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***Education and the Role of NGOs in Emergencies:
Afghanistan 1978-2002***



Submitted by:

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With:

Hassan Mohammed (CARE)

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Education and the Role of NGOs in Emergencies: Afghanistan 1978-2002

Introduction

In political and social crisis and emergencies the role of non-governmental organizations (NGOs) as frontline service providers is critical, as chronic unrest and fragmentation render the capacity of the state to provide public service ineffective or virtually non-existent. In such situations, resources are often channeled through NGOs that take on quasi-governmental roles in delivering social services, including education.

Today, Afghanistan is recovering from the impact of twenty-five years of war and instability that destroyed the meager education infrastructure that existed prior to 1979. The victory of the Mujaheddin at the end of the Soviet occupation in 1989 failed to result in tangible improvements in the education system. Instead, factional fighting between Mujaheddin parties destroyed the remaining infrastructure and further delayed the reconstruction of the country. From 1994-2001, the Taliban's ban of female participation in the education system compounded the problems of the crippled system by significantly reducing the international support available to Afghans for the international donor community.

Throughout this period however, a variety of NGOs and UN organizations stepped in to provide formal and non-formal education programs. By the fall of Taliban in December 2001, an estimated 500,000 boys and girls were in schools receiving educational assistance from NGOs. Besides increasing access, NGOs carried out teacher education programs, developed a shared education management information system, and provided life-skills and peace building through a variety of means, including radiobroadcasts¹. Through their participatory approach to these services, NGOs were able to keep alive the concept of civic responsibility and participation. With the return of a legitimate government in 2002, NGOs and donors have continued to provide educational services and to collaborate with the government to meet the country's education needs. This report looks at the role NGOs played in the provision of education services to Afghans during the war, with particular focus on the Taliban period and the initial years of the post-Taliban reconstruction.

Background of Education in Afghanistan

Afghanistan's education indicators have always been low (literacy rates have not risen above 25 percent in the last three decades) and the state's role in the provision of education has always been limited. Historically, mosques had been the main provider of education for children. While state support for western-style secular education increased slowly throughout the 20th century, it was concentrated in the cities and major towns. The first formal boys school (Habibia) was established in 1904 in Kabul. It took almost two decades to establish the first formal school (Asmat) for girls in Kabul in 1921².

The constitution of 1964 made basic education compulsory, but the country never succeeded in establishing a strong education system. External assistance for agencies such as UNESCO, UNICEF, and UNDP played a key role in supporting various aspects of the education system, including planning, the establishment of primary schools, teacher training, and adult

¹ United Nations General Assembly. (2001) Emergency Assistance for Peace, normalcy and reconstruction of war-stricken Afghanistan: report of the Secretary-General. December 2001.

² Karlsson, Pai, Mansory, Amir (2002) Islamic and Modern Education in Afghanistan- Conflictual or Complementary? Institute of International education, Stockholm University.

education³. Turkey, France, Egypt, Germany, the USA, Japan, and the USSR provided significant assistance in secondary, technical, and higher education.

By 1978, when the Soviets invaded Afghanistan, the overall literacy rate was estimated at 18% for males and 5% for females. The gross enrollment rates (GER) at the primary level were approximately 54% for boys and 12% for girls. The completion rate was at approximately 0.3%. Approximately 1.2 million students (18% girls) were enrolled in all levels of the education system⁴. The indicators at higher levels were more dismal; the GER at the secondary level for boys was approximately 16% and 4% for girls⁵.

Education during the Soviet Occupation

The Soviet invasion of Afghanistan set the stage for three decades of continuous conflict and destruction. An estimated 80% of school buildings were damaged or destroyed. A large number of qualified teachers were killed or left the country. During this period (1978 to 1992), there were two types of education systems within Afghanistan: one provided by the communist Soviets and the other organized by Mujaheddin groups with Western backing.

The Soviet effort to provide education was characterized by aggressive literacy campaigns in both urban and rural areas and was motivated to a large extent by the opportunity such programs provided to incubate pro-Marxist values. Soviet advisors were placed in all departments of the Ministry of Education (MoE), and members of the communist party were sent as teachers to rural areas in order to spread the Marxist ideology. Thousands of Afghans were sent to Russia and its satellite countries for higher studies, with the aim to create a ruling cadre of pro-Soviet Afghans. The traditional village governance structures and authority were replaced with communist-style centralization and state structures staffed by party loyalists.

