school.

Today, the education law guarantees children the right to free education and makes basic education compulsory. Education sector strategies NESP-1 (2006-2010) and NESP-2 (2010-2014) clearly outline the policies, strategies, and plans for improving access to quality education for all and indicate the commitment of GIRoA and Ministry of Education leadership to achieving our constitutional obligation and MDG and EFA goals.

The forecasted expansion of education services and improving quality and relevance of education to children needs require robust leadership and strategic management. There is no secured mid-term budget for education (operating and development); and government and donors make decisions on an annual basis, which challenges forecast planning. The systems are not supportive of norm-based provincial budget allocation (large disparities exist). The government has little to no control over large portions of development assistance in the education sector.

The MoE and partners will implement the following strategies and activities to address the challenges and meet the set objectives.

5.1.2 Interim Plan Strategies

Planning, monitoring, and evaluation will be strengthened and gradually decentralized and the capacity of education departments and offices as well as provincial and district staff members will be increased.

The development of provincial strategic plans will support the decentralization policy, as will the development and implementation of EMIS at the provincial level.

At the provincial and district level, the ministry will work to involve communities, civil society, and the private sector in the design and implementation of education programs in order to strengthen the education system, increase community ownership of education programs, and make the education services more relevant to local needs.

All policies, procedures, and control mechanisms to reduce administrative and financial corruption in education departments in the center, provinces, and districts will be revised, published, and disseminated. Relevant staff will be oriented on the policies and the internal audit function will be further strengthened.

A norm-based provincial budget allocation will be discussed with donors and the MoF. All national and foreign resources will be distributed based on need and equity. Donors will be encouraged to channel their assistance to education through the core development budget.

To ensure quality of information and efficiency of administrative procedures, data and statistics on educational institutes, staff members, teachers, and students will be collected and updated through computerization of administrative processes. This will include recruitment and students' records at the provincial level and, at later stages, district and school levels. In addition, all databases and information systems in different departments of the ministry will be linked to the central EMIS to provide all departments with access to needed information. This will enable ministry staff to use the information for planning and decision-making purposes.

Strategic decisions and actions will be based on accurate statistics and information and a thorough analysis of the issues, including scientific research, where necessary. The relations and communication between the education programs and the local, national, and international media will be strengthened within the framework of the communications strategy and developed policies.

5.1.3 Description of Activities and Results to Be Achieved

5.1.3.1 Proposed Activities

1. Policy Development and Revision

The MoE will strengthen the Education Academic Council to: (a) revise policies, regulations, and guidelines based on research results and identified needs and national and international commitments; (b) develop new policies, rules, and regulations as needed; and (c) develop and make available to education departments and institutes the Afghanistan Education Compendium and a collection of education legislative documents and guidelines. The policy development process will engage all stakeholders.

2. Strategic and Operational Planning

The strategic planning department will: (a) standardize main education activities and develop standard costs; (b) develop provincial strategic plans for all provinces; (c) develop annual national and provincial operational plans and conduct a mid-year review every year; (d) develop operational plans for education departments in all districts; and (e) train 500 planning managers of districts, provinces, and the capital in planning, monitoring, evaluation, and reporting.

Two annual meetings will be organized with the participation of donors and the MoF. The first meeting will be held in June to review the attainment of planned targets and budget execution and the second will take place in October to agree on the following year's plan. Gender mainstreaming will be strictly followed in all planning processes to ensure specific targets are set for girls' education and that positive actions are incorporated in plans to support achievement of the objective. In addition, special consideration will be made in the planning processes to address provincial and rural disparities through resource allocation.

3. EMIS, Monitoring, Evaluation, and Reporting

The EMIS department will: (a) develop additional modules for the EMIS for specific needs of programs and departments and will connect them to the central EMIS; (b) provide access to EMIS to central and provincial education departments; (c) deploy EMIS in 30 percent of district education departments and some educational institutes throughout the country; (d) develop mechanisms to report on implementation progress at central and provincial levels and produce a consolidated report for all programs; (e) develop and implement an integrated monitoring and evaluation system; and (f) conduct

a mid-term review of IP implementation and a final evaluation. EMIS modules provide gender-segregated data and rural-urban information to analyze disparities and support decision making to address inequalities.

4. Grants Management

The department will be strengthened to deploy focal points at the provincial level. Each year, the departments will: (a) identify projects to be funded through the external development budget; (b) improve their capacity to prepare proposals to address funding gaps and attract funds; (c) develop a system to supervise procurement processes and conclusion of contracts conducted through the external development budget; (d) develop a database and regulations for funding, implementing, monitoring, and evaluation of projects funded through the external development budget; and (e) align all externally funded programs and projects with the NESP and IP.

5. Control and Audit

The ministry will develop the capacity of its audit department to conduct annual inspections and audits of all education departments. The department will: (a) train a professional body of inspectors and financial auditors; (b) address and register all filed cases in a database; and (c) establish a transparent system for reporting audit findings. This will help in identifying potential areas of corruption and propose actions to counter corruption and minimize its risks.

