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SCHOOL SURVEY PROJECT

PHASE I

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THE STATUS OF EDUCATION IN AFGHANISTAN

Volume 1

UNO/ESSP
Research & Planning

Final Report
June 1994

BEST AVAILABLE COPY

PREFACE

This report covers the overall educational status of Afghanistan and was prepared by the Research and Planning Office of UNO/ESSP. Its purpose was to provide accurate, timely and relevant information on all schools in each province throughout Afghanistan.

The data collected and organized in the report provides detailed information on schools at provincial and district levels which can be used for better planning and programming in the field of education.

The School Survey Project was a national survey and was carried out in phases by trained surveyors. The survey field workers were drawn from among the members of the Educational Center for Afghanistan (ECA) and UNO/ESSP monitoring staff, permanent and temporary, Peshawar and Quetta, and who, after receiving training, implemented a structured questionnaire to gather data on school location, students, teachers and textbooks. The survey data are on file with the UNO/ESSP Research and Planning office. In this report basic summary information and analyses are presented. More specific information on the community, school and classroom was collected through interviews and observations on a sample basis using Special Studies. For all the activities, surveyors were trained and instruments designed, translated, pretested, modified, reproduced and implemented.

The national profile/report covers all schools (MOE, ECA and NGO) which were active and in session during the survey period. The survey emphasized the school as an Afghan unit rather than the identification and/or affiliation of a school with a particular organization.

The survey was based on an "efficiency based model" called IEES (Improving the Efficiency of Education System). The purpose of collecting data was to develop an EMIS (Educational Management Information System) on the schools of Afghanistan. IEES was a USAID (United States Agency for International Development) funded project launched on 1984 with two fundamental goals: (1) helping developing countries to improve the performance of their education systems and (2) strengthening their national capacities for planning, management and research in the field of education.

Considering the many educational indicators available, priorities needed to be established; thus, the study was divided into five phases and data prioritized. The necessary instruments for data collection were prepared and data collection of the first phase for 28 provinces completed, only Kabul province remained because of a security issue.

For presentation purposes the content of this report is organized in four parts. Part **I** is introductory and includes general information, objectives, methodology, framework and constraints. Part **II** includes national information about Afghanistan and briefly describes its physical feature, administration, economy, demography and education. It includes basic national school statistics of the country, including charts and tables showing some summary education data for the provinces. Part **III** includes the provincial data and briefly describes the geography, economy, administration, demography, and education of each province, including school statistics on each district and tables, charts, and plotted maps of the province. This part also provides a provincial profile which includes information on total number of primary and secondary schools(boys, co-educational and girls), student statistics by gender and level, and teacher statistics by gender and level. The described data help guide the way for future planning and decision-making about the country's education needs. Part **IV** contains the appendices and references.

Special acknowledgements are provided to the Office of Afghan Field Operations of USAID for sponsoring the work described in the School Survey Report and to Dr. David W. Chapman for assisting in designing the EMIS framework for data collection. Also, special acknowledgements are provided to Dr. Jerry Boardman, UNO/ESSP Team Leader, Prof. Abdul Salam Azimi, Deputy Team Leader, David Weiler, EMIS Coordinator, Abdul Qadeer Fitrat, the first member of the Research and Planning Unit and a key person in conceptualizing and developing the Research and Planning instruments, and Mir Abdul Karim Nedai, Noor Mohammad, Khumaruddin, Sarajuddin Pozesh, Atiqullah, Abdul Haq Amiri and support staff to the project.

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PART ONE

INTRODUCTION

INTRODUCTION

Objective

The objective of the School Survey was to collect comprehensive data at the national level on all schools to be utilized in developing an educational management information system to help planners and decision-makers in developing/implementing the Afghan system of education. For the realization of the above objective, data were collected on:

1- school location (name, village, district, province),
2- students by gender and grade,
3- teachers by qualification and teaching areas, by gender and by grade,
4- availability of textbooks by subject and grade groupings,
5- school administrative personnel, and
6- type of school by means of instruction, Summer/Winter and facilities, such as building and classrooms.

The data obtained were utilized:

1- in describing the status of the educational system,
2- in determining trend(s),
3- in making projections,
4- in finding relationships, and
5- in making comparisons.

To guide the collecting of data in the indicated areas, a theoretical and internationally accepted model was implemented. This model provided the basic framework for the survey work.

Framework

An efficiency based model which was developed by the "Improving the Efficiency of Education System" (IEES) project - funded by USAID Office of Education - was used as the framework for the EMIS data collection. In this model, education is explained in terms of **context, inputs, process, outputs and outcomes.**

Context refers to existing social, economic, political and cultural conditions of the society in which the educational system operates. **Inputs** are the resources that give birth to certain educational activities; such as, students, teachers, text-books, instructional materials, etc. **Process** refers to the ways and means through which the transformation

of educational inputs to educational outputs actually takes place. The **outputs** are the immediate production of the educational system; such as, cognitive achievements, manual skill development, attitudinal changes, etc. Likewise, the **outcomes** are the long - term and final results of education; e.g., employment, earnings, continued schooling/advance education, etc. (Chapman Report 1993, PP - 1-3).

Being a comprehensive model, the IEES system provided an overall framework for identifying and organizing the educational indicators. The indicators were organized in five categories to form a five-phased plan for data gathering for EMIS development. This strategy for data collection was a gradual approach and called for data collection in phases. Under the present situation in Afghanistan, a five-phased plan was considered appropriate. This plan gave priority to the urgently needed data to be collected in the early phases of data collection in which the basic decision-making process was based. Further, the indicators in each phase were split into two sets of data variables; namely, first order indicators (those measured directly, such as number of students) and second order indicators (those formed by combining first order indicators, for example, a student/teacher ratio).

Figure (1) shows first and second order indicators of the first phase of data collection .

Figure I: Phase I Indicators

FIRST - ORDER INDICATORS (Data collected from the schools	SECOND ORDER INDICATORS (Indicators developed from the school level data)
INPUTS * Student enrollment by grade by school	* Total school enrollment by province.
* Number of girls enrolled by grade by school	* % female enrolled by province
* [Grades 1-3] teachers per grade by school	* Student - teacher ratio by province

* [Grade 4-6] teachers per subject by school	* Student - teacher ratio by subject
* Number of teachers at each level of qualification	* % qualified teachers by province
* Number of female teachers at each level of qualification	* % of female teachers by province
* Number of textbooks by subject by grade by school	* Textbooks per student ratio
* Headmaster years of experience	* Over time: enrollment trends by province : aggregate supply & teacher demand by province : trends in female enrollment by province
* Number of classrooms	* Teacher - classroom ratio

Methodology

The survey was undertaken in five phases each containing a distinct set of measurable indicators. The first phase included all indicators which provided urgently needed data for the planning purposes and for EMIS development; such as, school location, total student enrolment, student quantification by gender and class, number of teachers by gender and by subject teaching areas, stratification of teachers across their levels of qualification, administrative teaching personal, number of available text-books and so on.

The survey instrument/form for the first phase data collection was designed and developed in such a way that covered all areas of data required for this phase and fulfilled the expectations of the perceived objectives.

For undertaking the survey, a survey form was initially designed and prepared in English by a collaborative effort of the Research and Planning staff and ECA. In its design the coverage of all needed data for the indicators in phase one was taken into consideration.

In construction of the survey form, the two major points were considered: (a) being easily understandable and (b) being easily recordable to facilitate the work of field surveyors. In addition, the form was developed in such a way to cover collection of required data in five parts:

1- school location data,
2- student data,
3- teacher data,
4- textbook data, and
5- school teaching administrative personnel data.

The data on teachers was categorized in terms of teaching areas by class and by gender. In the same manner data on teacher qualifications was divided in five categorizes. For gathering data on available textbooks, grades and subjects were grouped in distinct columns.

A committee composed of the ESSP team leader (as chairman), EMIS coordinator, ECA designated personnel, monitoring, literacy and research and planning staff reviewed and discussed the form -content and form wise- in a number of meetings. The form was revised and modified several times until it became ready for field testing. Prior to field testing, the form was translated into Dari and Pushto and reproduced.

The form was pilot tested in four urban and three rural schools in Nangarhar province inside Afghanistan. For making sure that there was no difficulty and ambiguity in understanding and in filling the form, a team composed of three persons (from ECA, monitoring and the main office) were trained for pilot testing and sent for data collection. After pilot testing and elimination of short-comings, the form was modified slightly and reproduced. The final version of the form was used in the training of surveyors for the field work.

Training

As indicated, surveyors for the data collection were selected from the pool of UNO and ECA monitoring staff. They were trained in data collection techniques and procedures, particularly in the use of the questionnaire, including the "hows" of working in the field. Each team was composed of two (in some cases three) persons, one from ECA and the other(s) from the monitoring office. The teams received three days of intensive training from the Research and Planning office prior to departure to the selected destinations inside the country. The three days training covered materials related to the use of survey

instrument, survey guide and ways to approach local authorities and school administrative personnel. The survey teams for the nine West and Southwest provinces (Herat, Badghis, Ghor, Farah, Nimruz, Helmand, Kandahar, Zabul and Uruzgan) were trained by the Research and Planning staff in Quetta and conducted their field work from that office.

Survey Zones/Regions

For effective implementation of the national school survey scheme and for better management and operation purposes, Afghanistan was divided into nine survey regions, each consisting of 1-5 provinces. The criteria for such grouping was the closeness of provinces and geographical condition. The nine regions/zones with the related province/s are:

Region 1: Nangarhar, Laghman, Kunar,

Region 2: Khost, Paktya and Paktika.

Region 3: Herat, Nimroz, Farah, Ghor and Badghis.

Region 4: Parwan, Kapisa and Bamyan.

Region 5: Baghlan, Kunduz, Takhar and Badakhshan.

Region 6: Balkh, Samangan, Faryab and Jawzjan.

Region 7: Ghazni, Logar and Wardak.

Region 8: Kandahar, Helmand, Oruzgan and Zabul.

Region 9: Kabul

Within each province survey teams were assigned to survey the schools of a group of districts and sub-districts. The number of survey teams assigned for each province varied from 1-6 depending on the size, geo-physical conditions and the estimated number of active schools in each province. For Zabul and Oruzgan, for example, one team each was considered to be sufficient; for some others, such as Ghazni and Badakhshan, six teams for each were assigned to undertake the survey.

Time-line

The following pages show the two time-lines prepared for school survey project implementation.

1- **Time-line by survey stages**: It includes stage I (pre-field operation), stage II (field operation), and stage III (post-field operation).

2- **Time-line by survey regions/provinces**: The criteria used in determining the time-line for field operation were the distance to reach a province, distance of districts within each province, the geo-physical nature of a given province and the estimated number of schools in each province/district. The actual time allocated for field operation ranged from 3 - 6 weeks (Figure I and Figure II).

Figure I: Time-line by Survey Stages

Stage	Tasks	Period
I Pre-field Operation (Preparation)	-Framework of the survey - Instrument (questionnaire) design, translation, pre- test modification and Duplication -Selection of Surveyors -Training of surveyors -Survey zones/regions -Grouping of Provinces, grouping of district within each province -Preparation of Province maps -Scheduling survey regions	Identifying and organizing inductor Feb.- April 1993
II Field Operation	-Departure of survey team to provinces for data collection	Apr.6-1993.30
III Post-field Operation	-Data entry and analysis -Publication of results	June - Dec.30 Jan. - April 1994

Figure 2: Time-line by Survey Regions/Provinces (Phase I)

Regions/Zones	Time Allocation
Region 1: Nangarhar, Laghman and Kunar	April 7 - May 2
Region 2: Khost, Paktya and Paktika	April 14 - May 10
Region 3: Herat, Nimroz, Farah, Ghor and Badghis	Oct. 13 - Nov. 23
Region 4: Parwan, Kapisa and Bamyan	Aug. 5 - Sep. 10
Region 5: Baghlan, Kunduz, Takhar and Badakhshan	June 19 - Aug. 5
Region 6: Balkh, Samangan, Faryab and Jawzjan	Sep. 14 - Oct. 22
Region 7: Ghazni, Logar and Wardak	May 5 - June 30
Region 8: Kandahar, Helmand, Urozgan and Zabul	Nov. 1 - Nov. 30
Region 9: Kabul	Nov. 6 - Nov. 28

Constraints

Undertaking a field survey under such relatively unstable conditions and the prevailing situation of a decade and a half of war can't be considered without constraints. The effects of war in creating difficult conditions for social data collection cannot be under estimated. The following constraints should be specified: lack of transportation, poor conditions of road, scattered villages and remote schools, insecurity, political rivalries, unjustified demands, distance travel, food, shelter, spread of cholera, rising of river water level and the like had direct/indirect effect in varying degrees on the survey teams. For instance, a survey team was unable to get admission for entrance to a planned survey area in Ghazni. A rival group conflict prohibited another group, in Takhar, from entering to the survey site for security reasons. Even with such a range of diversified constraints - beyond the survey group control- the efforts of dedicated Afghans endowed with respect and pride for their people and society together with our effort (e.g., the effort of Research and Planning Office of UNO/ESSP) exceeded all expectations. The survey teams, we believe, did what was "the best possible". They gathered data which present - to a high degree- a true and complete picture of the schools within each province in each district.

PART TWO

AFGHANISTAN - GENERAL INFORMATION AND NATIONAL SCHOOL STATISTICS

MAP OF AFGHANISTAN
UZBAKISTAN
TAJ
EKISTAN
TURKMANISTAN
KUNDUZ
BADAKHSHAN
TAKHAR
BALKH
JAWZJAN
SAMANGAN
BAGHLAN
FARYAB
KAPISA
KONAR
BADGHIS
BAMYAN
PARWAN
LAGHMAN
KABUL
HERAT
GHOR
WARDAK
LOGAR
NANGARHAR
PAKTYA
GHAZNI
ORUZGAN
PAKTEKA
FARAH
ZABUL
HELMAND
QANDAHAR
NIMROZ
LEGEND
Province Center
International Boundary
Province Boundary
0 50 100 150 200Km
Prepared by: Eng. Khumar, May 1994.

AFGHANISTAN

General Information

Location and Physical Feature

Afghanistan, an Islamic state, is situated almost in the center of Asia. It is a land-locked country and from the topographical point of view a mountainous one. Even so, the country through out of its 5000 years of historical past, has been the center of merging of various cultures and civilizations. Area wise, Afghanistan is among the countries having medium size. The country has an area of 652,226 sq.km. Comparatively, this surface area is more than any of the European countries except Russia. It ranks tenth among the Asian countries. It is one of the eastern countries which is located in the northern hemisphere. The country lies between 60°28'-74°51'E from the most extreme eastern and western points and 28°22'-38°29'N from the most extreme northern and southern points and has approximately a rectangular shape. Its maximum length is 1200 kilometers and maximum width is 912 kilometers from the most extreme points in eastern and western sides and in northern and southern sides. Afghanistan is surrounded in the North by Tajekistan, Uzbekistan and Turkmanistan, in the South by Pakistan, in the East by Pakistan and China and in the West by Iran. The country, because of its proper location, favorable climate, high mountains, green valleys and plains, extensive grazing plains and slopes, roaring rivers, numerous springs, various plants and animals is characterized by having a long history as the inhabitant of various people and cultures.

At the beginning the country was called "Ariana" which covered an area as twice as the present land. The unique location of the country at the center of Asia provided the possibilities of mixing and inter-relating different ethnic groups and tribes having divergent cultures and patterns of life. Thus the land became a region of dissemination of different cultures and in the meantime the very possible means of the development of small and large villages as well as towns and cities. Being a mountainous area, mountains form one-third of the country's surface areas, located in eastern, central and north-western parts of the country, a major natural reason of saving the land from becoming desert, by high altitude snow and rain fall. The altitude of the country in mountainous areas ranges from 2,000 meters to 7,000 meters, while in lower land-scope between 250 to 2,000 meters.

Administration and Economy

According to the pre-communist administrative division, Afghanistan is administratively divided into 29 provinces comprised of 204 districts (Woloswalis), 40 subdistricts (Alaqadaris), 31,144 large and 4,086 small localities. In Afghanistan, Province (Welayat) constitutes the large administrative unit. From this unit formal relations are established between and among smaller units (Woloswali, Alagadari, towns and villages or localities) for the coordination and management of administrative units' affairs. The administrative system of province is classified into grades (1,2 and 3) on the basis of population size and geographical area of each province. This grading system is observed in Woloswalis structure too. These administrative units are also, responsible for the running of nomad tribal affairs in respective areas. Usually, a major city constitutes the center of the province having municipality and covering surrounding villages. The center of a Woloswali as well as an Alaqadari is also a major "town", with surrounding and neighboring villages. The province is governed by a governor called "Wali", while Woloswal and Alaqadar are responsible authorities for the running of the affairs of these administrative units under close direction and supervision of provincial governors.

Being an agricultural country, agriculture forms the basis of the country's economy. From the total population 85% are engaged in agriculture and the rest in animal husbandry and other socio-economic activities and services. Afghan farmers, besides grains, vegetables and fruit productions, produce raw industrial materials such as cotton, wool, wood, oil grains, sugar beat, leathers, karakul skin and the like. Agricultural products include fresh and dry fruits and several types of nuts (almond, pistachio, walnuts and peanuts wheat, rice, barley, various types of beans, grapes, pomegranate, apple, pear, apricot, peaches, cherry, plum, fig, citrus) which form a considerable portion of income and are found in different parts of the country. A major portion of these products are exported to neighboring countries. Generally, 7,9 million hectares or 12% of the land is under cultivation. From the total lands, 5.3 million hectares benefit from irrigation facilities through canal systems, karezes, springs and rain fall. But on yearly basis, only 2.6 million hectares come under irrigation. To meet this shortage, as well as hydro-electric power need, the previous government long before 1978 constructed Arghandab Dam, Kajaki Dam, Daroonta Dam, Salma Dam and included Parwan irrigation scheme which proved very useful in the country's economy.

Besides, the above mentioned agricultural products, forests which covers 1.8 million hectares of land, are among the valuable national resources of the country. Agriculture and animal raising are the dominant occupation of more than 85% of the population. The

vast pastoral areas of the country which amount to about 54.7 million hectares, divided into four seasonal pastures with diversified coverage play a major role in animal/cattle raising and thus producing an important recourse of the country's economy.

Mineral resources are the third major source of Afghanistan economy. Geological surveys and investigations show that 24 types of minerals are found in 89 regions of the country. The most important of these are coal, natural gas, petroleum, iron, copper, barite, lapis lazuli, salt, gold and silver, some of which including precious stones and gold have been exploited. In addition to these, other minerals such as barium, lead, aluminum, fluoride and chrome also exist in different parts of the country, which all together form the foundation of industrial development and expansion of foreign export.

Both small and large scale industries exist in Afghanistan with concentration in Kabul, northern provinces as well as Herat and Kandahar. These industries are either handicrafts or machinery. The most important handicrafts and small scale industries are the industries of carpet, glim, shatranji, namad, animal skin/fur and leather works, handloom woolen and cotton clothes, silk cloth, wood works, iron and copper casting, silver and gold ornaments, pottery, glazed tiles, embroidery for garments for men and women wearing. These are produced in about 80 types of small scale industries all over the country in 50 small groups of handicraft units produced by approximately 280,000 workers and skilled persons.

A prerequisite for large scale machine/industries in any country is the availability of power. In Afghanistan too, machine industries started right after the foundation of electric power establishments where water resources could generate such power. Preliminary surveys show that the rivers of Afghanistan have the capacity of producing 25 million kilowatt hours of electricity. The main hydro-electric power at present are the H-E power of Jabal Seraj, Chake Wardak, Sorubi, Naghloo, Mahipar, Nangarhar project, Greshk, Kajaki and Parwan. Besides these establishments, there are heat-electric power in Mazar-e-Sharif, Herat, Kandahar city and Kabul.

Historically, the first machine industries started in 1989 during the reign King of Amir Sher Ali Khan. Machine industries in Afghanistan started by producing small/light military weapons and later a small factory for woolen cloth was added to fulfill the needs of military units. The establishment of the following factories show a progressive development of machine industries, through more than 10 decades (1889-1999). Some of main factories of the country are Sugar Factory 1939 (1318), Puli-Khomri Textile Factory 1936 (1315), Jabul-Seraj Textile Factory 1938(1317), Kandahar Woolen Textile Factory, Bagram Textile Factory 1969(1349), Gulbahar textile factory 1965 (1345), Balkh Textile Factory 1969 (1349). In 1981 (1360), there were 25 textile factories in the country

producing cotton, woolen, silk and rayon fabrics. With the enforcement of private sector investment law, the number or machine industries (large and small) increased and in Kabul the "Industrial Park" was constructed. The leather factories of foot wear (Ahu and Oqab) and plastic foot wear began to production one after the other. Fruit processing factories in Kandahar, Kabul, Parwan and Mazar-i-Sharif; olive processing factory of Nangarhar, vegetable oil factory (in Kunduz, Balkh, Helmand and Herat); the Central Kabul Silo, Kandahar Silo and Pulikhumri Silo are the main food storage and food producing factories. The factories of cement in Dehan-e-Ghori, Jabul Seraj and Herat produced construction materials for local consumption as well as exportation.

The prefabricated material production for apartment house building 1942 (1321), Jangaluck Metal Factories 1951 (1330), and the Marble and Boton Factory (in Kabul and Lashkergah) are among large scale industries in the country. Kabul printing press 1939 (1318), as government press together with 14 smaller printing houses in the country along with private printing units have served the press needs of the country.

The major cities in which higher concentration of machine industries are located and were progressively developing are Kabul, Herat, Mazar-i-Sharif Kunduz and Jalalabad. These cities besides being the centers of provinces, have been also the most important economic and cultural centers. Afghanistan has been the exporter of raw material and food stuff. Karakul skin/pelt, carpet, dry and fresh fruits, wool, cotton, animal skin, medical herbs, oil grains, vegetables, olive, natural gas which are the major export materials of the country. However, the country imports major items of its needs such as machinery, tea, sugar, vehicles, machines, petroleum, paints, consumer goods etc, both from western and eastern countries.

The construction of paved transportation networks linking provinces with each other is a recent phenomena which started in 1336. This network includes Kabul-Torkhum; northern highway, western highway (Kabul-Kandahar and Kandahar, Herat and Torghundi), Pulikhumri-Shiberghan, Kabul-Gardez. Beside these paved roads and highways the country is linked to outside world through Ariana Afghan Airways right after the construction of Kabul, Kandahar, Herat Mazar-i-Sharif and Jalalabad airports in varying times. Some provinces like Kundoz, Bamyan, Badakhshan, Faryab and Khost are linked through local flights.

Demography

Demographic data includes the size, distribution, composition and socio-economic characteristics of a given population. According to the more recent data available, the

country's population is estimated to be (14,921,692) millions (1993), which is distributed unevenly with different population density all over the country. Population ratio by area is indicative of the fact that Afghanistan has average size of population concentration. Population concentration by province shows that Kabul with a density of 489.4 persons per sq.km. has the highest and Nimroz with a concentration of 0.7 has the lowest density in the country. On average, the country has a population density of 23.4 persons per sq.km. From the above settled population (2,918,134) (19.6%) are living in urban and (12,003,558) (80.4%) in rural areas. Accordingly, rural living is the dominant pattern of life in Afghanistan. Based on above population estimation, the composition of population by gender shows that out of this population (8,504,939) (57%) are males and (6,416,753) (43%) are females, giving a population ratio (no of male over female divided by 100) of 103,scattered in more than 35,000 large and small villages (localities) and 64 urban centers.

From the settlement point of view the above popularize is divided into settled (rural and urban) and nomads. The nomads are estimated to be 1.5 million, constituting 9% of the total population.

Ethnically the population of the country is composed of various major ethnic groups such as Pashtoons, Tajeks, Hazaras, Uzbeks, Turkmans, Baluchis, Nooristani, Pashees, Hindus and Sihks, having diversified patterns of culture and traditional way of life. Each of the groups besides conversing their own language mostly speak Dari language too, other minor ethnic groups are Kirghiz, Qazaqs, Char Aimaq, Gujor, Barahawi and Arabs, living in designated areas of the country and are engaged diversified activities in agriculture, animal raising, trade and industry. These ethnic groups are also called "Language Groups", groups which are different by the language they speaks.

Education

Historically evidence shows that the ancient inhabitants of this land even eras before Christ had interest in learning and acquiring of knowledge. Some of them took keen interest in acquiring common knowledge. They, besides learning religious subjects, were studying astronomy, grammar, phonetics and mathematics. The acquisition of common knowledge initiated and developed by people themselves without any intervention. It was after the establishment of trade and cultural relations with neighboring people and cultures, other subjects such as philosophy, logic, composition, poetry and prose were added to these learning fields. After the expansion of Islam in Afghanistan, teaching and learning took place on the principle of Islam through informal education and individualized instruction.

The foundation of modern education in the country goes back to Amir Sher Ali Khan in 1915 (1355 H.Q.). Beside religious subjects, mathematics, geography, chemistry, cartography were newly introduced to the curriculum. Schools were established in cities and were administered by government. Religious institutions were organized and maintained by the people/communities. King Amanullah Khan's contact with cultural and academic centers in some foreign countries, speeded up the opening of schools and within 2-3 years more than 20 schools were established in Kabul and other provinces of that time. It was in 1923 (1302 H.S.) that for the first time a school for woman was established in Kabul. School system was organized in different levels of primary (Rushdia and Aadadia), and later after the establishment of Habibia High School to middle, secondary and in 1952 (1331) to higher level after the foundation of Medical school in Kabul. In 1946 (1325) and afterwards, technical and vocational school began functioning. In 1935 (1314) the curriculum of primary education underwent changes and primary education became compulsory as it was free.

A look at the development of education between 1933-1946 (1312-1325) shows that education developed rapidly in the country. The following table gives the statistics by year.

Year	# of Schools	# of Students	# of Teachers
1933 (1312)	50	4591	165
1937 (1316)	150	17526	584
1941 (1320)	321	64000	2190
1945 (1324)	364	93279	2546
1946 (1325)	370	93342	2677

These figures are indicative of the fact that in a period of 13 years almost half a century ago, the number of schools increased nine times, students 20 times and teachers 14 times from 1933 (1312). After 1946 (1325) changes in the number of schools, students and teacher are drastic. For example in 1978 (1357) there were 3,825 schools, 1006,465 students and 39,415 teachers. After which these numbers declined to 1,457 schools, 846,964 students and 23,416 teacher in 1989 (1368) with similar numbers in later years.

The need for up-to-date and first-hand data for planning and decision making purposes required UNO/ESSP to under take a nation wide school survey project. The findings of the school survey project launched in early summer in 1993 gives the following profile or status of schools in the country. The survey, with all its constraints, was conducted in 28 provinces with the exception of Kabul. Accordingly, there were 2,598 schools in Afghanistan from which 113 are schools for girls, 290 co-education and 2,195 schools

for boys. Badakhshan with 231 school ranks highest and Faryab with 3 schools lowest. In terms of school by gender, the highest number of schools for girls and co-education are in Badakhshan (62) and the lowest in Paktika and Laghman (4 each). No schools for girls and co-education are reported in Oruzgan, Zabul, Helmand, Badghis and Paktya. There may exist some schools for girls in Faryab which are not shown in the table (school information table), this is, because of the incomplete survey in that province.

School enrollment varies by province. There were 722,400 students (640,445 males and 81,955 females) in grades 1-12. Nangarhar with an enrollment of 82,738 students ranks first while Badghis with the enrollment of 991 students ranks the last. School enrollment is not directly proportion with school number in these provinces. For example, while Badakhshan ranks highest in the number of schools, it ranks lower in enrollment. Nangarhar which has the highest enrollment, has a lower number of schools.

The school information table shows that three provinces (11%) have more than 50,000 students each. Seven provinces (25%) between 25000-50,000 students and another seven provinces (25%) between 10,000-25,000 students and the rest (11) or (39%). The provinces which have the least enrollment and can be called "under served" are Ghor, Oruzgon, Zabul, Kandahar, Helmand, Nimroz, Badghis and Faryab.

According to the survey finding the total teaching force in the country was 25444 teachers (22078 males and 3366 females) having a ratio of 6.5: 1. This means that the number of male teachers are more than six times that of female teachers. Male teachers form 86.8% and female ones 13.2%, showing the dominance of male teachers in the country even at primary levels. Female teachers are not teaching in six provinces. In spite of two schools with girl enrollments of 291 and 317. In Balkh province the number of female teachers (847) exceeds the number of males. More than 50% of teacher in Herat are females. More than 40% of teachers in Badghis are woman. In Kunduz more than 29% of teachers are female. Security, relative urbanism and community interest may count for female schools and female teaching force in these schools. Strangely enough, at the absence of girls school, female teachers are teaching in schools for boys, four in Helmand and one in Paktya.

School age children (5-14) enrolled in schools was 15.96% in the country, highest in Logar (48.86%) and the lowest in Oruzgan (1.06%). It is 26.85% for boys and 3.75% for girls. Again highest in Logar and lowest in Oruzgan for boys. The highest percentage for girls is in Herat (28.72%) and the lowest (0.56%) is in Wardak. Female school participation rate in six provinces is nil.

Basic National School Statistics of Afghanistan

Background

The educational management information system (EMIS) developed by UNO/ESSP was designed to be implemented in five phases. Phase I data, collected during 1993, concentrated on the collection of basic descriptive data about the number of schools, teaches, and students being served. This information has three primary uses:

(a) It is essential for determining the amount of curricular material that needs to be produced, planning for future distributions, and for describing the progress of the ECA and UNO/ESSP in extending educational opportunities to the children of Afghanistan.

(b) It provides useful information about access and equity across Provinces, and

(c) It serves as baseline data against which the progress of UNO/ESSP and other donor's educational development efforts can be assessed.

Observations

The following observations are based on Phase I data, collected from 28 of the 29 Provinces of Afghanistan. These observations are offered (a) to stimulate thinking and reflection on the progress and continuing needs for educational development in Afghanistan and (b) to suggest possible policy implications indicated by the Phase I data. The Kabul area is not included due to security problems which precluded data collection in this area. Some of the observations are based on the findings of Special Studies which, themselves, utilized some of the Phase I data.

Student Flow

1. For every 100 boys who start grade 1, about 18 will complete primary school (through grade 6) and begin middle school (grade 7); about 5 will complete middle school and begin secondary school (grade 10); and about 3 will survive through grade 12.

2. For every 100 girls who start grade 1, about 14 will complete primary school (through grade 6) and begin middle school (grade 7); about 6 will complete middle school and begin secondary school (grade 10); and about 4 will survive through grade 12.

> Note: These two observations are "best estimate" claims, based on a cross-sectional analysis. More detailed attrition and repetition rates will be collected in later phases of data collection. Eventually, these claims should be revised based on a longitudinal cohort analysis.

3. For girls, the greatest risk of dropping out is during the first three grades. For boys, the greatest risk is during grades 7-9. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout are different for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted differently for boys and girls.

> Note: The different pattern of dropout for boys and girls presumably reflect differences in the opportunity cost of attending school for boys and girls. The value to the family of keeping girls at home may occur at a younger age than for boys, who's value to the family (in farming or business) may increase when they are a little older. However, the pattern is probably also linked to the lack of female teachers and to cultural and traditional beliefs of the community.

4. Girls who persist beyond primary school have a much higher probability of completing secondary school (12.27%) than do boys who persist beyond primary school (5.70%).

> Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4. (boys: 4446/77972 = 5.70%; girls: 1000/8144 = 12.27%)

Access and Equity

5. Only about 15.9% of school age children are in school. Only 3.7% of the school age females are in school; while about 26.8% of the males are in school.

> Note: This is a "best estimate" based on data from 28 Provinces. A fuller discussion and relevant caveats are provided in the report of Special Study 1. While more refined analysis may improve the particular estimates, the policy implications of this finding are unlikely to change -- the magnitude of the problem is too great.

6. Female enrollment is low. Nationally, only about 11.3% of the students enrolled in school are girls. But access for girls is worse than it seems. Aggregate

statistics on female enrollment mask the true dimensions of the problem. Six of the 28 Provinces have virtually no girls enrolled in school. National averages are skewed by 4 Provinces with higher female enrollment rates.

Note: There is wide variability in girls enrollment rates across Provinces. Girl's enrollment rates tend to be higher in urban areas and in Northern Provinces.

Teachers

7. Six of the 28 Provinces have no female teachers. Until this imbalance is addressed, it is unlikely that girl's enrollment will increase.

Note: Research on gender equity has clearly shown that one of the most important elements in raising female enrollment is the availability of female teachers. This is particularly true in Muslim societies which tend to have particularly strong prohibitions on mixed gender schools after a particular age.

8. About a quarter of the teaching force have more than a secondary education, about a quarter have less. The largest group (47%) have at least some secondary schooling. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the large middle group that have some secondary schooling. The dilemma in teacher training, then, is whether to go for dramatic gains (which funding agencies like), or less dramatic but broader gains that serve more students.

Note: This issue is complicated because, as the country stabilizes, the highest rates of teacher attrition will be among the relatively more educated teachers who will have more alternative employment opportunities. In the long term, training aimed at these teachers will contribute to the development of the country, but not necessarily the development of the education system (as these teachers leave teaching). As stated, these issues are complex and go beyond the bounds of this paper. In general, however, as the economic and political situation of Afghanistan improves, teacher attrition can be expected to increase. Future teacher training projects need to plan for this possibility.

9. Most Provinces have 25-30 students per teacher, with the lowest class sizes in rural areas. While these rates are relatively low by world standards, they are a function of the rural and mountainous nature of the country.

Textbooks

10. While the availability of textbooks vary across Provinces, all but 3 of the 28 Provinces average at least 1 textbook per student; 12 of the 28 Provinces average 2 textbooks per student.

> Note: This might be an overestimate, since the books tended to be consolidated in those schools that were open. If more of the schools were to open, the same number of textbooks would be stretched across more students and the average would drop. Having said that, it should be noted that this breadth of distribution still is better than in many developing countries, largely because of the problems education ministries seem to have in financing distribution.

11. Provinces highest in textbooks per student tend to be urban Provinces and those on major transportation routes. This means the marginal cost of distribution in the remaining Provinces will be progressively higher, as only the most difficult areas remain.