Rural Afghans strongly resisted Soviet attempts to use the education system to force the Soviet-style social changes. These changes contradicted their religious and social values and threatened traditional ways of life. Resistance activists regarded schools and teachers as the messengers of an alien ideology. As a result, there was a drastic reduction in the number of schools and enrollment in rural areas. Some sources estimated that more than 80% of primary schools were destroyed or closed, teaching staff decreased by 50%, and student enrollment fell by 30%. Average class size increased from 31-40 students to 60-90 students per class.

The second major provider of education under the Soviet occupation was the resistance groups who saw education as a means for countering Marxist influence and preserving traditional culture. An alliance of seven main political parties set up the Education Council of Afghanistan (ECA) to coordinate the provision of education in refugee camps and inside the country. NGOs took on quasi-governmental roles in the provision of education services for Afghans on both sides of the border; more than 28 NGOs and three UN agencies supported education activities. By 1990, 70% of the 2,633 schools inside Afghanistan with 628,893 children (34% girls) were supported by NGOs that provided teacher salaries, training, student supplies, and textbooks.

³ Samadi, Saif R. (2001). Education and Afghanistan Society in the twentieth century. UNESCO. Paris 2001,

⁴ Samadi, Saif R. (2001). Education and Afghanistan Society in the twentieth century. UNESCO. Paris 2001

⁵ UNESCO. EFA 2000 Afghanistan

A handful of education programs provided significant scale and reach for Afghans both in the country and in refugee camps. These included programs such as the USAID-funded University of Nebraska at Omaha's Education Center of Afghanistan (ECA/UNO) that supported approximately 630 schools and the Swedish Committee for Afghanistan (SCA), which supported more than 562 schools. In addition, the Afghanistan Education Committee (ECA) assisted 375 schools, largely with funding from Sweden, and Muslim Aid supported 271 schools. Other agencies with significant school operations included Afghan Development Agency (ADA), Franco-Afghan Friendship Association (AFRANE), Médecins Sans Frontières (54 schools), the Norwegian Committee for Afghanistan (42 schools), and the Islamic Relief Agency (18 schools).⁶

The University of Nebraska at Omaha's Education Sector Support Project (UNO-ESSP) funded by USAID made a significant contribution to the Afghan education system both in Afghanistan and in refugee camps in Pakistan by developing a curriculum for primary levels (1-12), and training 3,500 teachers (17% females). Though the curriculum was initially Jihad-oriented, a revised version without the war messages became the standard curriculum, which is used to this day. UNESCO and GTZ/BEFARE developed a manual for school administrators. Solidarité Afghanistan-Belgium (SAB) developed materials that were used for teacher training in both the refugee camps and inside Afghanistan at NGO-supported and government schools.

In spite of the strides made by resistant groups and international donors during the Soviet occupation, the defeat of the Soviets in 1989 did not bring tangible improvements to the education system. Despite a growing demand for education amongst returnees whose education experience in refugee camps had inspired their belief in the potential for a brighter future, the system was unable to rebound from the war. Factional fighting between Mujaheddin parties continued to destroy roads, schools, and other infrastructure necessary to deliver education services. International support was dwindling, due to the lack of security in the country and the emergence of new political force called Taliban (students in Arabic).

Education under the Taliban

In 1993, prior to the Taliban take over of Afghanistan, approximately 1,000 of the 2,200 schools in the country were supported with international assistance channeled through NGOs. These schools served about 25% of the estimated one million children enrolled in primary schools in Afghanistan. In Pakistan, NGOs supported the primary education of 90,000 Afghan children in refugee camps⁷. By 1998, the Taliban had closed about 100 NGO-supported girls' schools and home-based vocational training programs for women in Kabul. According to EFA 2000, the girls' gross enrollment ratio fell from 32 just before Taliban take over Kabul in 1995 to 6.4 in 1999.

