



Islamic Republic of Afghanistan

Ministry of Education

General Directorate of Planning and Evaluation

Directorate of Monitoring and Strategic Evaluation

Annual Progress Report 1399/2020

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List of Acronyms:

AFMIS	Afghanistan Financial Management Information System
NCB	National Competitive Bidding
ICB	International Competitive Bidding
AKF	Agha Khan Foundation
ALC	Accelerated Learning Centre
ALCS	Afghanistan Living Conditions Survey
AREU	Afghanistan Research and Evaluation Unit
ARTF	Afghanistan Reconstruction Trust Fund
BESST	Building Education Support Systems for Teachers
CBE	Community-Based Education
CBR	Capacity Building for Result
CLC	Community Literacy Centre
EFA	Education For All
EJSR	Education Joint Sector Review
ELA	Enhancement of Literacy in Afghanistan
EMIS	Education Management Information System
GE	General Education
GPE	Global Partnership for Education
ICT	Information and Communication Technology
HRDB	Human Resources Development Board
INSET	In-service Education and Training for Teachers
IT	Information Technology
MoE	Ministry of Education
NESP III	3rd National Education Strategic Plan
SCA	Swedish Committee for Afghanistan
SDG	Sustainable Development Goal
TTC	Teacher Training Centre
ECW	Education Cannot wait
ACR	Afghan Children Read
WB	World Bank
PED	Provincial Education Directorate
IE	Islamic Education
NSIA	National Statistics and Information Authority

Minister's Message

Education is the foundation of a developed, peaceful and poverty-free country that plays important role in the development, strengthening of self-awareness, national identity, effective governance, and peace and stability. An educated society has productive and effective economics and thinking's that improves the living conditions.

Over the past two decades, experiences have shown, that the citizens of the country are interested in education and demand for education and knowledge has been increased in different aspects, the higher demand for education reflects the foresight of the country's citizens towards the reconstruction and development of Afghanistan

During last year's remarkable progress has been made, especially access of children and adults including male and female to education and learning facilities increased.

Despite the progress and achievements, providing equitable access to quality education is still facing challenges and problems and all eligible children have not been provided access to education. Coverage of providing access to education is different in urban and rural areas, although many schools have been established, school buildings were built at the center and provincial level, but the need and requirements of people have not met all over the country and a large number of children have not accessed to education, from another aspect Lack of qualified teachers is also a major challenge, which affected on education quality directly.

The Ministry of Education determined to provide quality education services and address the current challenges by provision and implementation of strategic and annual operational plans and implementation of various strategies to solve the problems and offer effective education services based on people needs, therefore the implementation of educational programs must be supported through an accountable and transparent system, monitoring and evaluation system should be / support in all levels, and establishment of a strong relationship is required with people, civil society, private sector, and government to support and improve quality of education.

To continue the progress of previous years, in the year 1399/2020 the Ministry of education has provided access to education by provision and implementation of education alternative concept and offered education services via Television, Radio, social media, and using distance education approach to response to COVID-19 situation.

Based on access to information regulation and accountability and transparency in performance, achievement reports have been also published in the past. right now the MoE achievements report for 1399 published, which reflected the MoE achievements and challenges in three pillars (Quality and Relevance, Equal access, Effective management)

Sincerely

Rangina Hamidi

Acting Minister of Education

PREFACE

The National Education Strategic Plan (NESP-III) has been developed to achieve strategic educational goals for 5 years (2016 to 2021). The NESP-III implementation was begun in 2017 FY, and significant progress has been made. In order to implement NESP-III in a better manner, annual operational plans are developed at national, provincial, district levels, and shared with the relevant authorities to achieve the specified 2020 objectives at all levels.

The reporting system is an important principle of management, based on, the accountability and transparency in performances will be established and achieved, which is a very important factor for donors, implementers, and first-line managers, and from another hand, that managers of different level, will be aware of the implementation of their plans and progress of activities further challenges and obstacles are identified and addressed and decisions are made on a timely manner.

The Monitoring and Reporting Unit under the Strategic Monitoring and Evaluation Directorate has been working to monitor the implementation of plans and prepare monthly, quarterly and annual progress reports regularly to achieve NESP-III goals and share the updates, challenges, and recommendations with the different level of top management to improve the relevant affairs and plans.

Following the MoE progress reports, the annual operational plan implementation and progress report for 2020 is being prepared in three pillars (Quality and Relevance, Equitable Access and Efficient & Transparent Management) and summarized in seven parts as follows:

Part 1: Summary of the report (Executive Summary)

Part 2: Detailed reports of each pillar and major activities and how activities and achievements are implemented.

Part 3: Analysis and Conclusion

Part 4: Challenges and Recommendations

Part 5: Financial Report

Part 6: Annexes

Part One

EXECUTIVE SUMMARY

The Ministry of Education has significant achievements during the 1399/2020 fiscal year by developing and implementing the operational plans/NESP-III. The Ministry has achieved the planned objectives to develop and expand the provision of educational services and raise the quality of education in the areas of quality and relevance, equitable access to basic and secondary education, and effective, transparent, and accountable management.

The Steering Committee, which includes the MoE top-level management and donor officials, has been established, to ensure that the MoE plans are implemented, progress has been made promptly and necessary instructions are provided to address the problem as occurred during the process of implementation.

To implement NESP-III (Third National Education Strategic Plan) in a better way, the operational plans have been developed at the center, provincial and district levels to inform the relevant authorities at different levels to be aware of their objectives and planned activities and adhere themselves to execute the defined objectives through the implementation of these plans.

The reporting system has been strengthened to ensure the progress and implementation of operational plans at center, provinces, and district levels so that the progress and problems against the implementation of operational plans are reported to senior authorities regularly for timely decision-making.

The major achievements of the Ministry of Education and key problems that led to the backlog of activities during the 1399 fiscal year are summarized in the following three areas:

Quality and Relevance

Curriculum Development

- The draft of the new curriculum framework has been developed to improve the process of curriculum development
- The quality assurance process of Islamic Education subjects, Social Science, Mathematics, English, Science and Language for (1-12 classes) syllabus have been completed.
- National public awareness strategy of new curriculum drafted and its piloting process has been started.
- A website for the curriculum development and evaluation system has been built and its tentative usage has been started.
- Learning standards of the curriculum (Learning expected results) have been developed based on MoE's new curriculum framework.
- The textbooks for General Education for the grade 1-12 has been modified and submitted to publication department for printing.

- The teacher guidebooks of General Education for the grade 10-12 has been modified by academic members of the General Directorate of Curriculum Development and submitted to the publication department for printing.
- The textbooks of Islamic Education and Mathematics for the grade 1-3 and textbooks of the second elementary for the grade 4-6 have been drafted and will be completed until the end of the 1399 year.
- Student workbook, appraisal book, and teacher's guidebook have been developed and completed based on competencies, through Afghan Children Read (ACR) program cooperation.
- The draft of teacher guidebooks for Mathematics and Islamic Education of grade 1-3 have been developed.
- Based on need assessment and teachers' competency appraisal, the learning material includes in (INSET-1) package, has been accessible through an online system for all education centers.
- The learning materials for short-term training of schools administration staff from (SM1-SM6) reviewed and submitted to schools administration staff.
- Curriculum framework for the second level of literacy program prepared and based on, the literacy books will be printed

Printing and Distribution of Textbooks and Teacher Guide

- A total of 12.2 million textbooks of General Education have been distributed to Provincial Education Directorates in the year 1399/2020.
- The administrative process of 1.9 million textbooks of Islamic Education completed and 228,690 textbooks for the grade 4-12 distributed to Kabul, Parwan, Kapisa and Panjshir provinces.
- Printing of 37 million textbooks have been contracted with India, UAE and China printing companies and physical printing progress have been monitored
- From the total of 196,160 literacy books, 41,147 books have been distributed, and the remaining 155,013 textbooks are in distribution process.

Academic Supervision

- During the fiscal year 1399 after the reopening of schools, the academic supervision member of warm-season schools and academic supervisors of all provinces have supervised 11,628 public and 1,245 private schools
- Four packages of a developmental assessment prepared in Dari and Pashto languages and ready for printing.
- The guideline for supervision and assessment of alternative learning concept prepared and implemented by academic supervision members.
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Equip schools and educational centers

- A total of 2,500 mathematics and science kits have been distributed to General Education schools in the center and provinces, which have improved the learning and teaching process.
- Based on the plan 4,550 Biology kits were produced and distributed to the school, which has facilitated the practical work of students.

- 4,00 laboratory desks and 40,000 charts of science and mathematics have been produced and distributed to schools at the center and provinces
- The 150 laboratories of Physics, Biology, and Chemistry have been distributed to schools in provinces.
- Four computer laboratories were established in four provinces that facilitated the practical work of students. In addition, the equipment process of 700 schools and with computer labs and Solar system has been started.

Establishment of safe Learning Environment

- From the total of 600 school buildings and missing components in the EQRA project, 422 new school buildings and 181 missing components of schools have been completed in 14 provinces.
- From a total 68 construction projects of Indian Government construction projects (donated by the Indian Government), 41 projects have been completed, 24 projects are under progress and 3 projects are under procurement process
- From a total 76 construction projects of Afghan Government fund 17 project has been completed, 31 project is under progress, 26 project was stopped Due to different reasons and contract of 2 projects were canceled.
- One literacy community center has been built in Kabul province, Bagrami district by financial support of the Japan Association.

2. EQUITABLE ACCESS

Establishment and Upgrading of Education centers

- to determine the geographical locations, Education centers GPS points survey in 34 provinces and Kabul city has been completed.
- For providing more education access, 117 new primary schools of General Education have been established in the needed areas. By the establishment of which, the total schools of General Education reach to 17,060.
- 54 primary schools upgraded to secondary and 83 secondary schools have been upgraded to high school as per to school Upgradation Guideline.
- Two Islamic Education centers (1 Madrassa and 1 Darul hefaz) newly established and 2 Madrassa upgraded to Darulaloum, by the establishment of which a total of 1,782 students including 42 female got access to Islamic education. Besides, the total number of Islamic education center have reached to 1,139 centers.
- 4,661 literacy courses have been established all over the country, besides that 4 new literacy schools established in 3 provinces.

Student Enrollment

- There are 401 disabled students including 170 girls who have been enrolled in General Education schools and CBE classes.
- 2,953 children with special needs (blind, deaf, and those with learning disabilities) including 1,138 girls enrolled in Special Education Program.
- Education alternative concept has been provided and implemented, based on 795,735 students including 341,923 girls got access to distance education via Radio and Television in 30 provinces.
- 7,000 learning videos provided and accessible on the MoE website (maarif.af) and YouTube for students and parents, the self-learning guideline also provided in Pashto and Dari languages, 81,624 students including 46,765 girls benefitted in small group teaching.
- 763,786 students including 318,864 girls newly enrolled in General Education schools, the total enrollment in General Education schools reached to 9,710,824 including 38% of girls, which enrolled in 17,060 General Education schools.
- Total 15,607 students including 4,861 girls newly enrolled in warm session Islamic education centers, the total enrollment in Islamic education centers reached to 383,237 including 16% girls.
- 29,684 literacy learners, attended literacy learnings in small group approach, based on education alternative concept
- Total 57,749 literacy learners including 34,236 female, enrolled in 4,661 courses.
- 4,385 skill learners including 2,147 females, enrolled in Vocational Training Schools and centers.
- 10,949 students including 6,244 females, enrolled in Teacher Education in-service program. By enrollment of new students, the total number of students have reached to 24,451 students including 50% female

3. EFFICIENT AND TRANSPARENT MANAGEMENT

Teachers Employment

- 676 teachers have been recruited through the national competitive exam in Kabul city and provinces in the vacant position, out of which 256 of them are female.
- National competitive exam for vacant positions has been taken place in 18 provinces by the Administrative Reform and Civil service Commission. The result has not yet been announced. Besides, vacant positions in 15 provinces are ready for the announcement for the national competitive exam.
- 50 teachers (Mudares) including 15 females have been recruited in Kabul city and provinces via national competitive exam.
- 5 lecturers including 2 females have been recruited via the national competitive exam in Teacher Education Program.
- 3,173 literacy teachers including 1,230 female have been employed in literacy courses.

Obtain National AND International Supports For Improvement of Education

- A total of (50) Memorandum of Understandings have been signed between the Ministry of Education and governmental and non-governmental organizations in different areas; such as accelerated learning, community-based education, literacy, capacity building, Kankor preparation, training of teachers, and school building construction.
- The guideline for school grant distribution has been developed, based on school grants will be distributed to schools.
- Amounted 52,206,061 AF contributed from community to school in 1399, which included cash/ money, land for the school, equipment, and other services

Properties and Improvement of Teacher's Living Conditions

- In 1399, 716 Jerib and 84 square meters of land have been donated to Education for the construction of 224 schools in 16 provinces.
- 69,022 Jerib land in 33 provinces at 319 locations have been considered and selected for construction of teacher residential town, of which 4,377 Jerib land in eight provinces was surveyed.
- 487 Jerib arrogated land and 18 shops, which was the MoE property, obtained again by MoE. in 9 provinces.
- 1,790 male and 1,510 female teachers benefited from the fund of teacher borrow box.
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The Fight against Corruption

- The draft of the anti-corruption action plan has been prepared and shared with the Anti-corruption commission; the plan will be revised and finalized based on the school survey carried out by NSIA.
- According to the annual plan of the Internal Audit Directorate, it was planned to audit (286) departments in the General Budget section and 75 departments in the Development Budget section, A total of 193 planned and special cases have been audited,
- Out of total amounted (2,265,818) refundable Afghani money, (1,949,921), Afghani was refunded to the government account, and (315,897) Afghani is under the process.

Information Systems Development

- Private school and courses permit/licensing system and related approval system have been developed for the center and provincial usage.
- Hostel students system, teacher supervision, and evaluation system, request tracking system, CBS system, and alternative education concept system have been developed in center and provinces, by the establishment of these systems, there has been an improvement in routine works and also the level of transparency and accountability have been improved.

Despite the aforementioned progress and achievement, the spread of COVID-19 virus one is one of the major challenges in 1399, which had bad effects on the education process and progress in central and provincial level.

To protect students from this dangerous virus, all educational centers were closed for a long time, which caused to not enroll the students, not implement the educational curriculum, and the disorganization of education years or period. Furthermore, In some areas, several children could not go to school, due to a bad security situation.

Other related problems have been discussed in the challenges section of this report.

Part Two

Progress and Achievements against NESP-III Pillars

1. QUALITY AND RELEVANCE

Overall Objective: Students at all levels will acquire the knowledge, skills, views and values that are essential for a healthy, mature, and responsible citizen, prepare him/her for effective participation in social welfare and equip him/her for a secure and sustainable employment at national and international markets.

Intermediate Outcomes 1.1: Curriculum Reformed for Education at All Level

Curriculum Framework and Syllabus for Grade 1- 12 of G.E Program Prepared

Based on the article 45 of the Constitution, chapter 8 of Education Law, and Sustainable development goals the final draft of new curriculum reform for improvement of the curriculum development process has been prepared. In this document, more focus has been given to competency skill-based education, comprehensive Child's growth, inclusive and equitable education, active and participatory learning, and continuous assessment to make sure students meet the requirement needs of life in the 21st century.