6. Strategic Relations

The communications department will: (a) revise, strengthen, and implement the communications strategy for the Ministry of Education; (b) develop and communicate public awareness materials on policies, plans, progress, and education issues through press conferences in the center and provinces, the ministry's website, internationally recognized publications, and other means; and (c) organize quarterly coordination and consultation workshops for provincial and district officials.

5.3.2 Expected Results

1. Information on education policies and legislation will be documented and accessible, with all policies supporting effective program implementation.
2. A strategic plan will be used to guide planning and decision making on resource mobilization and allocation, while addressing gender and provincial disparities.
3. Annual operation plans, based on program and province information, will be developed and guiding MoE operations.
4. EMIS will be accessible and used at the central and provincial levels for education data entry/storage/retrieval/analysis and informed decision making.
5. Donors funding will be aligned with the NESP/IP, and the decision-making process on resource allocation for education programs will be participatory.
6. Anti-corruption measures will be strengthened, reducing the risk of corruption.
7. Education stakeholders will be informed of education policies, programs, progress, and impediments, and actively participating in promoting education.

Sub-program 5.2: Objectives, Key Activities, Indicators, Baseline Data, and Targets (3 years)

Interim Plan Key Result Area	Strategic Objectives	Key Activities	Performance Indicators	Baseline 2010/11	Target 11/12	Target 12/13	Target 13/14	Priority 1- high 3- low
Improve education governance and administration	Improve policy and quality of education	Develop and support MoE academic council to coordinate/support education policy development	Academic council developed and properly staffed		1			1
	Strategic and operational planning	Develop provincial strategic plans for all provinces	Provincial strategic plans developed		13	22		2
		Develop annual national and provincial operational plans with specific targets for girls' education	Annual national and provincial operational plans developed	36	36	36	36	1
		Train planning managers of districts, provinces, and the capital in planning, monitoring, evaluation, and reporting	Number of staff trained		100	100	100	2
	EMIS, monitoring, evaluation, and reporting	Develop additional modules for the EMIS for specific needs of programs and departments and connect them to the central EMIS	Modules for the EMIS developed		1	1	1	1
		All central and provincial education departments will have access to EMIS	% of offices with access to EMIS	1	30	80	100	1
		Develop mechanisms to report on implementation progress at central and provincial levels (gender-segregated information)	% of provincial offices regularly submitting periodic reports	50	70	100	100	1
		Develop and implement an integrated monitoring and evaluation system (gender-segregated analysis)	Periodic monitoring reports		4	4	4	1
	Grants management unit	Developing database and procedures for projects funded, implemented, and monitored through external development budget	% of project data/reports recorded in database	40	50	70	100	1

Part 3. Operational Plans

Successful planning requires a level of predictability concerning the resources (human and financial) required to undertake even short-to-medium term planning. When one considers that almost 80 percent of spending on education is off budget and that the MoE in effect only controls sector salaries, one can appreciate the scale of the problem facing the department of planning.

However, in spite of this situation a number of very positive advances have been made. The EMIS section has produced excellent data, considering the constraints in obtaining reliable information from the field. A capacity development program has been underway for a number of years with the assistance of IIEP and the next phase of this support will concentrate on capacity development at the provincial level.

Planning, as stated above, depends on resources, and therefore the role of the Ministry of Finance is crucial. Indeed, the prerequisite for a good sector plan is winning the political battle: the ability of the Minister of Education to persuade his/her colleagues to fund the sector to the required amount. There are always competing claims – and, unfortunately, the future impact of educational programs and the need for a skilled labor force need to be well argued.

The next critical step is how to plan to best use the allocation from the MoF. Systematic planning is required – a planning that incorporates all available sources so that they are used for the achievement of agreed targets. All education stakeholders must be involved in this exercise – and at the right time. Table 20 shows the main events of the planning year.

Table 21 shows all the major activities (and the related development costs) that the MoE aims to accomplish while also showing that achievement depends ultimately on available resources. The MoE and its development partners must show that there is a reasonable chance of mobilizing a major part of the Interim Plan (IP) budget so as to make a plausible case for FTI and EFA funds.

The IP becomes real through each annual plan, which will state its base year data, annual targets, budget allocation, and source of funding.

Currently, planning in Afghanistan is very centralized. However, there are plans to begin a process of decentralization. Thus, the provincial-level planning process is critical and must be effectively dovetailed into that of central planning.