Between 1996 and 2001, the Taliban assumed control of the country and as a result the formal education system was crippled. Already poor enrollments rates dropped and girls' schools were closed. The Taliban banned female employment and strictly enforced the 'Purda' and the segregation of women. The education of girls and women was clearly called into question, and the introduction of a new curriculum that was heavy on religious subjects redefined the purposes of the formal school system. Moreover, the Taliban further dismantled

⁶ Samadi, Saif R. (2001). Education and Afghanistan Society in the twentieth century. UNESCO. Paris 2001

⁷ Save the Children and UNESCO (1998) Education for Afghans: Strategy Paper.

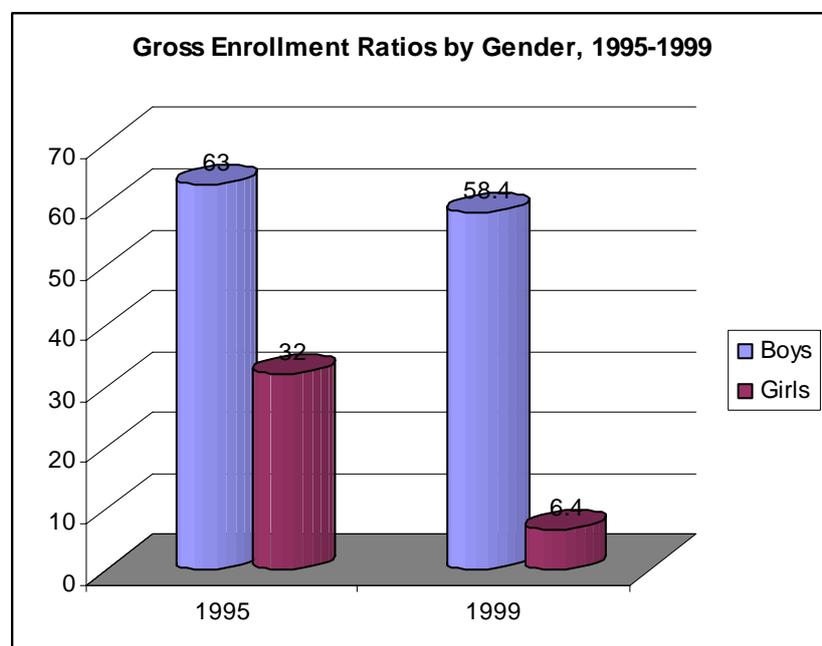
the education system by converting the existing formal and non-formal schools across the country into Madrasas under the direction of Ministry of Religious Affairs. Only limited education services were provided by the Ministry of Education.

During this time, external funding for education reached its lowest level. Donors responded to the Taliban government's radical actions and serious disregard for human rights by redefining the terms in which they would engage in the country. Under the rubric of "principled engagement," donors and NGOs chose to make investments in direct service delivery. Taliban authorities were engaged only in so far as it was necessary to advance the service delivery functions of international actors. Donors discouraged the delivery of all forms of capacity building services to the Taliban.

Education funding fell from 22 percent of all Official Development Assistance (ODA) in 1993 to just 0.3 percent in 1997. On the other hand, funding for emergency programs rose from 25 to 75 percent during the same period. Financial resources that were made available in the education sector were almost exclusively on a short-term basis (six months to one year) and were largely considered part of an emergency response. Long-term commitments were completely absent from donor plans, making it impossible, even if the Taliban authorities had the capacity, to start to rebuild the ailing educational infrastructure. Moreover, the short-term donor approaches significantly curtailed the scale of NGO programs, serving only a small percentage of the primary school-age children. Support for secondary or tertiary education was negligible or non-existent. Despite the odds, a variety of NGOs and UN agencies continued to provide education services for children in rural and urban areas.

Role of NGOs

NGOs implemented a variety of innovative education programs using diverse and flexible delivery models in order to reach a range of target groups. The variety of the NGO education models can be classified into four broad models: quasi-public schools, support to community-based rural schools, home-based urban schools, and non-formal education programs.