Sharing the Reformed Curriculum Framework for Consultation

For more improvement, the curriculum framework has been shared with 400 teachers, school managers of public and private school and education specialists, and teachers through a symposium held in Kabul (Khan-e-Malem conference room) in this year, during the symposium related answers have been provided to the raised policy questions.

Furthermore, the new curriculum and its strategy have been shared for a consultation to teachers, school managers of private and public schools, specialists, and lecturer of education in the national education symposium which was held in the Independent Administrative Reform Commission conference room in the first quarter of the year 2020/1399. During this symposium certain modification and reform has been made to the curriculum framework.

Based on the new curriculum framework teaching material for grade 1-6 is under development and until the end of the year 1399, a draft of the syllabus for the mentioned grade will be prepared and later the international consultants will start the quality assurance process for the mentioned books.

On the other side, the quality assurance of subjects for Islamic Education, Social studies, Mathematics, English, Science, and languages for the grade (1-12) has been completed.

Reform and development of national Educational standards for grade 1-12 of G.E

Educational standards have a vital role in the education system and are used in the process of student assessment, writing of school textbooks, and teaching in the class.

Education standards have been developed by curriculum specialists of the General Curriculum Directorate based on the learning competencies of new curriculum framework to ensure the improvement of curriculum and teaching quality in schools in the year 1399/2020.

Improvement of Curriculum Framework for Islamic Education Program

Islamic Education curriculum framework has been prepared earlier based on which Islamic textbooks have been published.

Preparation/Development of Curriculum Framework for Second Level of Literacy learning

The curriculum framework for the grade (4-6) of the literacy program has been completed through which the textbook will be written later.

Other Curriculum Reform related Activities

- Curriculum and learning material development guideline has been drafted in the year 1399/2020
- A concept has been drafted for the inclusion of extra curriculum materials for class topics
- A new public awareness strategy for curriculum has been drafted and put in pilot process
- Guideline for Writing Dari and Pashto languages has been drafted.
- The creation of the website for curriculum development and curriculum assessment has been completed in the year 1399/2020.
- A guideline for curriculum design has been drafted
- A gender-based perspective assessment of curriculum has been conducted for the grade one till twelve, the findings of which have been included in the textbooks, the new textbooks will be gender-responsive that will be available for students after printing

Intermediate Outcomes 1.2: Textbooks and Materials developed Based on New Curriculum

Modification of G.E Textbooks for Grade 1-12

Textbooks for grade 1-12 of G.E program has been modified in the first quarter of the year 2020/1399 and sent for printing to publication Directorate. Besides, teacher guidebooks for the grade 10-12 have been modified by the academic cadre of Curriculum Directorate and sent for Publication Directorate for printing.

Development of new Textbooks for The Grade 1-6

Languages Textbooks for the grade 1-3 has been developed by academic cadres of curriculum directorate and support from the Afghan Children Read (ACR) organization. Also, Islamic Education and Mathematics textbooks for the grade 1-3 have been drafted.

The Dari and Pashto language textbooks development process for the grade 1-3 in primary school which includes textbook, student's workbook, and appraisal and teacher guidebook has been completed based on the competencies. Also, second primary school books for the grade 4-6 have been drafted and are in the finalization stage.

Development of New Teacher Guide Books For Grade 1-6

Dari and Pashto language teacher guide books for the grade 1-3 has been developed with the support from the Afghan Children Read (ACR) program, furthermore, the teacher guidebooks for the mathematics and Islamic education subjects for the grade 1-3 has been developed.

It worth mentioning, that all subjects teacher guide books for the grade 4-6 will be completed till the end of the year 2020/1399.

In addition, in the first quarter of the year 1399/2020, 65 textbooks of third languages for the grade 1-9 have been developed and submitted for the communication and public awareness directorate, further, new third language textbooks for the grade 1-3 has been drafted.

Based on the new curriculum framework, a part of which includes sustainable environmental education, environmental topics have been included in related subjects.

Teaching Material Development

New training materials for the Teacher training program have been developed based on needs and assessment as per teacher's competencies in INSET 1, which have been disseminated online for all educational institutions.

In addition, the training materials of the short time courses for administrative employees of schools in SMT1 till SMT6 programs have been reviewed and disseminated for school administrative staff

Intermediate Outcomes 1.3: Student Learning Assessment System Developed and Implemented

Implementation of Formative Assessment for G.E Students in Ten Provinces

ASER authority and technical team of Curriculum Directorate have developed four training formative assessment packages earlier in the year 1398/2019, which has been translated to Dari and Pashto languages in this year and are ready for printing. Furthermore, 250 education supervision members and teacher training program teachers have been trained as master trainers in the formative assessment; they will be assisting the future training programs.

By implementation of the formative assessment (regular class assessment), the education quality will be improved and the teacher would be able to recognize the students learning problems which could assist better planning for the future of education.

In addition to this, the formative assessment has been implemented in the Nangarhar and Laghman provinces by Afghan Children Read (ACR) programs, which has been stopped due to the spread of Covid-19. Further, it was planned to evaluate the finding and results of formative assessment, which has not been completed due to the spreading of Covid-19 and school closure in the year 1399/2020.

Establishment of Standardized System and Policy for Learning Assessment of G.E Students

The two learning assessment methods, Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) for the primary school used in the world, to assess students learning.

In order to implement the mentioned methods in the context of education in Afghanistan, the General Directorate of Supervision with support from the Afghan Children Read (ACR) program and foreign specialists has trained staff and developed tools for the assessment. In addition, the technical team of the supervision directorate of MoE has been involved in the development of (EGMA) tools to ensure capacity building for self-sufficiency for future similar activities.

Preparation of Framework and Students Learning Assessment Standards as per New Curriculum

National learning outcomes framework has been prepared in the year 2017 and implements in the year 2019 and 2020. In addition, the education quality standard framework has been developed with the support of UNICEF, which awaits for the final consultation before going for approval from MoE leadership.

Training and Capacity building

Capacity building and short-term training programs for curriculum directorate employees.

In The short-term training programs, two of the curriculum directorate employees have attained training in Indonesia, 14 others trained in Samar organization about the creative textbook assessment and 64 academic members have been trained in the syllabus finalization workshop for a period of 12 days. Furthermore, in the long-term training programs in the year 1399/2021 two administrative staff and two academic members of the Curriculum Directorate are pursuing their master degree programs.

Training of Science/Computer Librarians and Science and Mathematics Teachers

To provide capacity building for the schools' science librarian a total of (4,000) teachers has been trained in science and mathematics in the (1st, 2nd, 7th, 5th, 6th, and 13th education divisions of Kabul city) and in (Shakar Dara, Farza, Da Sabz, Gul Dara and Kalakan districts of Kabul province)

Training of Education Supervision Officers/ Specialists and Members at National and Subnational Level

In the year 1399/2021, despite of budget limitation and spreading of Covid-19, the general directorate of supervision and education evaluation has trained 260 members included 150 central employees, experts, and provincial supervision officers. Out of the 260-trained members, 120 were lecturer of educational training who has been trained on formative assessment with the support of UNICEF in 25 provinces.

Providing Training and Technical Development (Master's Degree) Programs for Education Supervisors

In this year, ten-supervision directorate staff included one female has successfully completed the master's degree programs, three of them from Japan and 7 others from Kabul University.

To provide capacity building through the working process, in the mentioned year, staff from ten departments of the General Directorate of Supervision and Evaluation have been introduced to the curriculum directorate to help the textbook editors in preparing, checking, and editing of texts as per the competencies.

To ensure, technical development of supervisors, education supervision member's competency framework has been drafted under (AQL) program. also, to recognize the needs of supervision members for capacity building, assessment tools have been prepared based on which 300 supervisions members have been assessed with, training needs areas have been recognized and related training material are under development.

Teacher's Competencies Evaluation for the Current 10th, 11th and 12th Grade And Their Training Needs Assessment.

For the purpose of teachers Competencies evaluation, and their training needs assessment, the Teacher Training and Curriculum Deputy of MoE have been approved certain assessment tools based on which, an action plan for assessment has been prepared.

Providing Training (Technical Development Opportunities) For Teachers

An action plan for the implementation of teacher's sustainable development programs has been prepared. In the year 1399/2020, a totally 5000 teacher in General Education schools have been trained from provincial science center's academic members in science and mathematics subjects, by the implementation of the mentioned training programs, teacher's theoretical and practical problems in teaching science and mathematics subjects have been solved

Providing Training Programs for Islamic Centers Supervision Members

In the year 1399/2020, a total of 70 technical members of Islamic Education have been trained in planning and reporting areas by the technical assistant of the Islamic Education Deputy. By implementation of the mentioned training, knowledge and administrative skills of Islamic education technical members have been improved based on which there has been significant improvement in teaching and administrative areas of some of the visited Islamic centers.

Providing Training for TTCs Teachers at National Academy of Teacher Training Academy

In the first quarter of the year 1399/2020, Teaching materials about the methodology and training slides have been prepared by academic members of the teacher training Academy, but the training program has not been implemented due to Covid-19 and quarantine restrictions.

Training of Literacy Programs Teachers in Subject knowledge and Teaching Methodology

Totally, 3,030 literacy teachers included 1,365 females have been trained in subject knowledge, teaching methodology, and the new curriculum of literacy in the year 1399/2020. Further 124, literacy program academic supervision members and literacy managers have been trained in 11 provinces and districts of the country.

Implementation of Competency-Based Capacity-Building Programs for Literacy Teachers

Short-term training courses for pilot writing and editing of textbooks is in the implementation process, Literacy teachers for the mentioned mission has attended to a teaching methods workshop which has been conducted by the financial support of ANAFAE Organization for literacy teachers.

Intermediate outcome 1.4: Quality Textbooks and Materials used in Schools and Learning Centers

Printing and Distribution of Textbooks and Teacher Guide Books in General Education Program

In the year 1399/2020, 12.2 million textbooks cost more than 200 million Afghani from optional budget have been sent and distributed to all provinces of Afghanistan. By distribution of textbooks, the books shortage problem in provinces has been solved to some extent. It is worth mentioning, that the printing of the textbook has carried out inside the country for the empowerment and usage of internal available publishing and printing capacities.



Also, contract for 37 million of textbooks and teacher guidebooks under the EQRA project have been signed with foreign companies, after releasing of letter of credit, MoE will allow foreign companies to start printing textbooks, this agreement has been signed with publications from India, UAE, and China. Further, the publications have been physically monitored and the printed books from the publications have been

checked and verified. Lately, some amendments have been made in the mentioned project through which, the textbooks from Afghan children read (ACR) organization have been included in the project.

Printing and Distribution of Textbooks and Training Materials for Islamic Education Centers

In Islamic Education Program, the administrative steps and procedures of 1.9-millions volume textbooks have been completed. Further, (228.690) volume of textbooks for the grades 4-12 have been distributed to Kabul, Kapisa, Parwan, and Panjshir provinces. The textbook quota of the two other provinces, Maidan Wardak and Logar provinces has been determined as per needs and it's proposal has been sent to the Director of Procurement of MoE for approval, which will be distributed after approval.

Printing and Distribution of Textbooks and Training materials for Adult literacy Program.

In the literacy program, out of (196,160) literacy textbooks, 41,147 volumes of textbooks have been distributed and the remaining 155,013 volumes of textbooks are in the distribution process.

Intermediate Outcome 1.5: The Level of Support for Teachers and Their Responsibilities have Improved

Educational Supervision for all Primary and Secondary Schools of General Education

Education supervisors have an important role in improving teaching and school administration. They are required to identify the teaching needs of teachers in their specified fields and prepare a supportive plan for teachers to solve their problems and train and guide them.

During the first and fourth quarters of the fiscal year 1399/2020, warm seasons and all provinces' education supervisors after the reopening of schools have supervised 11,628 public and 1,245 private schools. It should be noted that 76% of all public and private schools have been covered during this year supervisions by supervisory members, during school visits, supervisory members were able to observe 42,946 teacher lessons, provide the necessary feedback and guidance to improve the quality of teaching and learning. Further, by using the supervisory tools and observation forms the member of education supervision were able to identify, train and guide 10,683 teachers who needed training in subject knowledge, teaching methods, and classroom management.



In addition to the education supervision teams, the leadership of Ministry of Education visited Kabul province schools in order to find the challenges and ensure students' personal hygiene. Furthermore, during the quarantine period, the broadcasting of educational programs on Maarif TV and national television were monitored.

Regular Assessment of Curriculum Implementation in Schools

During the supervision visits to schools, education supervisory members also assess the implementation of the curriculum. According to the assessment in the first quarter of 1399/2020, more the 70% of the curriculum has been implemented in Warm-season regions of the country, but in cold season provinces due to school closures, the assessment for the implementation of the curriculum has not been conducted. Also, the General Directorate of Education Supervision has prepared guidance for schools for improvement of quality of teaching which is listed below:

- Operational guidance document for provincial supervisors and officials have been prepared by the Technical Committee of the General Directorate of Educational Supervision
- Working guideline for how coaches' work with teachers has been prepared. This guideline defines and specifies the coaches activities pathway, methods of class observation, feedback providing mechanism, training teachers in subject knowledge, pedagogical skills, and role of school principals
- Coaching programs designing document has been prepared, to ensure the proper implementation of the program according to the time and resources allocated.

Intermediate outcome 1.6: Schools And Learning Centers have Completed and Implemented Safety and Education favorable Standards

Construction of Public Schools Buildings

EQRA Project

The Construction of School Buildings under EQRA Project

In the construction process of school buildings under the EQRA project, a total of 1946 new school building and 701 school missing component projects were planned, out of which 600 school project included 400 school buildings and 200 school missing component were considered for the first phase of the plan for the year 1399/2020.

Based on the report of the Ministry of Rural Rehabilitation and Development at the end of November 2020, a total of 687 projects included 482 school buildings and 205 school missing components have been completed, out of which 87 projects have been built more than the construction plan. Among the



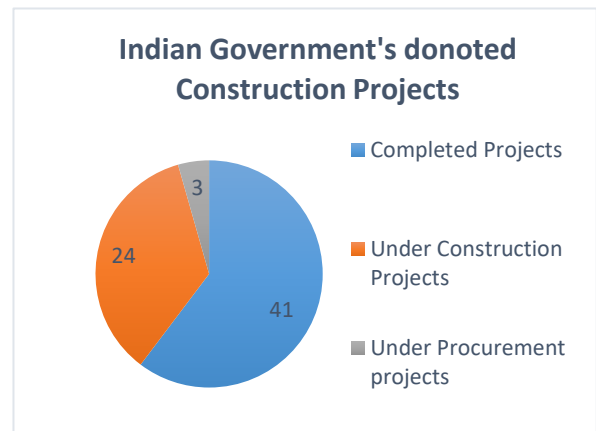
Mamur Sarwar School Boundry wall,
Char Chinar District, Nangarhar

constructed projects, the engineering team of the Ministry of Education has approved a total of 422, school building projects and 181 school missing components. In general, according to the considered goals for the first phase of the construction plan for the year 2020, the activities completion shows 100% progress. The remaining projects have not been completed due to incompleteness of activities, social safety, and environmental problems, and serious deficiencies and adjustments identified by third parties, the deficiencies, which have been shared with the Ministry of Rural Rehabilitation and Development. The following tables show the status of EQRA program projects:

Type of planned projects Under EQRA program	Total number of planned projects	No of Target goals in the first phase	No of completed projects by MRRD	No of Project approved and received by MoE
School New Buildings	1,946	400	482	422
School Missing Components	701	200	205	181
Total	2,647	600	687	603

Indian Government's donated Construction Projects

Indian Government is supporting 68 construction projects of the Ministry of Education in different levels of the country. Based on the latest report 41 projects have been completed and utilized, 24 projects are under construction and three other projects are under procurement process. The construction of school buildings donated by India has 90% progress concerning its targeted goals.