Annual Planning and Budget Cycle

Table 20: Overview of Annual Planning and Budget Cycle

	Activity	Jawza June	Saratan July	Asad August	Sonbola Sept.	Mizan Oct.	Aqrab Nov.	Qaws Dec.	Jadi Jan.	Dalu Feb.	Huot March	Hamal April	Sawr May
	FINANCIAL YEAR											START	
											FINISH		
	SCHOOL YEAR							F	Holidays		S		
A	CENTRAL LEVEL PLANNING												
1	MoF issues CIRCULAR 1												
	Policy and program discussions between the MoE and MoF on C1: (a) MoF Format A Operational Budget; (b) MoF Format B ¹ Core Development Format B ² Ext. Budget												
	SUGGESTION 1: Hold first round provincial discussions in Mizan/Aqrab												
	SUGGESTION 2: Hold budget meeting with all donors/NGOs: get all activities on plan and poss. on budget												
2	MoF CIRCULAR 2: Budget Ceilings												
	Consultations on CIRCULAR 2 (a) MoE for Development Budget (b) MoF for Operational Budget												
3	(One-day workshop with MoF)												
4	MoF approves MoE budget												
5	Parliament budget debate												
6	Parliament approves budget												
7	MoE implements approved budget											Start	
											End		
B	Decentralized planning								Prov. level				
	Decentralized <i>implementation</i> on a budget already approved									Prov. planning			

Operational Plan 2011-2013: Budgets and Priorities

Table 21: IP Activities and Budget Priorities

S No	Interim Plan Activities	Quantity	Unit cost	Cost in Million US\$			
			US\$	1389 (2010)	1390 (2011)	1391 (2012)	1392 (2013)
Sub Program 1.1: General Education				209.94	243.54	267.60	721.08
1	Access to General Education			38.50	55.22	57.98	151.70
1.1	Establishment of schools for children with special needs	5	105,000	0.11	0.23	0.24	0.58
1.2	Establish model schools	11	105,000	0.11	0.58	0.61	1.30
1.3	Implementing public awareness program for increasing enrollment of girls in schools	3	63,735	0.07	0.07	0.07	0.21
1.4	Establish CBS and accelerated classes	14,400	2,688	27.10	42.67	44.81	114.58
1.5	Relocation of qualified female teachers to rural schools	1,200	8,820	11.11	11.67	12.25	35.03
2	Construction of School Facilities			152.42	170.55	188.80	511.78
2.1	Construction of classes	19,500	16,800	105.84	120.39	136.13	362.37
2.2	Construction of Science Labs	300	100,000	10.50	11.03	11.58	33.10
2.3	Reconstruction of existing classrooms	5,000	4,515	7.11	8.71	9.15	24.97
2.4	Construction of boundary wall	600	52,920	11.11	11.67	12.25	35.03
2.5	Construction of latrines (6 cabinets)	1,500	16,800	8.82	9.26	9.72	27.80
2.6	Construction of drinking water wells	1,500	4,200	2.21	2.32	2.43	6.95
2.7	Provision of table and chairs for students	1,200,000	16	6.62	6.95	7.29	20.85
2.8	Construction of house for caretaker teacher	30	21,000	0.22	0.23	0.24	0.70
3	Extra-Curricular Activities			0.99	1.16	1.34	3.49
3.1	Providing sport equipment for general and Islamic education schools.	11,000	105	0.99	1.16	1.34	3.49
4	Students' Services			3.78	5.95	8.33	18.07
4.1	Provide vocational guidance counsellor for schools	2,000	3,600	3.78	5.95	8.33	18.07
5	Distance Learning			4.81	0.65	0.68	6.14
5.1	Equipping and strengthening distance education directorate and radio television	1	4,000,000	4.20	-	-	4.20
5.2	Conducting 18 hour broadcasting program with close coordination of other programs	3	273,000	0.29	0.30	0.32	0.90
5.3	Recruit technical staff	3	312,480	0.33	0.34	0.36	1.03
6	Academic Monitoring			0.43	0.52	0.62	1.56
6.1	Develop and revise new monitoring system for general education	3	21,000	0.02	0.02	0.02	0.07
6.2	Training to education supervisors	3,200	160	0.40	0.49	0.59	1.49
7	Coordination and Management (Including Establishing and Training of School Councils)			9.00	9.49	9.85	28.35
7.1	Providing office equipment for staff and offices	3	47,555	0.05	0.05	0.06	0.16
7.2	Establishment and training of school councils	2,540	210	0.20	0.24	0.15	0.59
7.3	Provide quality improvement grant for general and Islamic education schools	6,000	3,675	7.72	8.10	8.51	24.33
7.4	Recruit TA and community mobilizers	261	11,369	1.04	1.09	1.14	3.27
Sub Program 1.2: Islamic Education				15.72	17.43	19.27	52.41
1	Access to Islamic Education			0.07	0.07	0.07	0.21
1.1	Implementing public awareness program for enhancement of female students enrollment	3	63,735	0.07	0.07	0.07	0.21
2	Construction of School Facilities			15.49	17.19	19.02	51.70
2.1	Construction of classes	1,050	16,800	5.29	6.48	7.78	19.55
2.2	Reconstruction of existing classrooms	300	4,515	0.47	0.50	0.52	1.49
2.3	Construction of boundary wall	66	52,920	1.22	1.28	1.35	3.85
2.4	Construction of latrines (6 cabinets)	60	16,800	0.35	0.37	0.39	1.11
2.5	Construction of drinking water wells	60	4,200	0.09	0.09	0.10	0.28
2.6	Provision of table and chairs for students	34,200	16	0.19	0.20	0.21	0.59
2.7	Construction of sports grounds	-	5,250	-	-	-	-
2.8	Construction of dormitories	63	315,000	6.95	7.29	7.66	21.90
2.9	Construction of Mosque	18	147,000	0.93	0.97	1.02	2.92
3	Students Services			-	-	-	-
3.1	No need for development budget	-	-	-	-	-	-
4	Academic Supervision			0.10	0.10	0.11	0.31
4.1	Training Monitoring staff of Islamic Education and monitoring of program implementation	3	94,500	0.10	0.10	0.11	0.31
5	Management and Coordination			0.06	0.06	0.07	0.19
5.1	Strengthen management capacity (recruit TA)	15	11,340	0.06	0.06	0.07	0.19