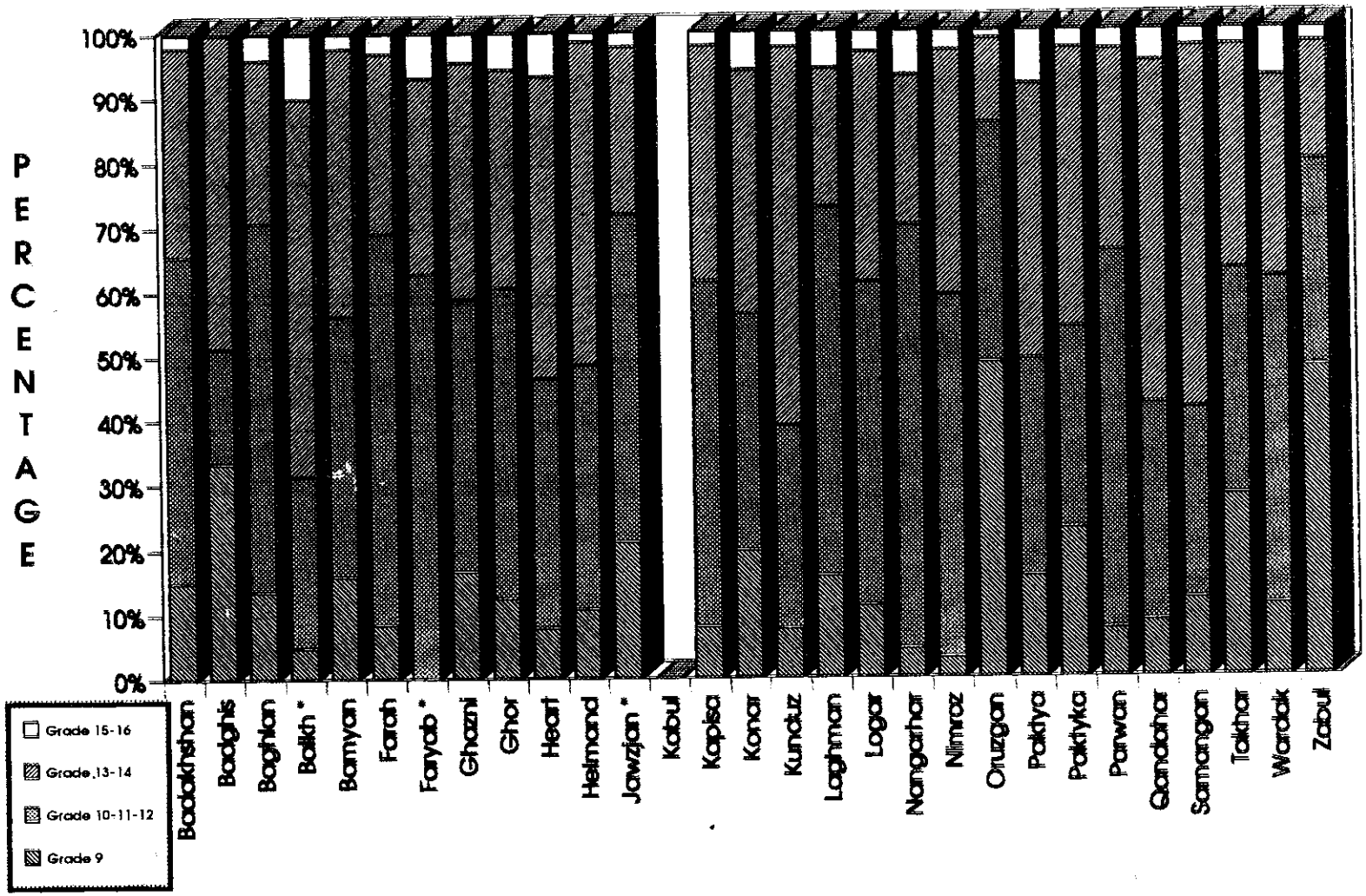
Facilities

12. About 6 of every 10 schools do not have a building. They operate outside or in borrowed facilities.

> Note: Most research indicates that facilities are not a major factor in student achievement. However, the extent that this is true in Afghanistan needs to be examined. Given the winter climate in much of the country, the lack of an enclosed meeting place limits on the effective length of the school year.

13. There are more than twice as many teachers as there are classrooms. This is an artifact of so many schools being outdoors.

Teacher Qualification by Province



Overall
Schools

April 30,1994

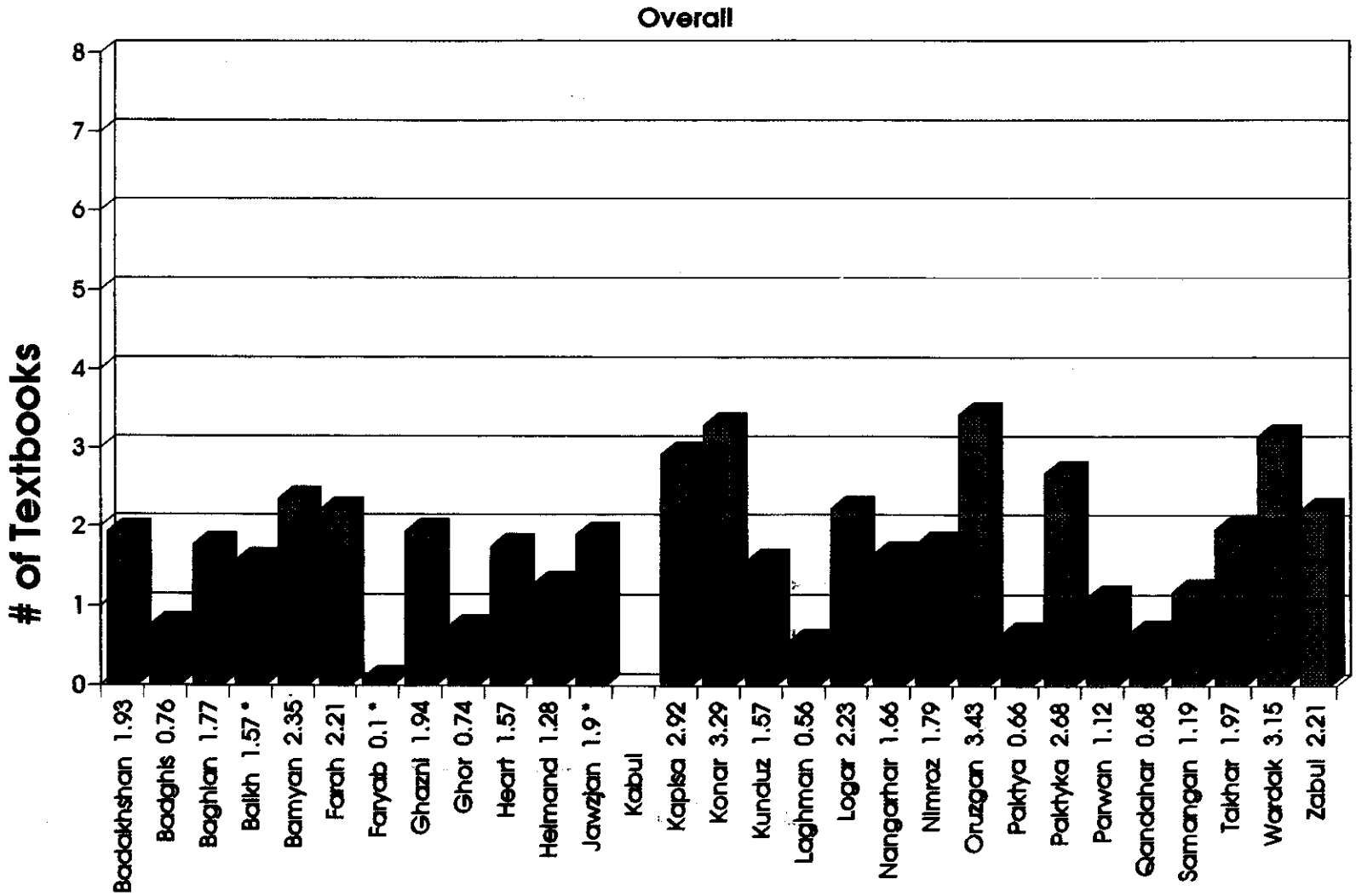
Chart 1

Percentage of Four Categories of Teacher Qualification

Chart 1 Data

	Grade 9	Grade 10	Grade 13	Grade 15
Badakhshan	14.96	50.64	32.33	2.07
Badghis	33.33	17.95	48.72	0
Baghlan	13.58	57.12	25.3	4.01
Balkh *	4.86	26.47	58.62	10.05
Bamyan	15.89	40.36	41.43	2.32
Farah	8.47	60.59	27.85	3.09
Faryab *	0	62.79	30.23	6.98
Ghazni	16.6	42.22	36.58	4.6
Ghor	12.5	48.13	33.75	5.63
Heart	7.86	38.56	46.77	6.8
Helmand	10.78	37.75	50	1.47
Jawzjan *	21.05	50.88	25.88	2.19
Kabul	0	0	0	0
Kapisa	8	53.52	36.34	2.14
Konar	19.67	36.61	37.7	6.01
Kunduz	7.63	31.24	58.66	2.47
Laghman	15.79	56.93	21.47	5.82
Logar	11.15	50.04	35.47	3.34
Nangarhar	4.47	65.52	23.03	6.98
Nimroz	3.06	56.12	37.76	3.06
Oruzgan	48.68	36.84	13.16	1.32
Paktya	15.63	33.51	42.46	8.4
Paktyka	22.97	31.1	43.09	2.85
Parwan	7.48	58.35	31.08	3.1
Qandahar	8.68	33.47	52.89	4.96
Samangan	12.04	29.32	56.02	2.62
Takhar	27.94	35	34.48	2.58
Wardak	11.12	50.57	30.84	7.47
Zabul	47.73	31.82	18.18	2.27

Textbook per Student Ratio



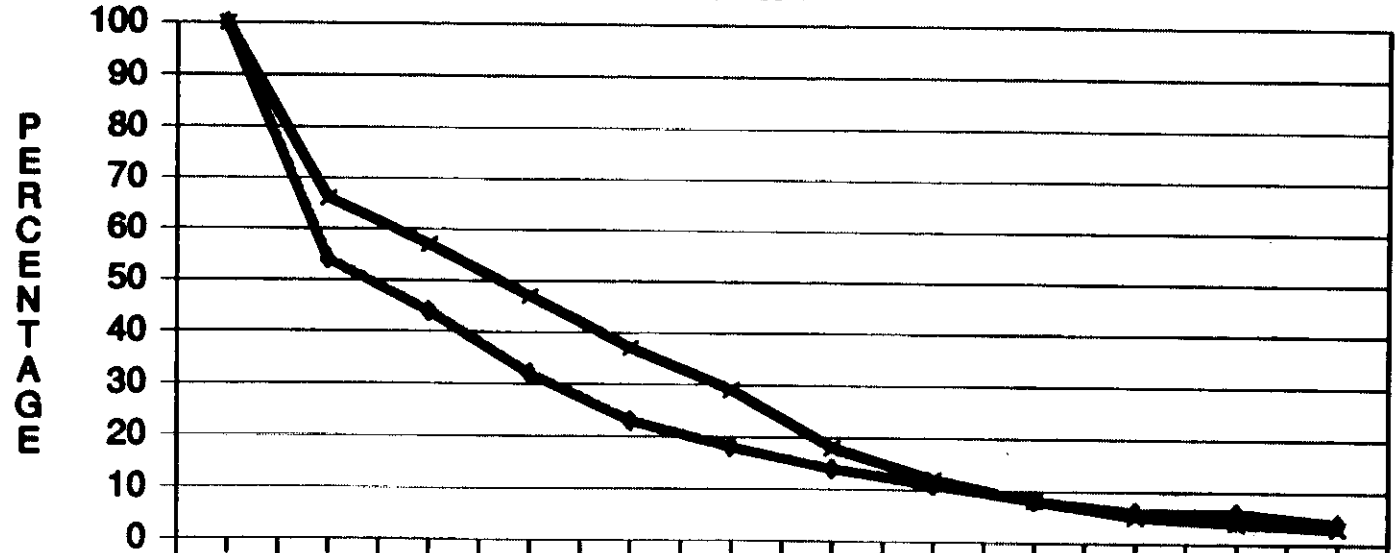
Average # of Textbooks per Student =1.94

April 30,1994

Chart 2

Boy/Girl Progression Percentage in 28 Provinces

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	87	89	89	91	91	91	89	88	86	84	81	82
Girls %	13	11	11	9	9	9	11	12	14	16	19	18
Boys #	166849	110586	94894	77972	61244	48911	29655	19837	12820	8043	6008	4446
Girls #	25701	13922	11298	8144	5963	4656	3504	2798	1996	1570	1428	1000
Boys %	100	66	57	47	37	29	18	12	8	5	4	3
Girls %	100	54	44	32	23	18	14	11	8	6	6	4

Boys % Girls %

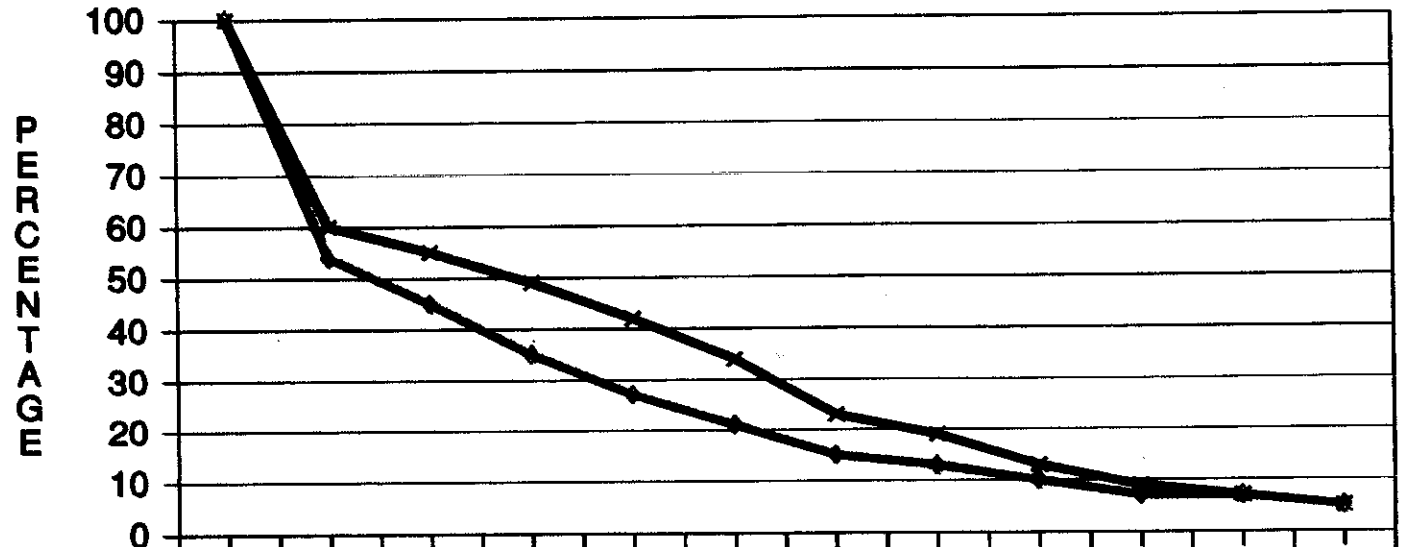
School Statistics in 28 Provinces

April 30,1994

Chart 3

Boy/Girl Progression Percentage in 28 Provinces

Urban



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	74	76	78	81	82	82	81	80	80	79	75	75
Girls %	26	24	22	19	18	18	19	20	20	21	25	25
Boys #	42036	25407	23217	20523	17454	14250	9807	7860	5453	3894	3046	2115
Girls #	14549	7851	6528	4940	3866	3033	2245	1962	1401	1057	1029	700
Boys %	100	60	55	49	42	34	23	19	13	9	7	5
Girls %	100	54	45	35	27	21	15	13	10	7	7	5

Boys % Girls %

School Statistics in 28 Provinces.

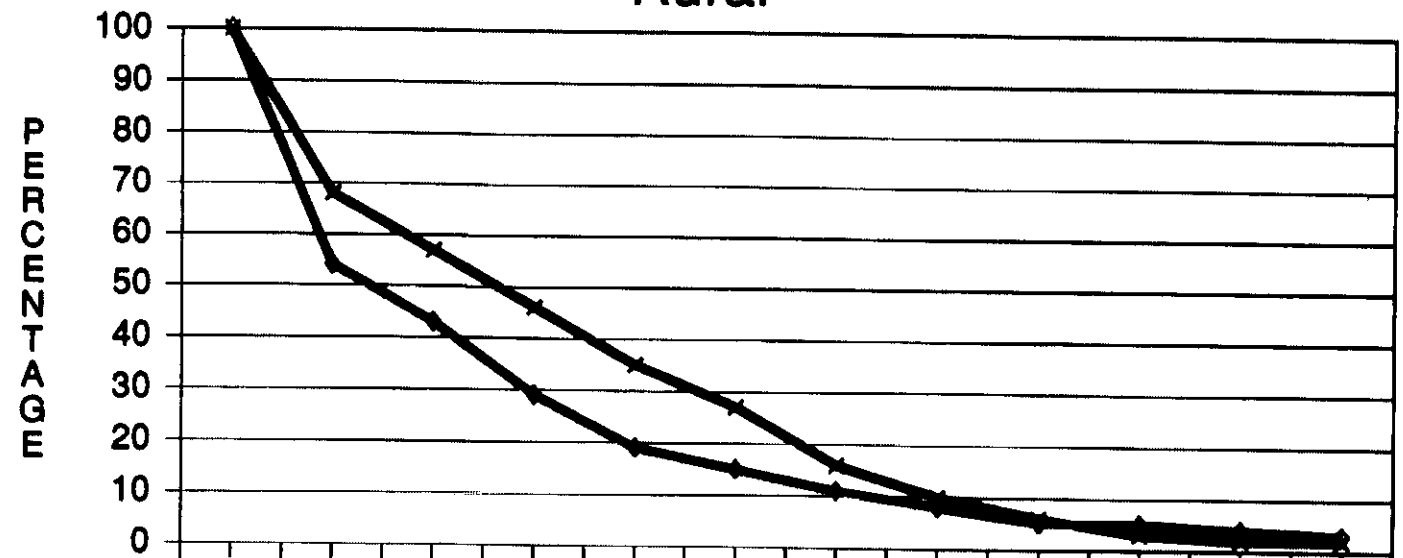
April 30,1994

All Schools

Chart 3a

Boy/Girl Progression Percentage in 28 Provinces

Rural



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	92	93	94	95	95	95	94	93	92	89	88	89
Girls %	8	7	6	5	5	5	6	7	8	11	12	11
Boys #	124849	85159	71477	57449	43790	34061	20048	11977	7167	4149	2962	2331
Girls #	11152	6071	4765	3204	2087	1623	1259	836	585	513	399	300
Boys %	100	68	57	46	35	27	16	10	6	3	2	2
Girls %	100	54	43	29	19	15	11	8	5	5	4	3

Boys % Girls %

School Statistics in 28 Provinces.

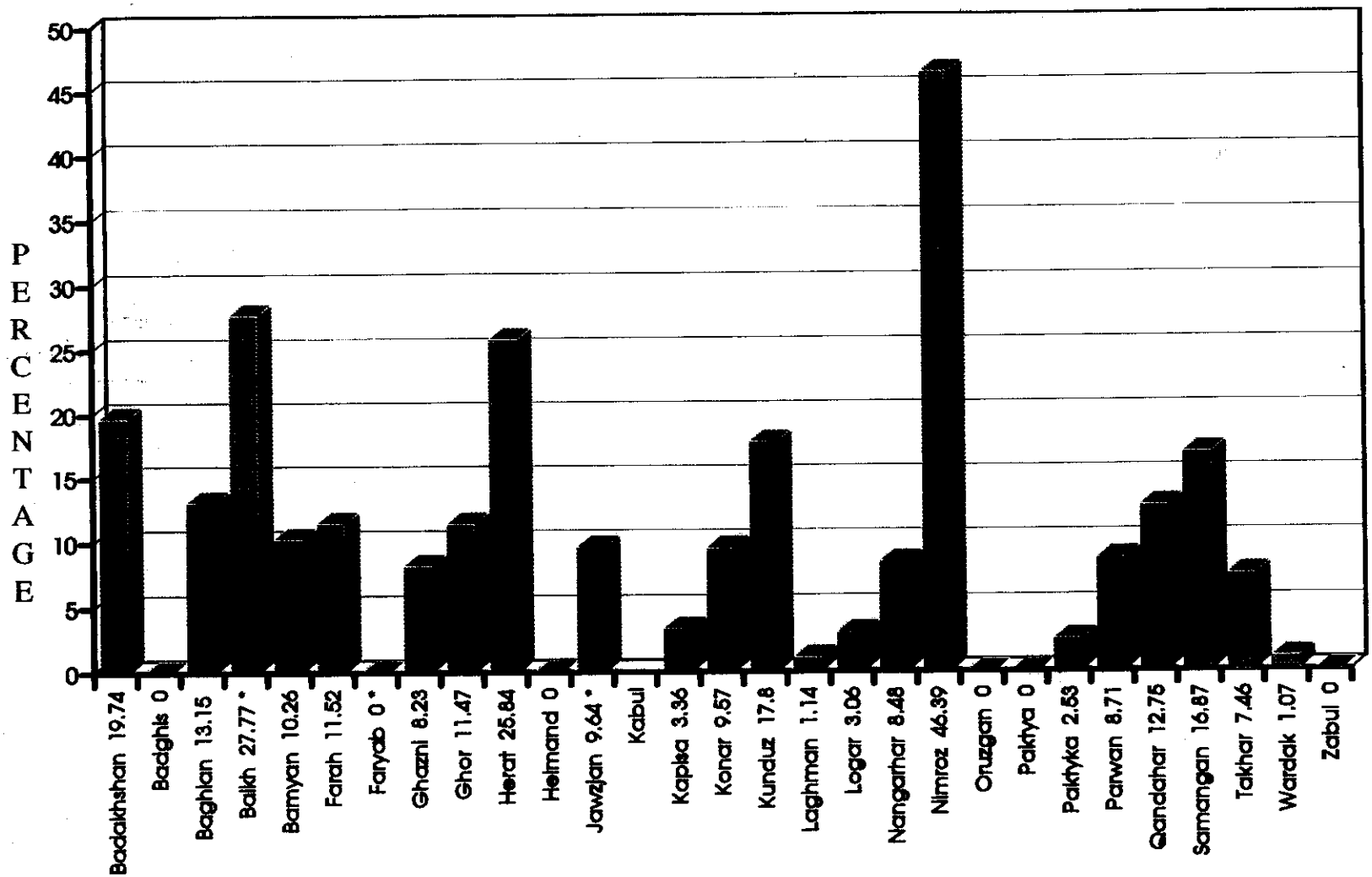
April 30,1994

All Schools

Chart 3b

Percentage of Female Enrollment by Province

Overall



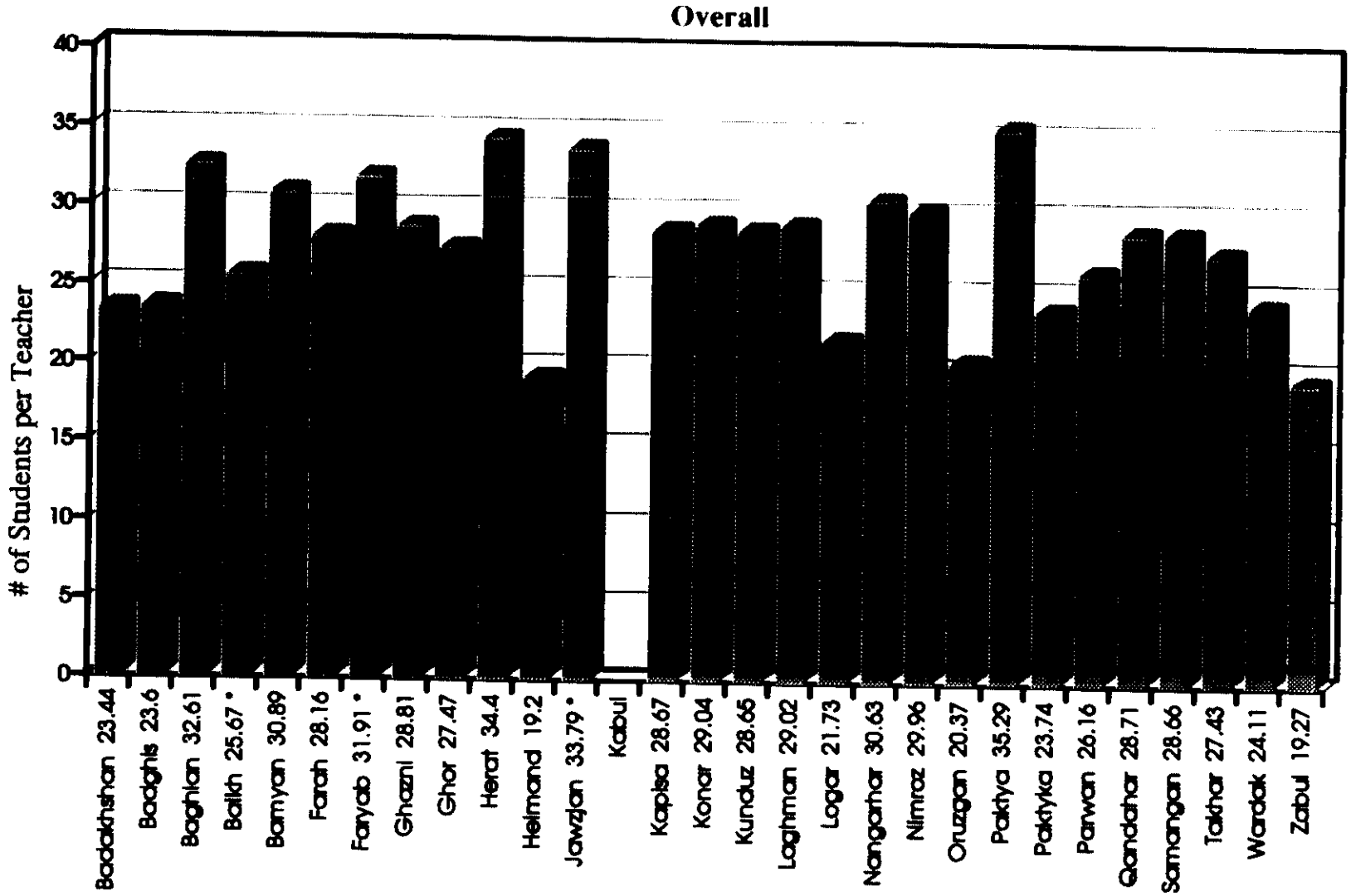
Total Female Enrollment in 28 Provinces = 81956

Average % of Female Enrollment in 28 Provinces = 11.34%

April 30,1994

Chart 4

Student-Teacher Ratio by Province



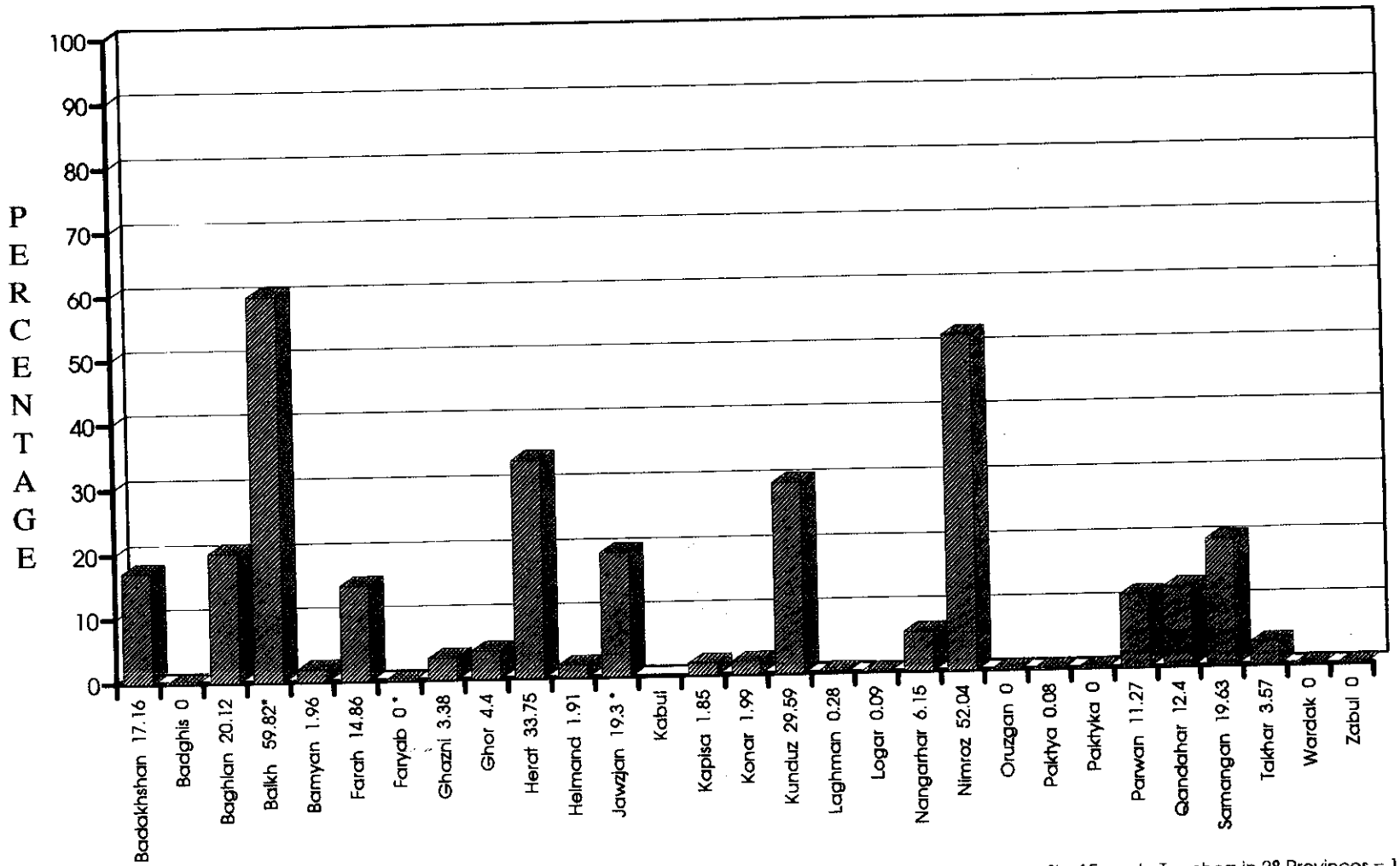
Average Student-Teacher Ratio in 28 Provinces = 28.39

April 30,1994

Chart 5

Percentage of Female Teachers by Province

Overall



Average % of Female Teachers in 28 Provinces = 13.23

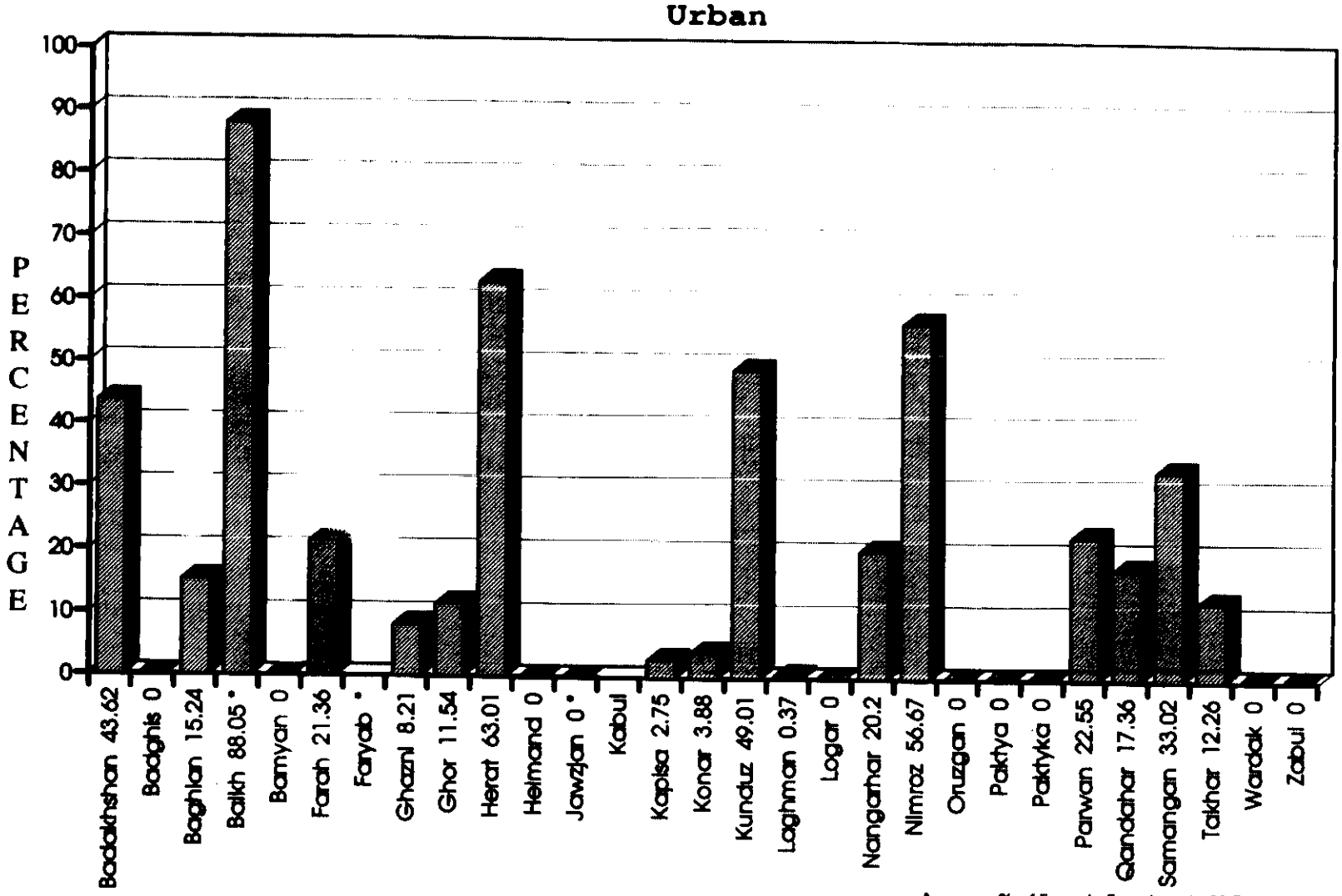
Total # Female Teachers in 28 Provinces = 3366