Afghanistan Government's Construction Project

During the year 1399/2020, totally 76 construction projects have been planned by the Ministry of Education, out of which, 17 project have been completed, 31 projects are under construction and 26 project are stopped due to various reasons such as Covid-19 limitation, insecurity, and interventions of illegal people. Besides, two projects have terminated due to problems raised in the implementation. Overall, on average the construction of the Afghan Government Construction project has 59% progress.



Construction of Madrassa's buildings

Totally, 27 building construction project planned for Islamic Education Centers in the year 1399/2020, which is not constructed due to lack of budget and spreading of Coronavirus.

Construction of Dormitories for Islamic Education Centers

In the year 1399/2020, 8 dormitories building construction project for Islamic Centers planned, which has not been constructed due to lack of budget, however, the construction of the Abu Muslim Darul Uloom dormitory in 1399/2020 has been completed and utilized

Construction of Teacher Training Education Centers

Based on the latest information in the year 1399/2020, there is 24% progress on construction of teacher training complex for the Shendand district of Herat province in addition the Sayed Jamal Uddin Afghani Teacher training complex, which had 80% progress has been terminated based on the 158th National Procurement Meeting dated 7th Asad 1397, which was chaired by the president.

Construction of CBE Centers, Schools and literacy complex

To build Education centers, schools and complex in the literacy program, a proposal and costing for the construction of two CBE centers, two literacy complex and 2 adults education centers have been prepared, which has been suspended due to lack of budget. Also, one CBE center has been built and inaugurated in the Bagrami district of Kabul province with the financial cooperation of the Japan federation Association

Equipment of Education centers

Equipment of General Education Schools with the Science and Computer laboratories

In the year 1399/2020, totally 50 schools in the center and provincial level have been equipped with 150 laboratories included (50 physics, 50 chemistry, and 50 biologies). Practical experiments in these laboratories, have provided mental development for students and from another hand, the teaching process has been effective and qualitative, and meanwhile, the student's interest for learning science subjects has been increased.

In addition, four computer laboratories have been established in four provinces (Takhaar, Balkh, Badakhshan, and Nangarhar) .These centers have facilitated teachers' access to computers and strengthened the teaching process in these provinces. The equipment of 700 schools with laboratories and installation the electric solar system have started and till now, the installation process of the solar system has been completed

It is noteworthy, that to effectively use the laboratories, it is necessary to equip and provide laboratory services, In the year 1399/2020, the construction of laboratory chairs, training for members of supervision, and printing and distribution of science guidebooks have not provided due to lack of budget.

Production of Mathematics and Science kits, Biology Models, Laboratories tables and chairs, Science and Mathematics Charts and distribution of them in General Education and Islamic Education centers'.

General Director of Science center and Education Technology is responsible for the production and distribution of education kits, preparing the procurement plan for laboratory equipment and educational charts for different subjects and further sharing the plan with the related departments for purchasing and needed equipment.

During the year 1399/2020, 2500 mathematics and science kits have been distributed to General Education schools in central and provincial level, in addition to that 15 mathematics and science kits have been distributed to Islamic centers (Madrassa 's) in Takhaar, Badghis and Khost provinces. By distribution and usage of kids in education centers, teaching process and students learning has been improved and further 40,000 charts in science and mathematics subjects have been produced and distributed to schools in center and provinces.



Furthermore, 4550 biological models have been produced based on the plan, which will be distributed before starting of schools for the year 1400/2021 in central and provinces. Moreover, it is should be added that 400 laboratory tables have been produced but still not distributed to schools.

Components 2: Equitable access

Overall Objective: Increase equitable and inclusive access to relevant, safe, and quality learning opportunities for children, youth, and adults in the country, especially women and girls.

Intermediate Outcome 2.1: Provincial/district plans for schools/ learning centers/ drafted based on local need

Geographic Information Survey of Educational Institutions through (GPS)

A joint working group has been established between the Ministry of Education and National Statistic and information authority (NSIA) to coordinate and follow up the implementation of action plan activities for collecting the geographical information GPS points and preparing analytical reports on school coverage. In addition, software (application) to collect the geographical location of schools has been developed and a training workshop for the collection of school's geographical location has been held in provinces for provincial responsible officers.

Based on the school survey report from NSIA; out of 18,787 education centers (Public schools, Private school, Madrassa, Darul Hefaz, Darul Ullom, literacy centers) 17619 education centers have been surveyed which shows 94% progress and about 433 schools have not been surveyed due to insecurity in the areas.

Preparation of Education Development Plans on District and Provincial levels

Provincial and district-level educational development plans format has been renewed by the General Directorate of Planning and Evaluation and officially sent to provinces for usage, in the year 1399/2020, 14 school improvement plans have been prepared by schools. Meanwhile, three years intermediate development plans have been developed for 18 provinces.

Intermediate outcome 2.2 CBE and ALC Programs have been established and strengthened as Alternative Education Programs in Remote Areas.

Development of a new strategy for Out of School Children

The draft of out of school policy has been completed and shared with the donors and experts and leadership of the Ministry of Education for finalization, based on this document, the out-of-school children will be provided access to education.

Establishment and Implementation of CBE AND ALC classes in coordination with local people

In the year 1399/2020, due to the spreading of Coronavirus and quarantine limitation CBE and ALC is not established or implemented

Selection of Implementation Partner Institution for ECW Program

In the Education Cannot Wait program (ECW), the implementation partners have been selected to implement the CBE and ALC courses in the year 1400/2021 for the nine provinces (Helmand, Paktika, Nangarhar, Kunduz, Herat, Badghis, Urozgan, Sare Pol, and Kandahar)

Identification of partner and Implementation Institutions for CBE and ALC courses.

All collaborate institutions who are working in CBE and ALC programs have been identified and listed for further usage of General Education Program.

Monitoring and Reporting from the implementation of CBE and ALC courses

The reporting system for partner institutions has been developed for the MoUs signed between MoE and Partner institutions through the General Directorate of Planning and Evaluation, based on which the partner institutions have to prepare and report the progress made on MoUs.

Preparation of plan for transferring CBE and ALC classes students to formal schools

The students transferring plan for CBE and ALC classes prepared between MoE and partner institutions, and it is implemented through MoU's lifetime.

Preparation Action plan for Girls Education

Action plan for girls Education has been prepared and ready for implementation, during this year guideline for implementation of the optional budget for the country based education under EQRA project has been prepared and approved from Ministry of Education and World Bank side. It is being added that currently the needs assessment for the establishment of CBE classes is undergoing.

Development of Information system for country-based Schools in Central and Provinces

An information database system has been developed for the proper management of CBE classes and students' information in order to save the CBE statistic information and increases the access to information for the users.

Intermediate outcome 2.3: Recruitment and Deployment of female Teachers increased in all Areas, especially Rural Areas

Recruitment of Female Contract-Based Teachers

Due to the spreading of Coronavirus, the recruitment process of female contract-based teachers for the year 1399/2020 was suspended but the contract for 2,020 contract-based teachers of warm-season regions for seven provinces, which were recruited earlier are under process, out of which 900 contract for four provinces is received till now.

Intermediate Outcome 2.4: Students Enrollment, Retention and Completion in Schools and Educational institutions has increased

Enrollment of students in Education Centers

Due to the outbreak of Coronavirus, at the beginning of the Educational year 1399/2020, schools and programs throughout the country closed and the education year started late, because of this problem, new students were not enrolled as per plan. However, after the reopening of schools, 763,876 including 318,864 female students have been enrolled in General Education schools, with the enrollment of new student the total number of students in private and public schools of General Education program reached to 9,710,824 included 38%, female students.

In the Islamic education program in the Warm season region of the country, totally 15,607 Islamic education students (Taleb ull Elm) included 4,861 female students have been enrolled, out of which 10,566 included 3,345 female students in Madrassa's, 2,135 students included 563 female in Darul Ullom and 2,906 students included 973 female enrolled in Darul Hefaz. By enrollment of the new students, the total number of students in this program has increased to 383,237 students included 62,248 female students, out of which 205,574 students included 39,933 female are studying in Darul Ulom, 117,225 students included 14,107 female in Madrassa's and 60,438 students including 8,208 in Darul Hefaz. It is worth mentioning that out of these students a total number of 8,420 students included 2,718 female are studying in private Islamic Education centers.



In addition, in the Islamic education program in the year 1399/2020, 1,309 Islamic religious scholars participated in the degree consolidation exam to consolidate and evaluate their educational documents. As results of which, 699 scholars succeeded, including 327 in the twelfth grade for Olom Deni, 112 in the twelfth grade of Dar al Hefaz, and 250 in the fourteenth grade of Olom Deni

In the year 1399/2020, a total of 10,949 students included 6,244 females have been enrolled in the in-service program of teacher training. By enrolment of new students, the total number of students in 13th and 14th grades of this program reached to 24,451 students including 12,206 female, of which 3,691 students included 1,641 female are studying in private teacher training institutions. It is to be noted that 4,885 students included 2,384 females are graduated from the 14th grade of the teacher training program in the year 1399/2020.

During 1399/2020, in literacy program 57,749 literacy students included 34,236 female have been enrolled in literacy courses throughout the country, of which 22,157 students included 14,393 females have been enrolled in partner institutions courses.

In addition, 4,385 professional skills course seekers included 2,147 girls have been enrolled in skills development schools and courses. Furthermore, 21,523 students included 10,586 females have been enrolled in literacy schools and pursuing their education.

Establishment and Upgrading of Education Centers

In order to meet the needs and provide access to education for children throughout the country, 117 primary schools have been newly established in needed areas as per guidelines and establishing standards. By the establishment of the new schools, the education services have been provided for the male and female students and from one another side, the total number of General Education schools increased to 17,060 included 7,423 primary, 4,223 secondary and 5,414 high schools. It should be added, that out of mentioned schools 1,971 schools included (1,013 primary, 591 Secondary and 5414 high schools) are Private ones. Meanwhile, three new schools have been established for Kochi people, by the establishment of new schools, access to education has been provided for Kochi children.

Moreover, 54 primary schools, whose students had completed the sixth grade in accordance with the standards and procedures, had been upgraded to secondary and 83 secondary schools, whose students had

completed the ninth grade with regards the standards and local needs had been upgraded to the high school level.

In addition, during this year the process of renaming 24 schools documents are under progress, out of which 11 schools have been renamed.

To provide learning opportunities for Islamic education students, one Madrassa in Balkh province and one Darul Hefaz has been recently established in Kandahar province, which has provided studying opportunities for 140 Islamic education students.

In addition, two Madrassa has been upgraded to Darul Olom in Nangarhar province, which has provided higher Islamic education opportunities for 1,643 students including 42 female. By the establishment of new Islamic education centers, the total number of Islamic education centers has been increased to 1,139 that included 807 Madrassa, 221 Darul Hefaz, and 111 Dar Ull Olom. It should be indicated that out of the mentioned Islamic education centers 66 of them are in private ownership that included (46 Madrassa, 5 Darul Hefaz and 15 Dar Ull Olom)

The total number of teacher training centers has been increased to 345, out of which 126 are Darul Olom, 204 are supporting centers, and 24 are supplementary schools.

In the year 1399/2020, four literacy schools have been newly established in Urozgan, Paktia, and Ghor provinces, by which the total number of literacy schools reached to 65 all over the country.

Intermediate Outcome 2.5: Literacy programs contribute to lower national illiteracy rates in the country

Establishment of Literacy courses

In the year 1399/2020, 4,661 new literacy courses have been established through literacy deputy and non-governmental institutions in the country, by the establishment of which 57,749 literacy students included 34,236 female have been provided literacy training. It should be noted, that 24,797-literacy students included 16,862 females have been graduated from literacy courses in the year 1399/2020.

Printing and Distribution of Literacy Certifications

In the year 1399/2020, out of 38,238 certificates, 17,910 certificates have been distributed to literacy students and the remaining 20,372 certificates are in the distribution process.

Intermediate Outcome 2.6: Children with Special needs, returnees, and Children in Emergencies have Access to Education

Establishment of Special Education Centers

To provide special education for children with special needs, 19 education centers have provided preparedness courses in 13 provinces of the country.

Identification and Inclusion of Children with Disabilities in Schools

Totally 401 children with disabilities included 170 girls have been identified recently and enrolled in General Education schools and country-based education courses. Totally 2,953 children including 1,138 girls with special needs (deaf, blind, and those with learning disabilities) are provided with education through special education in central and provinces of the country. It is noteworthy that children with special needs (deaf, blind, and those with learning disabilities) are provided with education services through rehabilitation training centers, training centers in villages or home education considering the health recommendation

provided by the Ministry of Education and Ministry of Public Health.

Through an initiative, 68 non-disabled students of General Education included 29 females, who have disabled classmates, are trained with sign languages and the Braille writing system to help their disabled classmates and teachers with education and academic affairs.

In addition, 30 educational programs have been recorded and broadcasted on television and radio and YouTube for disabled students and four supportive campaigns have been held for the training of children with disabilities. Teaching Materials and auxiliary goods such as (hearing devices, sign language dictionary, hearing and vision aids, etc...) have been provided in General Education schools and country based education courses by the Swedish Committee for Afghanistan

Furthermore, General Education Directorate has provided education services for 4,754-disabled students included 1,717 girls in three types of disabled categories (sensory, Mental, and motor disabilities) in schools and education centers of 17 provinces.

[Development of Education Strategy for Children in Emergencies and Returners](#)

Strategy for Education in Emergency has been drafted and is in the finalization stage, further training materials for the education in emergency teachers has been prepared in addition two concept for training the teachers in emergencies have prepared.

Education in Emergency program is working to provide education for returnees and displaced children. Children displaced from their place of residence due to various reasons are provided with education services through this program by partner institutions. The Strategy for Education in Emergency for returnees and children in emergencies is in the finalization stage.

[Development of Alternative Education Concept](#)

Due to the outbreak of the Corona virus, the MoE initiated the alternative education concept, through this concept, the **Maarif.af** website has been established and all related training videos published through the website and further the videos sent to PEDs which have been broadcasted through the schedule in the local televisions during the quarantine days.