S No	Interim Plan Activities	Quantity	Unit cost US\$	Cost in Million US\$			
		Total	1389 (2010)	1390 (2011)	1391 (2012)	1392 (2013)	Total
Sub-Program 2.1: Curriculum and Learning Material Development				45.53	57.27	83.69	186.49
1 Develop and Revise Curriculum, Textbooks and Teacher Guides				4.56	3.75	4.79	13.10
1.1	Conduct research on curriculum	1	840,000	-	-	0.97	0.97
1.2	Assess curriculum implementation	3	21,000	0.02	0.02	0.02	0.07
1.3	Revise curriculum and syllabi general and Islamic education	1	1,050,000	-	-	1.22	1.22
1.4	Revise general and Islamic education textbooks and teacher guides	600	10,500	2.21	2.32	2.43	6.95
1.6	Develop learning material in brail	2	630,000	0.66	0.69	-	1.36
1.7	Develop audio visual dictionary in sign language	1	525,000	0.55	-	-	0.55
1.8	Develop curriculum and learning material for students with special needs	2	525,000	0.55	0.58	-	1.13
1.9	Develop toolkit for inclusive education	1	420,000	0.44	-	-	0.44
2	Develop and revise learning aid materials	60	6,300	0.13	0.14	0.15	0.42
2 Printing and Distribution of Textbooks and Learning Materials				38.10	47.97	71.86	157.93
2.1	Print and distribute textbooks and teacher guides for general schools	118,000,000	1	23.81	27.78	30.63	82.23
2.2	Print and distribute textbooks and teacher guides for Islamic schools	3,120,000	1	1.06	1.20	1.36	3.62
2.3	Print learning material for students with special needs	2	420,000	-	0.46	0.49	0.95
2.4	Equip schools with libraries	4,600	8,400	5.29	9.26	29.17	43.72
2.5	Print and distribute learning aid material	59,000,000	0	7.94	9.26	10.21	27.41
3 Develop and Implement Students Learning Achievement Assessment System				1.21	3.94	5.35	10.50
3.1	Develop and revise standards and system for students learning achievement test	2	1,050,000	1.10	-	1.22	2.32
3.2	Revise regular examination system	-	210,000	-	-	-	-
3.3	Pilot test learning assessment system	1	105,000	0.11	-	-	0.11
3.4	Conduct national learning assessment test	2	3,570,000	-	3.94	4.13	8.07
4 Capacity Building				1.51	1.59	1.67	4.77
4.1	Develop a compressive capacity development plan	-	10,500	-	-	-	-
4.2	Scholarships for staff for MA degree	150	21,000	1.10	1.16	1.22	3.48
4.3	Short term training for admin and academic staff	1,200	84	0.04	0.04	0.04	0.11
4.4	Train master trainers and academic supervisors on new curriculum	6,000	179	0.37	0.39	0.41	1.18
5 Management and Coordination				0.14	0.03	0.03	0.19
5.1	Review, rules, regulations and guidelines	3	6,020	0.01	0.01	0.01	0.02
5.2	Establish the national Institute for curriculum	1	105,000	0.11	-	-	0.11
5.3	Provide improved working condition for all staff	3	4,200	0.00	0.00	0.00	0.01
5.4	Develop and publish annual operational Plans	3	5,250	0.01	0.01	0.01	0.02
5.5	Conduct a mid-year review of programs and projects	3	8,400	0.01	0.01	0.01	0.03