Average # Female Teachers per Provinces = 120.21

April 30,1994

Chart 6

Percentage of Female Teachers by Province



Total # Female Teachers in 28 Provinces = 2583

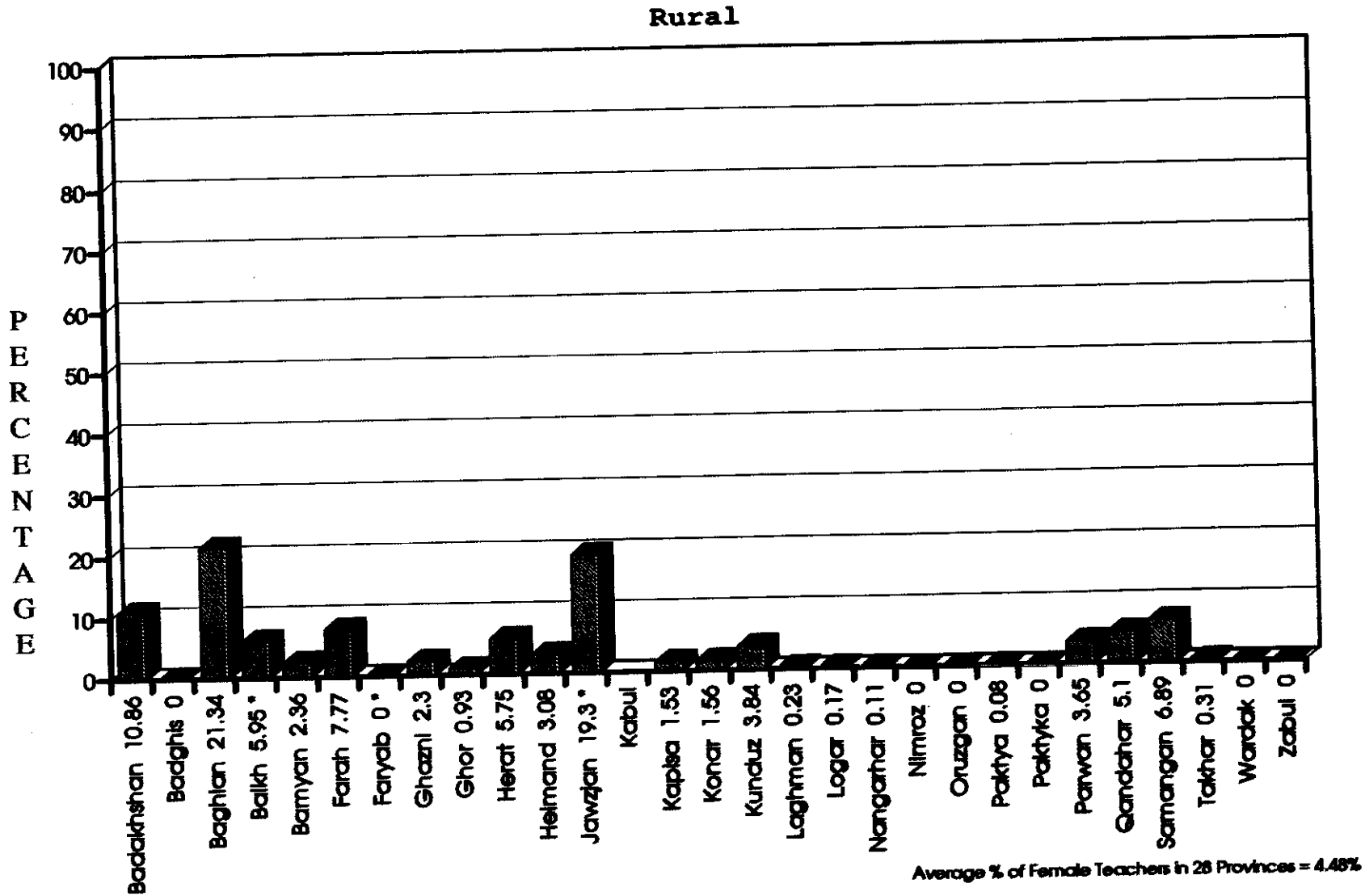
Average # Female Teachers per Province = 92.25

Average % of Female Teachers in 28 Provinces =32.38%

April 30,1994

Chart 6a

Percentage of Female Teachers by Province



Total # Female Teachers in 28 Provinces = 783

Average # Female Teachers per Province = 27.96

April 30,1994

Chart 6b

SCHOOL STATISTICS (percentage/ratio) FROM 28 PROVINCES

PRIMARY SCHOOLS (GRADE 1-8)

Province	Code	%Men Teacher Urban	%Women Tchr. Urban	Ratio Men/Women	%Men Tchr. Rural	%Women Tchr. Rural	Ratio Men/Women	% Boys Urban	% Girls Urban	Ratio Boys/Girls	% Boys Rural	% Girls Rural	Ratio Boys/Girls	% Schools Girls only	% Schools Co-ed	% Schools with Girls	% Schools Boys only
Kapisa	02	26.53	0.78	34.22:1	71.49	1.21	59.29:1	24.76	0.46	53.47:1	71.75	3.03	23.69:1	5.45	7.27	12.73	87.27
Parwan	03	24.83	7.79	3.18:1	64.98	2.40	27.04:1	22.67	4.15	5.46:1	68.53	4.64	14.76:1	4.32	2.16	6.47	93.53
Wardak	04	8.99	0.00	101.00:0	90.75	0.00	1020.00:0	9.53	0.16	58.80:1	89.35	0.95	93.60:1	1.80	2.70	4.50	95.50
Logar	05	47.97	0.00	508.00:0	51.94	0.09	550.00:1	44.99	0.30	149.70:1	52.83	2.38	22.22:1	0.78	7.03	7.81	92.19
Ghazni	06	16.85	1.63	10.48:1	80.64	2.06	39.21:1	14.74	3.99	3.75:1	77.05	4.28	18.01:1	5.85	13.45	19.30	80.70
Paktya	07	42.13	0.00	83.00:0	92.98	0.51	1113.00:1	6.87	0.00	2985.00:0	93.13	0.00	40481.0:0	0.00	0.00	0.00	100.00
Nangarhar	08	20.86	6.03	3.46:1	73.02	0.09	847.00:1	22.75	6.68	3.40:1	68.98	1.58	43.67:1	0.83	15.83	16.67	83.33
Laghman	09	37.95	0.15	252.00:1	61.75	0.15	410.00:1	37.10	0.00	7308.00:0	61.70	1.19	51.71:1	1.00	5.77	6.77	93.23
Konar	10	15.96	0.74	21.50:1	81.70	1.30	61.86:1	19.99	2.77	7.21:1	70.11	7.13	9.84:1	5.26	16.84	22.11	77.89
Badakhshan	11	10.85	7.73	1.40:1	72.75	8.68	8.38:1	14.54	5.16	2.82:1	66.33	13.97	4.75:1	8.90	13.61	22.51	77.49
Takhar	12	23.21	3.42	6.78:1	73.14	0.23	320.33:1	32.08	5.66	5.66:1	60.38	1.88	32.12:1	3.13	5.00	8.13	91.88
Baghlan	13	17.65	2.40	7.34:1	63.26	16.69	3.79:1	15.03	2.14	7.04:1	72.31	10.52	6.88:1	3.62	8.70	12.32	87.68
Kunduz	14	26.75	26.29	1.02:1	45.12	1.84	24.56:1	35.85	14.20	2.53:1	46.74	3.21	14.56:1	1.39	19.44	20.83	79.17
Samangan	15	31.48	14.85	2.12:1	50.08	3.59	13.95:1	38.63	12.23	3.16:1	44.96	4.17	10.78:1	8.70	8.70	17.39	82.61
Balkh	16	5.52	60.83	0.09:1	34.20	1.73	20.50:1	39.14	25.13	1.56:1	33.50	2.23	15.06:1	3.77	13.21	16.98	83.02
Jawzjan	17	0.00	0.00	0.00	84.69	15.31	5.53:1	0.00	0.00	0.00	91.14	8.86	10.29:1	0.00	0.00	0.00	100.00
Faryab	18	0.00	0.00	0.00	100.00	0.00	43.00:0	0.00	0.00	0.00	100.00	0.00	1372.00:0	0.00	0.00	0.00	100.00
Badghis	19	9.68	0.00	3.00:0	90.32	0.00	28.00:0	4.97	0.00	42.00:0	95.03	0.00	803.00:0	0.00	0.00	0.00	100.00
Herat	20	13.77	31.50	0.44:1	51.58	3.16	16.35:1	27.37	19.68	1.39:1	47.13	5.83	8.08:1	2.42	18.55	20.97	79.03
Farah	21	39.80	11.30	3.52:1	46.04	2.87	16.06:1	38.94	5.55	7.02:1	50.01	5.50	9.09:1	2.00	12.00	14.00	86.00
Nimroz	22	37.66	51.95	0.73:1	10.39	0.00	8.00:0	45.95	47.98	0.96:1	5.57	0.50	11.23:1	0.00	83.33	83.33	16.67
Helmand	23	34.83	0.00	62.00:0	62.92	2.25	28.00:1	37.11	0.00	1397.00:0	62.89	0.00	2367.00:0	0.00	0.00	0.00	100.00
Qandahar	24	42.78	11.86	3.61:1	42.78	2.58	16.60:1	54.82	6.73	8.15:1	33.25	5.20	6.39:1	0.00	14.29	14.29	85.71
Zabul	25	6.82	0.00	6.00:0	93.18	0.00	82.00:0	4.78	0.00	81.00:0	95.22	0.00	1615.00:0	0.00	0.00	0.00	100.00
Oruzgan	26	52.63	0.00	40.00:0	47.37	0.00	36.00:0	62.47	0.00	967.00:0	37.53	0.00	581.00:0	0.00	0.00	0.00	100.00
Ghor	27	31.94	4.17	7.67:1	63.19	0.69	91.00:1	30.77	5.17	5.95:1	57.34	6.71	8.54:1	19.05	4.76	23.81	76.19
Bamyan	28	16.58	0.00	91.00:0	80.83	1.99	40.64:1	12.14	1.87	6.49:1	77.50	8.50	9.12:1	7.14	5.10	12.24	87.76
Paktika	29	0.00	0.00	0.00	100.00	0.00	461.00:0	0.00	0.00	0.00	97.42	2.58	37.75:1	4.62	1.54	6.16	93.85
Average %/Ratio		20.05	9.79	2.05:1	67.18	2.98	22.55:1	25.42	6.57	3.57:1	65.49	4.52	14.48:1	3.99	9.17	13.16	86.84

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SCHOOL STATISTICS (raw numbers) FROM 28 PROVINCES

PRIMARY SCHOOLS (GRADE 1-8)

Province	Code	#Men Tchr. Urban	#WomenTchr. Urban	#Men Tchr. Rural	#Women Tchr. Rural	# Total Teachers	# Boys Urban	# Girls Urban	# Boys Rural	# Girls Rural	# Total Students	# Schools Girls only	# Schools Co-ed	# Schools With Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch.
Kapisa	02	308	9	830	14	1161	8501	159	24640	1040	34340	6	8	14	96	110	19
Parwan	03	465	146	1217	45	1873	11978	2193	36203	2453	52827	6	3	9	130	139	35
Wardak	04	101	0	1020	0	1121	2705	46	25365	271	28387	2	3	5	106	111	26
Logar	05	508	0	550	1	1059	10479	70	12442	560	23551	1	9	10	118	128	16
Ghazni	06	241	23	1137	29	1430	6311	1682	32983	1831	42807	10	23	33	138	171	25
Paktya	07	83	0	1113	1	197	2985	0	40481	0	43466	0	0	0	113	113	19
Nangarhar	08	484	140	1694	2	2320	17427	5120	52840	1210	76597	1	19	20	100	120	40
Laghman	09	252	1	410	1	664	7308	0	12153	235	19696	1	3	4	48	52	13
Konar	10	86	4	433	7	530	3091	429	10843	1102	15465	5	16	21	74	95	5
Badakhshan	11	195	139	1308	156	1798	6526	2316	29766	6269	44877	17	26	43	148	191	40
Takhar	12	305	45	961	3	1314	11691	2064	22003	685	36443	5	8	13	147	160	3
Baghlan	13	357	35	921	243	1456	7582	1077	36471	5304	50434	5	12	17	121	138	33
Kunduz	14	233	229	393	16	871	9597	3800	12511	859	26767	1	14	15	57	72	10
Samangan	15	193	91	307	22	613	6994	2214	8140	755	18103	8	8	16	76	92	8
Balkh	16	64	705	410	20	1199	12542	8051	10735	713	32041	2	7	9	44	53	20
Jawzjan	17	0	0	177	32	209	0	0	6770	658	7428	0	0	1	30	30	3
Faryab	18	0	0	43	0	43	0	0	1372	0	1372	0	0	0	3	3	0
Badghis	19	3	0	28	0	31	42	0	803	0	845	0	0	0	3	3	2
Herat	20	240	549	899	55	1743	17479	12566	30098	3723	63866	3	23	26	98	124	29
Farah	21	236	67	273	17	593	6768	964	8692	956	17380	1	6	7	43	50	11
Nimroz	22	29	40	8	0	77	1204	1257	146	13	2620	0	5	5	1	6	2
Helmand	23	62	0	112	4	178	1397	0	2367	0	3764	0	0	0	14	14	8
Qandahar	24	83	23	83	5	194	3488	428	2116	331	6363	0	2	2	12	14	7
Zabul	25	6	0	82	0	88	81	0	1615	0	1696	0	0	0	15	15	0
Oruzgan	26	40	0	36	0	76	967	0	581	0	1548	0	0	0	14	14	0
Ghor	27	46	6	91	1	144	1297	218	2417	283	4215	4	1	5	16	21	4
Bamyan	28	91	0	447	11	549	2078	320	13271	1455	17124	7	5	12	86	98	3
Paktika	29	0	0	461	0	461	0	0	10986	291	11277	3	1	4	61	65	6
Total #		4611	2252	15444	685	22992	160518	44974	448810	30997	685299	88	202	290	1912	2202	387

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SCHOOL STATISTICS (percentage/ratio) FROM 28 PROVINCES

SECONDARY SCHOOLS (GRADE 9-12)

Province	Code	%Men Teacher Urban	%Women Tchr. Urban	Ratio Men/Women	%Men Tchr. Rural	%Women Tchr. Rural	Ratio Men/Women	% Boys Urban	% Girls Urban	Ratio Boys/Girls	% Boys Rural	% Girls Rural	Ratio Boys/Girls	% Schools Girls only	% Schools Co-ed.	% Schools with Girls	% Schools Boys only
Kapisa	02	12.05	0.00	10.00:0	87.95	0.00	73.00:0	16.80	0.00	223.00:0	83.20	0.00	1104.00:0	0.00	0.00	0.00	100.00
Parwan	03	42.81	8.63	4.96:1	46.40	2.16	21.50:1	44.09	1.22	36.17:1	48.51	6.18	7.85:1	13.16	13.16	26.32	73.68
Wardak	04	5.50	0.00	6.00:0	94.50	0.00	130.00:0	4.81	0.00	61.00:0	95.19	0.00	1208.00:0	0.00	0.00	0.00	100.00
Logar	05	44.05	0.00	37.00:0	55.95	0.00	47.00:0	43.89	0.00	564.00:0	46.07	10.04	4.59:1	0.00	18.75	18.75	81.25
Ghazni	06	15.53	0.00	16.00:0	84.47	0.00	87.00:0	26.65	8.82	3.02:1	64.53	0.00	288.00:0	7.69	0.00	7.69	92.31
Paktya	07	17.00	0.00	17.00:0	83.00	0.00	83.00:0	6.14	0.00	142.00:0	93.86	0.00	2169.00:0	0.00	0.00	0.00	100.00
Nangarhar	08	43.04	6.30	6.83:1	50.66	0.00	193.00:0	54.06	10.94	4.94:1	34.80	0.20	178.08:1	0.00	27.50	27.50	72.50
Laghman	09	33.33	0.00	15.00:0	66.67	0.00	30.00:0	41.27	0.00	364.00:0	58.73	0.00	518.00:0	0.00	0.00	0.00	100.00
Konar	10	56.52	0.00	13.00:0	43.48	0.00	10.00:0	58.05	0.00	346.00:0	41.95	0.00	250.00:0	0.00	0.00	0.00	100.00
Badakhshan	11	10.74	13.22	0.81:1	66.53	9.50	7.00:1	14.38	13.29	1.08:1	56.53	15.80	3.58:1	17.50	30.00	47.50	52.50
Takhar	12	56.67	0.00	17.00:0	43.33	0.00	13.00:0	78.57	0.00	330.00:0	21.43	0.00	90.00:0	0.00	0.00	0.00	100.00
Baghlan	13	11.11	7.49	1.40:1	60.85	20.11	3.03:1	18.43	1.96	9.41:1	60.65	18.96	3.20:1	2.70	40.54	43.24	56.67
Kunduz	14	49.49	42.42	1.17:1	8.08	0.00	8.00:0	66.86	28.82	2.32:1	4.31	0.00	44.00:0	0.00	90.00	90.00	10.00
Samangan	15	51.28	35.90	1.43:1	10.26	2.56	4.00:1	58.25	31.62	1.84:1	10.14	0.00	59.00:0	12.50	12.50	25.00	75.00
Balkh	16	21.66	52.07	0.42:1	22.12	4.15	5.33:1	53.73	29.07	1.85:1	15.38	1.81	8.49:1	35.00	5.00	40.00	60.00
Jawzjan	17	0.00	0.00	0.00	36.84	63.16	0.58:1	0.00	0.00	0.00	69.20	30.80	2.25:1	0.00	33.33	33.33	66.67
Faryab	18	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Badghis	19	0.00	0.00	0.00	100.00	0.00	11.00:0	0.00	0.00	0.00	100.00	0.00	146.00:0	0.00	0.00	0.00	100.00
Herat	20	56.06	24.75	2.27:1	18.18	1.01	18.00:1	57.73	1.78	1.78:1	9.04	0.76	11.91:1	3.45	68.97	72.41	27.59
Farah	21	54.72	9.43	5.80:1	22.64	13.21	1.71:1	55.61	4.47	4.47:1	22.69	9.25	2.45:1	0.00	18.18	18.18	81.82
Nimroz	22	47.62	52.38	0.91:1	0.00	0.00	0.00	70.89	2.43	2.43:1	0.00	0.00	0.00	50.00	0.00	50.00	50.00
Helmand	23	54.84	0.00	17.00:0	45.16	0.00	14.00:0	58.82	0.00	139.00:0	44.18	0.00	110.00:0	0.00	0.00	0.00	100.00
Qandahar	24	75.00	4.17	18.00:1	20.83	0.00	10.00:0	51.28	15.00	15.00:1	27.01	18.29	1.48:1	0.00	100.00	100.00	0.00
Zabul	25	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Oruzgan	26	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Ghor	27	0.00	0.00	0.00	100.00	0.00	15.00:0	46.41	0.00	71.00:0	53.59	0.00	82.00:0	0.00	0.00	0.00	100.00
Bamyan	28	18.18	0.00	2.00:0	81.82	0.00	9.00:0	13.07	0.00	23.00:0	86.93	0.00	153.00:0	0.00	33.33	33.33	66.67
Paktika	29	0.00	0.00	0.00	100.00	0.00	23.00:0	0.00	0.00	0.00	10.00	0.00	213.00:0	0.00	0.00	0.00	100.00
Average %/Ratio		31.89	13.50	2.36:1	50.61	5.38	9.40:1	39.10	11.29	3.47:1	44.77	4.84	9.24:1	6.31	22.22	28.53	71.47

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SCHOOL STATISTICS (raw numbers) FROM 28 PROVINCES

SECONDARY SCHOOLS (GRADE 9-12)

Province	Code	#Men Tchr. Urban	#Women Tchr. Urban	#Men Tchr. Rural	#Women Tchr. Rural	# Total Teachers	# Boys Urban	# Girls Urban	# Boys Rural	# Girls Rural	# Total Students	# Schools Girls only	# Schools Co-ed	# Schools With Girls	# Schools Boys only	# Total Prim/sec.Sch.	# Total only Sec.Sch.
Kapisa	02	10	0	73	0	83	223	0	1104	0	1327	0	0	0	19	19	0
Parwan	03	119	24	129	6	278	1519	42	1671	213	3445	5	5	10	28	35	3
Wardak	04	6	0	103	0	109	61	0	1208	0	1269	0	0	0	26	26	0
Logar	05	37	0	47	0	84	564	0	592	129	1285	0	3	3	13	16	0
Ghazni	06	16	0	87	0	103	408	135	988	0	1531	2	0	2	24	25	1
Paktya	07	17	0	83	0	100	142	0	2169	0	2311	0	0	0	19	19	0
Nangarhar	08	164	24	193	0	381	3320	672	2137	12	6141	0	11	11	29	40	0
Laghman	09	15	0	30	0	45	364	0	518	0	882	0	0	0	13	13	0
Konar	10	13	0	10	0	23	346	0	250	0	596	0	0	0	5	5	0
Badakhshan	11	26	32	161	23	242	424	392	1667	466	2949	7	12	19	21	40	0
Takhar	12	17	0	13	0	30	330	0	90	0	420	0	0	0	3	3	0
Baghlan	13	21	15	115	38	189	593	63	1951	610	3217	1	15	16	21	33	4
Kunduz	14	49	42	8	0	99	682	294	44	0	1020	0	9	9	1	10	0
Samangan	15	20	14	4	1	39	339	184	59	0	582	1	1	2	6	8	0
Balkh	16	47	113	48	9	217	2312	1251	662	78	4303	7	1	8	12	20	0
Jawzjan	17	0	0	7	12	19	0	0	191	85	276	0	1	1	2	3	0
Faryab	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Badghis	19	0	0	11	0	11	0	0	146	0	146	0	0	0	2	2	0
Herat	20	111	49	36	2	198	1673	941	262	22	2898	1	20	21	8	29	0
Farah	21	29	5	12	7	53	451	101	184	75	811	0	2	2	9	11	0
Nimroz	22	10	11	0	0	21	224	92	0	0	316	1	0	1	1	2	0
Helmand	23	17	0	14	0	31	139	0	110	0	249	0	0	0	9	8	1
Qandahar	24	36	2	10	0	48	300	20	158	107	585	0	7	7	0	7	0
Zabul	25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oruzgan	26	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ghor	27	0	0	15	0	15	71	0	82	0	153	0	0	0	4	4	0
Bamyan	28	2	0	9	0	11	23	0	153	0	176	0	1	1	2	3	0
Paktika	29	0	0	23	0	23	0	0	213	0	213	0	0	0	6	6	0
Total #		782	331	1241	98	2452	14508	4187	16609	1797	37101	25	88	113	283	387	9

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PART THREE

DESCRIPTION OF PROVINCES

BADAKHSHAN

Physical Feature

The province of Badakhshan is located in the extreme corner of the north-eastern region of Afghanistan. It is bordered by Tajekistan in the North; China and Pakistan in the north-east and south-west; Kunar, Laghman and Kapisa in the South, and to the West of the province lies Takhar. The province lies between 69°58'-74°54'E and 35°25'-38°29'N. High mountains, steep river valleys and small flat lands form its main geographical/physical characteristics. Badakhshan lacks large flat lands for cultivation. However, the valleys are fertile and rich in resources. The very deep Kokcha river flows through the province, while the Amu river passes along the northern border of the province. Pamir mountains (part of Hindukush range) comprise the high region of the province. Because of the high mountainous feature the province is linked with the rest of the country, by road, only through Takhar province. Being the largest province, it covers an area of 40,886 sq. km., mostly mountainous, with an altitude of ranging from 960 meters above sea level in Keshm to 3,000 meters in Pamir area. Of the total surface area only 450,000 hectares are cultivable.

Administration & Economy

Administratively, the province is divided into 7 districts (Woloswalis) and 6 sub-districts (Alaqadaris) with 1622 large and small villages. Faizabad is the capital and major city of Badakhshan. Small scale industries are located in various districts, including carpets, *glims,* namads, leather works, wood works, handloom cotton, woolen cloth, stone quarry, precious stones, vegetable oil etc. Badakhshan is known for its lapislazuli, ruby and emerald. Major seasonal crop production of the province includes wheat, barley, rice, and linseed, both irrigated and rain fed. Cattle raising accounts for the second most important occupation. The province has a poorly developed transport system which makes travel costly and lengthy.

Demography

The total population of the province was estimated in 1993 to be 607,716 of which 311,758 (51.3%) are males and 295,959 (48.7%) are females. This population is scattered in 40,886 square Km., in two cities and 1,266 localities, forming a population density of 14.8 persons per square Km. Of the above population 595,038 (97.9%) were

living in rural and 12,678 (2.1%) in urban areas. From the nine major ethnic groups in Afghanistan, mainly Tajeks and to some degree Uzbeks are living in designated areas.

Education

Badakhshan ranks high in institutions offering education at different levels. Besides mosque and madrasas, 231 primary, 62 middle and secondary schools (24 girls and 38 co-ed.) with a total enrollment of 47826 students (38,383 boys and 9,443 girls) were enrolled in 1993. There were 2,040 teachers (1,690 males and 350 females) serving the schools. A higher teacher college trains teachers for the province. School age children (5-14) enrolled in schools is 25.66%; 10.42% for girls and 39.26% for boys.

Brief School Statistics of Badakhshan Province

Student Flow

1. For every 100 boys who start grade 1, about 18 will complete primary school (through grade 6) and begin middle school (grade 7); about 6 will complete middle school and begin secondary school (grade 10); and about 3 will survive through grade 12.

2. For every 100 girls who start grade 1, about 24 will complete primary school (through grade 6) and begin middle school (grade 7); about 10 will complete middle school and begin secondary school (grade 10); and about 5 will survive through grade 12.

3. For girls, the greatest risk of dropping out is during the first grade. For boys, the greatest risk is during grades 1-2. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout are different for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted differently for boys and girls.

4. Girls who persist beyond primary school have a much higher probability of completing secondary school (13.0%) than do boys who persist beyond primary school (6.87%).

   Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
   (boys: 307/4467 = 6.87%; girls: 121/930 = 13.0%)

Access and Equity

5. From the total school age children 25.66% of them are in school. Only 10.42% of the school age females are in school; while 39.26% of the males are in school.

6. Female enrollment is relatively high in Badakhshan, although access for girls is worse, Provincially, about 19.74% of the students enrolled in school are girls.

Teachers

7. The Province has (17.16%) female teachers. This may be the reason for higher girl's enrollment.

8. Of the total of the province teachers, 14.96% have a grade 9 or less education, 50.46% have at least some secondary (10/11/12) schooling, 32.33% have grade 13/14 and 2.07% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the large middle group that have some secondary schooling.

9. The province has 23.44 students per teacher, with the lowest class sizes in rural areas. While these rates are relatively low by world standards, they are a function of the rural and mountainous nature of the province.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbooks per student is 1.90.

11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

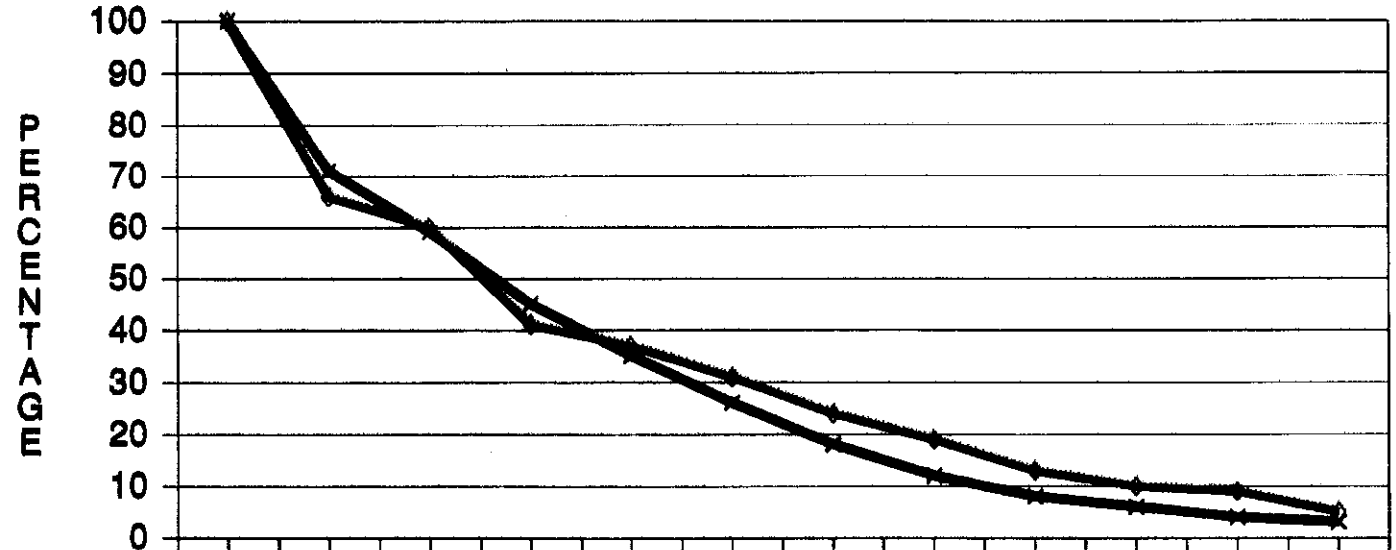
Facilities

12. Five of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 2040 teachers as compared to 850 classrooms. This is an artifact of so many schools being outdoors.

Boy/Girl Progression Percentage in Badakhshan Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	81	83	81	83	80	78	76	73	73	71	66	72
Girls %	19	17	19	17	20	22	24	27	27	29	34	28
Boys #	9938	7093	5988	4467	3445	2538	1744	1179	788	581	415	307
Girls #	2277	1498	1356	930	846	699	549	430	291	235	211	121
Boys %	100	71	59	45	35	26	18	12	8	6	4	3
Girls %	100	66	60	41	37	31	24	19	13	10	9	5

Boys % Girls %

BADAKHSHAN PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Faizabad	58.40	41.60	1.40:1	73.81	26.19	2.82:1	0.00	14.29	14.29	85.71
Ragh	97.83	2.17	45.00:1	100.00	0.00	2358.00:0	0.00	0.00	0.00	100.00
Shahre Buzurg	100.00	0	4.00:0	100.00	0.00	139.00:0	0.00	0.00	0.00	100.00
Darwaz	91.53	8.47	10.81:1	87.64	12.36	7.09:1	0.00	0.00	0.00	100.00
Khawhan	100.00	0	78.00:0	95.06	4.94	19.23:1	9.09	0.00	9.09	90.91
Jurm	88.53	11.47	7.72:1	80.40	19.60	4.10:1	10.53	0.00	10.53	89.47
Baharak	97.54	2.46	39.58:1	82.04	17.96	4.57:1	15.00	5.00	20.00	80.00
Koran-o-Monjan	100.00	0	27.00:0	100.00	0.00	1079.00:0	0.00	0.00	0.00	100.00
Eshkashim	80.65	19.35	4.17:0	78.85	21.15	3.73:1	0.00	83.33	83.33	16.67
Zebak	95.65	4.35	22.00:1	67.07	32.93	2.04:1	0.00	100.00	100.00	0.00
Sheghnan	74.01	25.99	2.85:1	56.43	43.57	1.30:1	20.00	70.00	90.00	10.00
Keshm	93.74	6.26	14.97:1	88.11	11.89	7.41:1	19.15	4.26	23.40	76.60
Wakhan	100.00	0	51.00:0	66.99	33.01	2.03:1	0.00	100.00	100.00	0.00
Average %/Ratio	83.61	16.39	5.10:1	80.87	19.13	4.23:1	8.90	13.61	22.51	77.49

BADAKHSHAN PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Faizabad	195	139	333	6526	2316	8842	0	3	3	18	21	8
Ragh	90	2	92	2358	0	2358	0	0	0	27	27	0
Shahre Buzurg	4	0	4	139	0	139	0	0	0	2	2	0
Darwaz	130	12	142	3610	509	4119	0	0	0	15	15	4
Khawhan	78	0	78	1961	102	2063	1	0	1	10	11	1
Jurm	154	20	174	4766	1162	5928	2	0	2	17	19	2
Baharak	158	4	162	4417	967	5384	3	1	4	16	20	2
Koran-o-Monjan	27	0	27	1079	0	1079	0	0	0	5	5	0
Eshkashim	58	14	72	1335	358	1693	0	5	5	1	6	3
Zebak	22	1	23	387	190	577	0	2	2	0	2	1
Sheghnan	236	83	319	2347	1812	4159	2	7	9	1	10	14
Keshm	299	20	319	6878	928	7806	9	2	11	36	47	4
Wakhan	51	0	51	489	241	730	0	6	6	0	6	1
Total #	1503	295	1798	36292	8585	44877	17	26	43	148	191	40

BEST AVAILABLE DOCUMENT

BADAKHSHAN SECONDARY SCHOOLS (GRADE 9-12)

(Percentage/Ratio)

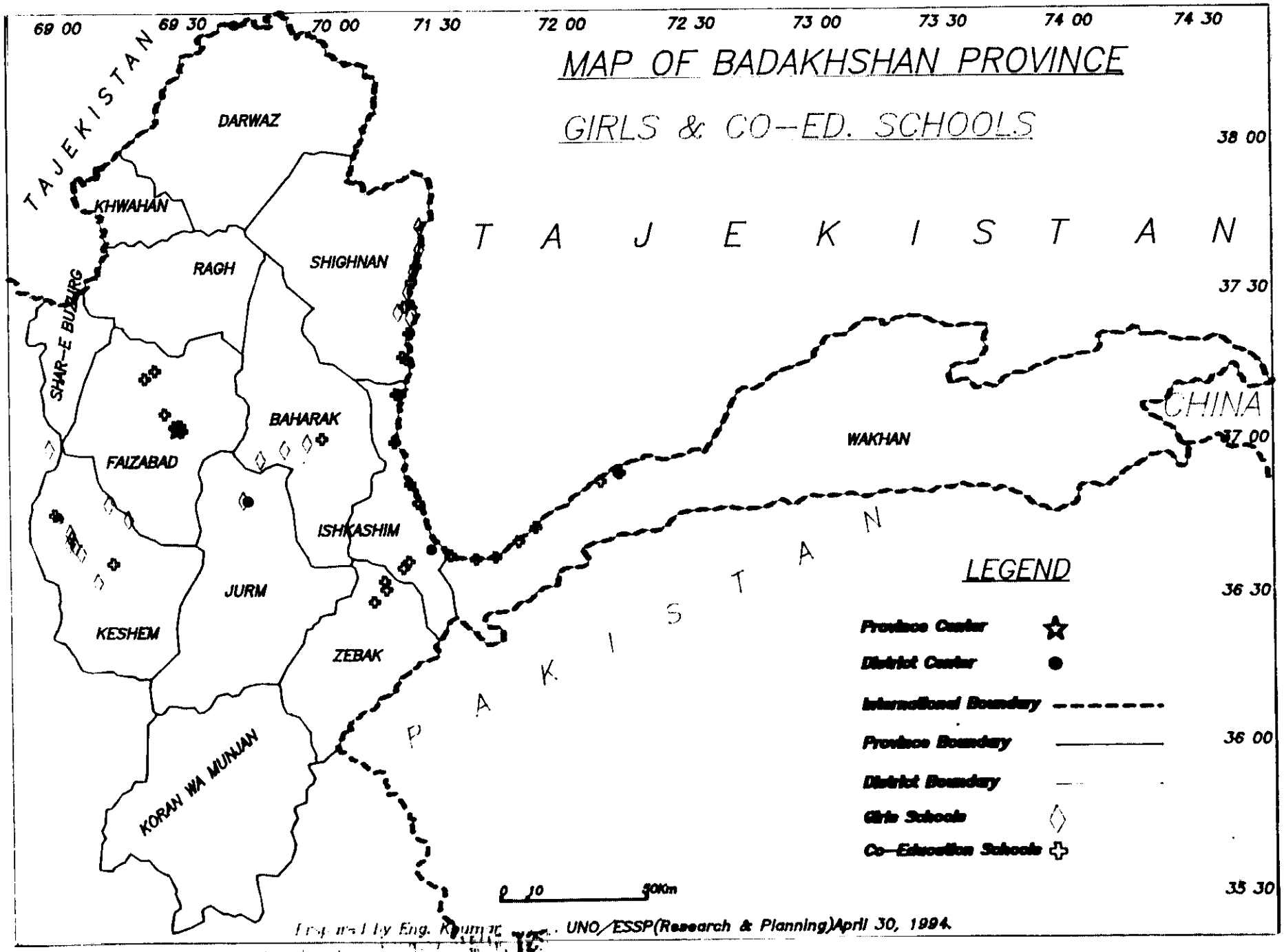
Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Faizabad	44.89	55.11	0.81:1	51.96	48.04	1.08:1	0.00	62.50	62.50	37.50
Ragh	0	0	0	0	0	0	0	0	0	0
Shahre Buzurg	0	0	0	0	0	0	0	0	0	0
Darwaz	100.00	0	20.00:0	69.64	30.36	2.29:1	25.00	0.00	25.00	75.00
Khawhan	100.00	0	6.00:0	100.00	0.00	70.00:0	0.00	0.00	0.00	100.00
Jurm	80.85	19.15	4.22:1	52.17	47.83	1.09:1	50.00	0.00	50.00	50.00
Baharak	100.00	0	13.00:0	74.14	25.86	2.87:1	50.00	0.00	50.00	50.00
Koran-o-Monjan	0	0	0	0	0	0	0	0	0	0
Eshkashim	94.34	5.66	16.67:1	99.09	0.91	109.00:1	0.00	66.67	66.67	33.33
Zebak	100.00	0	3.00:0	100.00	0.00	34.00:0	0.00	100.00	100.00	0.00
Sheghnan	77.82	22.18	3.51:1	75.31	24.69	3.05:1	28.57	21.43	50.00	50.00
Keshm	100.00	0	17.00:0	100.00	0.00	259.00:0	0.00	0.00	0.00	100.00
Wakhan	100.00	0	6.00:0	100.00	0.00	27.00:0	0.00	100.00	100.00	0.00
Average %/Ratio	77.17	22.83	3.38	70.91	29.09	2.44:1	17.50	30.00	47.50	52.50