[Providing and implementation of Alternative Education Concept](#)

Coronavirus has been a major threat to all areas of life including education and student's learnings, which requires special, urgent and innovative measures. Providing education services in the Corona spreading time is quite different then providing education services in normal time, despite of availabilities of some facilities, there would be some problems, limitation and in future as well such as Coronavirus, therefore it is expected to put more efforts in this regards and find out more special and innovative methods to be used. Hereby based on President Guidance and considering this as a duty, the Ministry of Education has planned to provide Education services through distance and other innovative ways for students to make sure they can use their right to education in special circumstances.



The Major focus of distance education is on the usage of alternative resources such as Televisions, Radios, Mobile phones, magazines, and special face-to-face training through small students groups

Ministry of Education monitors different levels of programs to ensure quality services are provided for students. Also Based on the commitment, the Ministry of Education is working with the private sector to provide education services for all school-aged children in the country; To change this commitment to a national campaign, the Ministry of Education is closely working with other government and non-government partners, NGOs, civil society, development councils, parents, partners ministries (Ministry of Finance, Ministry of Higher Education, Ministry of Information and Culture, Ministry of Communication and Information technology, Ministry of Hajj a and religious Affairs, Ministry of Rural Rehabilitation and Development and ATRA)

Alternative Education Concept report is one the important parts of the 1399/2020 education report which is divided into two below parts:

A) Providing General Education, Islamic Education, Literacy Education and Adults Education services through Alternative Education Concept for all Students:

1. Student's Self Study Programs at Home

1.1. Self-study program guideline has been prepared in Dari and Pashto languages and shared in the website to make sure parents that families help their children and other illiterate adults in self-studying. In addition, the guideline for teaching and evaluation of family literacy for education in an emergency has been developed in Dari and Pashto languages.

The student's self-studying Guideline has been prepared by the General Education program and furtherly shared on the MoE's website.

1.2. MoE promote information sharing and sending messages with parents and students through audio and video media about the continuity of learning for children's and adults through different ways of self-learning and media learning

Moreover, the Publication Directorate of MoE a part of the Alternative Education Concept has always published related messages about the continuity of learning through Media including Maarif TV, the Ministry's website and Facebook, and other social pages. Further, by the promotion of achievements of Ministry of Education and Government of Islamic Republic of Afghanistan through the implementation of Alternative Education Concept, the information sharing process has been strengthened through famous national and international Medias

1.3. Documents and specification of Printing of 2 million copies of student self-study guidebook and 50,000 literacy self-study guides for families are ready and waiting for determination of budget codes in order to be sent to for national procurement authority to be printed

Providing Education Services through Media and Technology

To provide education services through Media and technology below activities has been considered and executed:

2.1. A team has been selected and assigned for managing and producing audio-visual training materials and arrangement of TV and radio broadcasts, in addition another team has been appointed for the quality assurance of produced training and teaching materials.

2.2 Timetable for the broadcasting of subjects lessons through Tv's has been arranged and approved (Three 20 minute's session is taken in account for each class in a day, which equals to 12 hours, further 40 minutes for distance literacy training and one hour for the training of teachers has been considered).

Timetable for broadcasting the literacy courses training has been finalized and it is broadcasting daily at 5:00 PM to 5:45 PM.

2.3. The teachers have been selected and trained in-group of 3 persons which later assigned to record basic subjects for classes 1-6, science subjects, mathematics, and English language subjects for class 7-12.

For checking and controlling of lessons a team has been assigned through a committee called Evaluation Committee from different departments which includes technical members of supervision, teacher training which reviews the recorded lessons and supervise the recording process lessons

2.4 A team of 10 persons (1 person as coordinator, 2 technical teachers, 1 Teacher Guide, 1 producer, 1 master trainer and 4 person literacy teachers) from the literacy program has been assigned for recording and quality control of lessons to broadcast from Maarif TV.

2.5 A MoU has been signed between the Ministry of Education and the Turkish Education Foundation, as result of which the lessons for class 1-6, produced by the Turkish foundation in Afghan-Turk schools are broadcasted through Maarif TV. In addition to that, Maarif TV and Science Center daily produces 50 to 90 teaching videos in two national languages for grade 7th until 12th.

2.6 To broadcast the lessons as per the timetable, necessary coordination and contract with four national TV channels have been made and further coordination has been provided with other Media to broadcast and publish the teaching materials. If the MoE leadership agrees, the necessary preparation has been made to use the private televisions to broadcast teaching materials as well.

2.7 Broadcasting of training materials through three TV channels via satellite for the Warm season regions in the Pashto language: Coordination has been made to broadcast the teaching materials through those TVs channels, which have access to the satellite; the primary rate has received, if the MoE leadership decides the action will be taken accordingly.

2.8 Contract and coordination has been made to broadcast the literacy and Islamic study lessons as per timetable, through national covered Radio channels,

2.9 Monitoring team has been assigned to monitor the broadcasting lessons through TVs and Radios as per the timetable and report them accordingly to ensure the qualitative broadcasting of lessons.

TAs of supervisions directorate are assigned in checking and evaluation of lessons. With starting of broadcasting, they (central and provincial supervision officers) were assigned to supervise the quality of broadcasting and monitor the broadcasting as per timetable.

3. Teaching Students in Small Groups in Areas that don't have access to Television

3.1 Providing guidelines for teaching students in small groups for those students and teachers who do not have access to television to continue their studies in open space.

Literacy Deputy of Ministry of Education has prepared the guideline for teaching small groups of students in open space, self-studying and through family and Distance Education (as part of Alternative Education Concept), which has been officially sent to provinces. afterward, an implementation plan, program implementation diagram, and reporting form have been shared with the provinces as well, So far, 29,684 learners have been trained in the literacy program.

It is to be added that a guideline for the teaching students in small groups has been prepared, in Dari and Pashto languages and has been sent to the publication directorate for publishing in the website. It is worth mentioning that some provinces and partner institutions have used the guideline and provided education programs through mentioned guideline.

3.2 Identification of Areas, which do not have access to Television (Provinces, Districts and Villages), their related Information has been collected through a special form designed for identification of those areas, which are not covered by television, radios from provinces, districts, and villages.

3.3 Teaching small groups of students have been initiated in some of the provinces such as Zabul, Paktia and Kunar and by starting of this activity, a number of partner Institutions began providing CBE and ALC courses as well.

4. Monitoring and Evaluation Students' Educational Progress

4.1 Preparation of guideline for evaluation of educational progress of students and literates for Education in Emergency

A part of alternative educational concept the Guideline for education in emergency for literates has been finalized and further monitoring guideline for implementation of Alternative Education Concept for General Education program has been prepared in two languages and will be printed and published through website.

4.2 Determining the monitoring teams on provincial and district bases to monitor the self-study of students and literates in home and small groups in those areas where don't have access to televisions.

Monitoring teams are available in the district and provincial levels, once the teaching through the Alternative Education Concept has started, the monitoring officers will monitor and report the progress according to the Guideline considered in the alternative educational concept.

B): Capacity Building and Training of Teachers, Head Teachers, School Managers, and Other School Staff In Alternative Education Program Considering The Long-Term Vocation Opportunity through Self-Learning Packages

Self-training of teachers and managers

1.1 Guideline for self-teaching of teachers and managers in-home and guideline for capacity building and evaluation of teachers and school managers and literacy officers for education in emergency has been prepared in two Dari and Pashto languages

1.2 preparation of self-capacity building package for teachers and school managers:

Training materials to be used by teachers and school managers with attachments included (Guideline for study and evaluation of the self-studying period of teachers and school managers and evaluation Guideline) has been prepared

1.3 publishing the electronic version of guideline and self-capacity building of teachers and school managers and guidebook for teachers of grade 1-12 and literacy program in MoE website

The electronic version of guidelines for self-capacity building and evaluation of teachers and school managers for education in an emergency has been published in MoE and literacy deputy websites. Also, all related materials (guideline and capacity building packages) have been published in the MoE website.

1.4 printing and distribution of 205 thousand training packages for teachers included self-learning guideline which cost 75AFN each package (included printing costing) has been prepared

2. Monitoring and Evaluation of the Capacity building of Teachers and School Managers

2.1. Preparation of guideline for monitoring and evaluating the capacity building of teachers and school managers:

The modality of evaluating the capacity building of teachers and school managers has included in the capacity building guideline of education in emergency, also the guideline for evaluating the progress of teachers and school managers has been attached as well.

Based on the Alternative Education Concept, lessons of grade 1-12 for (science, mathematic and language subjects) has been recorded through videos and broadcasted through Maarif TV.

In the year 1399/2020, 795,735 students included 341,923 females provided distance education through Radio and televisions in 30 provinces of Afghanistan.

Seven thousand lesson videos has been prepared and broadcasted through television, Maarif.af website and youtube for student and parents, addition, all related materials (guideline and capacity building packages for teachers) have been published in MoE website.

A total of 118,695 students included 62,812 girls have used the teaching materials (Self-studying materials) in their homes.

A guideline for teaching in small groups of students (5-8) persons has been prepared during quarantine and implemented for those who don't have access to television to out their study programs, based of which a total of 81,624 students included 46,765 female have been thought in small groups

In addition, coordination meetings for precaution to prevent the spread of coronavirus have been held with the Directorate of Public Health in provinces.

The information has been provided to district and provincial school officials through meetings in order to prevent the spread of coronavirus. Also, health recommendation has been shared with school students and officials one day before the closure of schools due to Coronavirus.

A total of 319,030 students (139,414 female) received awareness information for spreading Coronavirus through Radio and 94,125 students (51,155 female) received information through printing publications and 1,235 teachers (1,003 female) has been received guidance for schools preservation instructions.

In addition, handwashing program and usage of masks in some Provincials Directorate has been implemented and offices of Ministry of Education in central level has been sprayed with the disinfection liquid daily and precaution have been taken at the central and provincial level.

The supervisions members have been assigned to arrange awareness programs and promote administrative affairs so to prevent the spread of Covid-19 with the help of people as per the guidance of the Ministry of Public Health through Mosques.

Moreover, through the MoE website, Facebook page, and other resources the recommendation of the Ministry of Public Health to prevent the spreading of Coronavirus has been shared and published. As well, awareness seminars have been oriented in some provinces, districts, and villages through volunteer youths with close coordination of the Public health directorate in provinces.

Administrations, offices, and educational Centers in the district and provincial levels with the close coordination of Directorate of Public health actively work for covid-19 affected patients, and health units in some provinces received some awareness information papers from the Public Health directorate and disseminate them to DEDs, which later distributed through people and schools students to people in the villages and mosques.

To supervise the delivery of online educational services, a guideline has been prepared and implemented to monitor the educational performance progress of students and literates in education in the emergency program. Besides, the provincial and district supervision teams have supervised the small group students teaching process for those areas which do not have access to television.

Schools Reopening guideline has been prepared and published through the MoE website and sent officially to all administration and education centers. Based on this, Considering the health recommendation of the Ministry of Public Health, teaching started presently for the grade 11th and 12th of high school at the starting of Sunbola (22th of August) for public schools, and grade 7th -12th for night schools. In addition, the private schools by considering the health conditions and providing the required equipment started teaching for the grade 1 to 12th

Providing food and hostels for students

In the year 1399/2020, a total of 13,278 male students from the Islamic education program have benefited from the food services provided in hostels of the Ministry of Education, it should be noted that 110 AFN has been spent on each student.

Due to problems in districts such as insecurities, lack of professional teachers, low capacity of training in rural areas, the students prefer to study in central cities, this activity has encouraged the number of Islamic education students to study in this program, who have been provided with the hotel facilities. Furthermore, 126 students including 104 females from the teacher training program have been benefited from the food and hostel services.

Intermediate Outcome 2.7: Private Sector and Civil Society Is actively take part in Providing Educational Opportunities

Legal Framework to Encourage Public-Private Partnership for Providing Education Services

A specific legal framework for how the public and private sector can work together in the fields of (Printing of textbooks, support of computer courses, development of training materials, school construction with the support of the private sector, supporting of affordable private school) has prepared by General Directorate of Planning and Evaluation, Asia Foundation and private school Directorate and many discussion meeting has been held on the topics

Further, in order to provide access for Civil Society to monitor the education services, a monitoring mechanism has prepared and shared with the different groups of Civil society, which will be implemented after finalization, this mechanism allows the Civil society to actively monitor the Education services provided by Ministry of Education.

Intermediate outcome 2.8: Schools Shura's/Education Centers Activity Takes Parts in Supporting Education and Learning Skills (Especially with Girl's Education in Remote Areas)

Establishment of new School Administrative Council's and Capacity building

School administrative councils have been prioritized through standard forms that contain 20 questions. This method is newly used this year all over Afghanistan.

14 new schools' councils have been newly established under the EQRA project, by the establishment of new councils, the total number of school councils reached o 14,501 out of which 7,466 are active. It is to be noted that the capacity building of school councils are not complete due to a lack of budget for the year 1399/2020

Intermediate outcome 2.9: Education is supporting through Local people/Community

Collection of peoples Aid (Cash, repairs, land, Equipment, and services) through Schools councils

Ministry of Education has delivered valuable activities in different areas of education, which has improved the capacity of Education Councils and schools administrative councils in provinces, a total of 52,206,061 AFN in a different form (Cash, repairs, land, equipment, and services) have been aided from people which is collected through schools councils

Reopening of closed schools

To open the closed schools after quarantine periods, two guidelines have been prepared, based on which 4 closed schools reopened in Kandahar and Kapisa provinces through efforts made by school councils, Education councils, and social mobilization team guidance in Kabul. With the reopening of these schools, education services are provided for school students.

Drafting Regulations for Distribution and Management of Resources at the School Level

Guideline for distribution of financial aids for school level has been developed but due to outbreak of Corona and lack of sufficient budget, the financial aids are not distributed in school level.

Visiting the activities of school administrative councils

In 1399/2020, 123 School Administrative councils have visited Kabul city and 18 meetings have been held for Kabul schools.

Intermediate outcome 2.10: Community Is Completely Aware of Importance of Skills for Youths

Conducting Awareness programs

Awareness programs for spreading the importance of education have been conducted through school Councils, Mosques, public Media, and supervision teams at the provincial and district levels, which targeted community awareness about the importance of education and additionally to send their children to schools.

Intermediate outcome 2.11: communities have actively monitoring the supply of Education services

Providing the Civil Society to Monitor the Education Services

For better cooperation between parents and the Ministry of Education, an effective monitoring concept has been drafted through with the civil society and related stakeholders for more accountability and transparency of education services provided for students, through this concept, new schools councils will be established for those schools which don't have school councils and available school councils will be supported. In addition, monitoring will be conducted jointly through technical teams of the Ministry of Education, people, and civil society; this is a part of the commitment that the Ministry of Education with the OGP (Open government partnership) that is carried out by the Administrative office of president.

Ministry of Education commitment to OGP programs are as below:

1. Reform and strengthening of the Education Management Information System (EMIS), in such a way to be linked with the human resource management system of Independent Administration Reform and Civil Service Commission and further to produced qualitative reports and citizen, could have relative access to it.
2. Establishment of mechanism to strengthen the role of people and civil society in monitoring education services

Ministry of Education actively working to accomplish the mentioned commitments and further, an action plan has been developed and shared with the related departments.

Component 3: Effective and Transparent Management

Overall Objective: Transparent, cost-effective, and efficient delivery of equitable quality education services at national and sub-national levels.