S No	Interim Plan Activities	Quantity	Unit cost US\$	Cost in Million US\$			
		Total	1389	1390	1391	1392	Total
			(2010)	(2011)	(2012)	(2013)	
Sub-Program 2.2: Teacher Education				46.61	63.34	63.03	172.98
1	Access to Teacher Education			4.53	5.46	6.46	16.45
1.1	Establish and equip TTC	12	12,600	0.05	0.06	0.06	0.17
1.2	Establishment of Satellite TTC at district level	100	8,400	0.29	0.31	0.32	0.93
1.3	Train 50,000 pre-service and 60,000 in-service	66,000	210	4.19	5.09	6.08	15.36
1.4	Register all newly establish private TTCs by 1393 and provide support to them	-	-	-	-	-	-
2	Construction of Teacher Education Facilities			5.57	8.10	9.48	23.15
2.1	Constructing of complexes for TTCs	11	630,000	1.98	2.78	2.92	7.68
2.2	Constructing of district teacher training support centres	90	84,000	1.76	2.78	3.89	8.43
2.3	Constructing of dorm together with dining room for TTC	11	577,500	1.82	2.55	2.67	7.04
3	Professional Development System for Teachers			30.49	36.29	36.98	103.75
3.1	Train teachers in INSET-1	75,000	194	6.11	5.35	4.49	15.95
3.2	Train teachers in INSET-2	100,000	194	8.15	6.42	6.74	21.31
3.3	Train teachers in INSET-3	90,000	194	4.07	7.49	7.86	19.42
3.4	Train teachers in INSET-4	70,000	194	2.04	6.42	6.74	15.19
3.5	Broadcast of audio-visual material – distance education programs	2,700	210	0.20	0.21	0.22	0.63
3.6	Teacher education through distance learning	60,000	160	3.36	3.53	3.70	10.59
3.7	Training of school administrators	117,000	160	6.55	6.88	7.22	20.66
4	Incentives for Students and Instructors			0.47	0.50	0.52	1.49
4.1	Regional incentives for instructors	1,460	332	0.25	0.27	0.28	0.80
4.2	Incentives for female students	5,400	77	0.22	0.23	0.24	0.69
5	Curriculum and Textbook Development and Revision, Printing, and Distribution			2.29	6.50	2.77	11.56
5.1	Development and revision of textbooks for TTC	270	10,500	-	3.13	-	3.13
5.2	Printing and distribution of textbooks for TTC	3,100,000	2	2.21	2.32	2.67	7.19
5.3	Development of training material for school administrators	1	10,500	-	0.01	-	0.01
5.4	Printing of training material for school administrators	117,000	2	0.09	0.09	0.09	0.27
5.5	Development of training material for INSET 1-4	4	6,300	-	0.03	-	0.03
5.6	Development of audio-visual material for distance education (programs)	4	210,000	-	0.93	-	0.93
6	Capacity Building			3.02	6.24	6.55	15.81
6.1	Short-term training for TTC instructors	9,000	600	1.89	1.98	2.08	5.96
6.2	Scholarship for staff for Masters degree programs	450	15,750	0.83	3.47	3.65	7.95
6.3	Support grade 14 female teacher to upgrade education to BA level	7,000	210	0.22	0.69	0.73	1.64
6.4	Training of TTC administrators	600	83	0.02	0.02	0.02	0.06
6.5	Training of TED staff in office skills	750	252	0.07	0.07	0.07	0.21
7	Coordination and Management			0.24	0.25	0.27	0.76
7.1	Develop TTC accreditation system	-	210,000	-	-	-	-
7.2	Develop standard test for TTC students	-	52,500	-	-	-	-
7.3	Analysis of test results and record in database	3	21,000	0.02	0.02	0.02	0.07
7.4	Furniture and equipment for offices	3	210,000	0.22	0.23	0.24	0.70
7.5	Monitoring visits to TTCs	105		-	-	-	-
Sub-Program 2.3: Science and Technology Education				11.88	6.68	7.02	25.58
1	Construction of Science Centers			6.06	0.58	0.61	7.25
1	Constructing national science and technology centers	1	5,250,000	5.51	-	-	5.51
2	Constructing science and technology centers for provinces	15	105,000	0.55	0.58	0.61	1.74
2	Equip Schools with Science Lab and Kits			5.49	5.76	6.05	17.30
2.1	Provide Laboratory for, Biology, Chemistry, Physics for general schools	1,050	10,500	3.86	4.05	4.25	12.16
2.2	Provide Laboratory for, Biology, Chemistry, Physics for Madrasas	96	10,500	0.35	0.37	0.39	1.11
2.3	Provide science kits for general schools	1,500	110	0.06	0.06	0.06	0.18
2.4	Provide science kits for Islamic schools	126	110	0.00	0.01	0.01	0.02
2.5	Library for TTC	45	21,000	0.33	0.35	0.36	1.04
2.6	Science Laboratory for TTC	120	21,000	0.88	0.93	0.97	2.78
3	Training of Lab Technicians and Science Teachers			0.33	0.34	0.36	1.03
3.1	Training of lab technicians	4,200	42	0.06	0.06	0.07	0.19
3.2	Training of science teachers	15,000	50	0.26	0.28	0.29	0.83