BADAKHSHAN SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Faizabad	26	32	26	424	392	816	0	5	5	3	8	0
Ragh	0	0	0	0	0	0	0	0	0	0	0	0
Shahre Buzurg	0	0	0	0	0	0	0	0	0	0	0	0
Darwaz	20	0	20	211	92	303	1	0	1	3	4	0
Khawhan	6	0	6	70	0	70	0	0	0	1	1	0
Jurm	13	3	13	96	88	184	1	0	1	1	2	0
Baharak	13	0	13	129	45	174	1	0	1	1	2	0
Koran-o-Monjan	0	0	0	0	0	0	0	0	0	0	0	0
Eshkashim	17	1	17	109	1	110	0	2	2	1	3	0
Zebak	3	0	3	34	0	34	0	1	1	0	1	0
Sheghnan	67	19	67	732	240	972	4	3	7	7	14	0
Keshm	17	0	17	259	0	259	0	0	0	4	4	0
Wakhan	6	0	6	27	0	27	0	1	1	0	1	0
Total #	187	55	242	2091	858	2949	7	12	19	21	40	0

BEST AVAILABLE DOCUMENT


MAP OF BADAKHSHAN PROVINCE
GIRLS & CO-ED. SCHOOLS
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69 30
70 00
71 30
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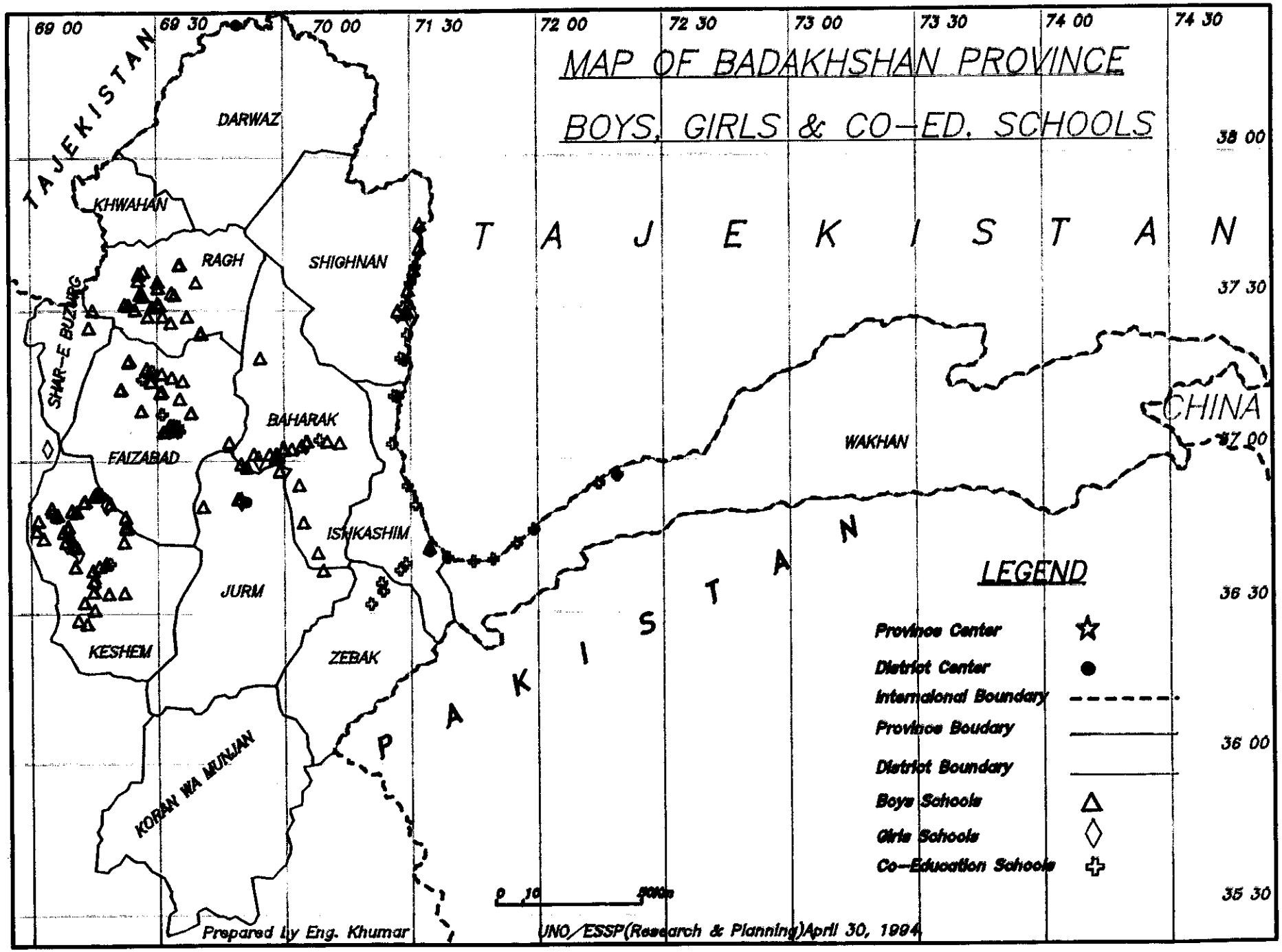
TAJEKISTAN
CHINA
PAKISTAN
DARWAZ
KHWAHAN
RAGH
SHIGHNAN
SHAR-E BUZURG
FAIZABAD
BAHARAK
ISHKASHIM
JURM
KESHEM
ZEBAK
KORAN WA MUNJAN
WAKHAN
LEGEND
Province Center
District Center
International Boundary
Province Boundary
District Boundary
Girls Schools
Co-Education Schools
0 10 30Km
UNO/ESSP(Research & Planning)April 30, 1994.


MAP OF BADAKHSHAN PROVINCE
BOYS, GIRLS & CO-ED. SCHOOLS
69 00
69 30
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72 00
72 30
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73 30
74 00
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38 00
37 30
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36 00
35 30
TAJEKISTAN
DARWAZ
KHWAHAN
RAGH
SHIGHNAN
SHAR-E BUZURG
FAIZABAD
BAHARAK
ISHKASHIM
JURM
KESHEM
ZEBAK
KORAN WA MUNJAN
WAKHAN
CHINA
PAKISTAN
LEGEND
Province Center
District Center
International Boundary
Province Boudary
District Boundary
Boys Schools
Girls Schools
Co-Education Schools
0 10
Prepared by Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994

BADGHIS

Physical Feature

Badghis is one of the north-western provinces of the country which is neighbored by the Republic of Turkmanistan in the North, Herat in the South and West, Faryab in the East and Ghor in the south-east. The province lies between 62°25'-64°51'E and 34°30-36°01'N. Geophysical, this region is a mountainous area that gradually changes to foothills comprising of a series of long green fertile valleys. Teerband-e-Turkistan Mountain range passes through East to the west of the province. Murghab river, which originates from the juncture of Safeed Koh and Teerband-e-Turkinstan, flows towards West of the province and irrigates the lands along its sides. Being affected by its physical characteristics, the climate of this province is mild in the summer but cold in winter. Badghis covers a total area of 21,678 sq.km. that contain 848,800 hectares of cultivable lands. The altitude of the province, from sea level, ranges from 480 meters in Murghab to 1,280 meters in Qades. Road construction is not quite developed in this province; graveled roads and dirt tracks are common interior transportation access for the people. However, Herat-Turghundi commercial high-way passes through western part of this province and links Badghis to a main high-way.

Administration and Economy

The province is divided into six administrative divisions of districts (woloswalis) that consist of 695 large and 61 small localities. Qala-e-Naw is the provincial capital. Ghormach, and Bala Murghab are the larger commercial towns of the province. Economically, Badghis is one of the less developed provinces which does not possess any large scale industry. Productions of small scale industries of the province consist of *glims*, carpets, woolen fabrics and embroidery. As part of their nomadic tradition, the people of this province are overwhelmingly engaged in cattle raising and animal husbandry. Agricultural crops of Badghis includes wheat, barley, maize and melons which are consumed locally. The province is very famous for being the pistachio center of the north. Badghis annually harvests a great amount of this naturally grown nut and widely export it to other countries.

Demography

According to 1993 estimation, the total population of Badghis was 168,385 including

86,819 (51.6%) males and 81,566 (48.4%) females. This population, with a density of 7.7 persons per sq.km., is inhabited in seven large and small towns and 756 large and small localities. The people dwelling in urban areas, are counted to be 4,375 (2.6%) while those in rural parts are 164,010 (97.4%). Predominant ethnic groups of Badghis are Turkmans and Uzbeks; a small number of Tajeks also live there.

Education

Educationally, Badghis province ranks low in number of schools as well as students. According to 1993 school survey program, the province possessed only 13 active schools. The survey covered only 5 of these schools which were all for boys. The number of students in the surveyed schools counted to be 991 boys students. There were only 42 teachers serving the surveyed schools. Based on data collected from the 5 schools, provincially, children age (5-14) attending schools were (1.74%) from which 0.0% were female; while only 3.3% were males.

Brief School Statistics of Badghis Province

Student Flow

1. For every 100 boys who start grade 1, about 27 will complete primary school (through grade 6) and begin middle school (grade 7); about 14 will complete middle school and begin secondary school (grade 10); and about the same number will survive through grade 12.

2. Girls enrollment is zero in Badghis province.

3. For boys, the greatest risk of dropping out is during the first grade. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas.

4. Boys who persist beyond primary school have a probability of completing secondary school at a rate of (49.36%).

   Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
   (boys: 39/79 = 49.36%)

Access and Equity

5. From the total school age children 1.74% of them are in school. No school age female is in school; while 3.30% of the males are in school.

6. Females are not enrolled in schools. This may be because of the rural and mountainous nature of the province.

Teachers

7. The Province has (0%) female teachers. This may also be the reason for no girl's enrollment.

8. Of the total of the province teachers, 33.33% have a grade 9 or less education, 17.95% have at least some secondary (10/11/12) schooling, 49.72% have grade 13/14 and 0.0% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the first and second groups that have some middle and secondary schooling.

9. The province has 23.60 students per teacher, with the lowest class sizes in urban areas. These rates are low by world standards.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbooks per student is 0.76.

11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

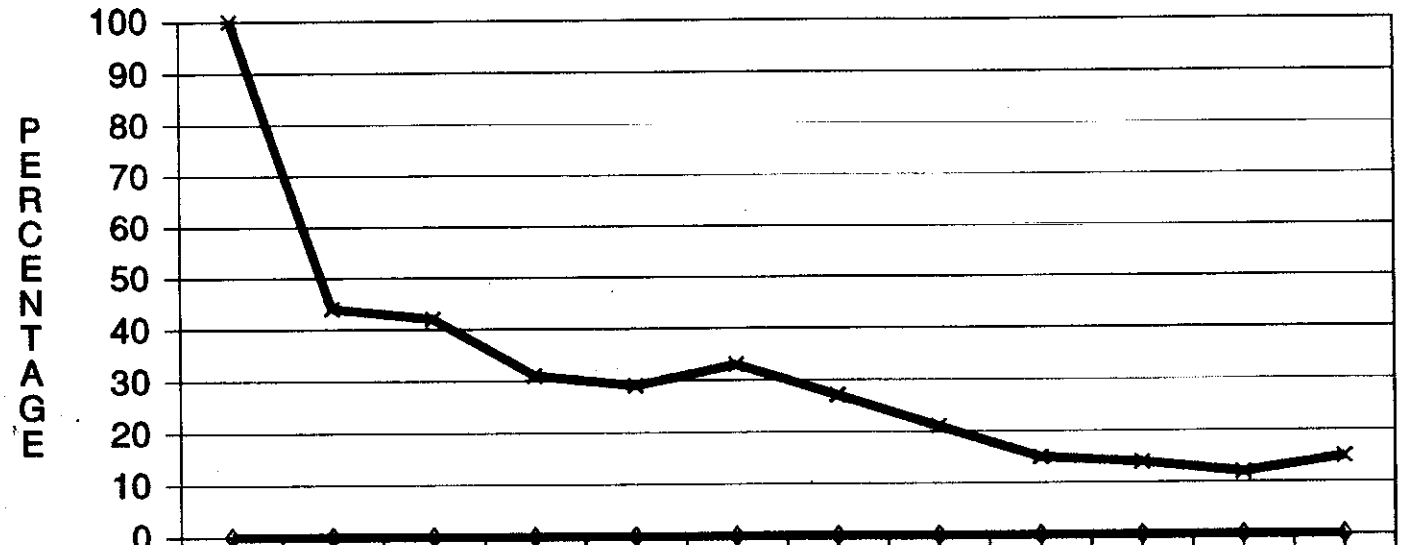
Facilities

12. About half of all schools do not have a building. They operate outside or in borrowed facilities.

13. There are 42 teachers as compared to 10 classrooms. This is an artifact of some schools being outdoors.

Boy/Girl Progression Percentage in Badghis Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	100	100	100	100	100	100	100	100	100	100	100	100
Girls %	0	0	0	0	0	0	0	0	0	0	0	0
Boys #	259	113	110	79	74	76	70	54	40	37	30	39
Girls #	0	0	0	0	0	0	0	0	0	0	0	0
Boys %	100	44	42	31	29	33	27	21	15	14	12	15
Girls %	0	0	0	0	0	0	0	0	0	0	0	0

Boys % Girls %

School Statistics in Badghis Province

April 30,1994

BADGHIS PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Qala Nau	100.00	0.00	3.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Morghab	100.00	0.00	28.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Average %/Ratio	100.00	0.00	31.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00

BADGHIS PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Qala Nau	3	0	3	42	0	42	0	0	0.00	1.00	1	2
Morghab	28	0	28	803	0	803	0	0	0.00	2.00	2	0
Total #	31	0	31	845	0	845	0	0	0.00	3.00	3	2

BADGHIS SECONDARY SCHOOLS (GRADE 9-12)

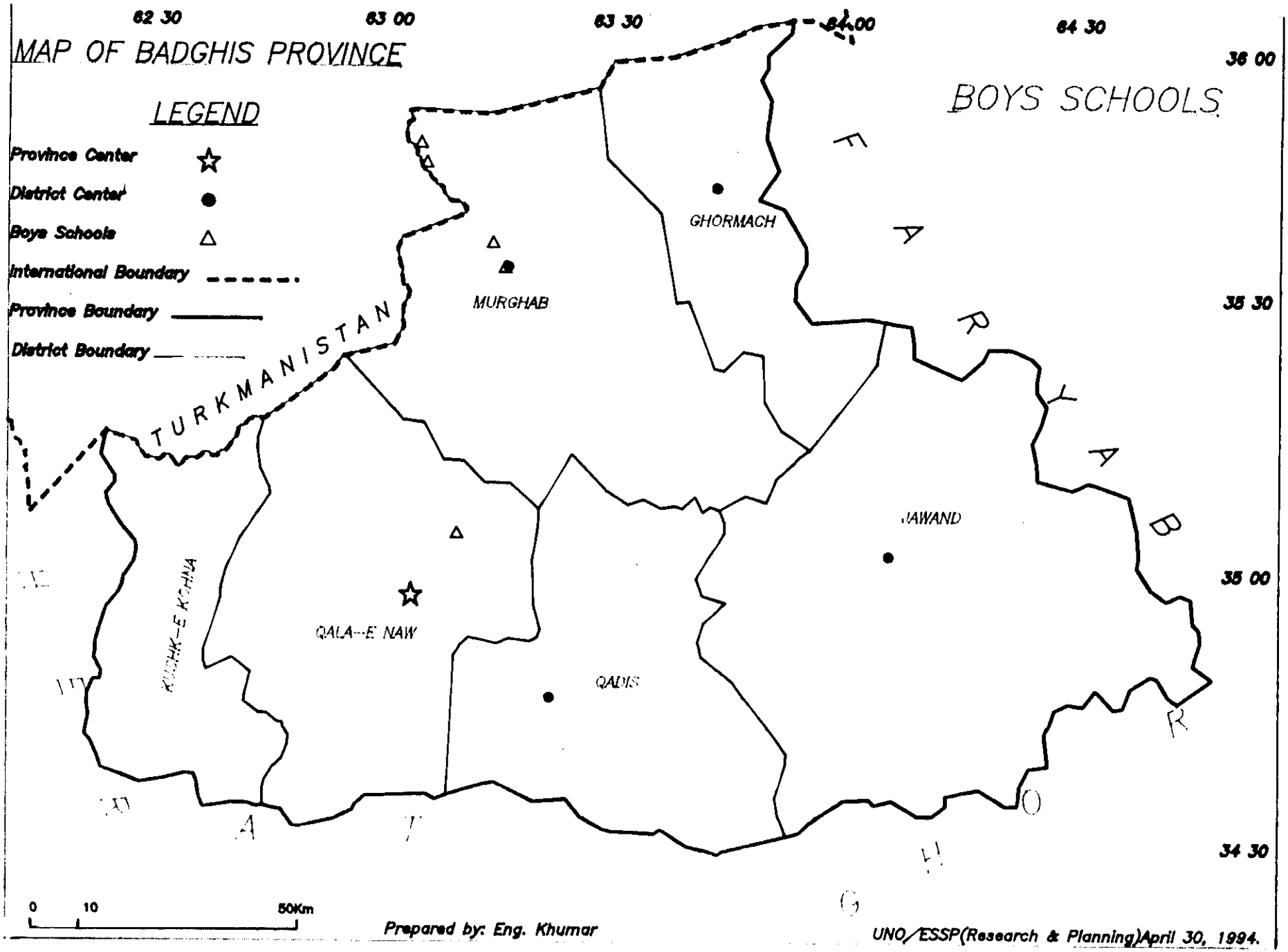
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Qala Nau	0.00	0.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Morghab	100.00	0.00	11.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Average %/Ratio	**100.00**	**0.00**	**11.00:0**	**100.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**100.00**

BADGHIS SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Qala Nau	0	0	0	0	0	0	0	0	0	0	0	0
Morghab	11	0	11	146	0	146	0	0	0	2	2	0
Total #	**11**	**0**	**11**	**146**	**0**	**146**	**0**	**0**	**0**	**2**	**2**	**0**


MAP OF BADGHIS PROVINCE
BOYS SCHOOLS
LEGEND
Province Center
District Center
Boys Schools
International Boundary
Province Boundary
District Boundary
62 30
63 00
63 30
64 00
64 30
36 00
35 30
35 00
34 30
TURKMANISTAN
MURGHAB
GHORMACH
FARYAB
JAWAND
QALA-E NAW
QADIS
KUSHK-E KOHNA
0
10
50Km
Prepared by: Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994.

BAGHLAN

Physical Feature

The province of Baghlan lies in the north-eastern region of Afghanistan. It is surrounded by Kunduz in the North, Parwan and Kapisa in the South, Takhar and a corner of Kapisa in the East, and Samangan and Bamyan in the West. The province is located between 67°56'-69°57'E and 34°59'-36°31'N. Plain areas, high mountains (kohe Baba and Salang ranges in the south and west parts) and immense rivers (Puli Khumri river, Kundoz river, and Anderab river) shape its physical feature. Flow of the rivers through canal system add to fertility and productivity of the lands along the rivers' sides. The topographical characteristics of the province determine its climate. Areas far from mountains are commonly warmer than areas located close to snow covered Salang and Kohe Baba mountains. Two asphalted commercial high-ways (one to Hairatan port and another to Shirkhan port) pass through Baghlan and connect it to other provinces. There are graveled and dirt tracks that are used as inter district linkage inside the province. The province covers an area of 17,164.7 sq.km. from which 690,000 hectares are cultivable. The altitude of the province from the sea level ranges 550 meters in the center and 1550 meters in Khost-o-fring district.

Administration and Economy

Baghlan is administratively divided into 5 districts (Woluswalis), and 4 subdistricts (Alaqadaris) containing 384 villages and localities. Baghlan city, the capital of the province, and Puli Khumri are prominent cities of the province and its most populated ones. Baghlan compared to its neighbors, is relatively an industrialized area. Textile plant of Puli-khumri, Sugar Mills of Baghlan, Cement industries, the Silo complex and power plant of Puli-khumri can be named as the large scale industries that are working besides small scale industries in various parts of the province with production of locally made hand-loom fabrics, carpets, leader, jewelry, embroidery, vegetable oil and so on. The province has rich mineral reserves of iron ore and coal. Its coal has been explored and is being widely used through out the country. Both irrigated and rain-fed crops are grown in this province. Wheat, barley, rice, sugar beets, industrial cotton, and linseed, fruits and vegetables are the main agricultural products of the province. Cattle raising and animal husbandry is also widely practiced in Baghlan.

Demography

Population estimation of Baghlan for the year 1993 was 396,658; out of which 203,327 (51.2%) are males and 193,331 (48.8%) are females. This population is inhabited at 17,164.7 sq.km. with more concentration in two cities of Baghlan and Puli Khumri. The population density of the province is counted to be 12.4 persons per sq.km. Of the total population, 338,845 (85.4%) are living in rural areas while 578,10 (14.6%) are residing in urban areas. From the ethnicity point of view, people of Baghlan province are comprised of four main ethnic groups of Tajeks, Pashtoons, Hazaras and Uzbeks.

Education

Educationally, Baghlan ranks 4th with many educational centers such as mosques and Madrasas besides a number of 175 primary and secondary schools including 6 for girls and 27 co-education. The total students enrollment of the province is 53,651 (46,597 boys and 7,054 girls). There are 1,645 teachers (1,314 males and 331 females) teaching schools at all levels. Children, age 5-14, attending schools are counted 44.18%. From boys (age 5-14) 73.02% attend schools while from girls 11.86% go to schools.

Brief School Statistics of Baghlan Province

Student Flow

1. For every 100 boys who start grade 1, about 28 will complete primary school (through grade 6) and begin middle school (grade 7); about 7 will complete middle school and begin secondary school (grade 10); and about 3 will survive through grade 12.

2. For every 100 girls who start grade 1, about 24 will complete primary school (through grade 6) and begin middle school (grade 7); about 12 will complete middle school and begin secondary school (grade 10); and about 7 will survive through grade 12.

3. For girls, the greatest risk of dropping out is during the first three grades. For boys, the greatest risk is during grades 1-2. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout are different for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted differently for boys and girls.

4. Girls persist beyond primary school have a much higher probability of completing secondary school (11.69%) than do study boys who persist beyond primary school (4.0%).

Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
(boys: 256/6385 = 4.0%; girls: 111/949 = 11.69%)

Access and Equity

5. From the total school age children 44.18% of them are in school. Only 11.86% of the school age females are in school; while 73.02% of the males are in school.

6. Female enrollment is higher in Baghlan. Provincially, 13.15% of the students enrolled in schools are girls.

Teachers

7. The Province has (20.12%) female teachers. This may be the reason for higher girl's enrollment.

8. Of the total of the province teachers, 13.58% have a grade 9 or less education, 57.12% have at least some secondary (10/11/12) schooling, 25.30% have grade 13/14 and 4.01% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 32.61 students per teacher, with the lowest class sizes in urban areas. These rates are low by world standards.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbook per student is 1.77.

11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

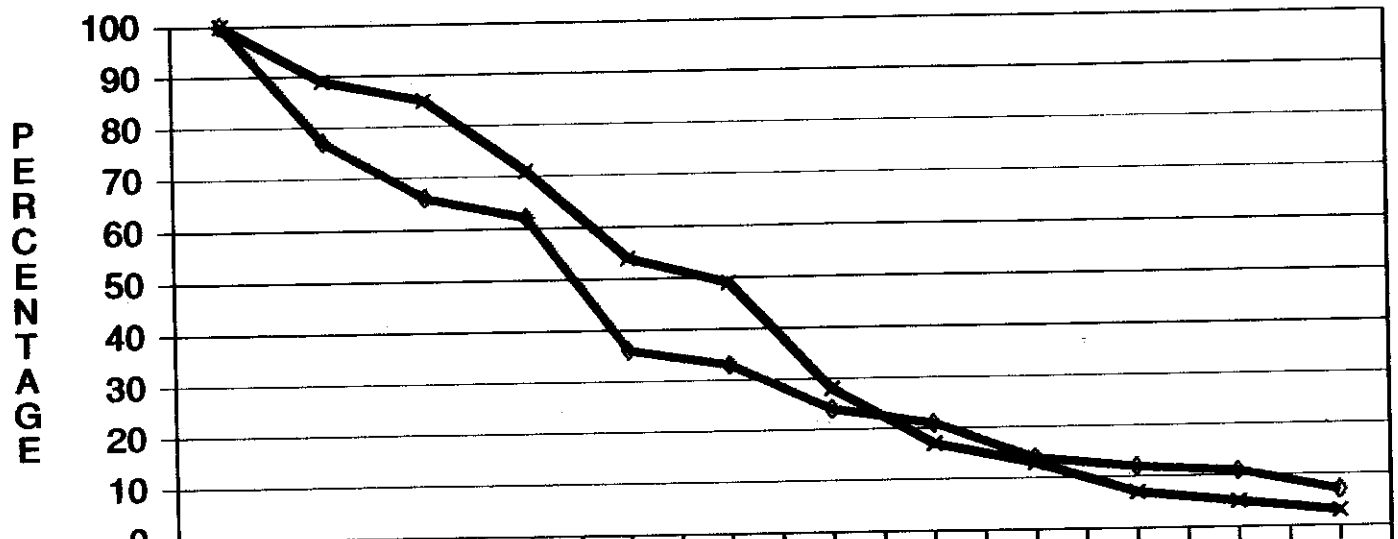
Facilities

12. Approximately 5 of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 1645 teachers as compared to 825 classrooms. This is an artifact of some schools being outdoors.

Boy/Girl Progression Percentage in Baghlan Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	86	87	88	87	90	89	87	83	85	77	75	70
Girls %	14	13	12	13	10	11	13	17	15	23	25	30
Boys #	8983	7987	7613	6385	4895	4191	2500	1499	1159	641	488	256
Girls #	1521	1178	999	949	552	498	372	312	209	187	166	111
Boys %	100	89	85	71	54	49	28	17	13	7	5	3
Girls %	100	77	66	62	36	33	24	21	14	12	11	7

Boys % Girls %

School Statistics in Baghlan Province

April 30,1994

BAGHLAN PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Baghlan	88.13	11.87	7.42:1	87.56	12.44	7.04	7.14	17.86	25.00	75.00
Puli Khumari	36.41	63.59	0.57:1	71.03	28.97	2.45	0.00	50.00	50.00	50.00
Dahnea Ghori	100.00	0.00	54.00:0	99.04	0.96	102.65	0.00	9.09	9.09	90.91
Doshi	91.61	8.39	10.91:1	90.08	9.92	9.08	16.67	16.67	33.33	66.67
Tala Wa Barfak	98.72	1.28	77.00:1	97.83	2.17	45.02	0.00	9.09	9.09	90.91
Khenjan	100.00	0.00	34.00:0	86.53	13.47	6.42	50.00	0.00	50.00	50.00
Nahrein	100.00	0.00	152.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Burka	100.00	0.00	95.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Anderab	100.00	0.00	91.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Khost Wa Frang	98.06	1.94	50.50:1	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Average %/Ratio	80.95	19.05	4.25:1	87.35	12.65	6.90	3.62	8.70	12.32	87.68

BAGHLAN PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Baghlan	257	35	292	7582	1077	8659	2	5	7	21	28	7
Puli Khumari	132	230	362	11614	4737	16351	0	3	3	3	6	13
Dahnea Ghori	54	0	54	2053	20	2073	0	1	1	10	11	0
Doshi	84	8	91	3097	341	3438	2	2	4	8	12	4
Tala Wa Barfak	77	1	78	2467	55	2531	0	1	1	10	11	1
Khenjan	34	0	34	970	151	1121	1	0	1	1	2	1
Nahrein	152	0	152	4515	0	4515	0	0	0	16	16	2
Burka	95	0	95	2938	0	2938	0	0	0	11	11	0
Anderab	91	0	91	2583	0	2583	0	0	0	13	13	0
Khost Wa Frang	202	4	206	6225	0	6225	0	0	0	28	28	5
Total #	1178	277	1456	44053	6381	50434	5	12	17	121	138	33

BAGHLAN SECONDARY SCHOOLS (GRADE 9-12)

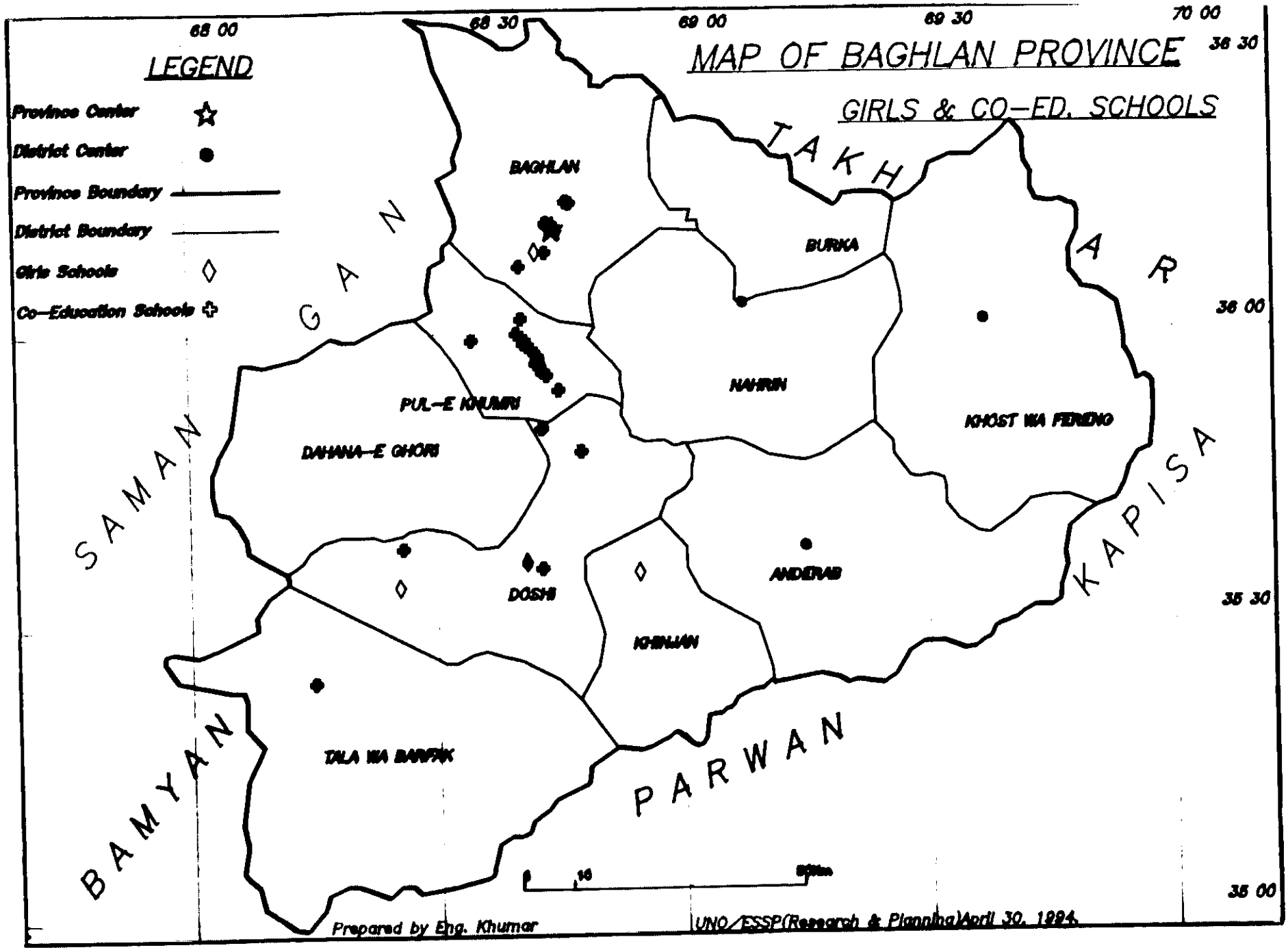
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Baghlan	57.41	42.59	1.35:1	90.40	9.60	9.41	9.90	27.27	36.36	63.64
Puli Khumari	57.46	42.54	1.35:1	65.52	34.48	1.90	0.00	84.62	84.62	15.38
Dahnea Ghori	100.00	0.00	1.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Doshi	97.14	2.86	34.00:1	100.00	0.00	0.00	0.00	25.00	25.00	75.00
Tala Wa Barfak	100.00	0.00	4.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Khenjan	100.00	0.00	8.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Nahrein	100.00	0.00	18.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Burka	100.00	0.00	2.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Anderab	100.00	0.00	2.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Khost Wa Frang	100.00	0.00	18.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Average %/Ratio	71.65	28.35	2.53:1	79.08	20.92	3.78	2.70	40.54	43.24	56.67

BAGHLAN SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Baghlan	21	15	21	593	63	656	1	3	4	7	7	4
Puli Khumari	51	38	51	1159	610	1769	0	11	11	2	13	0
Dahnea Ghori	1	0	1	0	0	0	0	0	0	0	0	0
Doshi	11	0	11	141	0	141	0	1	1	3	4	0
Tala Wa Barfak	4	0	4	46	0	46	0	0	0	1	1	0
Khenjan	8	0	8	74	0	74	0	0	0	1	1	0
Nahrein	18	0	18	229	0	229	0	0	0	2	2	0
Burka	2	0	2	0	0	0	0	0	0	0	0	0
Anderab	2	0	2	0	0	0	0	0	0	0	0	0
Khost Wa Frang	18	0	18	302	0	302	0	0	0	5	5	0
Total #	136	53	189	2544	673	3217	1	15	16	21	33	4


MAP OF BAGHLAN PROVINCE
GIRLS & CO-ED. SCHOOLS
LEGEND
Province Center
District Center
Province Boundary
District Boundary
Girls Schools
Co-Education Schools
68 00
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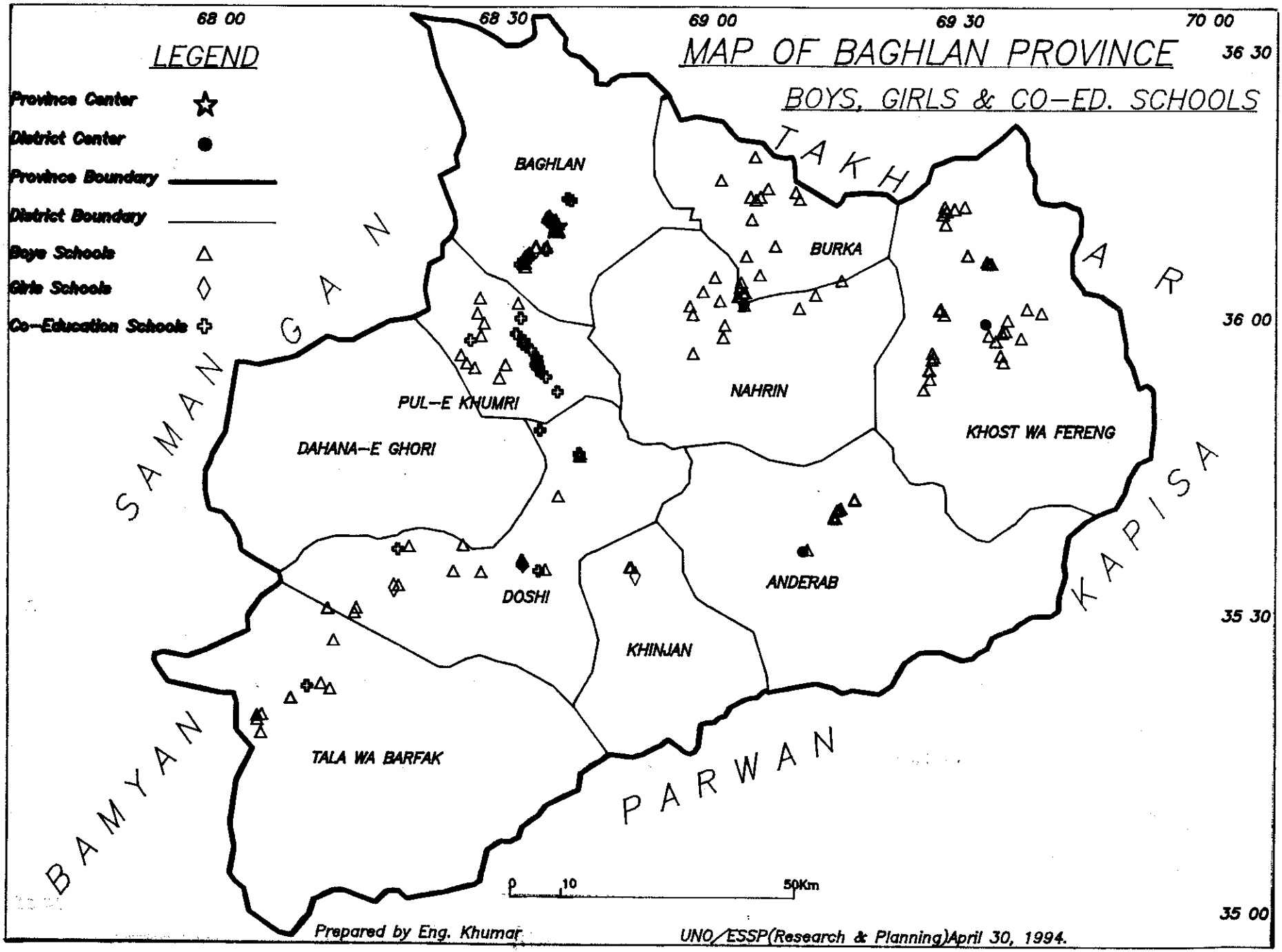
BAGHLAN
BURKA
NAHRIN
KHOST WA FERENG
PUL-E KHUMRI
DAHANA-E GHORI
DOSHI
ANDERAB
KHINJAN
TALA WA BARFAK
TAKHAR
GAN
SAMAN
KAPISA
BAMYAN
PARWAN
Prepared by Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994


MAP OF BAGHLAN PROVINCE
BOYS, GIRLS & CO-ED. SCHOOLS
LEGEND
Province Center
District Center
Province Boundary
District Boundary
Boys Schools
Girls Schools
Co-Education Schools
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KHOST WA FERENG
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Prepared by Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994.