Intermediate outcome 3.1 Legal Framework and Organizational Structure Developed Based on the Terms of Reference Results and Specified Competencies.

Reforming the Organizational Structure of MoE

Ministry of Education and Independent Administrative Reform and Civil Service Commission (IARCSC) of the Islamic Republic of Afghanistan through a technical meeting and MoU, have decided to first enter 1398/2019 approved Tashkel in the HRMIS updated system and second, start working on 1399/2020 proposed Tashkel. Based on the latest reports the Tashkel for the year 1398/2019 has been entered in the system but the system is not ready for entering the Tashkel for the year 1399/2020. Currently, the work for entering Tashkel of the year 1399 in the system is in progress.

Considering the fact, that the system development responsibility for civil services offices has been given to Independent Administrative Reform and Civil Service Commission, therefore, the Ministry of Education has signed a memorandum of understanding with the Administration Reform Commission, through which, the work for construction of a comprehensive human resource information system is in progress and till now the biometric and biographic module for this system has been 100% completed and the work for the development of rest modules are in progress. It is worth mentioning, that one of the systems module is HRMIS and Resume of employees, which has been completed.

Re-Entering of the Modified Statistical Information of Employees in the New System

Based on the latest information, the recording of biometric information of 214,000 employees of Ministry of Education has been completed in the new system, in addition statistical information of available Tashkel employees, registration of employees and salary payment information of Employees have been transferred to the new database, moreover, basic actions have been taken to train the central and provincial staff on usage of employees database in coordination with Administration Reform Commission.

A recruitment system has been developed and implemented, to create new positions in the database, determining the position for the applicant, and report the recruitment process considering attributes such as post, sex, type of recruitment, nationality, and post type. In addition 264,498 employees of approved Tashkel information for the year 1398/2019, have been entered in the HRMIS with the cooperation of Independent Administrative Reform and Civil service Commissions.

BIOMETRIC Process and Data Recording of MoE Employee's

The biometric process of entering employees' data and information has been started at the year 1397/2018 with the ambition to bring out transparency in salary payments, recognition of ghost employees, prevention of corruption, and access to information for MoE Tashkel with the cooperation of Independent Administrative Reform and Civil service Commission. During this process until now, overall 84% of employees and teachers have been recorded in the HRMIS system.

To proceed faster and complete the biometrics and data entering of employees, necessity and

comprehensive steps are taken into consideration.

Develop and improvement of Comprehensive Management Information System

In the current year, a total of 5-information system (Task Management System, Educational Needs Assessment System, Resume System and Database, Client Registration System and Employee's Recruitment Information System) has been prepared and to prepare a comprehensive Information Management system, development of more systems are required.

Training The Central and Provincial Employee's For Usage of Database

In the year 1399/2020, system technical specialists have provided training for 12 provinces staff, about the usage of the Human Resource Management Information System (HRMIS), and the training are in the progress for the rest of the provinces.

Completion of Functional Review

The functional and structural review has been completed and that education reform document has been sent to the President's office for approval.

Intermediate Outcome 3.2: Mechanisms and Guidelines for Service Providing Contracts, Participation and Mutual Cooperation have been Modified or Considered

Facilitate Participation and Attract National and International Support for Development and Improvement of Education

In the year 1399/2020, 50 memoranda of understanding have been signed between the Ministry of Education and partner institutions and government agencies in different fields (accelerated learning, Country based Education, Literacy, Capacity Building, Kankor preparation, Training of Trainers, construction of school buildings, etc.), implementation of the mentioned MoUs provided access to education services directly to 45000 students across the country.

Intermediate Outcome 3.3: Result-Based and Norm-Based Resource Distribution Systems have been implemented to Provide Equitable Services.

Determine and Implementation of Result-Based and Norm-Based Resources Standards for Distribution of Resources

Ministry of Education has started to use the result and norm-based budget; MoE thinks, this method could provide information about the provincial and district departments and directorates; therefore, a mechanism has been developed for the distribution of budget as per results and norms in the year 1398/2019, based on which the budget allocation will be distributed equitably in provincial (Rural and Urban areas), it was planned to pilot this mechanism for the budget code 22 for (Items and services) in the year 1399, but due to outbreak of Coronavirus and decreasing in the budget it could not be implemented.

Intermediate Outcome 3.4: Competent Human Resource is appointed to Plan, Manage, and Deliver Services with Effective Recruitment Results

Recruitment of Teachers as per their Field of Study

An exam was held for recruitment of 740 positions for the grade 5th and 6th according to Tashkel in Kabul city and Kabul province in the Sunbola months 1399 (August-2020) through the Independent Administrative Reform and Civil Service Commission with coordination with the Ministry of Education.

Ms. Rangina Hamidi acting minister of Education expressed her contentment with the beginning of the examination process for teachers and added that the examination process will be transparent and in accordance with competencies. The results of the examination have been announced and 674 candidates passed the exams successfully out of which 256 are female, the successful candidates are introduced to the Ministry of Education which finally employed to the empty post of General Education by the Human Resource Directorate of this Ministry. Furthermore, more than 10,000 teacher's grade 5th and 6th vacancy positions will be announced in two consecutive phases in 33 provinces of the country. the phase vacancy announcement exam was held for 18 provinces by the Independent Administrative Reform and Civil Services Commission with coordination of the Ministry of Education, but the results have not yet been revealed and second phase positions for 15 provinces are ready for examination.



Recruitment of Contract based Teachers' for Remote Areas (Villages)

The recruitment process of female teachers for remote areas has been suspended due to spread of Coronavirus in the year 1399/2020, but the contract of 2,020 teachers for warm-season regions of (7 provinces) have been processed, out of which 900 contract have been received from four provinces till now.

Recruitment of teachers (Mudaraseen) as per their field of Study in Islamic Education Centers

In Islamic Education, 50 (15 female) Islamic Education teachers (Mudaraseen) have been recruited through a competitive examination held by Independent Administrative Reform and Civil Service Commission. By recruitment of the mentioned new teachers, the total number of Mudaraseen in Islamic Education Centers have reached 8,182 people included 663 female.



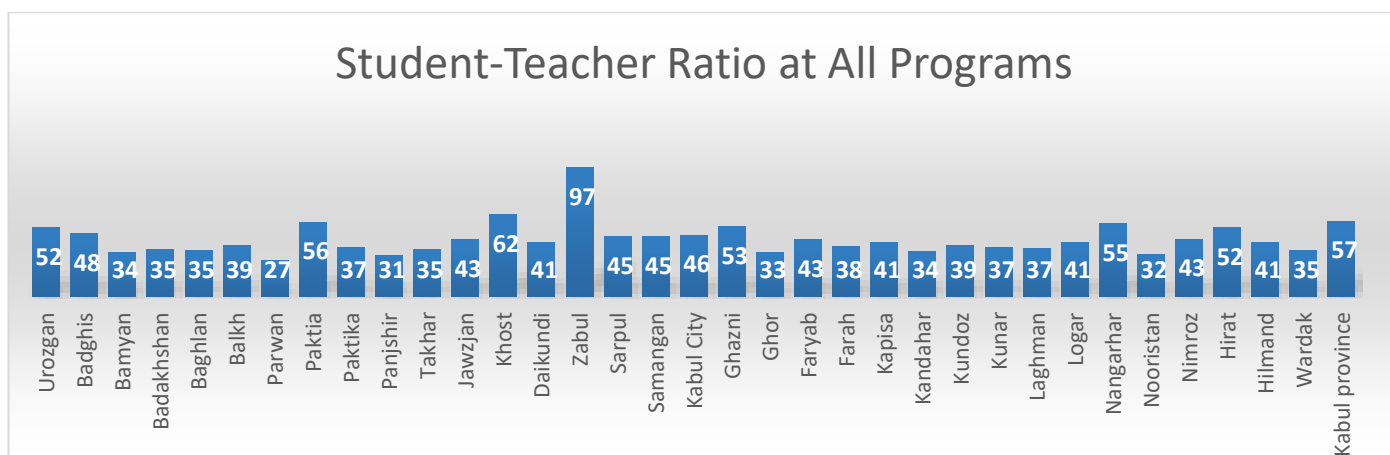
Recruitment of Teachers as per their field of Study in Teacher Training Program

Recruitment of Teachers is executed through Independent Administrative Reform and Civil Service Commission and General Directorate of Human Resource of Ministry of Education. In the 1399/2020 financial year, the General Directorate of Human Resource has announced 23 vacant posts of General Directorate of Teacher Training, and 529 candidates' documents have been reviewed for the mentioned posts. In addition, five members included two female have been recruited through competitive examination in the General Directorate of Teacher Training in the current year.

Recruitment of Teachers for literacy courses:

In the year 1399/2020, a total of 3,173 teachers included 1,230 females have been recruited in the literacy courses. By recruitment of these teachers, the total number of all teachers (permanent and contract teachers, etc...) have increased to 225,857 included 75,630 females. by which the student-teacher ratio has reached 1:43 that shows a gap of 0.08 compared to the national student-teacher ratio norm (1:35), that indicates that more teacher should be recruited to reach the national norm, considering the current number of students. It should be added that the student-teacher ratio norm is 1:40 in primary school, 1:35 in intermediate, and 1:30 in the high school.

The student teachers ratio has based on the current student and teachers statistics differs from one province to another, as it is the highest ratio are in the Zabul (1:97), Paktia(1:56), Khost(1:65), Kabul(1:57), and Nangarhar(1:55) and lowest ration on an average is in the provinces such as Parwan(1:27), Panjshir(1:31), Nooristan(1:32) and Ghor (1:33)



Recruitment of Key post through Change Program

It was targeted to recruit 30% of positions through Change Program in the year 1399/2020, but based on the latest information from Human Resource Directorate 17% of key positions have been filled through the change program which included 2% female participation.

Draft and Implementation of Capacity Building Plan for MoE

The Training and Capacity Building department of the General Directorate of Human Resource Development has prepared the national capacity-building program plan for the year 1399/2020 for 5,061 employees in seven provinces. According to the training plan, the need assessment for 795 employees included 156 female have been completed for central and provinces, based on need assessment 651 employees included 86 female have been trained in five provinces of Afghanistan.

Employees' Evaluation and their Promotion based on the results

Employees of the Ministry of Education are evaluated each year based on civil servant law. Through the latest information of the Performance Evaluation Department of Human Resource Directorate in the year

1399/2020, some 54,247 employees have been evaluated out of which 46,847 have been promoted with a step (Qadam) that includes (19,014 teachers, 7,191 employees, and 1,561 service employees). In addition, 7400 employees have been promoted from one grade to another, excluded service workers. Furthermore, development employees are evaluating through their related Directorate each year towards their performances and Term of Reference.

Monitoring the Work stations of Female Employees in Central and Provinces

Gender Unit department of Ministry of Education and Independent Administrative Reform and Civil Service Commission have been distributed questionnaires to the all-female staff of Directorates in the Ministry of Education regarding safe working station, approach to solve problems, Education incentives, lack of female employees in the key positions and the approach to in-service programs and courses. based on this assessment relative policies and strategies will be developed and implemented for womans' participations, and establishment of Gender equitable opportunities in the offices

Intermediate Outcome 3.5: Systems have been developed to Manage More Resources for Improvement of Transparency, Accountability, Responsibility and Fighting against Corruption

An anti-corruption strategy was prepared earlier based on which the action plan is developed and implemented each year, in the current year, the anti-corruption plan has been drafted and shared with the special anti-corruption secretary, the plan has been renewed and finalized based on the findings of school survey, carried out by National Statistic and Information authority.

In addition. In addition, for more transparency, The MEC Agency carried out an evaluation with close coordination with the Ministry of Education and provided a certain recommendation for MoE; the reports have been prepared and shared on regular basis. Through the survey mission conducted by MEC, 113 recommendation are placed out of which 70 recommendations have been completed, implemented and the outcomes are reported

Conducting Annual Audit of all Ministry of Education Department's for the expenditure of General and Development budget

To effectively monitor the performance and implementation of the budget in the central and provinces, the General Directorate of Internal Audit of the Ministry of Education is authorized to inspect and audit the consumption of the General and Development budget in provinces on regular basis, through an authorized and specific plan. Also, determines the spend or unspent amount of specified budget and further explains the lawful reasons for not the expenditure of budget for the authorized persons, furthermore they are responsible to inspect specials cases and legal deviations

Conducting Internal Audit for all Level

General Audit Directorate with the cooperation of development partners is responsible to strengthen the operational internal audit mechanism with relevant external audit activities.

In 1398, financial year. The Internal Audit Directorate, of the Ministry of Education has targeted 286 departments on the general budget and 75 departments to audit for expenditures for the development budget, which have been included in the internal audit plan for the year 1399/2020. The Directorate has worked on 193 cases included (27 planned and 127 special cases)out of which 45 cases are under progress which will be reported after completion, 25 cases have been sent to Attorney General's Office for further investigations, 4 cases to 101 Asamai police headquarters and 3 cases have been sent to Ministry of Justice

of Islamic Republic of Afghanistan. Besides, 116 cases were guidance, the result of which has been reported to related departments and assurance has been taken from implementation of these cases.

Regarding the development budget audit, the financial human resource and procurement affairs for EQUIP project for the year 1397, procurement affairs of EQRA project (PPG) for the year 1397, and procurement affairs of EQRA project for the year 1398/2019 have been reviewed and, audited and the reports are prepared which will be shared with the related departments after approval from the MoE leadership. In addition, in spite of planned audits during the year 1399/2020, 16 special cases have been audited and reported. Furthermore, the EQRA project financial affairs review process regarding the year 1398 in the year 1399 and the EQRA project human resource affairs regard the year 1398 in the year 1399 are in the progress, which will be reported later.

In special Cases audits, 452 cases have been considered in the plan, out of which till the end of the 1399 year, 89 cases have been reviewed and reports results' are shared with related departments to implement guidelines and recommendations. In addition, the audit financial achievements regarding extra payments of salaries and delay penalty payments of contract companies collected are as below:

Out of 22,401,416.5 AFN, recognized returned money to the government a total of 2,780,822 AFN have been cashed and the remaining 19,620,594.5 AFN are in the administrative process.

Intermediate Outcome 3.6: Proper and Effective Monitoring and Evaluation system has been implemented for the activities

Development of Information Technology

Establishment of Information Technology Infrastructures in Provincial Education Directorates and connecting them with Central level

All departments of Provincial Education Directorates have been connected through network and Datacenter's system is active for central and provincial level further, disaster recovery and TV Hil have been mounted in Kabul television Kohe.

All Provincial Education Directorate are connected to central Ministry of Education system that currently 34 Education Directorate using the EMIS, SMIS, Voice Data, Internet, BPET, PAYROLL, and other services. In addition four provinces internet's (Daikundi, Nimroz, Nooristan, and Urozgan) have been connected through satellite and other provinces have been connected through Roshan company Network, the next step is to develop and implement the same available system for the districts and schools

It worth mentioning, the video conference system has been established and installed in all Provincial Education Directorates, which enabled all Provincial to be connected with the central Ministry of Education. An electronic attendance system has been piloted before in Ministry of Education, which has been deactivated due to misuse.