S. No	Interim Plan Activities	Quantity	Unit cost US\$	Cost in Million US\$			
		Total	1389 (2010)	1390 (2011)	1391 (2012)	1392 (2013)	Total
Program 3: TVET				16.09	21.82	25.34	63.25
1	Access to TVET						
2	Construction of TVET Schools/Institutes			3.02	7.09	9.50	19.61
2.1	Construction of complexes for TVET	10	945,000	0.99	4.17	5.47	10.63
2.2	Construction of 20 classroom buildings for Jamhoriati High school	-	350,000	-	-	-	-
2.3	Construction of TVET schools in district level	22	128,000	0.54	1.13	1.48	3.15
2.4	Renovation of TVET complexes	28	105,000	0.88	1.16	1.22	3.26
2.5	Construction of dorm for TVET schools together with dining room	4	577,500	0.61	0.64	1.34	2.58
3	Development and Revision of Curriculum			3.69	4.88	5.49	14.05
3.1	Development and revision of textbooks for different fields	300	10,500	1.10	1.16	1.22	3.48
3.2	Printing of textbooks for different fields	1,500,000	3	1.32	1.74	2.19	5.25
3.3	Equipment of technical and vocational centers	80	60,000	1.26	1.98	2.08	5.33
4	Teacher Education			1.61	1.69	1.78	5.08
4.1	Training of teachers (in country)	450	3,570	0.56	0.59	0.62	1.77
4.2	Training of teachers (outside the country)	300	10,000	1.05	1.10	1.16	3.31
5	Academic Supervision						
6	Management and Coordination (Including Capacity Building)			7.77	8.16	8.57	24.50
6.1	TA salaries (Technical advisors)	30	60,000	0.63	0.66	0.69	1.99
6.2	TA salaries (Managers)	45	24,000	0.38	0.40	0.42	1.19
6.3	TA salaries (other staff)	225	12,000	0.95	0.99	1.04	2.98
6.4	Consultancy for evaluation of TVET	3	240,000	0.25	0.26	0.28	0.79
6.5	Contract with MAXUEL Co. partner of NIMA	3	3,220,000	3.38	3.55	3.73	10.66
6.6	ASDP staff project training	12	10,000	0.04	0.04	0.05	0.13
6.7	Recruitment of international professionals	12	403,200	1.69	1.78	1.87	5.34
6.8	Recruitment of national professionals	30	25,200	0.26	0.28	0.29	0.83
6.9	Recruitment of technical coordinators	30	17,640	0.19	0.19	0.20	0.58

S No	Interim Plan Activities	Quantity	Unit cost US\$	Cost in Million US\$			
		Total	1389 (2010)	1390 (2011)	1391 (2012)	1392 (2013)	Total
Program 4: Literacy				32.37	37.59	43.30	113.26
1	Access to literacy			22.21	26.46	31.12	79.80
1.1	Public awareness for literacy	3	300,000	0.31	0.33	0.35	0.99
1.2	Literacy for learners	1,080,000	42	15.88	16.67	17.50	50.05
1.3	Vocational training equipment and material for courses	6,678	3,861	6.02	9.46	13.27	28.76
2	Construction of Community Learning Centers			3.09	3.70	4.38	11.17
2.1	Construction of CLCs	120	84,000	3.09	3.70	4.38	11.17
3	Development and Revision of Literacy Learning Materials			5.53	5.81	6.10	17.44
3.1	Development and revision of literacy books and teacher guides	84	9,752	0.29	0.30	0.32	0.90
3.2	Printing and distribution of textbooks for literacy and skills and teacher guides	3,300,000	4	4.61	4.84	5.08	14.53
3.3	Literacy support learning material	825,000	2	0.64	0.67	0.70	2.01
4	Training of literacy Teachers and Supervisors			1.42	1.49	1.57	4.48
4.1	Teacher education	18,000	194	1.22	1.28	1.35	3.85
4.2	Training of literacy supervisors	2,700	210	0.20	0.21	0.22	0.63
5	Supervision			-	-	-	-
5.1							
6	Management and Coordination			0.12	0.13	0.13	0.38
6.1	Recruitment of 1 Advisors	9	37,800	0.12	0.13	0.13	0.38