BALKH

Physical Feature

Balkh province is situated in the northern region of the country. The famous Oxus River, as a natural boundary in the North, separates the province from Uzbekistan. Samangan and Jawzjan are located in the South and south-west of the province, while in the West lies Jawzjan and in the East Kunduz. The province is located between 66°21'-67°29'E and 35°30'-37°23'N. Balkh covers an area of 12,284 Sq. Km. Its landscape varies from flat desert land to mountainous areas covered in some places with forests and pastures which give the province an altitude between 200 - 1800 meters above sea level. Winter is relatively cold and summer is hot. Balkh has an area of 769,600 hectares of cultivable land. Balkh River constitutes a principle source of water through 18 canals "Hajda Nehr" for irrigation purposes. Kabul-Mazar-Hairatan links the province to southern, south-western and most northern provinces. A network of roads connects Mazar to its districts. Mazar Air Port was constructed for domestic flights.

Administration and Economy

For administrative purposes, the province is divided into 14 districts, covering 849 large and 141 small villages (990 localities). Mazar-i-Sharif, the historical city and commercial center of the northern zone, is the capital of the province with a population of 127,839. Being a fertile province, its dominate crop is wheat. Other major crops are rice, barley and vegetables. Cotton is the principle industrial product. Balkh is known for its almond, melon and pomegranate for exportation to neighboring countries Cattle raising and animal husbandry are the second major occupation of people, agriculture being first. Small scale industries in the form of traditional and cottage handicrafts include carpets, silk works, karakul skin works, leather works, wood and stone works, pottery and the like. Medium and large scale industries are Balkh Ginning and press, oil factory, Balkh textile factory, fertilizer and thermal power and the silo. Mineral resources found in the province are salt, sulphur, quartz and limestone. Natural gas and oil reserves are also found in this province.

Demography

The recent estimate (1993) shows the settled population of Balkh to be 631,657 forming 4.2% of the total population of the country of which 325,493 (51.5%) are males and

306,164 (48.5%) are females. Rural population counts for 470,906 (97.5%) and the urban 160,751 (2.5%). Balkh has a population density 51.4 persons per sq.km. Among the diversified ethnic groups, Tajecks form the major ethnic group. The second significant ethnic group is Pashtoons, while Turkmans, Uzbeks and Sadats comprise minorities.

Education

Educational institutions of the province are: general education institutions (primary, middle and secondary schools), vocational and technical institution and university education. Teaching and learning also takes place in Madrasses and Mosques. From the total of (73) schools surveyed in Balkh, nine are girls and eight are co-educational schools. The total enrollment of students was 36,344 of which 26,257 are boys and 1,093 are girls. The total number of teachers forming teaching staff is 1,416 teachers (569 are males and 847 are females). It is the only province in which woman teachers exceeds male teachers. Besides, the Technicum, Balkh University (1988) provides higher education through five faculties (engineering, agriculture, medicine, literature and economics). Higher teachers college provides programs for teacher training. School age children (5-14) enrolled in schools is 17.3%. It is 24.23% for boys and 10.23% for girls.

Brief School Statistics of Balkh Province

Student Flow

1. For every 100 boys who start grade 1, about 35 will complete primary school (through grade 6) and begin middle school (grade 7); about 14 will complete middle school and begin secondary school (grade 10); and about 10 will survive through grade 12.

2. For every 100 girls who start grade 1, about 30 will complete primary school (through grade 6) and begin middle school (grade 7); about 15 will complete middle school and begin secondary school (grade 10); and about 11 will survive through grade 12.

3. For girls and boys, the greatest risk of dropping out is during the first grade. This pattern holds true in both rural and urban areas, but is most pronounced in rural areas. This pattern suggests (a) that the reasons for dropout could be similar for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted for boys and girls.

4. Girls who persist beyond primary school have a higher probability of completing secondary school (22.60%) than do boys who persist beyond primary school (18.61%).

Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
(boys: 525/2821 = 18.61%; girls: 234/1035 = 22.60%)

Access and Equity

5. From the total school age children 17.63% of them are in school. Only 10.23% of the school age females are in school; while 24.23% of the males are in school.

6. Female enrollment is high in Balkh. Provincially, about 27.77% of the students enrolled in school are girls.

Teachers

7. The Province has (59.82%) female teachers. This may be the reason for high girl's enrollment.

8. Of the total of the province teachers, 4.86% have a grade 9 or less education, 26.47% have at least some secondary (10/11/12) schooling, 58.62% have grade 13/14 and 10.05% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the large middle group that have some secondary schooling.

9. The province has 25.67 students per teacher, with the lowest class sizes in rural areas. While these rates are relatively low by world standards.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbooks per student is 1.57.

11. Areas highest in textbooks per student tend to be rural. This means the access for textbooks distribution in the urban areas was more difficult than in rural areas.

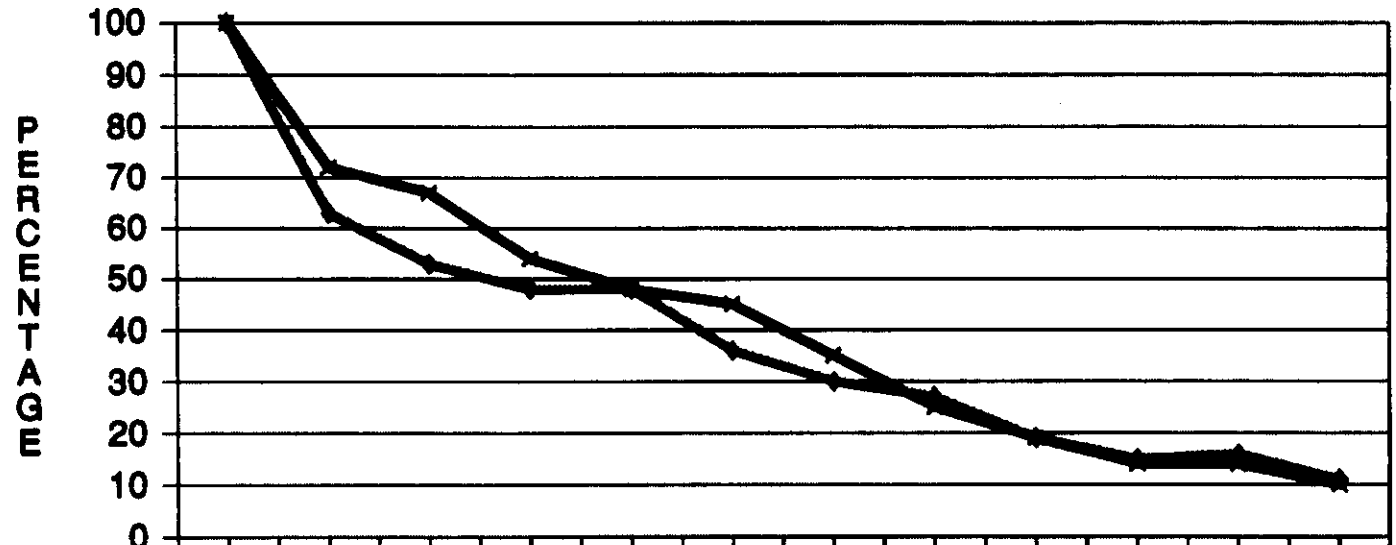
Facilities

12. About 4 of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 1416 teachers as compared to 595 classrooms. This is an artifact of a number of schools being outdoors.

Boy/Girl Progression Percentage in Balkh Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	71	73	75	73	71	75	74	70	70	69	68	69
Girls %	29	27	25	27	29	25	26	31	30	31	32	31
Boys #	5216	3775	3499	2621	2491	2337	1850	1286	999	734	76	525
Girls #	2163	1366	1145	1035	1032	798	656	579	419	326	348	234
Boys %	100	72	67	54	48	45	35	25	19	14	14	10
Girls %	100	63	53	48	48	36	30	27	19	15	16	11

Boys % Girls %

School Statistics in Balkh Province

April 30,1994

BALKH PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Mazar Sharif	8.32	91.68	0.09	60.90	39.10	1.56	11.11	66.67	77.78	22.22
Balkh	75.93	24.07	3.15	77.83	22.17	3.51	0.00	25.00	25.00	75.00
Nahri Shahi	100.00	0.00	0.00	94.55	5.45	17.34	0.00	0.00	0.00	100.00
Dowlatabad	96.41	3.59	26.89	97.25	2.75	35.35	11.11	0.00	11.11	88.89
Sholgera	100.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Total #	39.52	60.48	0.65	72.65	27.35	2.66	3.77	13.21	16.98	83.02

BALKH PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Mazar Sharif	64	705	769	12542	8051	20593	1	6	7	2	9	12
Balkh	55	17	72	1818	518	2336	0	1	1	3	4	2
Nahri Shahi	103	0	103	2341	135	2476	0	0	0	3	3	4
Dowlatabad	81	3	84	2121	60	2181	1	0	1	8	9	2
Sholgera	172	0	172	4455	0	4455	0	0	0	28	28	0
Total #	474	725	1199	23277	8764	32041	2	7	9	44	53	20

BALKH SECONDARY SCHOOLS (GRADE 9-12)

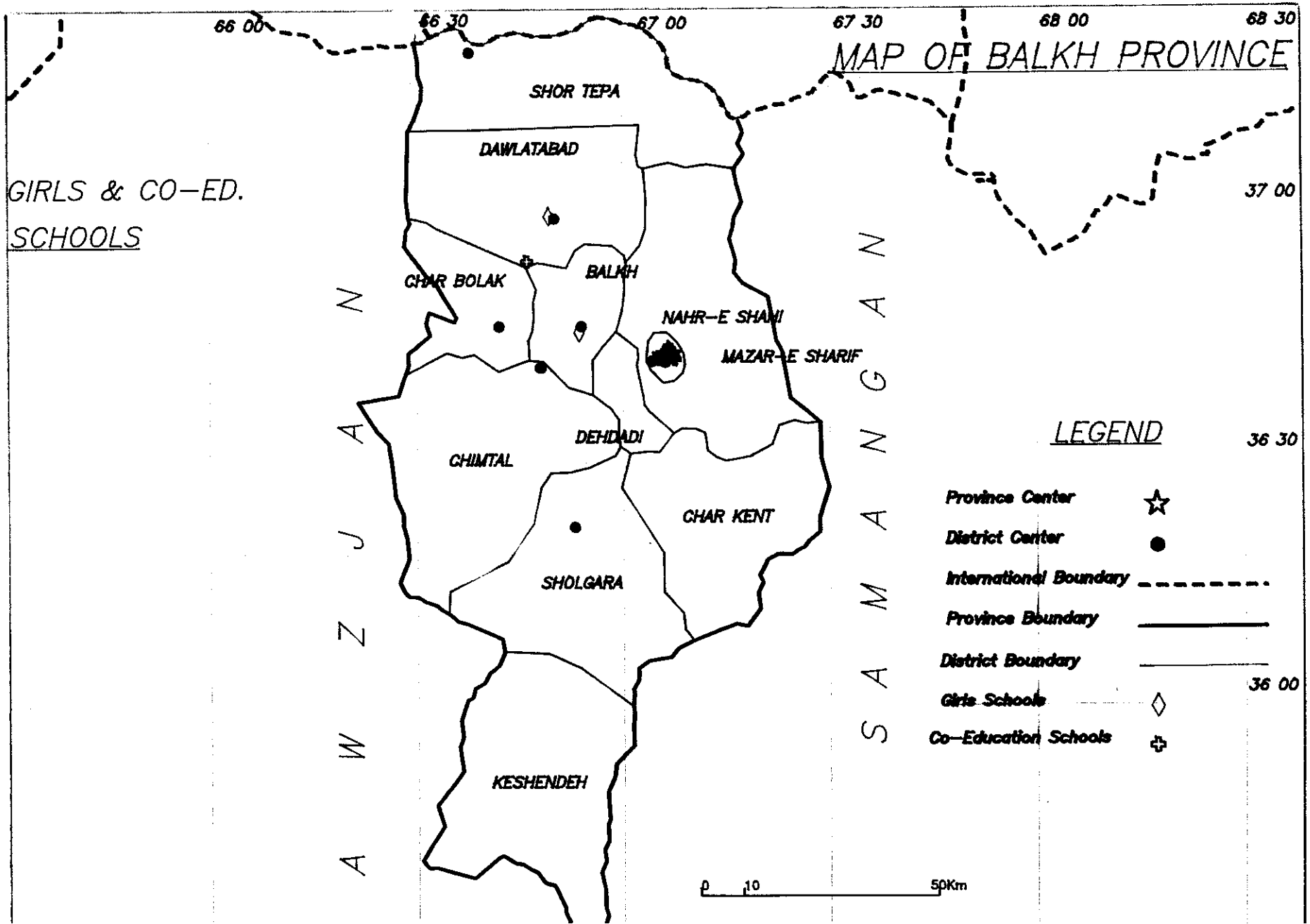
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Mazar Sharif	29.37	70.63	0.42	64.89	35.11	1.85	50.00	0.00	50.00	50.00
Balkh	45.83	54.17	0.85	63.21	36.79	1.72	50.00	0.00	50.00	50.00
Nahri Shahi	100.00	0.00	31.00:0	100.00	0.00	0.00	0.00	25.00	25.00	75.00
Doulatabad	100.00	0.00	7.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Sholgera	100.00	0.00	2.00:0							
Total #	43.85	56.15	0.78	69.11	30.89	2.24	35.00	5.00	40.00	60.00

BALKH SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Mazar Sharif	47	113	160	2312	1251	3563	6	0	6	6	12	0
Balkh	7	9	16	134	78	212	1	0	1	1	2	0
Nahri Shahi	31	0	31	427	0	427	0	1	1	3	4	0
Doulatabad	7	0	7	101	0	101	0	0	0	2	2	0
Sholgera	2	0	2	0	0	0	0	0	0	0	0	0
Total #	95	122	217	2974	1329	4303	7	1	8	12	20	0


MAP OF BALKH PROVINCE
GIRLS & CO-ED.
SCHOOLS
66 00
66 30
67 00
67 30
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SHOR TEPA
DAWLATABAD
CHAR BOLAK
BALKH
NAHR-E SHAHI
MAZAR-E SHARIF
CHIMTAL
DEHDADI
CHAR KENT
SHOLGARA
KESHENDEH
A W Z J A N
S A M A N G A N
LEGEND
Province Center
District Center
International Boundary
Province Boundary
District Boundary
Girls Schools
Co-Education Schools
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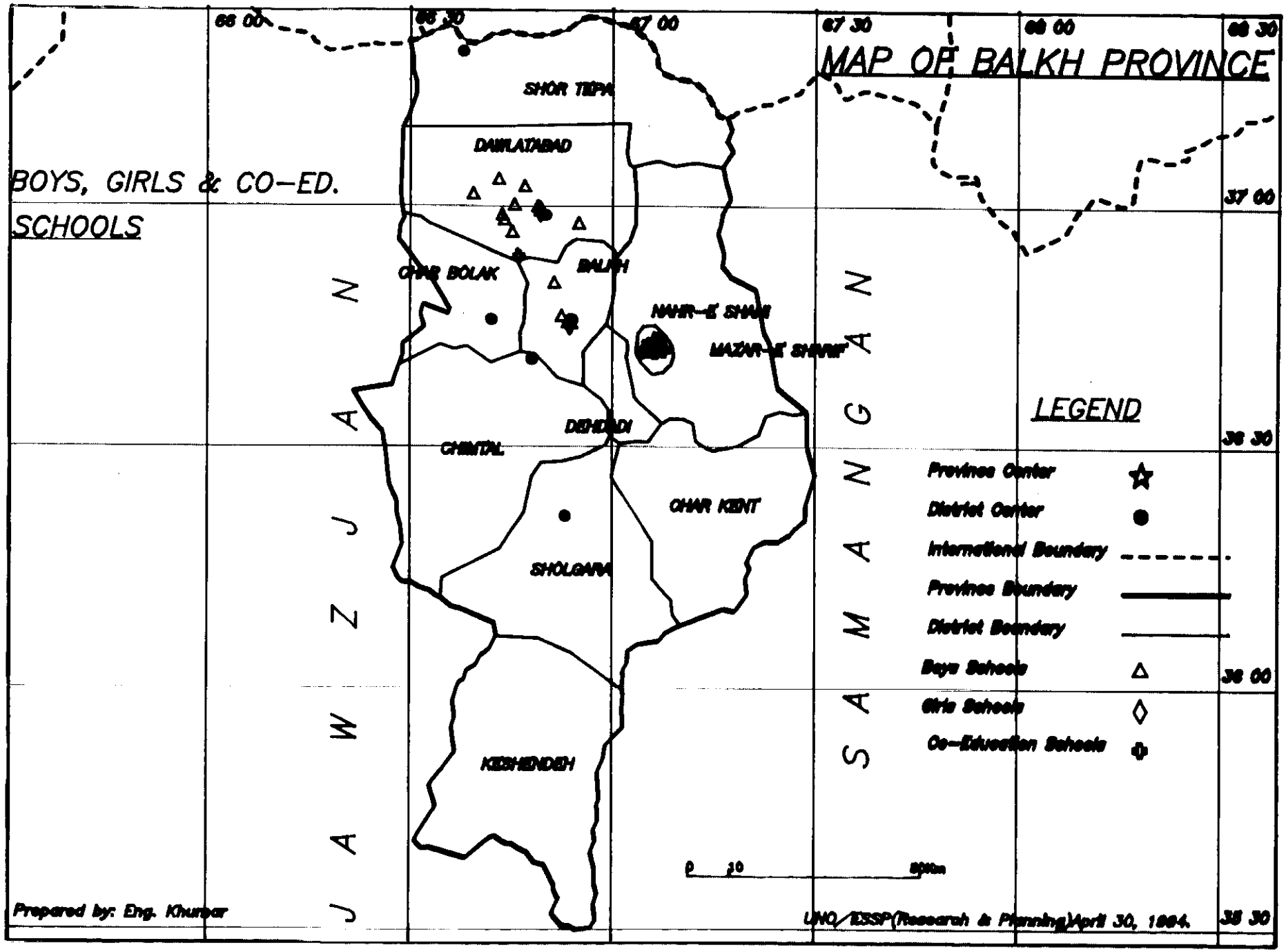

MAP OF BALKH PROVINCE
BOYS, GIRLS & CO-ED.
SCHOOLS
SHOR TEPA
DAWLATABAD
CHAR BOLAK
BALKH
NAWR-E SHAHI
MAZAR-E SHARIF
DEHDADI
CHIMTAL
CHAR KENT
SHOLGARA
KEISHENDEH
J A W Z J A N
S A M A N G A N
LEGEND
Province Center
District Center
International Boundary
Province Boundary
District Boundary
Boys Schools
Girls Schools
Co-Education Schools
Prepared by: Eng. Khurram
UNO/ESSP(Research & Planning)April 30, 1994.

BAMYAN

Physical Feature

Situated in the central region of Afghanistan, the province is bounded in the North by Samangan, in the South by Ghazni and Oruzgan, in the north-west by Jawzjan, in the West by Ghor, in the south-east by Wardak and in the West by Parwan and Baghlan provinces. Bamyan lies between 66°23'-68°15'E and 33°58'-35°28'N. Its altitude, from sea level, ranges between 2,500 - 2, 700 meters. Narrow valleys and slopes, hills and mountains (not green) form the landscape of Bamyan. Baba mountain from which the three rivers of Amir dam, Balkhab and Helmand originate and flow through Bamyan, possesses land stretches with green pastures. The province is confined with limited land to be used for cultivation. Bamyan covers an area of 38,757 sq.km. Of the total surface area 29,908 hectares are cultivable land. The province has cold and relatively long winters and a moderate summer.

Administration and Economy

Administratively, the province is divided into six districts (woloswalis) and one sub-district (alaqadari) covering 1616 large and 152 small villages or 1,768 localities. The center of the province is the ancient city of Bamyan where the great and long statue of Buddah and the reminiscence of whispering city (Shar-i-Ghulghola)stands. A network of dirt roads connects the center to the districts. Rough roads link Bamyan to northern and southern provinces. Bamyan center is equipped with an airport for domestic use and tourist attraction. The topographic condition confines agricultural land to valleys and slopes irrigated by canals, spring and rain fall water. Thus, the crops grown are; wheat, potatoes, rice, beans, fruits and animal fodder. Dry fruit, wooden beams and potatoes are items of external and internal export outside and inside of the country. The province is characterized as least developed and thereby does not have large scale industry. However, small scale cottage and handicraft industry producing rug, *glim*, handloom cloth, leather product, woolen cloth, wood works and vegetables oil do exist in this province. Traditional method of copper and iron casting is also common. Coal and iron ore are found in Bamyan.

Demography

Bamyan has a total settled population of 329,561, forming 2.2% of the country's population. Out of this population 168,928 (51.3%) are males and 160,633 (48.7%) are

females. From the total population 10,514 (3.2%) are urban and 319,047 (96.8%)are rural inhabitants. The province has a population density of 18.7 persons per sq.km. Hazara constitutes the main ethnic group in Bamyan who speak Dari language. Other ethnic groups either don't exist or are rarely present.

Education

Educational institutions comprise formal schooling as well as learning taking place in mosques and madrasses. The survey results show that there were 101 schools, seven for girls and six co-educational in Bamyan (1993) imparting basic and general knowledge to children. The total enrollment of students in all schools was 17,300. Boys constitute 15,525 and girls 1,775 students. From 560 teachers serving the schools, 11 are women teachers and the rest (549) are male teachers. School age children (5 - 14) enrolled in schools is 18.05%. It is 30.62% for boys and 3.97% for girls. No institution of higher education is reported to exist in Bamyan.

Brief School Statistics of Bamyan Province

Student Flow

1. For every 100 boys who start grade 1, about 5, will complete primary school (through grade 6) and begin middle school (grade 7); about 1 will complete middle school and begin secondary school (grade 10); and about 0.4 will survive through grade 12.

2. For every 100 girls who start grade 1, about 6 will complete primary school (through grade 6) and begin middle school (grade 7); and none will complete middle school. No girls attend secondary school.

3. For both girls and boys, the greatest risk of dropping out is during grade 1. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas.

4. Girls do not study beyond primary and one year of middle school. But boys who persist beyond primary school will complete their secondary education at a rate of (1.09%).

Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
(boys: 22/2015 = 1.09%)

Access and Equity

5. From the total school age children 18.05% of them are in school. Only 3.79% of the school age females are in school; while 30.62% of the males are in school.

6. Female enrollment is low in Bamyan. Provincially, 10.26% of the students enrolled in schools are girls.

Teachers

7. The Province has (1.96%) female teachers. This may be the reason for lower girl's enrollment.

8. Of the total of the province teachers, 15.89% have a grade 9 or less education, 40.36% have at least some secondary (10/11/12) schooling, 41.41% have grade 13/14 and 2.32% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 30.89 students per teacher, with the lowest class sizes in urban areas. These rates are low by world standards.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbooks per student is 2.59.

11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

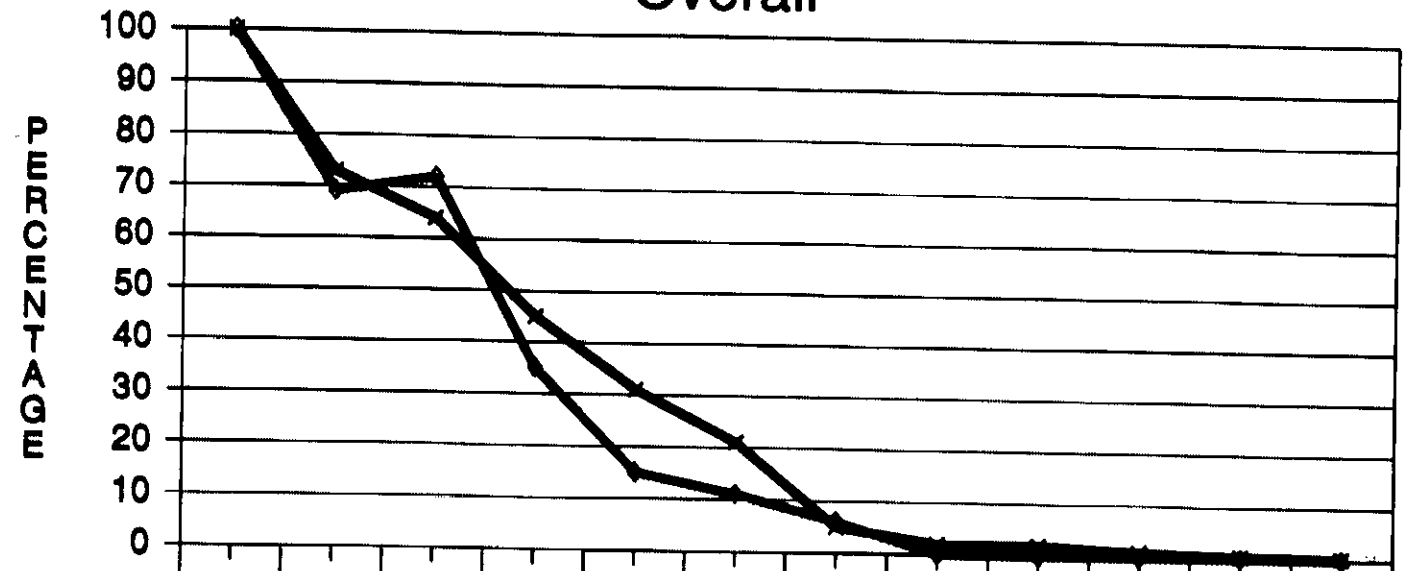
Facilities

12. About 5 of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 560 teachers as compared to 386 classrooms. This is an artifact of some schools being outdoors.