Ministry of Education's Datacenter system, which was activated earlier, has been developed further in order to accelerate the daily technical works and this system is monitoring on regular basis.

Providing access facilitation's to all Ministry of Education stakeholders holders to Education Management Information System

All policies, standards, plans, budgets, and reports have been published through the Ministry of Education website and social media. Furthermore, access to the information section of the website is updating on regular basis.

Development of Private School licensing in central and Provinces

This system is developed to be active in central and provinces at the same time and provide special forms for the eligible persons for the establishment of new schools, which later can be filled by the person and attached all required documents. After reviewal of documents and information, in case of eligibility and completion of all requirements, the license will be issued

Development of student's dormitory system in central provinces

This system provides dormitory payment services for 26000 students in seven provinces, according to the law each student receives 130 Afghani per day. The amount will be checked and approved by the authorized committee in the provinces throughout the system, after approval the students will be registered in the system. Previously the amount was distributed by the dormitory's responsible persons and now for more transparency, bank accounts have been created for each student and students can receive their money directly through their bank accounts.

Development of Monitoring and Evaluation system for teachers

Through this system, provincial and central education supervision members can fill the form available in the mobile application regarding teachers' competencies based on the questions available in the system, and immediately the filled information is transferred to the central server which can be used for further process of monitoring.

Establishment and Development of new systems for Education Programs (electronic Certificate system)

Education certificate electronic system is in the process of establishment in Central and 18 provinces of the country, out of which it has been established and piloted in 13 provinces and active in the mentioned provinces. Furthermore, the work is in progress in the other five provinces for the establishment of this system. By the near future, the certificate's electronic distribution system will be established and completed in all provinces.

Merging of all Education Information Systems into one single comprehensive Information system

Integrating and combining different information systems in one single system as per the order of President has been given to the National Statistics and Information Authority. Establishment of new systems to continue the daily work of departments normally and on its targeted time and from another side the transparency and accountability have been increased in proceedings and further prevents against corruptions

Strategic and Operational Planning

A ten years strategic plan has been prepared as per the educational needs of the county in accordance with Sustainable Development Goals to determine the roadmap until ten years and as well be a mechanism for solving the education problems at the macro-level. Also, an operations plan for the year 1399 has been developed and implemented. It is worth mentioning the midterm education plan have been developed for 18 provinces of the country

Review and piloting the new Education Management Information System

The newly developed education system has been piloted by the technical team, through which more than 50% of the indicators have been reviewed and inspected, the report of which has been shared with the CBA-USAID.

Unification of number of Schools in three Systems (EMIS, Salary Payment System and Tashkel)

A Memorandum of Understanding has been signed between the Ministry of Education and National statistics and Information Authority to develop and connect the information systems, collection, and approval of statistics information and Geographical points of educational centers. Based on this Memorandum Ministry of Education is committed to achieve the goals of the strategic plan and provide equitable access to education through the development of information systems, collection, and verification of statistical information and geographical location of education centers, for which an action plan has been prepared and will be implemented.



A total of 15,608 schools have been coded in the three online systems (EMIS, Salary Payment System, and Tashkel) in the 34 provinces and Kabul city, and as well the final list of unified schools have been sent to provinces for approval of Provincial Teams, according to the plan the progress in this activity reached to 93%.

Preparation of Detailed Statistical Report

In the year 1399, 35 statistical reports (Provincial Profile) have been prepared in two national languages (Dari and Pashto languages) and shared through the MoE website. In addition, last year's reports have been shared through the website. Preparation and publishing of these reports can increase access to information and from another hand; it facilitates the process of preparing the resources and planning.

Adapting the Process of Entering the Figures in the Tablets Instead Of Eight Page Forms

The plan to collect statistics and information has been prepared using Tablets in agreement with other departments of the Ministry of Education, such as the General Directorate of Educational Supervision and Evaluation and the General Directorate of Human Resources Development.

Review and Revise of Statistical Questionnaires

A plan for data collection and information has been prepared with the usage of tablets in coordination with other departments of the Ministry of Education such as the General Directorate of Education Supervisions and the General Directorate of Human resources.

Development of Monitoring and Reporting system

Guideline for monitoring and reporting the implementation of plans have been developed and finalized through the Scientific Council Directorate and ready for approval by Ministry of Education leadership. By

implementation of this guideline, significant improvement will be made in the monitoring and evaluation system of the Ministry of Education.

The Follow-up system for reports has been implemented at the central and provincial levels, which has created better transparency in the implementation of plans and increased access to information in all levels. Regular periodic reports from the implementation of plans have been prepared and submitted on provincial and central levels. In addition, special reports on the implementation of programs and activities have been prepared and submitted as per guidance and request of authorities.

Progress reports on education development projects have been prepared and submitted to the Ministry of Finance and Ministry of Economy on a quarterly and monthly basis for the fiscal year 1399.

Progress reports and implementation of recommendations of the Monitoring and Evaluation Committee (MIC) have been prepared on a quarterly basis and the related supporting document have been prepared and submitted to the (MIC) committee.

The Monitoring and Reporting System has been improved at the provincial level by employing 25 technical staff in the 25 provinces. Training and capacity building programs of the employees for implementation of monitoring and reporting system in central and provincial levels have been provided for 500 employees on the Monitoring, Data Collection and Reporting areas.

In addition, based on the Commitment of the Ministry of Education a part of DLI's in EQRA project, totally 241 output-based reports (17 provincial and 224 district reports) have been prepared for the first time submitted in the Ministry of Education website. Implementation of an output-based reporting system has increased access to information and has changed the approach for reporting. Further, the mentioned reports show real-time conditions, problems, and suggested relative recommendations that could be useful for decision-making and planning processes.

Implementation of Annual Review of the Operational Plan for Education Programs

The research and Evaluation unit under the General Directorate of Planning has prepared the research guidelines, based on which the Education review and researching activities are carried out. The Education sector review is preparing through consultative meetings with stakeholders each year. The education sector review is focusing on the Curriculum, Students, and Strategic plan goals topics for the year 1399/2020.

Conducting Annual Joint Review of Education

Due to the outbreak of Coronavirus and limitation for traveling to provinces, the visit to provinces for data collection has not been held but data and information are collected on the central program level in Kabul city and the report is in the finalization stage. The Education joint review is conducting once a year focusing on the Strategic and operation plan goals or specific areas.

Property and Improving the Living Conditions of Teachers

In the fiscal year 1399, 69,022 Jerib of land in 33 provinces in the 319 locations have been considered for the construction of teachers living City (Shahrak Malemin) out which the survey of 4,377 Jerib including 7,285 house in 8 provinces have been completed. Also, 716 Jerib and 84 square meters of land for the construction of 224 schools have been considered in 16 provinces of the country.

A total of 13,668 Jerib land in fifteen provinces including 21,412 houses in the 33 locations have been grabbed by the other Governmental departments and further, a total of 27,336,000 square meters of land and two unidentified property of the Ministry of Education have been grabbed by other governmental departments, of which the case is under investigation under government cases.

Moreover, the insurgent and powerful people have grabbed 45 Jerib of land identified and 10 unidentified property of the Ministry of Education.

It is worth mentioning, that 487 Jerib of grabbed land, the property of Ministry of Education, and 18 shops have been returned back to the Ministry of Education in the 9 provinces through efforts made by the Directorate of property in the year 1399

Protection and Safety

In the year 1399/2020, a total of 27,725 students and teachers have been awarded and trained about the dangers of mines, and a total of 7,370 mines awareness kits, phone emergency contacts, and brochures were given, distributed, and published in schools in the provinces. In addition, 65 mine's dangers awareness committees have been established in the schools and 14 explosions have been prevented in schools in unstable provinces, further 12 terrorist and criminal incidents have also been prevented.

Payment of Employee's Salaries through Banks

In the year 1399, the banking process of employee's salaries have been extended in the five provinces of the country, which created and used new accounts for 5,089 employee's in Helmand province, 5,773 employee's in Daikundi province, 2,708 employee's in Panjshir province, 2,200 employee's in Nooristan province and 2,900 employee's in the Baghlan province.

In total 16% of salary payments of employee's are not covered by the banking system out of which 13% are provided through mobile money facilitated by Asan khedamat of the Ministry of Communication and Information Technology

Supporting Teachers through Services Provided By Teachers Borrow Box

Teacher fund lending services have been expanded in eight provinces of the country (Herat, Bamyan, Nangarhar, Kabul city and Kabul province, Kandahar, Khost, and Badakhshan). Based on which 7,790 male and 1,510 female teachers are benefited from the fund lending services provided by teachers borrow box, In addition, the fund lending services have been inaugurated in the Kandahar, Badakhshan, and Khost provinces but due to the spread of Coronavirus, the process have not to be started.

Health and physical education

The school health policy has been drafted and sent to the Ministry of Education leadership for approval, by the implementation of the health policy the health services will be provided to students and employees of the Ministry of Education. In addition, one tablet is distributing on weekly basis to 1,700,00 female students in grades 5 to 12, it is worth mentioning that in the year 1399/2020, out of 71,400,000 Iran and Folic Acid tablets a total of 21,420,000 tablets have been distributed to students in schools.

Meanwhile, to prevent getting the intestinal worm, a single tablet of Albendazole is distributed to each student annually, there during the current year, 9,000,000 tablets of Albendazole have been distributed to students.

Part Three

Analysis and Conclusions

The operational plan for the year 1399/2020 has been developed based on the National Education Strategic Plan and achievable goals have been specified for it, which is implementing annually through different levels of authorities (Central, Provincial, and District level) considering the available facilities and resources. Meanwhile, important obstacles and factors that cause backwardness in implementation and achievement of goals have been identified, and appropriate solutions have been proposed, in order, to remove obstacles and achieve the goals of the Third National Strategic Education Plan. Besides, the necessary actions will be taken to improve plans.

From the contents of the report and available information, it is cleared, through the progress of performances and achievements of goals at three pillar of the strategic plan (Quality and Relevance, Equitable Access, Effective and Transparent Management) that; the necessary actions have been taken in the implementation of the action plan, the activities progress are better in some areas and significant achievements have been obtained but in some areas, due to different reasons including the outbreak of Coronavirus, progress has not been made. Those activities' progress and achievements have been discussed separately in the three pillars of the Strategic plan.

The outbreak of Coronavirus is of the biggest challenges that affected in all areas of life including access to education, due to which school were stayed close for a long time and education service delivery were disrupted but Ministry of Education have met this shortcoming by preparation and implementation of Alternative Education Concept. Further, for the delivery of education services, the distance education plan has been prepared and implemented, by the implementation of which access to education for students in the quarantine and closure of school and education centers situation have been provided through Radio, Television, and a small group of students in central and villages which have been more effective in urban areas.

The status of progress of the activities by consideration of three pillars of NESPIII can be concluded as below:

In the operation plan for the year 1399/2020, a totally 195 activities have been planned in three important components, that have different indicators, through which, despite Various problems and constraints, including insecurity, lack of funding and facilities, and the spread of the coronavirus (QUID-19) made significant achievements. Out of the planned activities, 111 activities have been started in all three components of the strategic plan, of which 33 activities have been completed, 78 activities are in the progress and 84 activities have been not continued due to various reasons. Out of completed activities eight are belong to Quality and Relevant, 15 belong to Equitable Access and 10 remaining belongs to Effective and Transparent Management.

The Detailed planned activities, completed activities, activities in progress, and not started activities are shown separately below tables:

Quality and Relevant Component

No	Program	Planned Activities	Completed Activities	Activities in Progress	Not Started Activities
1	General Education	15	2	3	10
2	Islamic Education	0	0	0	0
3	Teacher Training	2	0	1	1
4	Literacy	2	0	1	1
5	Development of Education Administration	53	8	36	9

Equitable Access Component

No	Program	Planned Activities	Completed Activities	Activities in Progress	Not Started Activities
1	General Education	20	0	10	10
2	Islamic Education	8	1	4	3
3	Teacher Training	12	4	3	5
4	Literacy	10	3	3	4

Transparent Management Component

No	Program	Planned Activities	Completed Activities	Activities in Progress	Not Started Activities
1	General Education	52	13	5	34
2	Islamic Education	8	0	5	3
3	Teacher Training	5	1	2	2
4	Literacy	8	1	5	2

Part Four

Challenges and Recommendations

Challenges	Recommendations
Quality and Relevant Component	
<ol style="list-style-type: none"> 1. The optional budget is not available under Moe's control to plan printing and distribution of textbook on its required time, and the development budget conditions and procurement processes are time-consuming and challenging 2. The school textbooks belong to MoE and purchase and sales of these books are forbidden in the market. The copyright and distribution rights of the textbooks are not provided for the private sector to print and distribute the textbooks. The textbooks are printing and distributing in the market illegally and at a high price. 3. Shortage of teacher's positions for many years Caused the merging of classes, which finally increased the number of students in sections. In some cases, the classes are left without teachers 4. To fill the shortage of teachers in the schools, the Ministry of Education, using the overtime budget, hires several teachers on a part-time contract basis. In 1399, the Ministry of Education was not allowed to hire these teachers; as a result, a large number of classes in schools were left without teachers that parents and local officials complained about. 5. Recruitment of teachers is not executed professionally and is not held on time, so teachers' posts remain vacant for a long time. 6. Comprehensive Information on teachers' competencies is not available; district teachers do not have access to higher 	<ol style="list-style-type: none"> 1. It is recommended, that Ministry of Finance provides a minimum of 20 million USD through the optional budget on regular basis for three years to the Ministry of Education to print, distribute textbooks effectively, transparently, and with low costs and manage on targeted time by internal capacity. 2. It is recommended, that The printing and distribution right of textbooks be given to internal private publications through contracts, in order to print and distribute the textbooks to provinces and districts. If the Ministry of Education got enough financial resources then the private sector can distribute the textbooks to schools, else the school Councils with the help of parents provides the cost of the textbook and distribute them to students. 3. It is recommended, that Ministry of Finance approve the funding of 18,000 new teacher positions for the year 1400. Further, the new teacher policy prepared by the Ministry of Education, it is recommended to implement the planning and recruitment parts of this policy, through which the need assessment and allocation of teachers to provinces and districts will be calculated by new student-teacher ratio. 4. Considering the requirements and functions of schools, the removal of contract teachers is not practically possible, the contract teachers as a sidelong of schools Tashkel is necessary for the management the Human Resource in schools but the transparent approach should be considered in their recruitment 5. The teacher's recruitment system will be more standard, Professional and in accordance with the needs of schools. By usage of the new teacher policy, The Independent Administrative Reform Commission and the National Examinations Authority by the new teacher policy and using the human resource management information system will be able to bring necessary reforms in the teacher recruitment system by implementation of teacher policy. 6. The Ministry of Education, Independent Administrative Reform Commission, National Examinations Authority, and