S No	Activity/Year	Quantity Total	Unit cost US\$	Cost in Million US\$			
			1389 (2010)	1390 (2011)	1391 (2012)	1392 (2013)	Total
Sub-Program 5.1: Education Administration Development				21.76	27.34	26.41	75.51
1	Human Resources			2.77	2.91	1.90	7.58
1.1	Implementing new <i>Tashkil</i> organized with public administration reform (TA)	3	440,000	0.46	0.49	0.51	1.46
1.2	Capacity-development Institute	2	1,000,000	1.05	1.10	-	2.15
1.3	Developing and Implementing a comprehensive HR system	3	1,200,000	1.26	1.32	1.39	3.97
2	Finance			1.79	2.10	1.97	5.86
2.1	Conducting budget integration workshop by program and province	-	2,520	-	-	-	-
2.2	Timely financial payments in center and provinces (TA support)	3	1,428,000	1.50	1.57	1.65	4.73
2.3	Development of BPET system in the center and provinces	3	-	-	-	-	-
2.4	Implementing AFMIS system in center and provinces	3	273,000	0.29	0.30	0.32	0.90
2.5	Incorporating financial grant attraction in coordination with relevant ministries (MoF, MoEc...)	1	205,187	-	0.23	-	0.23
3	ICT (Information and Communication Technology)			8.83	13.54	13.31	35.68
3.1	Research regarding successful experiences of foreign countries in use of ICT in their administrations	2	131,502	0.14	0.14	-	0.28
3.2	Identifying IT needs of education administrations	3	-	6.00	12.00	12.00	30.00
3.3	Equipping all education administrations with IT facilities (Internal telephone system, internet,...) and internal infrastructure	3	-	1.60	1.00	0.90	3.50
3.4	Training all employees of administrations equipped with IT	3	-	0.96	0.25	0.26	1.47
3.5	Developing a maintenance system for IT equipments (spare parts,...)	3	55,650	0.06	0.06	0.06	0.18
3.6	Revising MoE website data	3	73,013	0.08	0.08	0.08	0.24
4	Procurement			2.02	2.12	2.23	6.38
4.1	Training central department and secondary unit staff regarding procurement	-	105,731	-	-	-	-
4.2	Developing database for recording all contracts and procurements	3	152,712	0.16	0.17	0.18	0.51
4.3	Recording goods in the database	3	237,216	0.25	0.26	0.27	0.79
4.4	Technical Advisors	3	785,547	0.82	0.87	0.91	2.60
	Services		0				
4.5	Regular maintenance and protection of administrations (Technical Staff)	3	120,480	0.13	0.13	0.14	0.40
	Properties		0				
4.6	Constructing buildings for provincial education admins	6	315,000	0.66	0.69	0.73	2.09
5	Support Construction of Education Infrastructure			5.73	6.02	6.32	18.06
5.1	Designing and supporting engineering team for designing of schools and education foundations	3	374,805	0.39	0.41	0.43	1.24
5.2	Supporting monitoring and maintenance teams in provincial level	3	5,082,525	5.34	5.60	5.88	16.82
6	Safety and Protection			0.58	0.61	0.64	1.84
6.1	Equipping central department and Secondary Units of Safety and Protection department	3	100,000	0.11	0.11	0.12	0.33
6.2	Developing security system of administrations and academic foundations in coordination with security entities	3	155,824	0.16	0.17	0.18	0.52
6.3	Providing incentive funding resources for education defensive councils in center and provinces	3	300,000	0.32	0.33	0.35	0.99
7	Management and Coordination			0.04	0.04	0.04	0.12
7.1	Consultancy services	3	8,000	0.01	0.01	0.01	0.03
7.2	Workshops for revising operational plans	3	1,200	0.00	0.00	0.00	0.00
7.3	Workshops for preparing Quarterly Performance Report	3	1,920	0.00	0.00	0.00	0.01
7.4	Technical Advisors (TA)	3	24,000	0.03	0.03	0.03	0.08

S No	Activity	Quantity	Unit cost	Cost in Million US\$				Total
			US\$	1389	1390	1391	1392	
			(2010)	(2010)	(2012)	(2013)		
Sub-Program 5.2: Strategic Management Development				3.77	3.96	4.16	11.89	
1	Policy development			0.60	0.64	0.67	1.91	
1.1	Developing and supporting MoE academic council	1	60,000	-	0.07	-	0.07	
1.2	Recruiting TAs	3	576,000	0.60	0.64	0.67	1.91	
2	Strategic Planning			0.28	0.30	0.31	0.89	
2.1	Support developing strategic plans for 34 provinces (deploy TA)	3	268,800	0.28	0.30	0.31	0.89	
3	EMIS			1.60	1.68	1.76	5.04	
3.1	Conducting different special informative programs in cene and provinces and connecting them to centers	3	656,040	0.69	0.72	0.76	2.17	
3.2	Providing access for all education administrations to EMIS	3	766,489	0.80	0.85	0.89	2.54	
3.3	Developing reporting mechanism s in program level between centers and provinces	3	101,124	0.11	0.11	0.12	0.33	
4	Grants Management Unit			0.25				

3.3. Annual Plan 2011/12

The Ministry of Education prepares annual operational plans each year, based on program and province, through a consultative process within the ministry (national and sub-national level) and with its partners. The planning department plays a lead role in coordinating plan preparation and finance department support for annual budget preparation, according to MoF requirements. The annual operational plan includes results and targets to be achieved, a list of main activities to be carried out in order to achieve results, responsible departments at the national and sub-national levels, and a timeline for implementation of the activity.

Based on the budget circular from the MoF, the annual plan and budget for 2011 has already been drafted and submitted to the Ministry of Finance. The annual plan for 2011 is based on the low-case scenario of the NESP or the program activities of the Interim Plan for the year 2011. The operating budget was prepared according to MoF guidelines, keeping in mind each program's needs and including codes 21-salary and benefits, 22-goods and services, and 25-acquisition of assets. The development budget has also been prepared based on the program team proposals. The development projects were submitted to the Ministry of Economy for screening and approval before submission to MoF. However, the final decision on development projects will be made once donors' funding commitments for the year are made clear to the Ministry of Finance. It is suggested that donors' funding decisions should be made based on the IP activity prioritization, i.e. high priority activities to be funded first followed by the rest.