Boy/Girl Progression Percentage in Bamyan Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	89	89	87	91	94	94	88	100	100	100	100	100
Girls %	11	11	13	9	6	6	12	0	0	0	0	0
Boys #	4477	3289	2679	2015	1406	953	242	88	77	52	25	22
Girls #	575	397	416	204	85	65	33	0	0	0	0	0
Boys %	100	73	64	45	31	21	5	2	2	1	0.5	0.4
Girls %	100	69	72	35	15	11	6	0	0	0	0	0

Boys % Girls %

School Statistics in Bamyan Province

April 30,1994

BAMYAN PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Bamyan	100.00	0.00	91.00:0	86.66	13.34	6.49:1	13.33	6.67	20.00	80.00
Shibar	100.00	0.00	16.00:0	100.00	0.00	361.00:0	0.00	0.00	0.00	100.00
Kohmard	93.20	6.80	13.70:1	82.15	17.85	4.60:1	9.09	4.55	13.64	86.36
Saighan	100.00	0.00	90.00:0	86.71	13.29	6.52:1	20.00	6.67	26.67	73.33
Yawkowlang	100.00	0.00	92.00:0	99.75	0.25	395.00:1	0.00	11.11	11.11	88.89
Panjab	100.00	0.00	63.00:0	100.00	0.00	2154.00:0	0.00	0.00	0.00	100.00
Warsa	100.00	0.00	36.00:0	100.00	0.00	1075.00:0	0.00	0.00	0.00	100.00
Average %/Ratio	98.00	2.00	48.94:1	89.63	10.37	8.65:1	7.14	5.10	12.24	87.76

BAMYAN PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Bamyan	91	0	91	2078	320	2398	2	1	3	12	15	1
Shibar	16	0	16	361	0	361	0	0	0	3	3	0
Kohmard	151	11	162	5132	1115	6247	2	1	3	19	22	1
Saighan	90	0	90	2179	334	2513	3	1	4	11	15	0
Yawkowlang	92	0	92	2370	6	2376	0	2	2	16	18	1
Panjab	63	0	63	2154	0	2154	0	0	0	16	16	0
Warsa	36	0	36	1075	0	1075	0	0	0	9	9	0
	538	11	549	15349	1775	17124	7	5	12	86	98	3

BAMYAN SECONDARY SCHOOLS (GRADE 9-12)

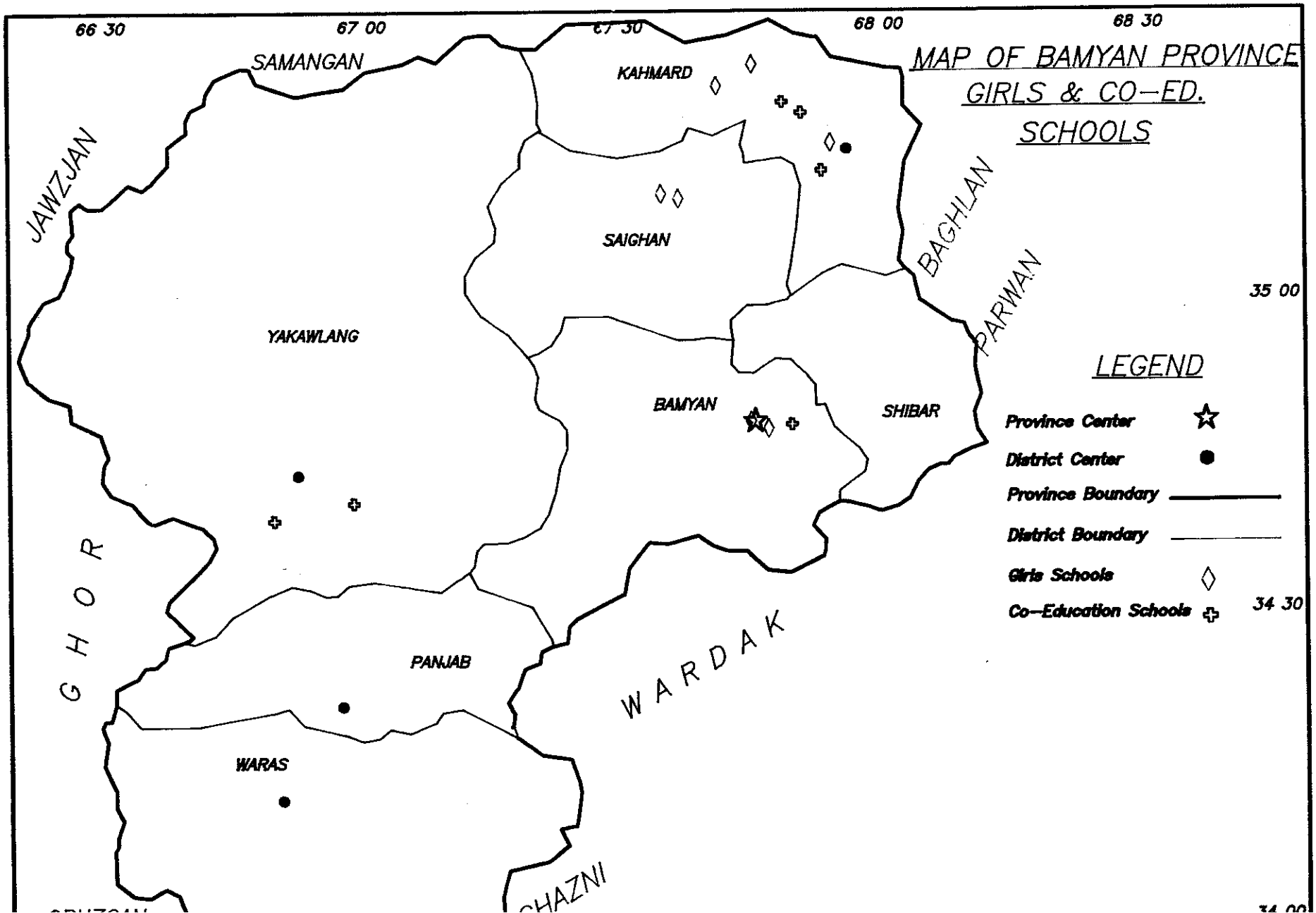
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Bamyan	100.00	0.00	2.00:0	100.00	0.00	23.00:0	0.00	0.00	0.00	100.00
Shibar	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Kohmard	100.00	0.00	4.00:0	100.00	0.00	105.00:0	0.00	100.00	100.00	0.00
Saighan	100.00	0.00	1.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Yawkoulang	100.00	0.00	3.00:0	100.00	0.00	48.00:0	0.00	0.00	0.00	100.00
Panjab	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Warsa	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Average %/Ratio	100.00	0.00	11.00:0	100.00	0.00	176.00:0	0.00	33.33	33.33	66.67

BAMYAN SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Bamyan	2	0	2	23	0	23	0	0	0	1	1	0
Shibar	0	0	0	0	0	0	0	0	0	0	0	0
Kohmard	4	0	4	105	0	105	0	1	1	0	1	0
Saighan	1	0	1	0	0	0	0	0	0	0	0	0
Yawkoulang	3	0	3	48	0	48	0	0	0	1	1	0
Panjab	0	0	0	0	0	0	0	0	0	0	0	0
Warsa	0	0	0	0	0	0	0	0	0	0	0	0
Total #	11	0	11	176	0	176	0	1	1	2	3	0


MAP OF BAMYAN PROVINCE
GIRLS & CO-ED.
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SAMANGAN
KAHMARD
JAWZJAN
SAIGHAN
BAGHLAN
PARWAN
YAKAWLANG
BAMYAN
SHIBAR
GHOR
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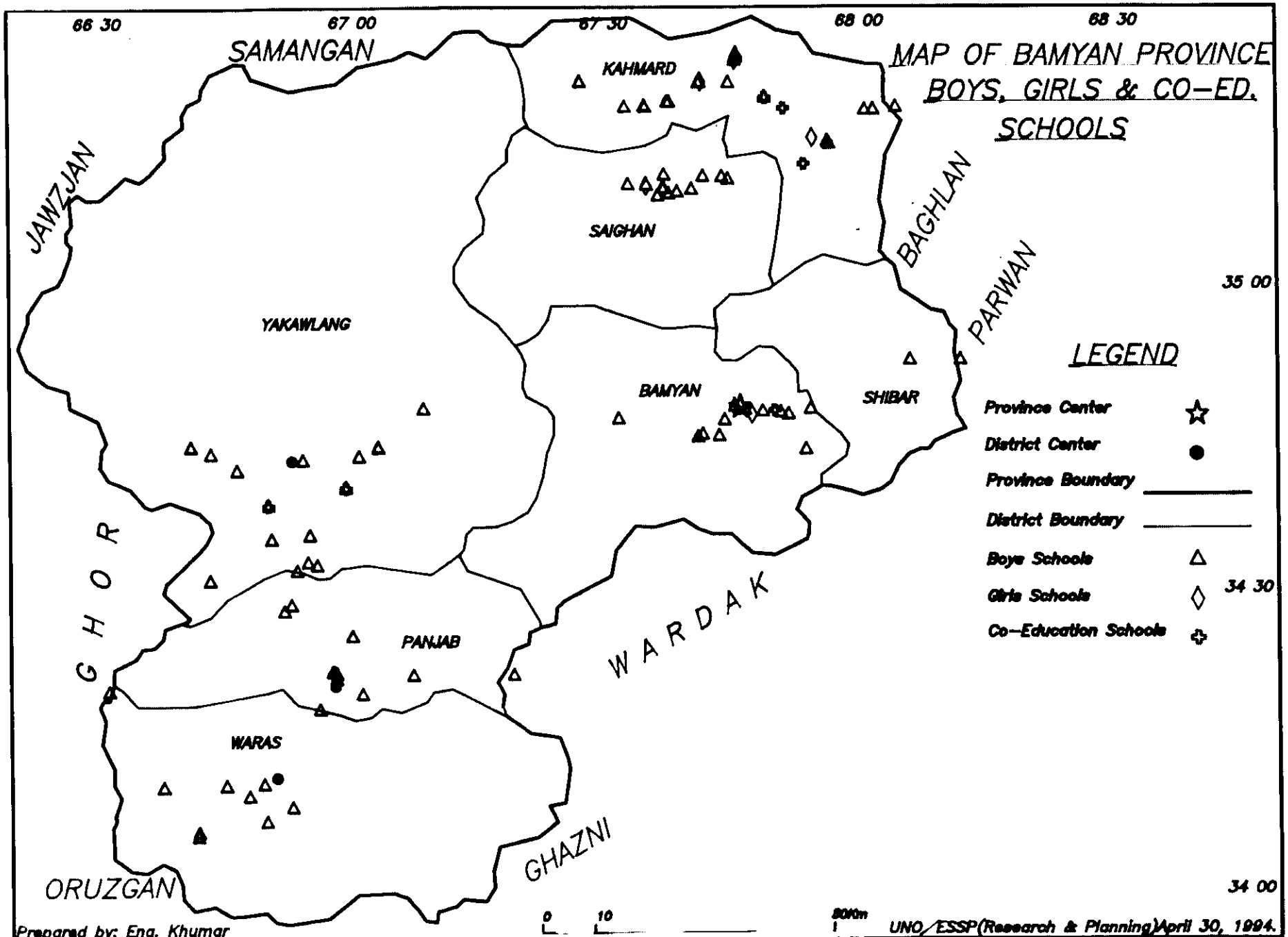
Province Center
District Center
Province Boundary
District Boundary
Girls Schools
Co-Education Schools


MAP OF BAMYAN PROVINCE
BOYS, GIRLS & CO-ED. SCHOOLS
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67 00
67 30
68 00
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35 00
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SAMANGAN
KAHMARD
SAIGHAN
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PARWAN
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LEGEND
Province Center
District Center
Province Boundary
District Boundary
Boys Schools
Girls Schools
Co-Education Schools
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80Km
Prepared by: Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994.

FARAH

'hysical Feature

'arah is one of the western region provinces of Afghanistan. The province is bordered ı the North by Ghor and Herat, in the South by Nimroz, in the East by Ghor and Ielmand and in the West by Iran. Geographically the province lies between 60°36'-4°42'N and 31°24'-34°15'E. Topographically Farah is plain/flat with soft rounded andy-loom hills. Embodying fertile valleys with wide fascinating varieties of desert tructures e.g. Stony, Semi-stony and Sandy which are covered with extensive scattered rass land. Siah Koh is the only mountain in this province which is situated in the north f Farah, Khash Rud river originates from this mountain. The rising level of water and s fast flow during rainy seasons makes transportation and travel very difficult for 'arahis. Only Khaki Safead district of Farah province makes use of its water for griculture purpose. The irrigation systems of this province are mainly by Juys. The limate of Farah is dry and tropical. The total surface area of this province is 59146.6 q.km. The altitude of Farah ranges from 500 meters in Lash Jaween and 2270 meters ı Farsi above sea level. The provincial roads are made up of graveled and dirt, but the rovince has been connected to Herat, Kandahar and to Kabul by 858 km. of paved ighway.

dministration and Economy

'he province is divided into 5 districts (Woloswali), and one Subdistrict (Alaqadari) ontaining 360 large and 556 small villages totalling 1,916 localities. Because of its xtensive desert areas and minimum water resources, agriculture is relatively poor with ngle crops of wheat and barley. Farming largely serves as a supplement for animal usbandry. Fruits such as pomegranate, apple, apricot and watermelon are grown in arah. The small scale industry of Balochi carpets of province is very famous and it has good selling market inside and outside the country. Iron resource of Gulistan, is also nportant.

)emography

'he total population of this province was estimated in 1993 to be 150,317, of which 5,594 (50.3%) are males and 74,723 (49.7%) are females. This population is inhabited ı an area of 59146.6 sq.km. From the above population 1232 (0.8%) are living in urban, nd which 149,085 (99.2%) in rural areas. The population, density of Farah is 2.5

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persons per sq.km. The dominant ethnic groups in Farah are Pashtoons, Balochies and Tajeks. Most of these groups can converse in two languages.

Education

Farah province does not rank in the number and educational institutions. Formal and informal education institutions are functioning in this province. In addition to teaching learning that takes place in several Madrassa and Mosques, the school survey of Afghanistan shows that 61 schools were active in this province, including one girls school and eight co-education. Students enrolled in all the three levels (primary, middle and secondary) are 18,191 students, composed of 16,095 boys and 2,096 girls. The total number of teachers serving in the above school are 646 of which 550 are males and 96 are females. School age (5-14) children attending schools are 40.17%. For boys it is 67.62% and for girls it is 9.42%.

Brief School Statistics of Farah Province

Student Flow

1. For every 100 boys who start grade 1, about 13 will complete primary school (through grade 6) and begin middle school (grade 7); about 3 will complete middle school and begin secondary school (grade 10); and about 1 will survive through grade 12.

2. For every 100 girls who start grade 1, about 44 will complete primary school (through grade 6) and begin middle school (grade 7); about 10 will complete middle school and begin secondary school (grade 10); and about 7 will survive through grade 12.

3. For girls, the greatest risk of dropping out is during the first grade. For boys, the greatest risk is during grades 1-2. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout are different for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted differently for boys and girls.

4. Boys who persist beyond primary school have a higher probability of completing secondary school (8.97%) than do girls who persist beyond primary school (3.69%).

Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
(boys: 66/1785 = 3.69%; girls: 29/323 = 8.97%)

Access and Equity

5. From the total school age children 40.17% of them are in school. Only 9.42% of the school age females are in school; while 67.62% of the males are in school.

6. Female enrollment is low in Farah. Provincially, about 11.52% of the students enrolled in school are girls.

Teachers

7. The Province has (14.86%) female teachers.

8. Of the total of the province teachers, 8.47% have a grade 9 or less education, 60.59% have at least some secondary (10/11/12) schooling, 37.85% have grade 13/14 and 3.09% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the large middle group that have some secondary schooling.

9. The province has 28.16 students per teacher, with the highest class sizes in rural areas. While these rates are relatively low by world standards.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbooks per student is 2.21.

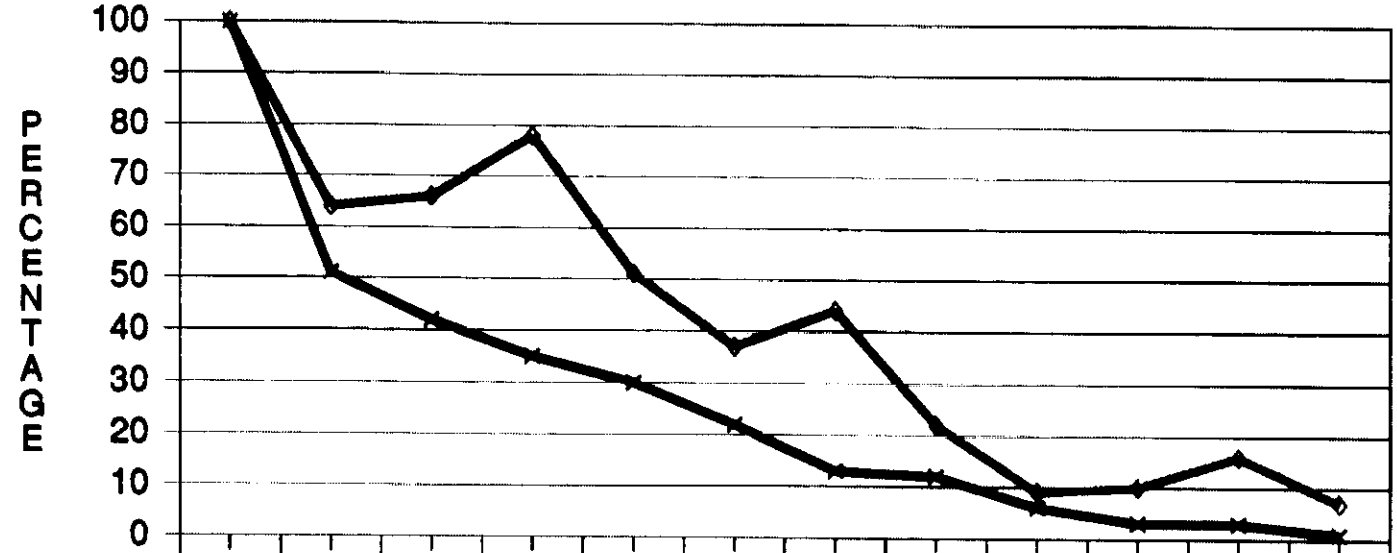
11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher as only the most difficult areas remain.

Facilities

12. Six of every 10 schools do not have a building. They operate outside or in borrowed facilities.
13. There are 646 teachers compared to 489 classrooms. This is an artifact of some schools being outdoors.

Boy/Girl Progression Percentage in Farah Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	92	91	89	85	88	88	79	86	89	76	68	69
Girls %	8	9	11	15	12	12	21	14	11	24	32	31
Boys #	5061	2581	2133	1785	1500	1136	678	586	285	138	146	66
Girls #	416	265	274	323	214	153	183	92	36	43	68	29
Boys %	100	51	42	35	30	22	13	12	6	3	3	1
Girls %	100	64	66	78	51	37	44	22	9	10	16	7

Boys % Girls %

School Statistics in Farah Province

April 30,1994

FARAH PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Farah	77.80	22.20	3.50:1	87.53	12.47	7.02	0.00	17.65	17.65	82.35
Khake Safid	100.00	0.00	23.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Shindand	80.50	19.50	4.13:1	77.57	22.43	3.46	14.29	14.29	28.57	71.43
Anar Dara	100.00	0.00	24.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Qala Koh	98.46	1.54	64.00:1	98.65	1.35	73.33	0.00	11.11	11.11	88.89
Purchaman	100.00	0.00	67.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Lash Jaween	100.00	0.00	30.00:0	98.20	1.80	54.42	0.00	14.29	14.29	85.71
Average %/Ratio	85.83	14.17	6.06	88.95	11.05	8.05	2.00	12.00	14.00	86.00

FARAH PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Farah	236	67	303	6768	964	7732	0	3	3	14	17	8
Khake Safid	23	0	23	536	0	536	0	0	0	2	2	0
Shindand	65	16	80	3171	917	4088	1	1	2	5	7	2
Anar Dara	24	0	24	1124	0	1124	0	0	0	2	2	0
Qala Koh	64	1	65	1980	27	2007	0	1	1	8	9	0
Purchaman	67	0	67	1228	0	1228	0	0	0	6	6	1
Lash Jaween	30	0	30	653	12	665	0	1	1	6	7	0
Total #	509	84	593	15460	1920	17380	1	6	7	43	50	11

FARAH SECONDARY SCHOOLS (GRADE 9-12)

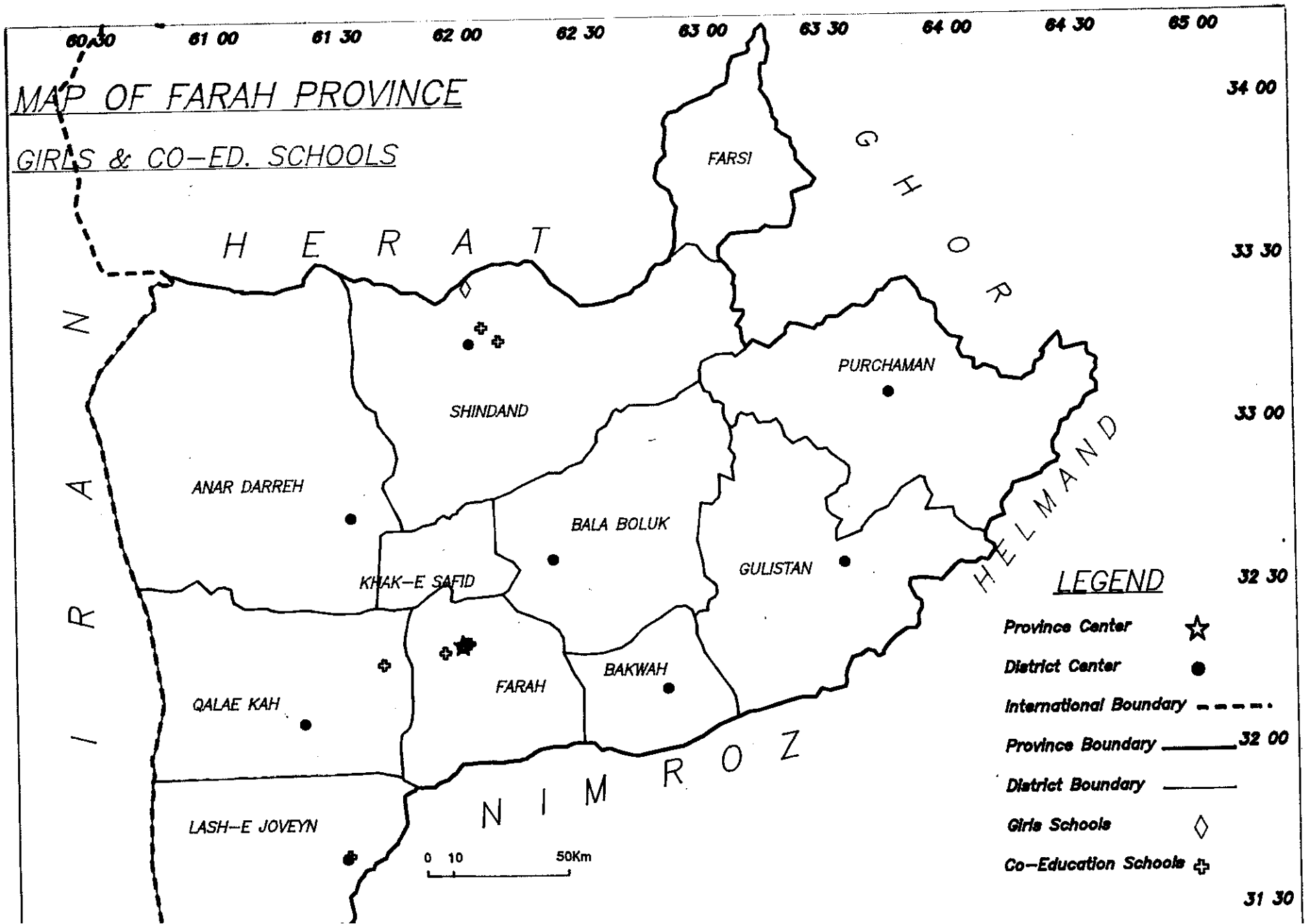
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Farah	86.14	13.86	6.21:1	81.70	18.30	4.47	0.00	12.50	12.50	87.50
Khake Safid	0.00	0.00	1.68:1	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Shindand	62.71	1.68	0.00:0	69.01	30.99	2.23	0.00	50.00	50.00	50.00
Anar Dara	0.00	0.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Qala Koh	0.00	0.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Purchaman	0.00	0.00	0.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Lash Jaween	0.00	0.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Average %/Ratio	77.50	22.50	3.44	78.30	21.70	3.61	0.00	18.18	18.18	81.82

FARAH SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Farah	29	5	34	451	101	552	0	1	1	7	8	0
Khake Safid	0	0	0	0	0	0	0	0	0	0	0	0
Shindand	12	7	20	167	75	242	0	1	1	1	2	0
Anar Dara	0	0	0	0	0	0	0	0	0	0	0	0
Qala Koh	0	0	0	0	0	0	0	0	0	0	0	0
Purchaman	0	0	0	17	0	17	0	0	0	1	1	0
Lash Jaween	0	0	0	0	0	0	0	0	0	0	0	0
Total #	41	12	53	635	176	811	0	2	2	9	11	0


MAP OF FARAH PROVINCE
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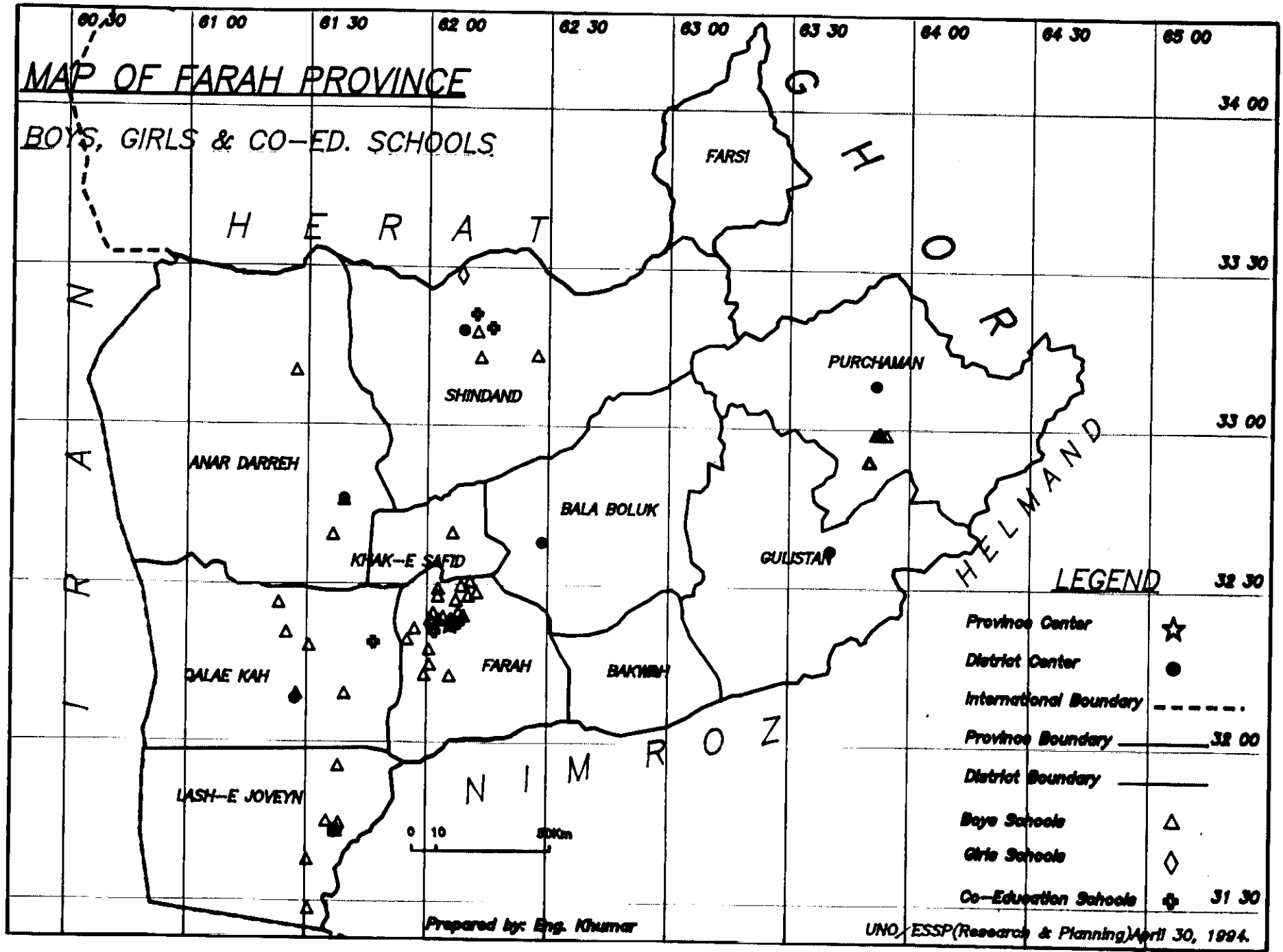
Province Center
District Center
International Boundary
Province Boundary
District Boundary
Girls Schools
Co-Education Schools


MAP OF FARAH PROVINCE
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BALA BOLUK
KHAK-E SAFID
GULISTAN
HELMAND
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BAKWAH
DALAE KAH
LASH-E JOVEYN
NIMROZ
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LEGEND
Province Center
District Center
International Boundary
Province Boundary
District Boundary
Boys Schools
Girls Schools
Co-Education Schools
Prepared by: Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994.

FARYAB

hysical Feature

ocated in the northern region of Afghanistan, Faryab province is encircled by the epublic of Turkmanistan in the North, Ghor province in the South, Jowzjan province ı the East and the Republic of Turkmanistan and Badghis in the West. The province eographically lies between 63°52'-65°35'E and 35°09'-37°14'N. Faryab land is flat, ındy and hilly in most parts, but mountainous in the southern part where the Teerband-e- 'urkistan mountain range passes through. Balkh and Shirintagab rivers are the two ignificant water resources of the province. Darre Zang water-fall of Gurziwan with 40 ıeters height, is a famous natural scenery of Faryab. Climate in this province is cold in ıe winter and hot in the summer, but mild in the spring and in the fall. Roads are not mproved in the province, still there are graveled roads and dirt tracks that connect listricts. A main transportation road links the province to Mazar. Faryab encompasses .n area of 21,306 sq. km. The total cultivable lands of the province are 1,023,000 ıectares. The altitude of the province, from sea level, ranges 280 meeters, the lowest in Khan Charbagh area and 1,840 meters, the highest in Kohistan region.

Administration and Economy

Faryab has an administrative structure of seven separate districts (Woluswali) and four subdistricts (Alaqadari) formed out of 715 large and 153 small localities. Maymana is the center and Dowlatabad is the second major city of the province. Large scale industries do not exist but small scale industries of the province are very famous and productive. Carpets of Dowlatabad, Uzbek *glims* and *namads*, saddles, *chapan*, and embroidered hats of Faryab are well-known in the region. Carpets and Karakul skin and pelt are the major items of export. Agriculture is not quite improved, still people grow wheat barley, melons, grapes, vegetables, and fruits in both irrigated and rain-fed areas for local exports. Faryab is also famed for horse breeding and Karakul sheep raising. The province has two main mineral reserves of petroleum (at Aligul) and salt (at Andkhoy).

Demography

Population estimation of 1993 indicates that the total inhabitants of the province are 729,647. Among them 374,328 (51.3%) are males and 355,711 (48.7%) are females. This population is spread in an area of 21,306 sq.km. having eight cities and towns and

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868 large and small localities. Population density of the province is 34.24 persons per sq.km. The urban inhabitants are 74,180 (10,1%) while the rural residents are 655,467 (89.9%). Although, Uzbeks and Turkmans are the two main ethnic groups in this province, small number of Arabs, Pashtoons and Tajeks are also live there.

Education

Faryab possesses a great number of formal and informal educational institutions. But due to the tense condition of the province, only three of the total schools were surveyed. The surveyed schools accommodated a number of 1,372 students and 43 teachers who were all males. Since the schools of the province were not totally covered, the actual number of schools, students and teachers remained undisclosed in this report. School going children age (514) students of this province are not also thoroughly known. These are all due to uncertainty of the condition and security problem of the province.

Brief School Statistics of Faryab Province

Student Flow

1. For every 100 boys (of the surveyed schools) who start grade 1, about 8 will complete primary school (through grade 5) and then stop their eduction.

2. Girls' enrollment is not known in Faryab province.

3. For boys, the risk of dropping out is during every grade. This pattern cannot represent all of the province because most of the areas were not surveyed.

4. Boys who persist beyond primary school have a probability of completing (grade 5) at a rate of (21.16%).

   Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
   (boys: 40/189 = 21.16%)

Access and Equity

5. From the total school age children 0.65% of them are in surveyed schools. The status of school age females is not known; while 1.24% of the males are in surveyed schools.

Teachers

5. The status of female teachers are also not known. This is because of some interior problems that prevented the process of surveying in the province.

8. Of the total of the province teachers, 0.00% have a grade 9 or less education, 62.79% have at least some secondary (10/11/12) schooling, 30.13% have grade 13/14 and 6.98% have grade 15/16 education. This figures represent only the surveyed schools of the province.

9. The province has 31.91 students per teacher in the surveyed area.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbooks per student is 0.10.

11. Again there is no exact ratio of textbooks.

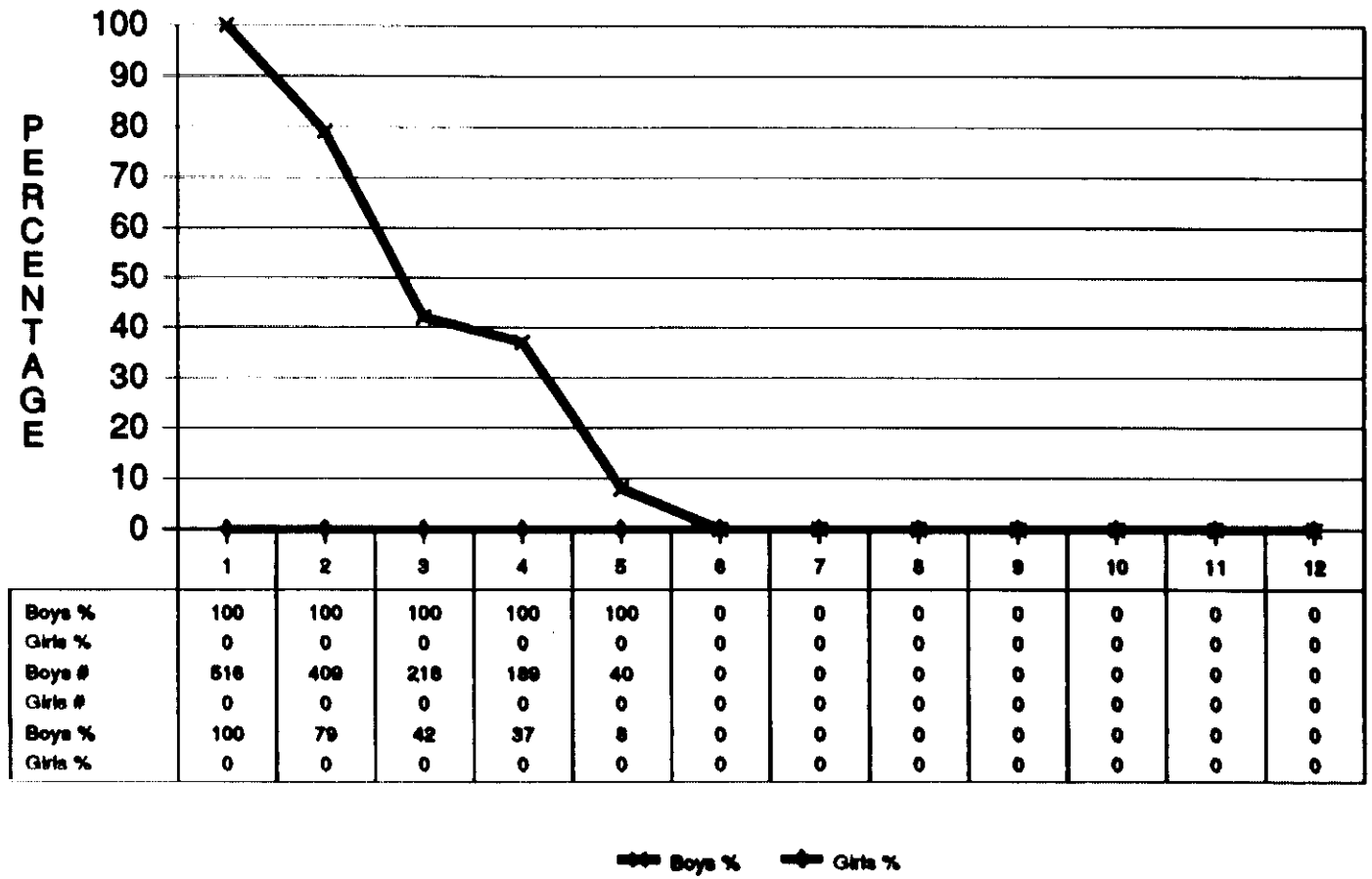
Facilities

12. All the surveyed schools have a building.

13. There are 43 teachers in the surveyed schools but the number of classrooms is not known.

Boy/Girl Progression Percentage in Faryab Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	100	100	100	100	100	0	0	0	0	0	0	0
Girls %	0	0	0	0	0	0	0	0	0	0	0	0
Boys #	516	409	216	189	40	0	0	0	0	0	0	0
Girls #	0	0	0	0	0	0	0	0	0	0	0	0
Boys %	100	79	42	37	8	0	0	0	0	0	0	0
Girls %	0	0	0	0	0	0	0	0	0	0	0	0

FARYAB PRIMARY SCHOOLS (GRADE 1-8)

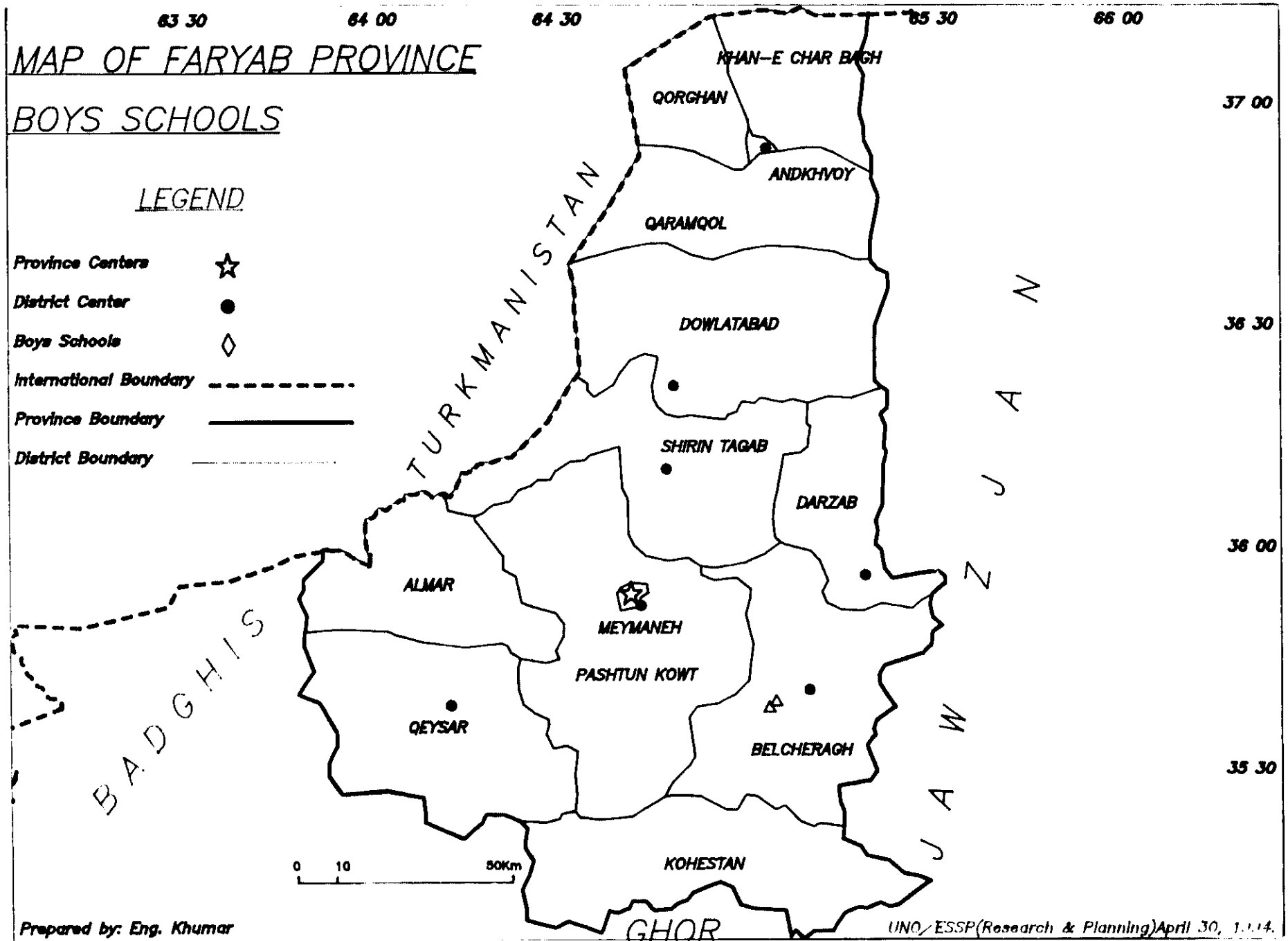
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Darzab	100.00	0.00	43.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Average %/Ratio	100.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	100.00

FARYAB PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Darzab	43	0	43	1372	0	1372	0	0	0.00	3.00	3	0
Total #	43	0	43	1372	0	1372	0	0	0.00	3.00	3	0


MAP OF FARYAB PROVINCE
BOYS SCHOOLS
LEGEND
Province Centers
District Center
Boys Schools
International Boundary
Province Boundary
District Boundary
63 30
64 00
64 30
65 30
66 00
37 00
36 30
36 00
35 30
KHAN-E CHAR BAGH
QORGHAN
ANDKHVOY
QARAMQOL
DOWLATABAD
SHIRIN TAGAB
DARZAB
ALMAR
MEYMANEH
PASHTUN KOWT
QEYSAR
BELCHERAGH
KOHESTAN
TURKMANISTAN
BADGHIS
JAWZJAN
GHOR
0 10 50Km
Prepared by: Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1.14.