<p>education institutions to improve their education and professional background.</p> <p>7. There are no or very few female teachers in rural schools in less developed and insecure districts, and therefore the enrollment and continuation of girls' education in districts is very low.</p> <p>8. There is not accurate information on school coverage, there is no school in some areas or it is too far from a village that is difficult for children to reach.</p> <p>9. Half of the schools do not have proper buildings and facilities and students are trained in temporary neighborhoods, under tents, or outdoors. There is a budget for the construction of 2000 Schools under the EQRA project but the construction process of schools by the Ministries of Rural Development and Ministry of Urban Development and Land is not fast enough. And there is not budge for the construction of 4,000 schools</p> <p>10. There is not a sufficient budget for the maintenance of schools</p>	<p>Ministry of Finance should complete teacher salary framework execution based on the competencies and further evaluate teachers competencies, as a result of which adjust the extra score of competencies and Teacher Training Programs for improvement of teacher competencies</p> <p>7. It is recommended that the Ministry of Higher Education start the special Winter/summer in-service Bachelor's Program such as(by using Piloting experiences in Bamyan Province) for existing schools 14th-grade graduates teachers for all districts of provinces and enroll 30,000 teachers in this program and Ministry of Finance provides sufficient budget for the Ministry of Higher Education.</p> <p>8. The Ministry of Education has prepared a plan for the appointment of female professional teachers to rural schools and submit it to the President's office for approval, for the implementation of this plan the budget is required from the Ministry of Finance as well.</p> <p>9. The Ministry of Education, with the help of the National Statistic and Information Authority, prepared an analytical report on school coverage based on information on geographical locations and recognized those villages which do not have access to schools, and prepared a plan to establish new schools or upgrade existing ones. The Ministry of Finance should make the necessary funds available to the Ministry of Education for the establishment of new schools.</p> <p>10. The Ministry of Rural Rehabilitation and Development and Ministry of Urban Development and Land should accelerate the process of school construction and the Ministry of Finance should provide the necessary funds for the construction of 4000 schools</p> <p>11. The Ministry of Education should finalize and approve the policy and procedure for the construction and maintenance of schools and the Ministry of Finance should provide sufficient funds for the maintenance of schools to the Ministry of Education.</p>
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Equitable Access

<p>1. Out of School Children</p> <p>Totally, 3.7 Million Children are out of school, although the Ministry of Education has prepared a strategy for children out of school, due to lack of security, lack of schools and the lack of adequate funding for the enrollment of children out of school still children are out of school.</p>	<p>1. Since the enrollment of out-of-school children is a time-consuming process, there is a need for the Ministry of Finance and Development Partners to provide the Ministry of Education with the funds needed to enroll one million out-of-school children annually. In addition, the National Statistic and Information Authority prepare an analytical report on school coverage based on geographical location information and share it with the Ministry of</p>
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<p>2. Closure of Schools in the year 1399/2020 due to outbreak of Coronavirus</p> <ul style="list-style-type: none"> -I The spread of Coronavirus, while challenging other daily affairs, has also challenged the normal process of education services, which during the academic year 1399, the students are not enrolled as planned. -II There is not clear guideline and procedure for providing education services and holding distance examination for private and public education using information technology 	<p>Education, through which establish new schools and enroll all out-of-school children.</p> <p>2. Ministry of Education with the cooperation of the private sector, prepare and implement a comprehensive plan for the provision of distance education and distance education should be officially recognized in the country. Continuation of students lessons through Alternative Education Concept (Distance Education) implement according to a clear procedure throughout the country, and establishment of required capacity for the quality improvement of Distance Education should be considered. In addition, the Ministry of Education should start the process of granting licenses for private distance schools.</p>
<p style="text-align: center;">Efficient and Transparent Management</p>	
<p>1. The current structure of the Ministry of Education is not meet the current needs and requirements;</p> <ul style="list-style-type: none"> -I Although, The structure of the Ministry of Education has been reviewed and revised based on the reform document, and the structure has been sent to the presidency for approval but has not yet been fully approved -II The existing regulations, procedures do not correspond to the changes made in the terms of reference, roles, and responsibilities of departments. 	<ul style="list-style-type: none"> 1. For the approval of the Ministry of Education's proposed structure plan, the higher attention of the President is required to approve the plan, that Ministry of Education prepares the Implementation plan of it. 2. The Ministry of Education, in cooperation with the relevant departments, shall revise all regulations, procedures, including the Education Law, based on a regular plan, and the competent authorities shall cooperate in its approval.
<p>3. Off-budget allocation is not made based on the needs and priorities of education:</p> <ul style="list-style-type: none"> I. Off-budget allocation is not made based on the needs and priorities of education II. Not sharing of information and reports on the implementation and progress of educational projects implemented through off-budget 	<ul style="list-style-type: none"> 1. The Ministry of Finance and the Development Partners agree on a resource allocation mechanism for off-budget-funded educational projects, and coordinate the allocation of foreign budget, considering education priorities. In addition, the Ministry of Finance and development partners should design and implement the development projects, and all development projects should be registered under the Ministry of Finance and the Ministry of Economy with the AFG specified code. In addition, the Ministry of Finance and development partners should design and implement the development projects, and all development

	<p>projects should be registered under the Ministry of Finance and the Ministry of Economy with the AFG specified code.</p> <p>2. The Ministry of Education, in cooperation with the relevant sectors and development partners, should develop and implement an agreed mechanism for monitoring and reporting on educational projects financed from off-budget funds.</p>
<p>4. Resource distribution is not happening on norm and results-based or on the equitable basis:</p> <p>I.Ministry of Education has prepared the budget preparation on Norm and Result based but due to the outbreak of Coronavirus and lack of budget the resources are not distributed provinces(Urban and Villages)</p> <p>II.The intervention of powerful people in some cases has misguided the fair and equitable distribution of resources for the provinces.</p>	<p>1. The Ministry of Finance provides the required budget to the Ministry of Education, based on which the new budget distribution mechanism be implemented on norms and results-based, in order to ensure equitable distribution of resources.</p> <p>2. The Ministry of Finance, in coordination with the Ministry of Education, allocates resources based on the needs and priorities of education, not on the suggestions of some influential people.</p>
<p>5. The information systems of the Ministry of Education do not meet the requirements and are not combined together:</p> <p>I.Human Resource Management Information System (HR-MIS), payroll system and Education Management Information System (EMIS) are not connected at the central and provincial levels due to lack of equipment and facilities.</p> <p>II. Individual information of students are not registered in the EMIS system and this system is not connected to other systems of the Ministry of Education.</p> <p>III.Inactivity of the Education Management Information System (EMIS) at the level of education departments of districts and educational centers due</p>	<p>1. The Ministry of Education, with the help of the National Statistics and Information Authority, combine the Human Resource Management Information System (HR-MIS), the payroll system, and the EMIS system to share figures and information online between provinces and the central.</p> <p>2. The National Statistics and Information Authority developed a special system (Student Management Information System) to record the individual information of students in grades (1-12) and to connect this system with the certificate's system.</p> <p>3. The Ministry of Finance provide the necessary budget for the provision of technological equipment at the level of the education directorate of districts and educational centers and active the EMIS information system so that the figures and information can be transmitted online to the server of the province / center.</p>

<p>to lack of budget for procurement and technological equipment.</p> <p>IV. Although, the development of the Human Resource Management Information System (HRMIS) was started in 1398 by the Independent Administrative Reform Commission, but the development process of this system has been delayed due to the lack of necessary cooperation of the Independent Administrative Reform Commission</p>	<p>4. The Independent Administrative Reform Commission should prioritize the development of the HR-MIS system so that all modules of the system can be developed and implemented as soon as possible.</p>
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Part Five

Financial Repot

Development Budget Report

The development budget for all programs of the Ministry of Education in the year 1399/2020 amounted to 3,294,843,773 (three billion two hundred and ninety-four million eight hundred and fourty three thousand seven hundred and seventy-three) AFN and the total budget allocated for programs is 2,733,657,290 Afghanis. In the fiscal year 1399/2020, according to the total budget, the General Education program has spent 96% of its budget, the Islamic Education program 100%, the Literacy program 37%, and the education management 34% of its budget, the total spent budget in all programs in Ministry of Education in the year 1399/2020 is 82.1%.

In percentage, 0.9% of the allocated budget for the programs is still not spent. The total money spent compared to the total program budget is 82.1% and 17.9% is the remaining balance of the development budget.

General Education, Islamic Education, and Literacy programs have spent 99% of their allocated budget, but the lowest budget expenditure has been spent on Education Management with an expenditure of 93.49%.

Program	Total Budget(AFN)	Budget Share	Allocation(AFN)	Expenditure(AFN)	Expenditure Percentage	Allocation Percentage	Difference Balance (AFN)
General Education	2,345,017,169	71.2%	2,264,604,587	2,252,669,653	96%	97%	80,412,582
Islamic Education	192,584,368	5.8%	192,579,702	192,579,701	100%	100%	4,666
Literacy Program	126,691,458	3.8%	48,406,897	47,062,982	37%	38%	78,284,561
Education Management	630,550,778	19.1%	228,066,104	213,227,823	34%	36%	402,484,674
Total	3,294,843,773	100.0%	2,733,657,290	2,705,540,159	82.1%	83.0%	561,186,483

General Budget Report for the year 1399/2020

At the beginning of the fiscal year 1399/2020, a total amount of 35,392,895,853 (thirty-five billion, three hundred and ninety-two million, eight hundred, ninety-five thousand, eight hundred, fifty-three. AFN budget was considered to the Ministry of Education. After mid-year review, the Ministry of Education budget has been reduced to 34,003,580,564.67 AFN, of which 33,126,267,117.98 AFN (97.4%) of the total general budget has been spent on three codes (salaries, goods and services, and acquisition of assets)

Description	Code	Allocated Budget(AFN)	Budget Expenditure(AFN)	Difference Balance(AFN)
Salaries	21	32,187,134,624.19	31,406,113,569.00	781,021,055.19
Goods and Services	22	1,810,439,275.28	1,714,918,888.98	95,520,386.30
Acquisition of assets	25	6,006,665.20	5,234,660.00	772,005.20
Total Budget of Ministry of Education	127	34,003,580,564.67	33,126,267,117.98	877,313,446.69

Part Six

Annexes

Annex A: Students of Government and private Educational Centers at Program and Provincial level - 1399														
S.No	Province	Total Students of G.E			Total Students of I.E			Total Students of TED			Total Students of Literacy			G. Total of all programs
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Urozgan	51,029	6,312	57,341	4,005	1,104	5,109	196	24	220	-	-	-	62,670
2	Badghis	93,244	38,458	131,702	6,001	1,210	7,211	164	122	286	-	-	-	139,199
3	Bamyan	77,943	65,992	143,935	2,615	895	3,510	90	49	139	-	-	-	147,584
4	Badakhshan	201,663	170,027	371,690	13,876	1,335	15,211	467	479	946	-	496	496	388,343
5	Baghlan	202,776	124,582	327,358	11,622	2,345	13,967	1,000	471	1,471	-	74	74	342,869
6	Balkh	314,886	253,400	568,286	10,566	2,121	12,687	1,350	2,106	3,456	357	455	812	585,241
7	Parwan	126,446	79,878	206,324	19,632	2,970	22,602	408	313	721	1,038	327	1,365	231,012
8	Paktia	151,109	52,876	203,985	7,700	875	8,575	382	145	527	-	-	-	213,087
9	Paktika	112,499	19,327	131,826	10,880	2,352	13,232	81	-	81	-	-	-	145,139
10	Panjshir	20,184	17,786	37,970	6,465	1,323	7,788	181	237	418	95	99	193	46,369
11	Takhar	223,997	168,277	392,274	12,513	1,277	13,790	467	1,273	1,740	-	143	143	407,947
12	Jawzjan	117,946	83,551	201,497	6,882	885	7,767	232	61	293	1,091	593	1,683	211,240
13	Khost	242,143	83,073	325,216	7,844	3,330	11,174	734	268	1,002	-	-	-	337,392
14	Daikundi	96,548	81,912	178,460	3,681	846	4,527	115	202	317	62	57	119	183,423
15	Zabul	56,185	14,982	71,167	2,210	540	2,750	35	44	79	-	-	-	73,996
16	Sarepul	89,285	70,495	159,780	7,490	1,253	8,743	205	146	351	284	242	525	169,399
17	Samangan	68,279	49,718	117,997	4,642	2,270	6,912	103	99	202	-	-	-	125,111
18	Kabul City	764,821	629,511	1,394,333	10,626	2,910	13,536	33	447	480	4,914	4,245	9,158	1,417,507
19	Ghazni	258,839	127,679	386,519	6,890	1,200	8,090	274	429	703	286	4	290	395,602
20	Ghor	121,874	75,482	197,356	6,049	1,215	7,264	563	179	742	-	-	-	205,362
21	Faryab	170,361	126,854	297,214	12,505	1,983	14,488	181	413	594	-	426	426	312,722
22	Farah	79,362	41,562	120,924	6,177	620	6,797	175	30	205	-	-	-	127,926
23	Kapisa	91,700	47,284	138,984	12,846	2,405	15,251	385	298	683	222	-	222	155,140
24	Kandahar	193,611	60,114	253,725	11,557	1,894	13,451	242	122	364	-	-	-	267,540
25	Kunduz	214,189	132,410	346,599	10,196	2,180	12,376	322	242	564	321	85	407	359,946
26	Kunar	111,901	63,315	175,216	12,760	1,315	14,075	433	501	934	-	-	-	190,225
27	Laghman	117,455	77,397	194,852	8,454	1,098	9,552	265	158	423	214	-	214	205,041
28	Logar	100,577	38,191	138,769	5,855	655	6,510	118	-	118	-	-	-	145,397
29	Nangarhar	516,947	276,368	793,315	24,611	3,233	27,844	1,563	1,326	2,889	257	2,141	2,399	826,447
30	Nooristan	22,690	16,975	39,665	6,039	6,470	12,509	114	31	145	-	-	-	52,319
31	Nimroz	45,204	26,021	71,225	2,642	1,509	4,151	124	183	307	-	-	-	75,683
32	Hirat	452,776	381,884	834,661	23,755	3,570	27,325	699	1,184	1,883	1,028	1,039	2,067	865,935
33	Hilmand	146,554	36,490	183,044	5,410	675	6,085	198	220	418	-	-	-	189,547
34	Wardak	117,191	46,787	163,978	7,418	725	8,143	242	86	328	-	-	-	172,449
35	Kabul province	220,673	132,964	353,637	8,575	1,660	10,235	104	318	422	769	163	932	365,226
Total		5,992,889	3,717,935	9,710,824	320,989	62,248	383,237	12,245	12,206	24,451	10,937	10,586	21,523	10,140,035

Annex B: Public, Private, Urban, Rural, Cold and Hot Climate Educational Centers at Program and Provincial levels - 1399