1. Quasi-Public Schools

Quasi-public schools tend to be in both rural and urban areas. The main feature of this model is operation through formal schools. In the absence of a functioning formal public system, this model actually fulfills the role of the public school system. Characterized by a significant scale and reach, the model is quasi-public because the NGO essentially replaces what would be the role of the government. The program of the Swedish Committee for Afghanistan (SCA) exemplifies this model. Since 1994, the SCA has been providing education inside Afghanistan by building and rehabilitating schools in locations central to clusters of villages or in major towns. In 1999, SCA supported 650 schools with 160,000 students (19% girls). The quasi-public school model included the construction of schools, salary contributions for staff, provision of materials and supplies, and teacher training.

2. Community-Based Rural Schools

For the purposes of this discussion a “community-based school” is a school controlled by a community and is designed to respond to local needs and contextual circumstances. In Afghanistan, most community-based schools are found in rural areas. Over 70% of Afghans live in rural areas where populations are scattered in small villages distant from schools or district centers. Community-based schools responded to the value Afghans placed on education, the cultural norms that restricted girls from movement outside of the village, and the limited enforcement capacity the Taliban was able to exercise in rural areas.

Despite Taliban policies, communities were keen to put their children, both boys and girls, in schools provided that they had a voice in how the school was managed and what was taught. In remote areas, away from Taliban attention, parents organized schools in the traditional way, in the Mosque, in the *Hujira* (living room of a house), in a public building, or in open air under a tree. A number of NGOs used a community-based school model that built on the traditional Quran school structure while introducing secular subject matter. The NGO placed emphasis on mobilizing and building the capacity of communities to organize and manage schools within their villages. Communities found a site for the school, hired and paid teacher salaries, and formed education committees to oversee school affairs.

In most cases, the NGO provided inputs that the community could not address, such as teaching and learning materials, training teachers and support for education committees. NGOs also contributed school construction materials, but communities organized themselves to build the structures. The high commitment from the community helped to ensure the long-term success of the school, even after the agency phased out its support. CARE and IRC, among others, mainly used the community-based model in Afghanistan. One of the well-known programs under this model was CARE’s Community Organized Primary Education (COPE) project which provided primary education to more than 45,000 children (60% girls) in 2003, before it handed over many of its schools to the Ministry of Education.



SCHOOL

COMMUNITY CONTRIBUTION

- Human Resources**
- Village Education Committee Members
 - Teachers
- Material Resources**
- School facilities
 - Teachers' salaries



COPE CONTRIBUTION

- Human Resources**
- Teacher Trainers
 - Community Mobilizers
- Material Resources**
- Instructional materials
 - Assistance with school Construction

3. Home-Based (urban)

Home-based schools, often called underground schools, were common in urban areas such as Kabul and Herat during Taliban rule and were mainly a defiant response to the Taliban's ban on girls' education and the employment of female teachers. Female teachers laid off from formal schools taught classes in their homes. Parents paid a small fee per child to support the teachers. NGOs covertly supported these home-based schools with materials and occasional teacher training. In some cases, educated parents taught girls in their homes.

In major cities where the Taliban attention and enforcement of polices were stronger, home-based schooling was a risky but appropriate option under the circumstances. The speed with which home-schools mushroomed attested to the demand for education, resilience of the Afghan people, and resistance to the Taliban policies. It was rumored that some local Taliban even sent their daughters to the home-schools in Kabul. Some sources estimated that over 45,000 girls under age 10 were attending these secret schools before the fall of the Taliban in November 2001⁸. Several organizations including Human Concern International experimented with this model.

4. Non-Formal Education Programs

Non-formal programs were used by a number of organizations, many of them faith-based such as the Islamic Relief Agency, to help provide basic literacy and vocational training to older students. Most often in the form of vocational training and literacy skills acquisition, these programs were often paired with other NGOs services such as health services delivery or small income generating projects. Adolescents, especially boys, young men, and women in particularly vulnerable situations (such as widows) were most often the targets of these programs. The non-formal focus combined skill development, as well as integrated themes such as peace building, conflict resolution, psychosocial support, landmine awareness, horticulture, health education, and/or mother and child care education. In addition, some programs offered training in computer skills and the English language.

⁸ UNICEF (2001) Lost chances: the changing situation of children in Afghanistan, 1990-2000.