GHAZNI

ıysical Feature

hazni is situated in the east-central region of the country. The province is bordered in e North by Wardak and Bamyan, in the East by Paktya and Logar, in the South and ıuth-east by Paktika, in the West by Oruzgan, and in the south-west by Zabul, and 'ardak. The Province lies between 66°52'-68°49'E and 23°02'-34°17'N. Because of its cation at the foot-hills of Hindukush, its semi-desert land gradually changes to desert. 'ith this physical feature people are mostly living along the five river banks which 'ovide one of the sources of water for irrigation. However, Karezes provide most of the rigation water. Two lakes: Abi-estadah-i-Moqor and Jahil-i-Nawor are recognized as ıtional parks. Band-i-Sardeh, along with two small old dams, also provide water for rigation. Situated in southern and foot hills of the Hindukush range, all districts have ·latively high altitude from sea level, ranging between 1,980 in Galon to 3,500 in enakhan. The total area of Ghazni is 21,381 square Km. of which 610,800 hectares is ıltivable. Adequate underlying water and vast flat lands are potential resources for ·velopment. The new Kabul-Kandahar highway connects Ghazni to the rest of the ɔuntry, while the old one links the districts.

dministration and Economy

dministratively, the province is divided into nine districts (woloswalis) and six sub-istricts (alaqadaris); having 3,018 localities (2,936 large and 82 small villages), Ghazni ıty is the center of the province, which is an urban area, with a population of ɔproximately 72,291. In spite of its location and brilliant past history, large scale ıdustry does not exist in Ghazni. Small industries include carpets, *glims, namads,* andloom cloth, wood works, leather and leather products (particularly for coats, hats and loves), iron and copper products. The main crops and fruits grown in the province are 'heat, corn, barley, potatoes, grapes, apples, apricots and other fruits. Ghazni is famous ɔr its raisons and farr products.

)emography

'he latest population estimate (1993) shows the population of the province to be 782,782 5.2%) of which 40,188 (51.4%) are males and 380,902 (48.6%) are females. The total ettled population, distributed in three cities and 3,018 localities, forms a population ensity of 36.6 persons per sq.km., highest 141 in Ghazni city and lowest 7 in Nawa.

The urban population of the province was 37,685 (4.8%) and rural 745,097 (95.2%). The dominant ethnic groups are Pashtoons and Tajeks scattered in designated districts. In some districts Pashtu and Dari speaking groups can be seen.

Education

Ghazni ranks second in the total number of education institution in the country. Both formal and informal educational institutions are functioning well in Ghazni. Besides the instructions students receive in mosques and madrasas, a total of 197 schools provide education for children. Of this number, 12 schools are for girls and 23 are coed-schools. The total student enrollment in these schools amounts to 44,338; of which 40,690 are boys and 3,648 are girls which shows an imbalance between boys and girls enrollment. A total of 1,533 teachers are serving these schools; out of which male teachers comprise 1,781 and female teachers 52. A higher teacher college trains teachers for Ghazni schools as well as the adjacent provinces. School age children (5 -14) enrolled in schools are 19%. It is 33% for boys and 3.31% for girls.

Brief School Statistics of Ghazni Province

Student Flow

1. For every 100 boys who start grade 1, about 25 will complete primary school (through grade 6) and begin middle school (grade 7); about 3 will complete middle school and begin secondary school (grade 10); and about 3 will survive through grade 12.

2. For every 100 girls who start grade 1, about 10 will complete primary school (through grade 6) and begin middle school (grade 7); about 3 will complete middle school and begin secondary school (grade 10); and about 2 will survive through grade 12.

3. For girls, the greatest risk of dropping out is during the first four grades. For boys, the greatest risk is during grade 1. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout are different for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted differently for boys and girls.

4. Girls who persist beyond primary school have higher probability of completing

secondary school (7.54%) than do boys who persist beyond primary school (4.14%).

Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
(boys: 233/5625 = 4.14%; girls: 24/318 = 7.54%)

ccess and Equity

From the total school age children 19.00% of them are in school. Only 3.31% of the school age females are in school; while 33.00% of the males are in school.

Female enrollment is low in Ghazni. Provincially, 8.23% of the students enrolled in schools are girls.

eachers

The Province has (3.39%) female teachers. This may be the reason for low girl's enrollment.

Of the total of the province teachers, 16.60% have a grade 9 or less education, 42.22% have at least some secondary (10/11/12) schooling, 36.57% have grade 13/14 and 4.60% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

The province has 28.92 students per teacher, with the lowest class sizes in rural areas. While these rates are low by world standards, they are a function of the rural nature of the province.

extbooks

0. While the availability of textbooks varies across districts, the average number of textbooks per student is 1.91.

1. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

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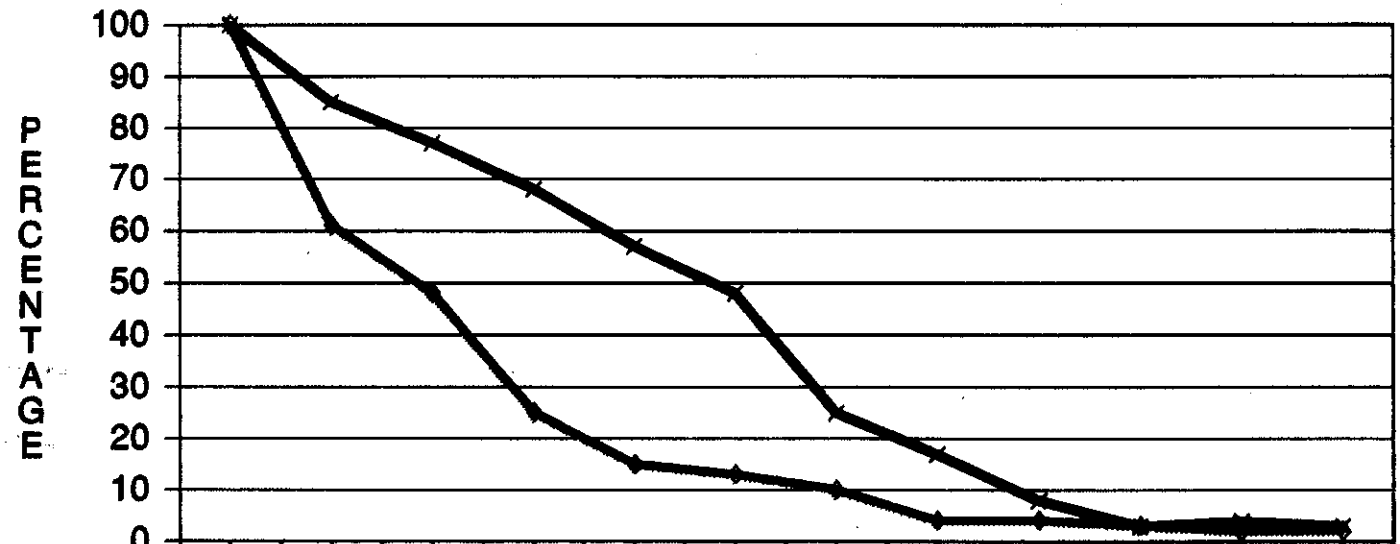
Facilities

12. Three of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 1533 teachers as compared to 197 classrooms. This is an artifact of so many schools being outdoors.

Boy/Girl Progression Percentage in Ghazni Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	87	90	91	95	96	96	94	96	93	87	91	91
Girls %	13	10	9	5	4	4	6	4	7	13	9	9
Boys #	8219	6990	6366	5625	4662	3966	2059	1407	653	278	232	233
Girls #	1277	774	607	318	186	161	133	57	46	41	24	24
Boys %	100	85	77	68	57	48	25	17	8	3	4	3
Girls %	100	61	48	25	15	13	10	4	4	3	2	2

Boys % Girls %

School Statistics in Ghazni Province

April 30,1994

GHAZNI PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Ghazni	91.28	23.00	10.46:1	78.96	21.04	3.75:1	13.33	23.33	36.67	63.33
Deh Yak	100.00	0.00	67.00:0	100.00	0.00	1475.00:0	0.00	0.00	0.00	100.00
Khawaja Omeri	100.00	0.00	65.00:0	97.01	2.99	32.45:1	0.00	33.33	33.33	66.67
Nawor	100.00	0.00	43.00:0	84.63	15.37	5.51:1	25.00	0.00	25.00	75.00
Jaghatu	98.47	1.53	64.33:1	98.04	1.96	50.13:1	0.00	13.04	13.04	86.96
Jaghori	91.95	8.05	11.42:1	90.02	9.98	9.02:1	12.50	31.25	43.75	56.25
Malestan	92.31	7.69	12.00:1	82.46	17.54	4.70:1	0.00	60.00	60.00	40.00
Qarabagh	98.76	1.24	79.56:1	95.78	4.22	22.67:1	8.11	8.11	16.22	83.78
Moqor	100.00	0.00	99.00:0	100.00	0.00	2296.00:0	0.00	0.00	0.00	100.00
Gelan	96.18	3.82	25.17:1	100.00	0.00	1299.00:0	0.00	0.00	0.00	100.00
Andar	100.00	0.00	125.00:0	100.00	0.00	3762.00:0	0.00	0.00	0.00	100.00
Nawa	100.00	0.00	12.00:0	100.00	0.00	195.00:0	0.00	0.00	0.00	100.00
Average %/Ratio	96.36	3.64	26.49:1	91.79	8.21	11.19:1	5.85	13.45	19.30	80.70

GHAZNI PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Ghazni	241	23	264	6311	1682	7993	4	7	11	19	30	4
Deh Yak	67	0	67	1475	0	1475	0	0	0	11	11	0
Khawaja Omeri	65	0	65	1882	58	1940	0	2	2	4	6	2
Nawor	43	0	43	771	140	911	1	0	1	3	4	1
Jaghatu	193	3	196	5464	109	5573	0	3	3	20	23	4
Jaghori	171	15	186	6892	764	7656	2	5	7	9	16	2
Malestan	72	6	78	2168	461	2629	0	3	3	2	5	0
Qarabagh	239	3	242	6779	299	7078	3	3	6	31	37	2
Moqor	99	0	99	2296	0	2296	0	0	0	18	18	1
Gelan	50	2	52	1299	0	1299	0	0	0	8	8	1
Andar	125	0	125	3762	0	3762	0	0	0	11	11	8
Nawa	12	0	12	195	0	195	0	0	0	2	2	0
	1377	52	1429	9294	3513	42807	10	23	33	138	171	25

GHAZNI SECONDARY SCHOOLS (GRADE 9-12)

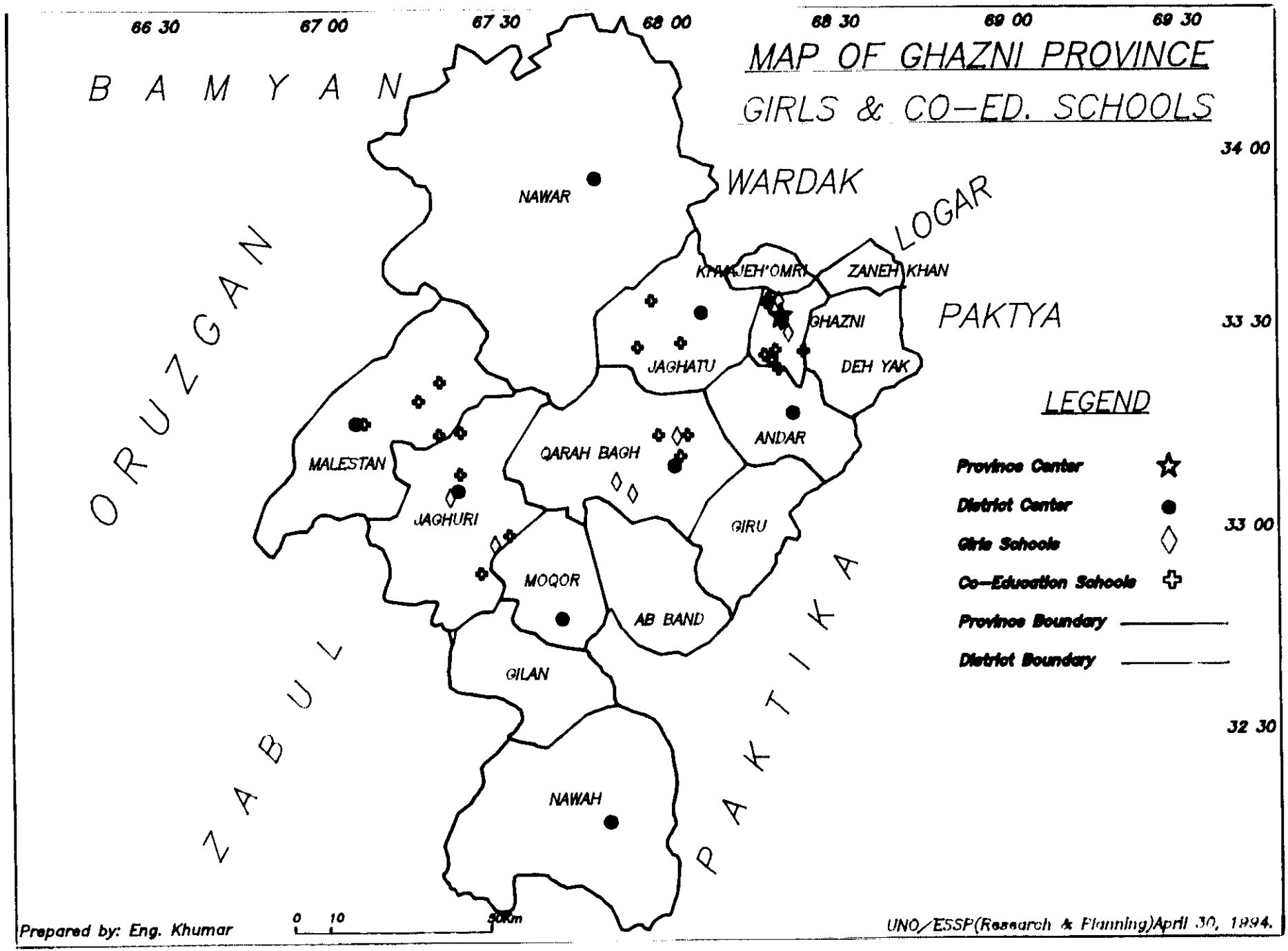
(Percentage/Ratio)

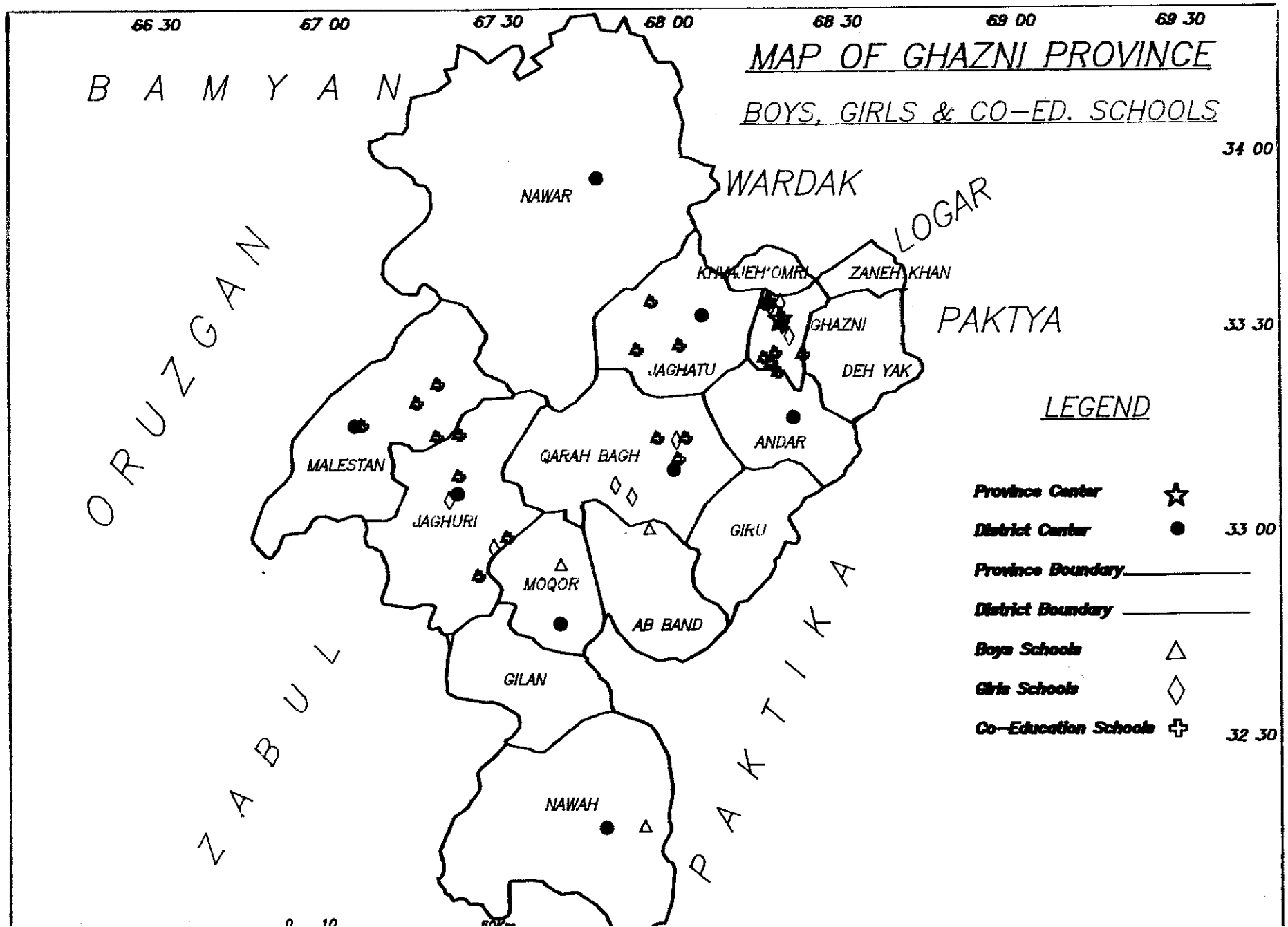
Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Ghazni	100.00	0.00	16.00:0	75.14	24.86	3.02:1	40.00	0.00	40.00	60.00
Deh Yak	100.00	0.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Khawaja Omer	100.00	0.00	7.00:0	100.00	0.00	99.00:0	0.00	0.00	0.00	100.00
Nawor	100.00	0.00	1.00:0	100.00	0.00	12.00:0	0.00	0.00	0.00	100.00
Jaghatu	100.00	0.00	16.00:0	100.00	0.00	79.00:0	0.00	0.00	0.00	100.00
Jaghori	100.00	0.00	15.00:0	100.00	0.00	150.00:0	0.00	0.00	0.00	100.00
Malestan	100.00	0.00	3.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Qarabagh	100.00	0.00	18.00:0	100.00	0.00	166.00:0	0.00	0.00	0.00	100.00
Moqor	100.00	0.00	4.00:0	100.00	0.00	16.00:0	0.00	0.00	0.00	100.00
Gelan	100.00	0.00	1.00:0	100.00	0.00	6.00:0	0.00	0.00	0.00	100.00
Andar	100.00	0.00	23.00:0	100.00	0.00	460.00:0	0.00	0.00	0.00	100.00
Average %/Ratio	100.00	0.00	104.00:0	91.18	8.82	10.34:1	7.69	0.00	7.69	92.31

GHAZNI SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Ghazni	16	0	16	408	135	543	2	0	2	3	4	1
Deh Yak	0	0	0	0	0	0	0	0	0	0	0	0
Khawaja Omer	7	0	7	99	0	99	0	0	0	2	2	0
Nawor	1	0	1	12	0	12	0	0	0	1	1	0
Jaghatu	16	0	16	79	0	79	0	0	0	4	4	0
Jaghori	15	0	15	150	0	150	0	0	0	2	2	0
Malestan	3	0	3	0	0	0	0	0	0	0	0	0
Qarabagh	18	0	18	166	0	166	0	0	0	2	2	0
Moqor	4	0	4	16	0	16	0	0	0	1	1	0
Gelan	1	0	1	6	0	6	0	0	0	1	1	0
Andar	23	0	23	460	0	460	0	0	0	8	8	0
Total #	104	0	104	1396	135	1531	2	0	2	24	26	1


MAP OF GHAZNI PROVINCE
GIRLS & CO-ED. SCHOOLS
66 30
67 00
67 30
68 00
68 30
69 00
69 30
34 00
33 30
33 00
32 30
BAMYAN
WARDAK
LOGAR
PAKTYA
ORUZGAN
ZABUL
PAKTIKA
NAWAR
KHAJEH'OMRI
ZANEH KHAN
GHAZNI
DEH YAK
JAGHATU
ANDAR
QARAH BAGH
MALESTAN
JAGHURI
GIRU
MOQOR
AB BAND
GILAN
NAWAH
LEGEND
Province Center
District Center
Girls Schools
Co-Education Schools
Province Boundary
District Boundary
0 10 50Km
Prepared by: Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994.


MAP OF GHAZNI PROVINCE
BOYS, GIRLS & CO-ED. SCHOOLS
66 30
67 00
67 30
68 00
68 30
69 00
69 30
34 00
33 30
33 00
32 30
BAMYAN
WARDAK
LOGAR
PAKTYA
PAKTIKA
ZABUL
ORUZGAN
NAWAR
KHWAJEH'OMRI
ZANEH KHAN
GHAZNI
DEH YAK
JAGHATU
ANDAR
MALESTAN
JAGHURI
QARAH BAGH
GIRU
MOQOR
AB BAND
GILAN
NAWAH
LEGEND
Province Center
District Center
Province Boundary
District Boundary
Boys Schools
Girls Schools
Co-Education Schools

GHOR

Physical Feature

Ghor province is located in the north-western region of Afghanistan. The provinces bordering Ghor are Jawzjan, Faryab and Badghis, in the North; Uruzgan, Helmand and Farah in the South; Bamyan and Uruzgan in the East; Herat and Farah in the West. Geographically, Ghor lies between 63°10'-66°36'E and 33°10'-35°16'N. Physically, the province is characterized by a landscape of mostly mountains which are comprised of mountain ranges of Kohe Paghman, Hindukush, Kohe Baba and Safeed Koh. The Laal river originates from Kohe Baba and flows through valleys having low hills, in both sides, and continues flowing westward of the province. Presence of huge snow-covered mountain ranges in Ghor, results in coldness of this province in the winter and mildness of its climate in the summer. The total area of Ghor is 38,758 sq.km. which contains 520,600 hectares of both irrigated and rain-fed cultivable lands. The altitude of the province, from sea level, ranges from 2,100 meters, the lowest in Saghar district, to 2,800 meters, the highest in Laal-o-Sarjangle subdistrict. Road condition of the province has remained undeveloped. Transportation routes of the province are unpaved roads and dirt tracks which are mostly impassible during the raining seasons.

Economy and Administration

Administratively, Ghor is divided into 5 districts (woloswali) and one subdistrict (alaqadari) including 1,360 large and 556 small localities. Chaghcharan is the capital of the province and its largest town. Taulak is another, relatively, famous town of the province. Ghor is one of the poorest provinces of the country which neither has developed industrially nor agriculturally. The people, predominantly, follow their traditional/nomadic ways of life and produce very simple local products such as *glims*, carpets, woolen tents and dairy products. As a way of earning and surviving, the people of Ghor are mainly engaged in cattle raising and farming. Since the province is mountainous, irrigation conditions seem to be very difficult. Dry farming is mostly practiced in the province and its seasonal crops are wheat, barley and vegetables which are consumed locally.

Demography

The total population of Ghor in 1993 was estimated to be 331,630, out of which 171,552 (51.28%) are males and 160,078 (48.72%) are females. The population of Ghor, with a

density of 8.6 persons per sq.km., are inhabited in an area of 38,758 sq.km. that consists of seven large and small towns and 1,916 large and small localities. Urban dwellers of the province are 3,041 (0.92%) while rural residents are 328,589 (99.08%) people. Ethnically, people of Ghor are mainly Tajeks, but nomad Pashtoons and Aimaqs are also found there.

Education

Ghor is not very developed in the field of education. It ranks low in having educational institutions. Besides some madrasas, there are only 25 active schools that include 4 girls schools and one co-education. The total number of students are counted to 4,368, from which 3,867 are male students and 501 female students. The number of teachers, serving these schools are 159 which only 7 among them are females. Children age (5-14) attending schools are 4.42%; the percentage, of the same age group, for boys it is 7.36% and for only girls 1.11%.

Brief School Statistics of Ghor Province

Student Flow

1. For every 100 boys who start grade 1, about 17 will complete primary school (through grade 6) and begin middle school (grade 7); about 6 will complete middle school and begin secondary school (grade 10); and about 2 will survive through grade 12.

2. For every 100 girls who start grade 1, about 7 will complete primary school (through grade 6) and begin middle school (grade 7); about 5 will complete (grade 8) and then stop their education.

3. For girls, the greatest risk of dropping out is during grade 1 and 3. For boys, the greatest risk is during grade 1.This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout are different for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted differently for boys and girls.

4. Girls do not study beyond primary and two years of middle school. But boys who persist beyond primary school will complete their secondary school at a rate of (3.28%).

   Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
   (boys: 15/456 = 3.28%)

Access and Equity

5. From the total school age children 4.42% of them are in school. Only 1.11% of the school age females are in school; while 7.36% of the males are in school.

6. Primary school female enrollment is good in Ghor, while secondary female enrollment is not existed. Provincially, 11.47% of the students enrolled in schools are girls.

Teachers

7. The Province has (4.40%) female teachers.

8. Of the total of the province teachers, 12.50% have a grade 9 or less education, 48.13% have at least some secondary (10/11/12) schooling, 33.76% have grade 13/14 and 5.63% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 27.47 students per teacher, with the lowest class sizes in rural areas. While these rates are low by world standards, they are a function of the rural and mountainous nature of the province.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbooks per student is 0.74.

11. Areas highest in textbooks per student tend to be those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

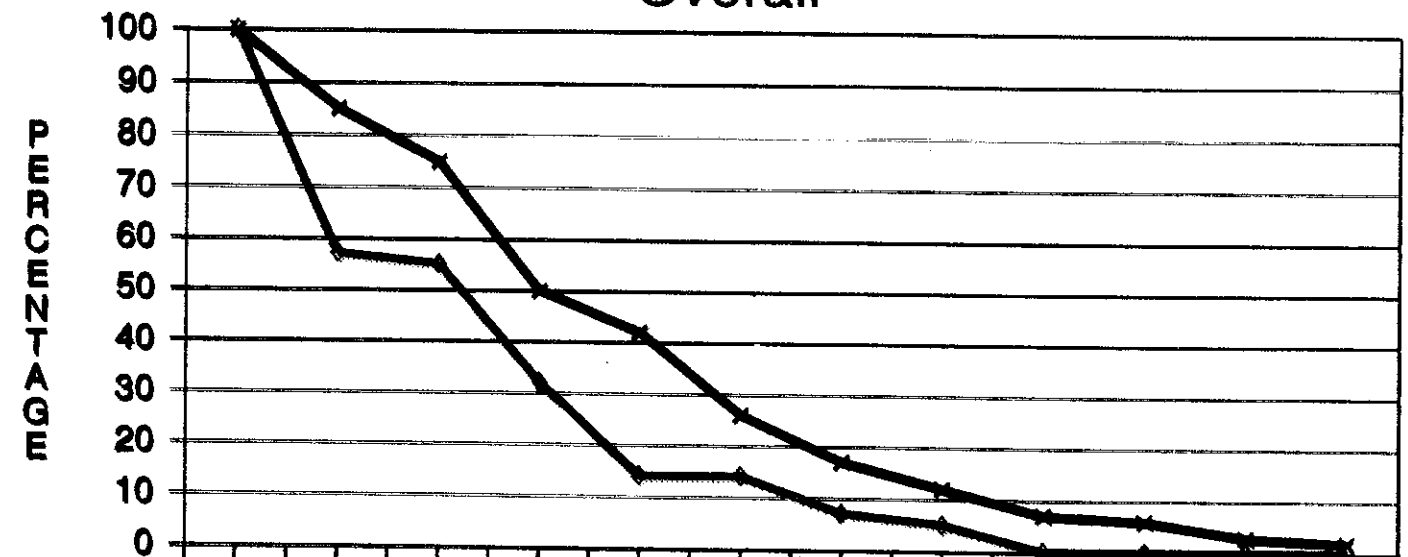
Facilities

12. About 5 of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 159 teachers as compared to 73 classrooms. This is an artifact of some schools being outdoors.