S.No	Province	Number of G.E Schools				Number of I.E Schools				Number of Teacher Training Centers				Number of Literacy Schools	Number of All program Centers
		Primary	Middle	Upper Secondary	Total	Madrasa	Hefaz Dauri	Ulloum Darul	Total	TTC	supportive	TTC additional	Total	Literacy Schools	
1	Urozgan	154	45	42	241	18	1	1	20	1	4	-	5	-	267
2	Badghis	251	118	95	464	15	2	1	18	1	3	-	4	-	487
3	Bamyan	83	141	134	358	11	1	1	13	1	6	-	7	-	379
4	Badakhshan	168	190	330	688	32	9	5	46	4	14	-	18	2	753
5	Baghlan	175	164	183	522	25	10	4	39	6	6	1	13	1	575
6	Balkh	197	243	250	690	32	5	6	43	11	7	1	19	2	753
7	Parwan	140	124	189	453	36	21	12	69	2	6	1	9	5	532
8	Paktia	180	86	112	378	14	1	1	16	1	8	2	11	-	406
9	Paktika	278	59	63	400	17	7	4	28	2	4	3	9	-	438
10	Panjshir	35	32	61	128	19	2	4	25	1	6	-	7	1	161
11	Takhar	270	140	243	653	22	9	5	36	2	7	-	9	1	699
12	Jawzjan	121	127	118	366	17	6	1	24	3	8	-	11	5	402
13	Khost	246	102	144	492	24	2	1	27	1	7	-	8	-	528
14	Daikundi	143	97	223	463	8	-	1	9	1	6	4	11	1	484
15	Zabul	159	34	32	225	14	3	1	18	1	2	1	4	-	248
16	Sarepul	161	132	109	402	21	5	1	27	1	5	-	6	1	436
17	Samangan	92	91	99	282	10	1	1	12	1	4	-	5	-	300
18	Kabul City	445	266	534	1,245	27	8	14	49	53	-	1	54	27	1,349
19	Ghazni	244	156	307	707	24	8	1	33	2	8	-	10	2	751
20	Ghor	451	196	169	816	19	1	1	21	1	5	5	11	-	849
21	Faryab	233	147	139	519	17	14	1	32	2	5	1	8	1	560
22	Farah	183	99	103	385	16	4	1	21	1	4	-	5	-	412
23	Kapisa	76	81	82	239	29	6	2	37	1	6	-	7	1	284
24	Kandahar	333	101	89	523	47	14	2	63	2	7	-	9	1	596
25	Kundoz	202	142	153	497	22	12	3	37	2	5	-	7	2	542
26	Kunar	258	105	92	455	39	4	3	46	2	7	-	9	-	511
27	Laghman	134	64	123	321	11	5	2	18	1	4	-	5	2	345
28	Logar	136	83	77	296	24	3	2	29	1	5	-	6	-	332
29	Nangarhar	492	138	315	945	68	22	6	96	2	14	-	16	3	1,058
30	Nooristan	101	84	29	214	16	3	5	24	1	4	-	5	-	244
31	Nimroz	88	39	34	161	11	1	1	13	1	3	1	5	-	180
32	Hirat	527	302	357	1,186	32	3	6	41	10	7	2	19	4	1,247
33	Hilmand	218	80	86	384	23	5	1	29	1	4	1	6	-	420
34	Wardak	189	105	135	429	18	14	3	35	2	7	-	9	-	474
35	Kabul province	260	110	163	533	29	9	7	45	1	6	-	7	3	586
Total		7,423	4,223	5,414	17,060	807	221	111	1,139	126	204	24	354	65	18,554

Annex C: Number of Government Teachers and Type of Recruitment by Province - 1399

S.N	Province	Formal			Wages			Contractual			Ajir Teachers			Others			Total			Student-Teacher Ratio
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Urozgan	906	28	934	1	1	2	-	-	-	214	13	227	-	-	-	1,121	42	1,163	52
2	Badghis	1,632	575	2,207	344	76	420	-	-	-	189	12	201	-	4	4	2,165	667	2,832	48
3	Bamyan	2,795	884	3,679	296	214	510	2	119	121	7	5	12	-	-	-	3,100	1,222	4,322	34
4	Badakhshan	7,088	3,619	10,707	1	2	3	-	-	-	17	106	123	-	-	-	7,106	3,727	10,833	35
5	Baghlan	6,876	2,356	9,232	3	1	4	-	1	1	247	83	330	-	-	-	7,126	2,441	9,567	35
6	Balkh	5,362	7,177	12,539	663	1,227	1,890	-	-	-	175	61	236	3	-	3	6,203	8,465	14,668	39
7	Parwan	5,496	1,047	6,543	1,282	633	1,915	34	24	58	127	21	148	2	1	3	6,941	1,726	8,667	27
8	Paktia	3,270	193	3,463	-	-	-	-	-	-	54	18	72	-	-	-	3,324	211	3,535	56
9	Paktika	2,112	7	2,119	209	-	209	-	-	-	1,264	63	1,327	3	-	3	3,588	70	3,658	37
10	Panjshir	1,077	351	1,428	-	12	12	-	-	-	1	2	3	-	-	-	1,078	365	1,443	31
11	Takhar	5,949	2,749	8,698	1,027	1,406	2,433	6	3	9	14	11	25	77	123	200	7,073	4,292	11,365	35
12	Jawzjan	2,568	2,029	4,597	26	50	76	-	-	-	156	21	177	-	-	-	2,750	2,100	4,850	43
13	Khost	4,646	194	4,840	1	1	2	-	-	-	6	-	6	-	-	-	4,653	195	4,848	62
14	Daikundi	2,345	1,313	3,658	-	-	-	-	-	-	494	234	728	13	13	26	2,852	1,560	4,412	41
15	Zabul	694	60	754	-	-	-	-	-	-	1	-	1	-	-	-	695	60	755	97
16	Sarepul	1,932	1,297	3,229	93	86	179	-	-	-	131	130	261	-	-	-	2,156	1,513	3,669	45
17	Samangan	1,821	828	2,649	-	-	-	-	-	-	2	-	2	-	-	-	1,823	828	2,651	45
18	Kabul City	6,367	18,898	25,265	-	-	-	-	-	-	4	5	9	-	-	-	6,371	18,903	25,274	46
19	Ghazni	5,265	1,697	6,962	79	-	79	-	-	-	6	21	27	-	-	-	5,350	1,718	7,068	53
20	Ghor	3,953	492	4,445	926	213	1,139	35	6	41	289	205	494	-	-	-	5,203	916	6,119	33
21	Faryab	4,180	2,905	7,085	63	75	138	-	-	-	13	6	19	-	-	-	4,256	2,986	7,242	43
22	Farah	1,546	950	2,496	168	221	389	-	-	-	197	71	268	-	-	-	1,911	1,242	3,153	38
24	Kapisa	2,967	660	3,627	1	1	2	-	-	-	24	176	200	-	-	-	2,992	837	3,829	41
25	Kandahar	2,738	697	3,435	3,909	232	4,141	-	-	-	93	352	445	-	-	-	6,740	1,281	8,021	34
26	Kundoz	5,088	2,132	7,220	-	-	-	-	38	38	983	874	1,857	-	1	1	6,071	3,045	9,116	39
27	Kunar	4,255	262	4,517	260	122	382	-	-	-	43	99	142	-	-	-	4,558	483	5,041	37
28	Laghman	4,151	323	4,474	754	148	902	5	-	5	19	26	45	-	-	-	4,929	497	5,426	37
29	Logar	2,932	410	3,342	1	-	1	-	-	-	7	-	7	-	-	-	2,940	410	3,350	41
30	Nangarhar	12,967	1,536	14,503	2	-	2	-	-	-	2	-	2	1	-	1	12,972	1,536	14,508	55
31	Nooristan	1,206	162	1,368	-	-	-	-	-	-	52	5	57	-	-	-	1,258	167	1,425	32
32	Nimroz	509	801	1,310	-	-	-	-	-	-	184	74	258	-	-	-	693	875	1,568	43
33	Hirat	7,040	8,103	15,143	-	-	-	-	-	-	31	10	41	-	-	-	7,071	8,113	15,184	52
34	Hilmand	2,411	479	2,890	778	127	905	-	-	-	475	253	728	-	1	1	3,664	860	4,524	41
35	Wardak	4,634	224	4,858	-	-	-	-	-	-	5	1	6	-	-	-	4,639	225	4,864	35
23	Kabul province	4,362	1,635	5,997	-	1	1	-	-	-	13	134	147	-	-	-	4,375	1,770	6,145	57
36	Central Depts	431	275	706	48	7	55	-	-	-	1	-	1	-	-	-	480	282	762	
Total		133,571	67,348	200,919	10,935	4,856	15,791	82	191	273	5,540	3,092	8,632	99	143	242	150,227	75,630	225,857	

Annex D: Number of IE Teachers - 1399

S.N	Province	Number of Teachers by Gender		Total
		Male	Female	
1	Urozgan	88	0	88
2	Badghis	82	11	93
3	Bamyan	64	15	79
4	Badakhshan	253	17	270
5	Baghlan	427	14	441
6	Balkh	288	23	311
7	Parwan	628	16	644
8	Paktia	98	0	98
9	Paktika	185	10	195
10	Panjshir	171	18	189
11	Takhar	295	26	321
12	Jawzjan	120	5	125
13	Khost	118	1	119
14	Daikundi	38	6	44
15	Zabul	22	2	24
16	Sarepul	85	45	130
17	Samangan	78	11	89
18	Kabul City	283	68	351
19	Ghazni	154	16	170
20	Ghor	138	0	138
21	Faryab	315	17	332
22	Farah	68	11	79
23	Kapisa	330	5	335
24	Kandahar	137	26	163
25	Kundoz	248	36	284
26	Kunar	284	13	297
27	Laghman	158	0	158
28	Logar	129	6	135
29	Nangarhar	879	16	895
30	Nooristan	178	19	197
31	Nimroz	30	14	44
32	Hirat	520	164	684
33	Hilmand	119	7	126
34	Wardak	190	1	191
35	Kabul province	319	24	343
Total		7,519	663	8,182

Annex O: Number of Formal and Contract literacy teachers, courses, students and graduates - 1399

S.N	Province	Male Course	Female Course	Total No of course	Male students	Female Students	Total Students	Male Graduates	Female Graduates	Total Graduates	Male permanent Teachers	Female permanent Teachers	Total permanent Teachers	Male volunteer Teachers	Female Volunteer Teachers	Teacher Contracted/Ajir Male	Teacher Contracted/Ajir Female	Total of male and female Teachers
1	Urozgan	23	-	23	181	4	185	216	4	220	-	-	-	21	-	2	-	23
2	Badghis	13	27	40	61	863	924	348	1,118	1,466	2	25	27	13	-	1	-	68
3	Bamyan	11	57	68	123	947	1,070	243	1,910	2,153	-	11	11	-	-	14	18	54
4	Badakhsh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	Baghlan	13	3	16	204	58	262	2,194	1,931	4,125	9	13	22	4	-	20	-	68
6	Balkh	73	377	450	994	7,695	8,689	-	3	3	39	306	345	1	-	26	1	718
7	Parwan	67	115	182	1,203	1,977	3,180	-	-	-	57	26	83	-	-	13	-	179
8	Paktia	80	32	112	1,682	674	2,356	-	-	-	43	10	53	4	-	20	-	130
9	Paktika	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	Panjshir	73	38	111	956	728	1,684	99	85	184	46	13	59	-	-	15	-	133
11	Takhar	118	87	205	1,072	905	1,977	5	-	5	56	38	94	-	-	18	-	206
12	Jawzjan	33	67	100	578	1,522	2,100	50	-	50	44	46	90	6	-	15	-	201
13	Khost	121	47	168	2,117	733	2,850	1,384	945	2,329	148	7	155	-	-	27	-	337
14	Daikundi	3	3	6	1	37	38	-	28	28	-	1	1	3	1	1	2	9
15	Zabul	7	3	10	302	149	451	-	-	-	6	1	7	-	1	17	-	32
16	Sarepul	17	77	94	95	482	577	-	-	-	2	1	3	-	-	7	13	26
17	Samanga	24	35	59	37	298	335	-	-	-	17	17	34	-	-	8	-	76
18	Kabul City	-	-	-	-	-	-	72	109	181	-	-	-	-	-	5	-	5
19	Ghazni	83	58	141	774	1,408	2,182	151	10	161	41	46	87	-	-	13	-	187
20	Ghor	171	127	298	2,402	2,968	5,370	471	1,200	1,671	38	69	107	13	1	57	1	286
21	Faryab	33	1	34	232	35	267	156	828	984	-	-	-	33	1	15	-	49
22	Farah	76	32	108	510	555	1,065	38	20	58	55	25	80	-	-	9	-	169
23	Kapisa	183	27	210	1,565	1,192	2,757	36	1	37	77	14	91	10	6	9	-	207
24	Kandahar	117	38	155	1,024	400	1,424	-	-	-	39	40	79	-	-	11	1	170
25	Kundoz	311	54	365	2,560	542	3,102	-	50	50	143	15	158	-	-	19	-	335
26	Kunar	122	81	203	1,453	1,752	3,205	-	-	-	76	69	145	-	-	8	-	298
27	Laghman	27	26	53	191	238	429	-	-	-	28	10	38	-	-	8	-	84
28	Logar	123	318	441	1,585	5,128	6,713	2,029	8,470	10,499	76	122	198	7	4	63	1	471
29	Nangarha	2	124	126	5	780	785	193	150	343	2	44	46	-	-	33	-	125
30	Nooristan	126	33	159	308	640	948	160	-	160	41	11	52	-	-	10	-	114
31	Nimroz	6	-	6	14	2	16	-	-	-	-	-	-	5	1	12	-	18
32	Hirat	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
33	Hilmand	216	83	299	2,002	362	2,364	-	-	-	91	28	119	-	-	6	-	244
34	Wardak	72	86	158	7	2,090	2,097	90	-	90	30	64	94	-	-	18	-	206
35	Kabul pro	99	162	261	637	2,958	3,595	-	-	-	78	104	182	-	-	39	2	405
Total		2,443	2,218	4,661	24,875	38,122	62,997	7,935	16,862	24,797	1,284	1,176	2,460	120	15	539	39	5,633

Annex H: Number of TED Teachers - 1399

S.N	Province	Tashkil	Number of Teachers by Gender		Total
			Male	Female	
1	Urozgan	41	17	0	17
2	Badghis	34	12	1	13
3	Bamyan	83	68	10	78
4	Badakhshan	189	138	20	158
5	Baghlan	115	102	5	107
6	Balkh	144	81	44	125
7	Parwan	114	97	4	101
8	Paktia	108	89	1	90
9	Paktika	48	37	0	37
10	Panjshir	68	56	1	57
11	Takhar	136	113	16	129
12	Jawzjan	90	62	20	82
13	Khost	98	85	2	87
14	Daikundi	75	49	6	55
15	Zabul	33	22	0	22
16	Sarepul	80	55	6	61
17	Samangan	71	46	8	54
18	Kabul City	223	98	118	216
19	Ghazni	133	104	6	110
20	Ghor	77	43	3	46
21	Faryab	98	48	25	73
22	Farah	68	31	4	35
23	Kapisa	103	85	5	90
24	Kandahar	114	76	4	80
25	Kundoz	124	102	10	112
26	Kunar	108	102	0	102
27	Laghman	77	66	2	68
28	Logar	72	64	1	65
29	Nangarhar	225	193	12	205
30	Nooristan	43	27	0	27
31	Nimroz	30	14	0	14
32	Hirat	138	74	32	106
33	Hilmand	53	29	2	31
34	Wardak	106	101	0	101
35	Kabul province	62	59	1	60
36	TED Academic Members	0	80	79	159
Total		3,381	2,525	448	2,973