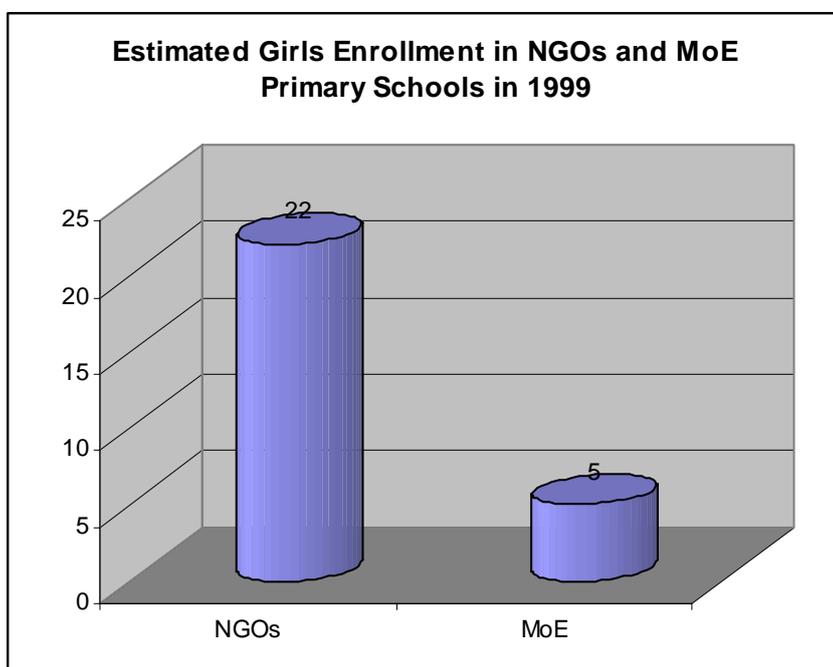
Impact of NGO Services

In support of these four types of programs, NGOs provided a range of technical expertise and other inputs. From the development of teaching and learning materials to the distribution of textbooks, NGOs provided critical inputs to the educational process. Capacity building in teacher training, as well as a focus on supervision and monitoring in the educational process, helped to fill critical human resource gaps in the education system. School construction and rehabilitation activities left a legacy for generations in a time when long-term investments in infrastructure were few and far between.

By far, the majority of NGO efforts were focused around primary school programming and non-formal skills development. Secondary and tertiary education received less support. Few agencies supported Quranic schools and Madrasas.⁹ Overall, target groups ranged from urban to rural children, out-of-school youth, disabled children, orphans, women in distress, and other vulnerable groups. The cost of educating one child for one year varied from US\$10-30. See appendix 1 for matrix of programs and agencies.

Roughly, 50 NGOs or agencies were providing direct education services and/or teacher training during the Taliban rule, reaching over 250,000 children in rural areas.¹⁰ This represented about 25 percent of the children in primary schools, but less than 10 percent of the estimated 3.6 million primary school age children in the country.¹¹

In urban areas, such as Kabul, a limited number of mosque schools (grades 1-3) were the only official education opportunities available to young girls. In 1999, an international NGO, with the approval of Ministry of Religious Affairs, supported the schooling of about 13,632 children (45% of which were girls). An unknown number of underground home-schools were run by female teachers with the support of NGOs and CSOs. In Kabul, some sources estimated that 60,000 children, mostly girls, were receiving education through underground home-schools and some mosque schools endorsed by Taliban.



⁹ Save the Children and UNESCO (1998) Education for Afghans: Strategy Paper.

¹⁰ The majority of NGOs directly delivered educational services to students, as well as training teachers and instructors. However, some NGOs relied on partnerships wherein one organization would focus on a particular educational aspect. For example, UNESCO focused its work primarily on teacher training, not on delivering education services to children.

¹¹ UNICEF (2001) Lost chances: the changing situation of children in Afghanistan, 1990-2000.

In addition to providing access to schooling, NGOs made significant contributions in many aspects of the education system.