The MoF will review the budget and ask for clarifications, if required. A budget-hearing session will be organized for the education budget. At the session, the MoE will present the budget to the MoF and the MoF will announce the approved figures. The budget will then be submitted for Cabinet and Parliamentary approval.

Adjustments will be made to the annual plan as soon as the MoF announces the approved budget figures to the MoE in the budget hearing session. The Cabinet and Parliament usually do not make major changes to the budget submitted for approval.

The Ministry of Education will start preparatory work and mobilize procurement of services two months before the beginning of the new year in order to expedite implementation.

The annual plan targets for 1390 (2011) are already decided and available in the program matrices. The annual plan for 1390 (2011) will be finalized with more details as soon as the IP is endorsed by local donors and the MoF announces the funding available for education in 2011.

3.4. Provincial Planning Process

The MoE engages the provincial education team in preparation of annual operational plans. As soon as the budget circular is issued by the MoF, the MoE planning department prepares a blueprint for the annual plan and shares it with the respective heads of the programs and provincial education directorates.

Initial draft of the annual plan will be developed and discussed internally with heads of departments based on the inputs from provincial education directorates (PEDs). The plan will be then turned into detailed provincial plans in close consultation with PEDs.

Interim Plan Annexes

Annex 1. Education Indicators– The Global Context – Afghanistan

1.1.. The Millennium Development Goals

MDG Goal	Goal	Targets	Indicators	Base Year 2010		2011		2012		2013		MDG Target 2020	
				T	F	T	F	T	F	T	F	T	F
2	Achieve universal primary education	Ensure that all boys and girls complete a full course of primary schooling	100% cohort completion rates	68%	55%	71%	58%	74%	62%	76%	66%	100%	100%
3	Promote gender equality and empower women	Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015	Gender disparity: enrollment achievement	59.4%	46.6%	62.8%	50.5%	66.0%	54.5%	69.2%	58.7%	85.5%	82.3%

1.2. EFA Goals

N	EFA Goals	Base Year 2010		Target 2020	
		T	F	T	F
1	Expand and improve comprehensive early childhood care and education				
2	Ensure that by 2015 all children have access to and complete, free, and compulsory primary education of good quality (MDG)	60%	31.2%	100%	100%
3	Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs				
4	Achieve a 50% improvement in levels of adult literacy by 2015	28%	19%	50%	50%
5	Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality by 2015. (MDG)	59.4%	46.6%	85.5%	82.3%
6	Improve all aspects of the quality of education				

1.3. EFA Indicators

Indicator	Objectives and Description	TARGETS									
		Base Year 2010		2011		2012		2013		EFA Target 2020	
		T	F	T	F	T	F	T	F		
1	Gross enrollment in early childhood development programs, including public, private, and community programs, expressed as a percentage of the official age-group concerned, if any, otherwise the age-group 3 to 5.										
2	Percentage of new entrants to primary grade 1 who have attended some form of organized early childhood development program.										
3	Apparent (gross) intake rate: new entrants in primary grade 1 as a percentage of the population of official entry age.	73.9%	69%	78.2%	75%	82.4%	81%	87%	87%	107%	110%
4	Net intake rate: new entrants to primary grade 1 who are of the official primary school-entrance age as a percentage of the corresponding population.	63%	58%	67%	63%	72%	68%	77%	72%	100%	100%
5	Gross enrollment ratio (primary education)	80%	65%	82%	69%	85%	74%	89%	80%	110%	112%
6	Net enrollment ratio (primary education)	68%	55%	71%	58%	74%	62%	76%	66%	100%	100%
7	Public current expenditure on primary education (a) as a percentage of GNP; and (b) per pupil, as a percentage of GNP per capita.										
8	Public expenditure on primary education as a percentage of total public expenditure on education.										
9	Percentage of primary school teachers having the required academic qualifications.									100%	100%
10	Percentage of primary school teachers who are certified to teach according to national standards.							80%	80%	100%	100%
11	Pupil-teacher ratio.	43		43		46		47		35	
12	Repetition rates by grade.	17%		15.5%		14%		12.5%		2%	
13	Survival rate to grade 5 (percentage of a pupil cohort actually reaching grade 5)	83%	77%	84%	79%	86%	82%	88%	84%	100%	100%
14	Coefficient of efficiency (ideal number of pupil years needed for a cohort to complete the primary cycle, expressed as a percentage of the actual number of pupil years).										
15	Percentage of pupils having reached at least grade 4 of primary schooling who master a set of nationally defined basic learning competencies.										
16	Literacy rate of 15-24 year olds.	49%	37%	54%	43%	59%	49%	64%	56%	100%	100%
17	Adult literacy rate: percentage of the population aged 15+ that is literate.	28%	15%	32%	19%	36%	22%	40%	26%	50%	50%
18	Literacy Gender Parity Index: ratio of female to male literacy rates.	0.37		0.43		0.50		0.56		1	

Annex 2. Education Opportunities According to Location

Secure Provinces Compared to Insecure Provinces

These pie-charts clearly show that provision of education opportunity differs greatly depending on whether one lives in a secure or insecure province.