- The primary school curriculum developed by UNO/ESSP with USAID funding in early 1990s is still the basis for primary education.
- NGOs and UN agencies developed minimum learning competencies that have helped to inform the revision of the curriculum after the fall of the Taliban.
- Several organizations developed teacher training curricula that have informed the new Ministry of Education efforts in teacher professional development.
- NGOs trained hundreds of thousands of teachers, particularly in rural areas and refugee camps, helping to build a cadre of professionals around the country. In addition, NGOs built the capacity of program managers, community workers, and other NGO staff who now serve as champions for the sector.
- NGOs also helped to build community networks that recognized the value of education, and have subsequently played a key role in increasing national enrollment rates during the back to school campaign launched by the current Afghan government.
- Local civil society organizations also gained their footing through support from NGOs. International NGOs engaged local entities in partnerships, funding relationships, and training opportunities to support the emergence of active local NGOs and community-based organizations (CBOs) in support of education.
- Through NGO efforts, communities were also mobilized to organize themselves, form committees that manage schools, and advocate for their right to education – thus empowering them to resist the Taliban policies on girls’ education.
- NGOs, through employment and training, have built a cadre of thousands of skilled Afghans who run the programs inside Afghanistan when security situations call for expatriates to evacuate.

Challenges Overcome by NGOs

With a backdrop of more than 25 years of continuous fighting, civil strife, recurring natural calamities such as droughts and earthquakes, and a constant upheaval of political leadership, the humanitarian community overcame many challenges while attempting to effectively respond to the ever-changing nature of crisis in Afghanistan. Some of the most significant challenges overcome by NGOs working in the education sector include:

- In the face of insecurity and political instability, many NGOs were still able to effectively operate programs by establishing operational bases across the border in neighboring countries, such as Pakistan.
- In spite of the Taliban restriction on girls’ education, NGOs found ways to effectively engage communities in the education of their sons and daughters.
- The meager funding available for education was mostly on a short-term basis—six months to one year. NGOs were still able to string funding together to keep the majority of their projects in operation.
- Limited infrastructure, lack of qualified human resources, and poor quality of general services inside the country slowed and limited the reach of NGOs, but did not deter their ability to reach large segments of the Afghan population.

Coping Strategies

The international assistance community strategies for dealing with the Taliban ranged from constructive to combative. Some NGOs discontinued all assistance to the education sector after the Taliban restricted girls’ education and banned female employment. UNICEF and

some other donors and NGOs withdrew support to Taliban-controlled schools and formal education¹². Others shifted their focus to rural areas where demand for education was high and away from the prying eyes of the Taliban, or to the northern part of the country that was not under Taliban control. Most adopted the “principled engagement” approach, which isolated the Taliban and did not directly support activities that built the capacity of the Taliban education authorities and institutions. Instead, most supported alternative models for building capacity at the community level where it was needed most.

In situations where engaging the Taliban authorities was unavoidable, NGOs adopted a pragmatic approach. In the provinces outside the capital and even in Kabul, NGOs engaged the Taliban in dialogue on solving practical problems, securing authorization for operating in the country or province, and cooperating in the delivery of particular services.

The bulk of NGO programs targeted rural areas. Implementation of Taliban policies on girls’ education was inconsistent and largely ineffective in rural areas. This provided the opportunity for NGOs to focus on rural areas where the need was greatest. The community-based programs encouraged community support for the education of local children and increased demand for education in neighboring unsupported communities. The support of religious leaders considerably reduced community sensitivity to enrolling children in formal education programs. In addition, a growing commitment from communities to sustain education services was observed, with examples of communities facing the Taliban authorities to petition for the reopening of schools after many years of silence regarding education for their children.

To adapt to the ban on female employment, except the health sector, some NGOs managed to change the job titles of their female schoolteachers and teacher trainers to health trainers to avoid open confrontation with Taliban.

Critical Reflections

Learning from the experience of NGOs during the Taliban rule can be more widely applied in order to better understand the role of NGOs in the education sector during crisis situations. Some critical reflections include the following:

- Despite Taliban restrictions on girls’ education, consistent and principled engagement with communities on the part of NGOs were effective in overcoming existing negative attitudes towards girls’ education. Many parents and communities were willing to contribute significantly to the education of both their boys and girls. Communities demonstrated this commitment through provision school facilities, hiring and paying teachers, and managing schools through Village Education Committees.
- NGOs were able to effectively help communities engage in self-help activities and to temporarily replace the role of government in the provision of education services in many communities.



¹² Johnson, Chris and Leslie, Jolyn (2002) Coordination Structures in Afghanistan. HPG Background Paper. ODI.

- The approach taken by NGOs was low-cost, sustainable (at least for the duration of the conflict), respected local socio-cultural norms, and significantly increased the enrollment and retention of girls.
- Anecdotal evidence suggests that schooling throughout the crises in Afghanistan provided children with cognitive development, protection, and a sense of normalcy in an unstable environment, promoting psycho-social well being.
- Community-based and home-based school models empowered communities to take action to find solutions to their problems, govern their affairs, and become actors in the larger society.

Post-Taliban Educational Reconstruction

The fall of the Taliban in 2001 unleashed unprecedented demand for education that dramatically exceeded government and donor predictions. Although decades of neglect and stagnation mean that there are substantial shortcomings to meeting this demand, there is an atmosphere of excitement, expectation, and determination in schools throughout the country. Parents are keen for their children to return to school. Within the last three years, the number of children enrolled in school has reached almost four million. This commitment to education will be an important force for rebuilding the education system.

Despite such impressive achievements, there is a long way to go. Close to 50% of all school-age children are not attending schools because there are not enough schools or teachers. According to the recent *Report Card*¹³ by the Human Rights Research and Advocacy Consortium, there is a huge disparity between girls' and boys' enrollments, and between urban and rural area enrollments. Only 34% of those enrolled in primary school are girls. In some rural areas in Zabul and Badghis provinces 99 out of 100 girls are not in school. Enrollment in major cities such as Kabul and Herat is estimated at 87% and 85%, respectively, while in other provinces less than 50% of all children receive schooling.

The increased demand and the limited capacity of the public service providers in Afghanistan make the role of NGOs as critical as ever. In cooperation and partnership with the MoE, NGOs have expanded their services with a particular focus on rural areas where government schools are not available; they target older age children, mainly girls, with accelerated learning programs, participate in the construction of schools, and print and distribute textbooks. NGOs also help build the capacity of the formal education system to train MoE school teachers and assist the MoE at all levels, including policy formulation and strategic planning.

NGOs can make meaningful contributions to the education system by establishing effective partnerships with governments, by not only recognizing governments' centralization, but also supporting effective government-based leadership.

¹³ The Human Rights Research and Advocacy Consortium. Report Card: Progress on Compulsory Education Grades 1-9. March 2004.

Implications for program design in the context of emergency and crisis.

Throughout the last two and a half decades, and particularly during Taliban rule, a variety of NGOs and other international organizations were not only able to provide quality education programs that reached children in isolated rural communities, including girls, but were also able to contribute to the foundation of reconstruction in the post-conflict situation.

An NGO's continuous presence on the ground during a crisis enables it to make effective adaptations within changing political contexts and to lay the foundation for transition to post-conflict reconstruction. In Afghanistan, through partnerships, funding, and training, NGOs helped the emergence of active local NGOs and CBOs. They mobilized communities to organize themselves and form committees that manage schools and advocate for their right of education, thus empowering them to resist the Taliban policies on girls' education.

NGOs contributed to the building of Afghanistan's human capital. NGOs and agencies have employed and upgraded the competencies of Afghan professionals in all sectors that are now playing critical roles in the rebuilding of the country. A number of current and former cabinet members and others in high level positions in ministries came from the NGOs and humanitarian sector. Diplomatic missions, donor agencies, international coalition and security forces, and private and international agencies hire English speaking techno-savvy Afghans as senior and mid-level managers, administrative assistants, communication/IT experts, translators, and interpreters. These Afghans are mostly the products of NGO services from the last two and half decades.

With the return of a legitimate government, NGOs and donors have continued to provide educational services and to collaborate with the government to meet the country's educational needs. This partnership is critical if the enormous education challenges in Afghanistan are to be effectively addressed. Years of careful program management and innovative piloting on a small scale is now being scaled up with a significant influx of donor funding. Given the enormous challenge, the government/NGO partnership is critical to ensuring that a variety of educational delivery channels are cultivated in order to reach children in diverse physical and socio-cultural settings.

Education should be a part of humanitarian emergency preparedness plans. The engagement of NGOs in the provision of education services during crisis has the potential to ensure that a child in a conflict situation attains an education of some quality. In complex emergencies such as in Afghanistan, NGOs have the infrastructure and technical capacities to deliver educational services to populations that would otherwise remain unserved. NGOs provide vital skills development to a labor force that would otherwise be idle and help to continue civic involvement on the part of communities.

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Appendix 1. Agencies working in education in Afghanistan (1999) ¹⁴

	Agency Initials	Agency Name	Program Type
1	AABRAR	Afghan Amputee Bicyclists for Rehabilitation and Recreation	Literacy programme
2	ADA	Afghan Development Association	Primary education, Non-Formal education, Repair of schools, Supply of textbooks
3	AGBASEd	Afghan German Basic Education	Primary education, Non-formal education, Teacher training, Out of school children, Mother and child health
4	AIL	Afghan Initiative for Learning	Non-Formal education
5	AMRA	Afghanistan Mobile Reconstruction Association	Primary education, Non-formal education
6	AMRAN	Afghan Mobile Reconstruction Association	Literacy programme
7	AREP	Afghan Refugee Education Project	Primary education
8	ARF	Afghan Relief Foundation	Primary schools Secondary schools
9	ARD	Afghanistan Rehabilitation and Development Centre	Primary education
10	ARR	Afghan Relief and Rehabilitation	Primary education
11	AWRC	Afghan Women's Resource Centre	Vocational training, Literacy
12	ARDA	Agency for Rural Development of Afghanistan	Non-Formal education
13	ACRU	Ariana Construction and Rehabilitation Unit	Non-Formal education
14	ASHIANA	Afghan Street Working Children and New Approach	Primary education, , Vocational Training,
15	BBC	British Broadcasting Corporation	Distant education

¹⁴ Adapted from UNESCO. EFA 2000 Afghanistan. Appendix

16	CARE-I	CARE International	Primary education, Non-Formal education
17	CAWC	Central Afghanistan Welfare Committee	Primary education, Non-Formal education
18	CCA	Cooperation Centre for Afghanistan	Primary education, Non-Formal education, Publication of journal/ newsletter
19	CHA	Coordination of Humanitarian Assistance	Literacy programme, Teacher training, Computer and language courses
20	COFFA		Primary education
21	CRAA	Committee for Rehabilitation Aid to Afghanistan	Primary education, Non-Formal education
22	DCA	Dutch Committee Afghanistan	
23	GTZ-BEFARe	German Agency for Technical Cooperation-Basic Education for Afghan Refugees	Primay Education
24	HCI	Human Concern International	Home-based education of girls
25	IRA	Islamic Relief Agency	Primary Education, Non-Formal education, Orphan schools, Health, Social welfare, Rural development
26	IAM	International Assistance Mission	Primary Education
27	IIRO	International Islamic Relief Organization	Teacher training, Orphan schools
28	IRC	International Rescue Committee	Non-Formal education, Female Education Programme
29	NAC	Norwegian Afghanistan Committee	Primary Education, Teacher training, Construction of schools
30	NPO/RRAA	Norwegian Project Office/Rural Rehabilitation Association for Afghanistan	Education, Skill Training
31	OC	Ockenden International	Primary Education
32	PSD	Partners for Social Development	Primary education, Non-Formal education
33	SAA	Swiss Aid for Afghans	Primary Education
34	SERVE	Surveying Emergency Relief and Vocational Enterprise	Primary education, Non-Formal education

35	SIEAL	Sanayee Institute of Education and Learning	Non-Formal education
36	SC-US	Save the Child-US	Literacy programme
37	SAB	Solidarite Afghanistan Belgium	Basic education, Literacy programme, Teacher training, Vocational training Primary education, Non-Formal education, Literacy programmes Primary Education Non-formal Education Teacher Training, supplementary materials Primary Education Primary Education Publication of textbook, Teacher training, Primary education
38	SCA	Swedish Committee for Afghanistan	
39	SWC	Social Development Cell	
40	UNHABITAT	United Nations Center for Human Settlement	
41	UNESCO	United Nations education and Scientific organization	
42	UNHCR	United Nations High Commission for Refugees	
43	UNICEF	United Nations International Children's Education Fund	
45	UNO	University of Nebraska at Omaha	
46	WRC	Welfare and Relief Committee	