Boy/Girl Progression Percentage in Ghor Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	84	89	88	89	94	90	92	92	100	100	100	100
Girls %	16	11	12	11	6	10	8	8	0	0	0	0
Boys #	914	780	689	456	381	236	151	107	64	51	23	15
Girls #	177	100	97	56	24	25	13	9	0	0	0	0
Boys %	100	85	75	50	42	26	17	12	7	6	3	2
Girls %	100	57	55	32	14	14	7	5	0	0	0	0

Boys % Girls %

School Statistics in Ghor Province

April 30,1994

GHOR PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Chaghcharan	88.46	11.54	7.67:1	85.61	14.39	5.95	0.00	16.67	16.67	83.33
Shakrak	100.00	0.00	8.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Saghar	100.00	0.00	14.00.0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Toulak	100.00	0.00	12.00:0	85.16	14.84	5.74	50.00	0.00	50.00	50.00
Taywara	100.00	0.00	26.00:0	91.41	8.59	10.64	33.33	0.00	33.33	66.67
Lal WaSarjangal	96.84	3.16	30.67:1	84.14	15.86	5.30	33.33	0.00	33.33	66.67
Average %/Ratio	95.14	4.86	19.57:1	88.11	11.89	7.41	19.05	4.76	23.81	76.19

GHOR PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Chaghcharan	46	6	52	1297	218	1515	0	1	1	5	6	1
Shakrak	8	0	8	284	0	284	0	0	0	3	3	0
Saghar	14	0	14	305	0	305	0	0	0	1	1	0
Toulak	12	0	12	442	77	519	1	0	1	1	2	1
Taywara	26	0	26	585	55	640	1	0	1	2	3	0
Lal WaSarjangal	31	1	32	801	151	952	2	0	2	4	6	2
Total #	137	7	144	3714	501	4215	4	1	5	16	21	4

GHOR SECONDARY SCHOOLS (GRADE 9-12)

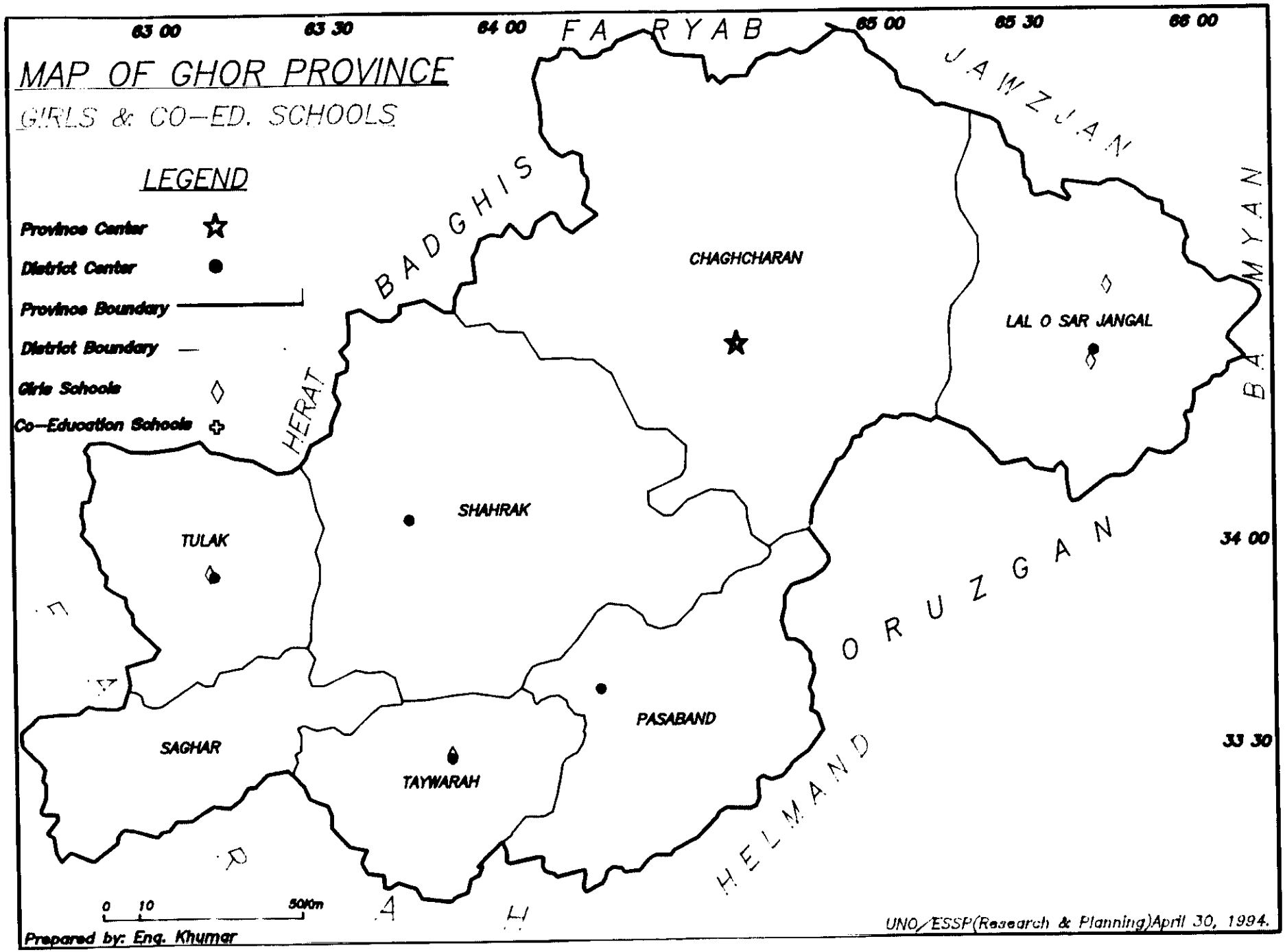
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Chaghcharan	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Toulak	100.00	0.00	15.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Lal WaSarjangal	00.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Average %/Ratio	**100.00**	**0.00**	**15.00:0**	**100.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**100.00**

GHOR SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Chaghcharan	0	0	0	71	0	71	0	0	0	1	1	0
Toulak	15	0	15	45	0	45	0	0	0	1	1	0
Lal WaSarjangal	0	0	0	37	0	37	0	0	0	2	2	0
Total #	**15**	**0**	**15**	**153**			**0**	**0**	**0**	**4**	**4**	**0**


MAP OF GHOR PROVINCE
GIRLS & CO-ED. SCHOOLS
LEGEND
Province Center
District Center
Province Boundary
District Boundary
Girls Schools
Co-Education Schools
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FARYAB
JAWZJAN
BADGHIS
BAMYAN
HERAT
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HELMAND
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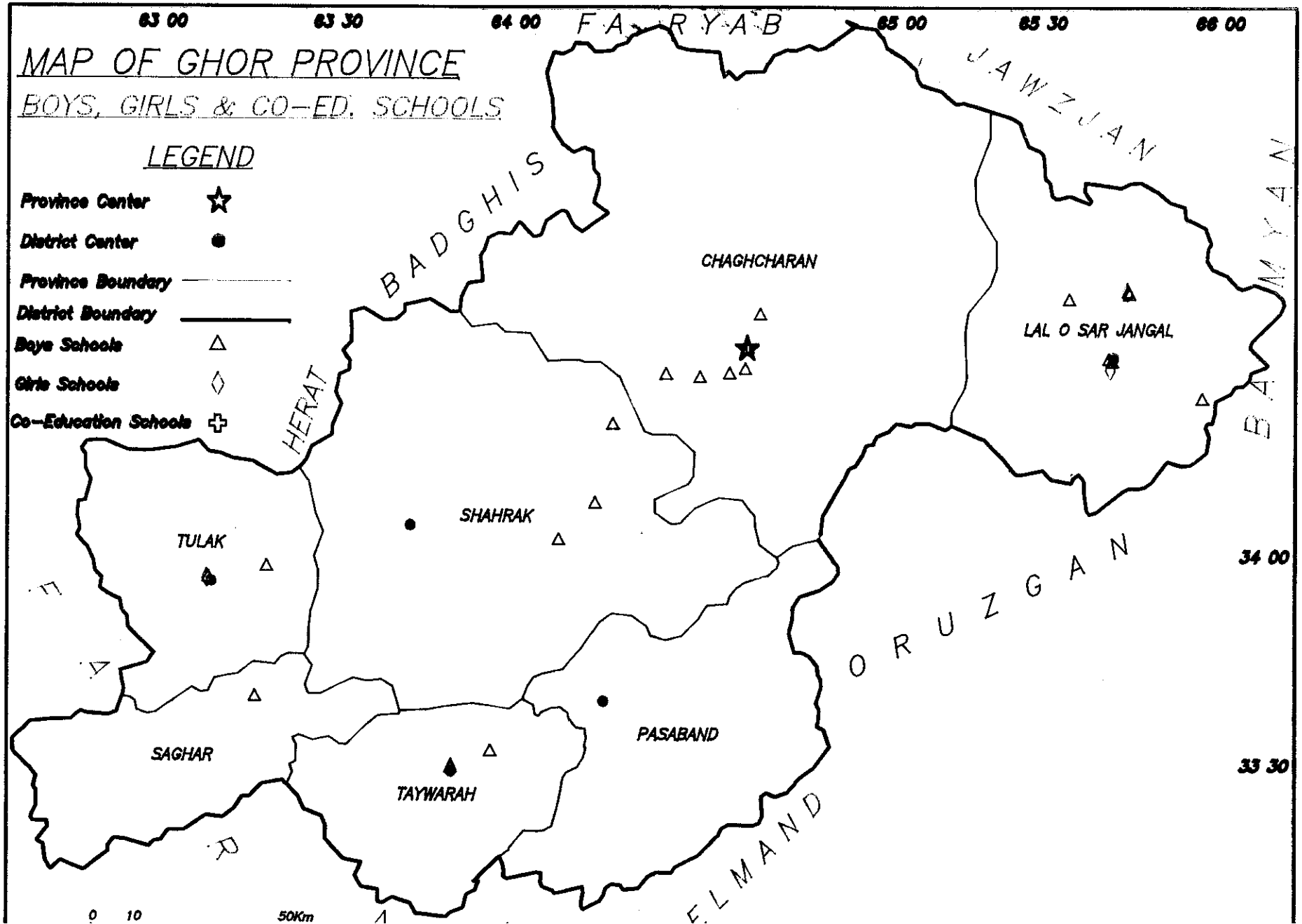
Prepared by: Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994.


MAP OF GHOR PROVINCE
BOYS, GIRLS & CO-ED. SCHOOLS
LEGEND
Province Center
District Center
Province Boundary
District Boundary
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Girls Schools
Co-Education Schools
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HERAT

Physical Feature

Herat is the sixth largest province of the western region of Afghanistan. The province is bounded in the North by Turkmanistan and in the South by Farah, in the East by Badghis and Ghor and in the West by Iran. Geographically the provinces lies between 60°28'-64°07'N and 33°25'-35°37'E. Being one of the largest province, it covers an area of 38798.8 sq.km. Geopolitical position adds to the importance of this province. The altitude of the province ranges from 740 meters (in Kosan and Kushk) to 1,340 meters (in Adraskan) above sea level. Herat city is about 800 km to the West of Kabul and is connected with it by road and by air. Herat city, to a greater degree than Ghazni, was the center of a brilliant civilization which was spread far beyond the confines of present day Afghanistan. Topographically Herat province is neither very flat and nor very mountainous, but is some what hilly and flat. One of the main aspects of the agricultural infrastructure of Herat is its almost total reliance on traditional forms of irrigation *karez and juy* (canals from rivers). Herat valleys are predominantly irrigated by Hari Rud river. Salma dam irrigates some districts. Herat has a cold winter but pleasant spring summer and autumn.

Administration and Economy

The province is subdivided into 12 districts (Woleswali), and 3 sub-districts (Alaqadaris). Herat contains 1646 large and 130 small villages (1,776 Localities). Eighty percent of the population currently is concentrated along East and West of Hri Rud.A paved highway links Herat[to Turkmanistan, Torghundi, Herat to Shindand] Kandahar (North-South) and Kabul. Herat ranks high among other provinces of Afghanistan in business and trade. Major crops grown in Herat are wheat, barley, corn, rice,tobacco and cotton. The province has grapes, orchards, melon, watermelon, pistachio, apricot and apples. These are grown and mainly consumed in the province. Herat exports dry fruit, Karakul skin, carpet, wool, and kirk to Kabul and outside of Afghanistan. The province is famous for its husbandry of Karakul, sheep, cattle, goats camels and chicken poultry compared to other provinces. Small scale industries in various districts encompass carpet. *glim*, leather works, silk work and large scale industry includes cotton gin and press, cement and silk. These materials provide a good income for a vast number of the population. A silo with a capacity of 39,000 MT and facility of 6,000 MT belong to the peasant cooperatives, in the province. Uranium, fossil fuel coal and several other minerals are found in Herat.

Demography

The total population of the province was estimated in 1993 to be 418,239 of which 215,100 (51.4%) are males and 20313 (48.6%) are females. This population is inhabited in an area of 38,798 sq.km. The population density of this province is 10.7 person per sq.km. From the above population 95,225 (22.8%) are living in urban and 323,014 (77.2%) in rural areas. The population of Herat is predominantly Tajeks and Pashtoons are also present.

Education

Herat province has maintained its place in a number and types of educational institutions in the country. Formal and informal education institutions as well as vocational and higher education are active and functioning well in Herat. Beside the University of Herat with its four faculties. Faculty of Letters and Humanity, Faculty of Economy, Faculty of Agriculture and Faculty of Arts. In addition to teaching-learning that takes place in several Madrassas and Mosques, the school survey of Afghanistan shows that 153 schools were active in this province out of this number four are girls schools, and 43 are co-education. Student enrolled in all the three levels form a total number of 66,764 students which is composed of 49,512 boys and 5,252 girls. The total number of teachers serving in above schools is 1,941, of which 1,286 are male and 655 are female teachers. School age (5-14) children attending school are 53.06%. For boys it is 74.79% and for girls it is 28.72%.

Brief School Statistics of Herat Province

Student Flow

1. For every 100 boys who start grade 1, about 13 will complete primary school (through grade 6) and begin middle school (grade 7); about 4 will complete middle school and begin secondary school (grade 10); and about 1 will survive through grade 12.

2. For every 100 girls who start grade 1, about 10 will complete primary school (through grade 6) and begin middle school (grade 7); about 4 will complete middle school and begin secondary school (grade 10); and about 3 will survive through grade 12.

3. For girls, the greatest risk of dropping out is during the first four grades. For boys, the greatest risk is during grades 1-2. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout are different for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted differently for boys and girls.

4. Girls who persist beyond primary school have a much higher probability of completing secondary school (8.89%) than do boys who persist beyond primary school (3.53%).

   Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
   (boys: 201/5680 = 3.53%; girls: 154/1732 = 8.89%)

Access and Equity

5. From the total school age children 53.06% of them are in school. Only 28.72% of the school age females are in school; while 74.79% of the males are in school.

6. Female enrollment is high in Herat. Provincially, about 25.84% of the students enrolled in school are girls.

Teachers

7. The Province has (33.75%) female teachers. This may be the reason for high girl enrollment.

8. Of the total of the province teachers, 7.86% have a grade 9 or less education, 38.56% have at least some secondary (10/11/12) schooling, 46.77% have grade 13/14 and 6.80% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 34.40 students per teacher, with the equal class sizes in rural areas. While these rates are relatively low by world standards.

Textbooks

10. While the availability of textbooks vary across districts, average number of

textbooks per student is 1.75.

11. Areas highest in textbooks per student tend to be rural. This means the urban deficiency in textbooks due to Kabul regime control during the war still have not been met.

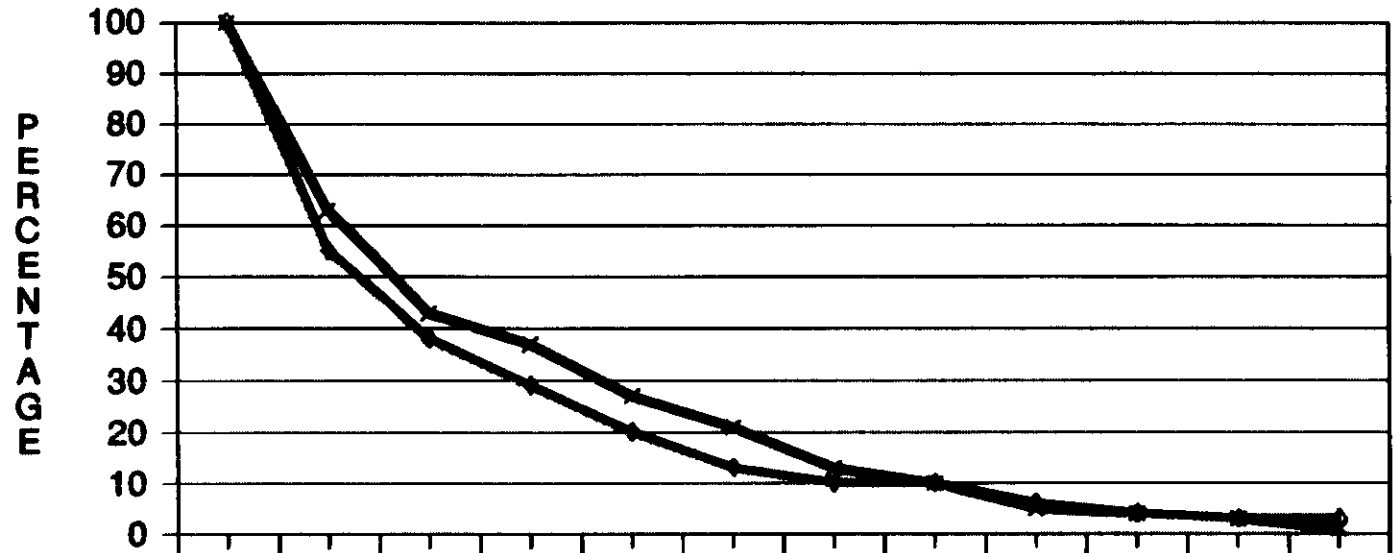
Facilities

12. Three of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 1941 teachers as compared to 1032 classrooms. This is because of some schools being outdoors.

Boy/Girl Progression Percentage in Herat Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	72	75	74	77	77	80	77	72	67	69	69	57
Girls %	28	25	26	23	23	20	23	28	33	31	31	44
Boys #	15168	9510	6567	5680	4061	3114	1924	1513	782	570	362	201
Girls #	5895	3242	2269	1752	1228	778	566	679	381	269	175	154
Boys %	100	63	43	37	27	21	13	10	5	4	3	1
Girls %	100	55	38	29	20	13	10	10	6	4	3	3

Boys % Girls %

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HERAT PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Herat	30.39	69.61	0.44:1	58.18	41.82	1.39	0.00	100.00	100.00	0.00
Enjeel	93.16	6.84	13.62:1	81.68	18.32	4.46	0.00	35.71	35.71	64.29
Gozarah	95.35	4.65	20.50:1	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Pashtoon Zarghoon	100.00	0.00	70.00:0	99.40	0.60	166.53	0.00	10.00	10.00	90.00
Gulran	100.00	0.00	17.00:0	58.78	41.22	1.43	0.00	66.67	66.67	33.33
Kushk	87.66	12.34	7.11:1	86.72	13.28	6.53	0.00	14.81	14.81	85.19
Ghoryan	93.10	6.90	13.50:1	82.95	17.05	4.87	20.00	0.00	20.00	80.00
Obey	100.00	0.00	57.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Cheshta Sharif	100.00	0.00	14.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Karokh	100.00	0.00	58.00:0	88.05	11.95	7.37	12.50	12.50	25.00	75.00
Zendajan	100.00	0.00	52.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Kohsan	86.96	13.04	6.67:1	83.04	16.96	4.90	0.00	50.00	50.00	50.00
Adreskan	100.00	0.00	9.00:0	100.00	0.00	0.00	0.00	0.00	0.00	0.00
Average %/Ratio	65.35	34.65	1.89	74.50	25.50	2.92	2.42	18.55	20.97	79.03

HERAT PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Herat	240	549	789	17479	12566	30045	0	4	4.00	0.00	4	21
Enjeel	241	18	258	8060	1808	9868	0	10	10.00	18.00	28	3
Gozarah	123	6	129	4808	0	4808	0	0	0.00	18.00	18	1
Pashtoon Zarghoon	70	0	70	2498	15	2513	0	1	1.00	9.00	10	1
Gulran	17	0	17	288	202	490	0	2	2.00	1.00	3	1
Kushk	156	22	178	4893	749	5642	0	4	4.00	23.00	27	1
Ghoryan	81	6	87	2783	572	3355	2	0	2.00	8.00	10	1
Obey	57	0	57	1969	0	1969	0	0	0.00	9.00	9	0
Cheshta Sharif	14	0	14	394	0	394	0	0	0.00	3.00	3	0
Karokh	58	0	58	1510	205	1715	1	1	2.00	6.00	8	0
Zendajan	52	0	52	1784	0	1784	0	0	0.00	2.00	2	0
Kohsan	20	3	23	842	172	1014	0	1	1.00	1.00	2	0
Adreskan	9	0	9	269	0	269	0	0	0.00	0.00	0	0
[illegible]	1438	604	1743	47577	16289	63866	3	23	26.00	98.00	124	29

HERAT SECONDARY SCHOOLS (GRADE 9-12)

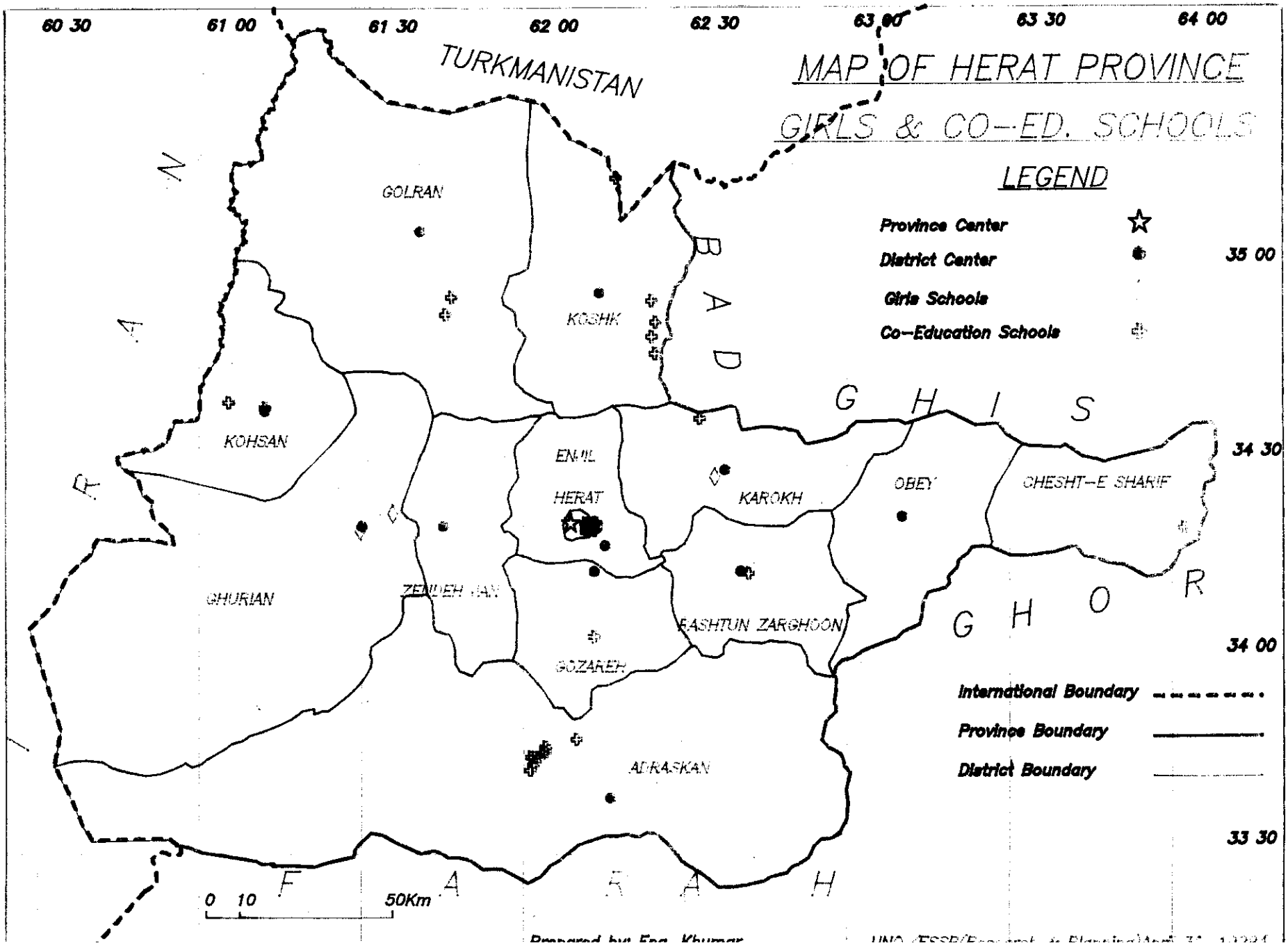
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Herat	69.44	30.56	2.27:1	64.00	36.00	1.78	4.76	71.43	76.19	23.81
Enjeel	90.91	9.09	10.00:1	78.43	21.57	3.64	0.00	100.00	100.00	0.00
Gozarah	87.50	12.50	7.00:1	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Pashtoon Zarghoon	100.00	0.00	1.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Gulran	0.00	0.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Kushk	100.00	0.00	5.00:0	100.00	0.00	0.00	0.00	100.00	100.00	0.00
Ghoryan	100.00	0.00	2.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Obey	100.00	0.00	8.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Cheshta Sharif	0.00	0.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Karokh	0.00	0.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Zendajan	0.00	0.00	0.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Kohsan	0.00	0.00	0.00:0	100.00	0.00	0.00	0.00	100.00	100.00	0.00
Adreskan	100.00	0.00	1.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Average %/Ratio	74.20	26.17	2.88	66.77	33.23	2.01	3.45	68.97	72.41	27

HERAT SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Herat	111	49	160	1673	941	2614	1	15	16.00	5.00	21	0
Enjeel	13	1	14	80	22	102	0	3	3.00	0.00	3	0
Gozarah	7	1	8	78	0	78	0	0	0.00	1.00	1	0
Pashtoon Zarghoon	1	0	1	0	0	0	0	0	0.00	0.00	0	0
Gulran	0	0	0	0	0	0	0	0	0.00	0.00	0	0
Kushk	5	0	5	67	0	67	0	1	1.00	0.00	1	0
Ghoryan	2	0	2	0	0	0	0	0	0.00	0.00	0	0
Obey	8	0	8	0	0	0	0	0	0.00	0.00	0	0
Cheshta Sharif	0	0	0	0	0	0	0	0	0.00	0.00	0	0
Karokh	0	0	0	0	0	0	0	0	0.00	0.00	0	0
Zendajan	0	0	0	24	0	24	0	0	0.00	1.00	1	0
Kohsan	0	0	0	5	0	5	0	0	0.00	0.00	1	0
Adreskan	1	0	1	8	0	8	0	1	1.00	1.00	1	0
Total #	148	51	199	1935	963	2898	1	20	21.00	8.00	29	0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GIRLS & CO-ED. SCHOOLS
LEGEND
Province Center
District Center
Girls Schools
Co-Education Schools
International Boundary
Province Boundary
District Boundary
TURKMANISTAN
GOLRAN
KOSHK
KOHSAN
GHURIAN
ZENDEH JAN
ENJIL
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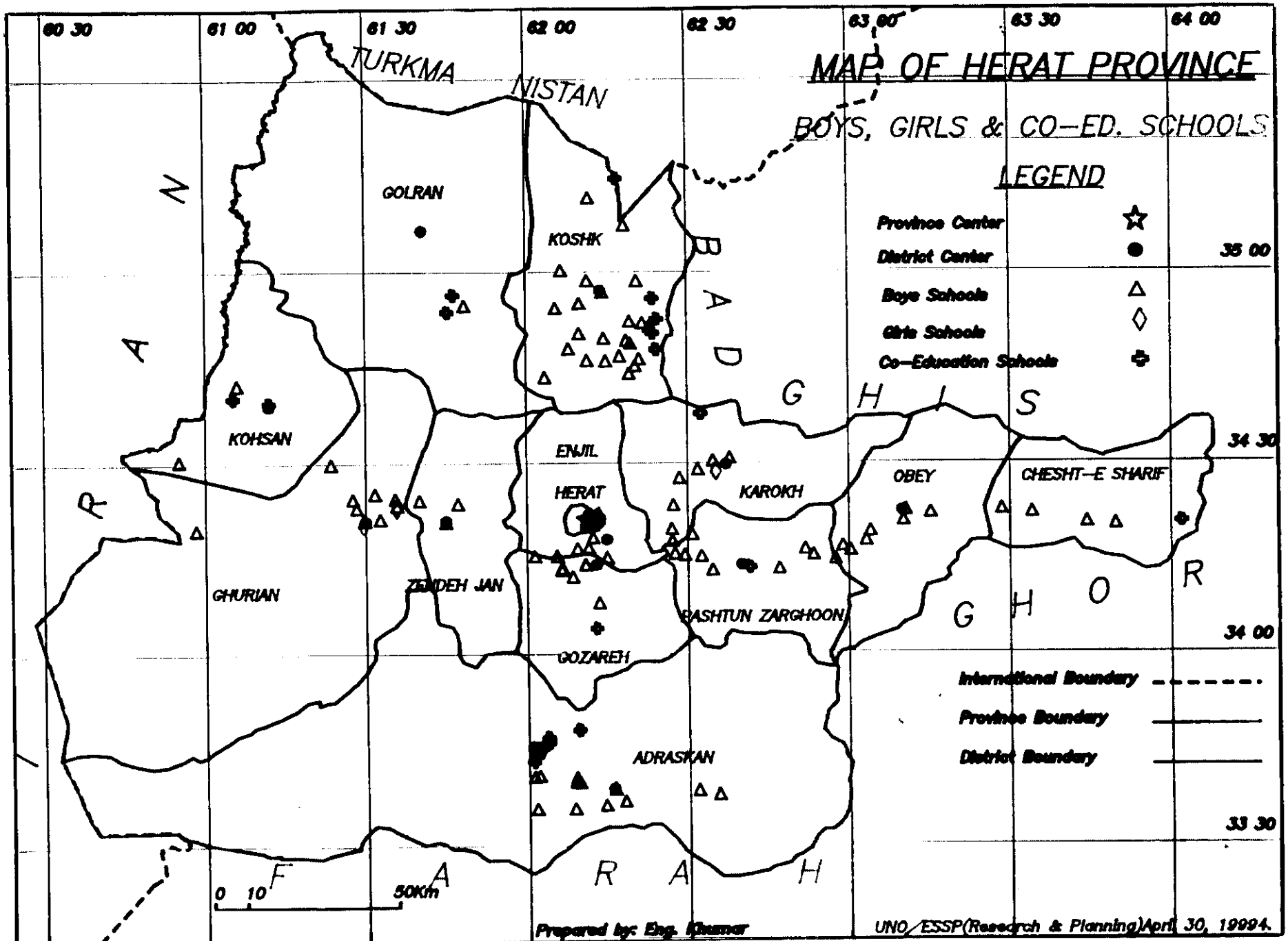
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Boys Schools
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0 10 50Km
Prepared by: Eng. Khamar
UNO/ESSP(Research & Planning)April 30, 19994.

HELMAND

Physical Feature

Helmand Province is one of the south west provinces of Afghanistan which is bordered in the North by Ghor and Oruzgan, in the South by Pakistan, in the East by Kandahar and Oruzgan and in the West by Farah and Nimroz. Geographically, the province lies between 62°40'-65°31'E and 29°23'-33°33'N. Helmand has a low altitude of 590 meters in Dishoo and a high altitude of 1,550 meters in Baghran. The branches of Koh-i-Baba lie in the eastern region of the Province which embodies green valleys comprised of beautiful villages. The mountains in higher elevation are covered with forests. Both flat lands in the lower parts of the mountains and hilly land structures together with large rivers and water reserves form its landscape. Two rivers(Arghandab and Helmand) flow through the province. Arghandab River originates from Gul Koh and flows to the Deh-i-Chopan, and passes through Arghandab valleys. It has salty water and a length of 413 km. Arghandab river joins Helmand river near Grishk and flows from the north-east corner of the province to the south-western and finally to the Seistan Lake. Two huge dams, the "Arghandab Dam" on the Arghandab river north of Kandahar and the "Kajakai Dam" on the Helmand river upper Girishk, have been constructed for irrigation and hydropower purposes. The road network linking Helmand province to north and western parts is mostly paved. The remaining parts are graded gravel and unpaved.

Administration and Economy

Administratively, Helmand is divided into 11 districts (woloswali), and one subdistrict (alaqadari) consisting of 1,233 large and 157 small localities. Lashkargah, the capital of "Helmand is built near the ruins of ancient "Bost". Agriculture forms the basis for the economy of the people. There are significant large scale industries such as cotton processing mills, soap and cotton seed oil factories as well as marble mills with their products are locally consumed. Cottage and handicraft industries such as stone works and embroidery finishing are another source of community income. The main crops in Helmand are wheat, barley and maize. Fruits such as dates, water melons , melons, grapes and vegetables are other agricultural products of this province as the means of livelihood.

Demography

The total population of the province was estimated in 1993 to be 458,897 of which

235,644 (51.3%) are males and 223,253 (48.7%) are females. The population density of this province is 7.4 persons per sq.km. From the above population 434,713 (94.7%) are living in rural and 24,184 (5.3%) in urban areas. The dominant ethnic group in this province is Pashtoons. Some Buluches and Tajecks are also present.

Education

There are not very many educational institutions in this province. The survey shows that there were only 23 active schools in this province which include primary middle and secondary schools. The total number of teachers serving the schools was (209), from which 4 are females and 205 are males. Student enrollment was 4,013 boys only. From school age (5-14) children only 5.39% go to school; this percentage includes only boys. No female student is reported to be enrolled in schools.

Brief School Statistics of Helmand Province

Student Flow

1. For every 100 boys who start grade 1, about 20 will complete primary school (through grade 6) and begin middle school (grade 7); about 5 will complete middle school and begin secondary school (grade 10); and about 3 will survive through grade 12.

2. Girls enrollment is zero in Helmand province.

3. For boys, the greatest risk of dropping out is during the first grade. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas.

4. Boys who persist beyond primary school have a probability of completing secondary school at a rate of (6.92%).

   Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
   (boys: 34/491 = 6.92%)

Access and Equity

5. From the total school age children 2.85% of them are in school. No school age female is in school; while 5.39% of the males are in school.

6. Females are not enrolled in schools. This may be because of the backwardness nature of the province.

Teachers

7. The Province has (1.91%) female teachers. This imbalance may be the reason for no girl's enrollment.

8. Of the total of the province teachers, 10.78% have a grade 9 or less education, 37.75% have at least some secondary (10/11/12) schooling, 50.00% have grade 13/14 and 1.47% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 19.20 students per teacher, with the lowest class sizes in rural areas. These rates are low by world standards.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbooks per student is 1.28.

11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

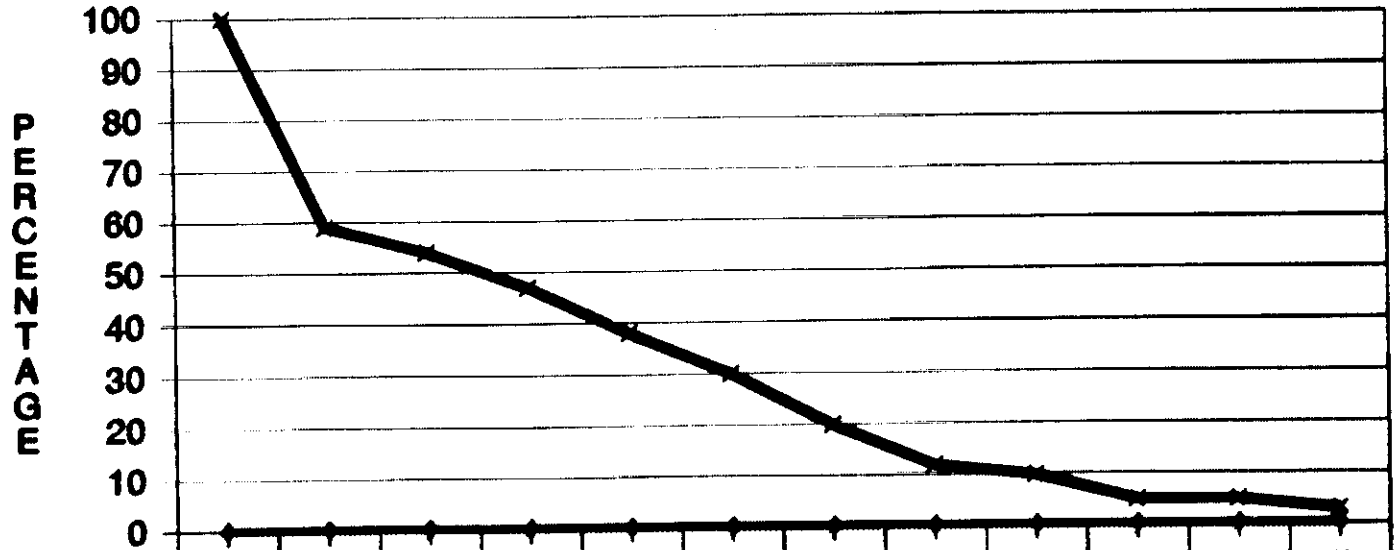
Facilities

12. About 6 of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 209 teachers as compared to 194 classrooms. This is an artifact of many schools being outdoors.

Boy/Girl Progression Percentage in Helmand Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	100	100	100	100	100	100	100	100	100	100	100	100
Girls %	0	0	0	0	0	0	0	0	0	0	0	0
Boys #	1040	614	566	491	266	214	205	125	109	56	53	24
Girls #	0	0	0	0	0	0	0	0	0	0	0	0
Boys %	100	59	54	47	26	20	20	12	10	5	5	2
Girls %	0	0	0	0	0	0	0	0	0	0	0	0

Boys % Girls %

School Statistics in Helmand Province

April 30,1994

HELMAND PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Bust	100.00	0.00	62.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Nahre Saraj	100.00	0.00	40.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Sarbon Qala	100.00	0.00	8:00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Nadi Ali	93.68	6.32	14.83	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Hazaras	94.44	5.56	17.00	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Average %/Ratio	97.75	2.25	43.42	100.00	0.00	0.00	0.00	0.00	0.00	100.00

HELMAND PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Bust	62	0	62	1397	0	1397	0	0	0	2	2	4
Nahre Saraj	40	0	40	676	0	676	0	0	0	2	2	3
Sarbon Qala	8	0	8	286	0	286	0	0	0	1	1	0
Nadi Ali	30	2	32	644	0	644	0	0	0	5	5	0
Hazaras	34	2	36	761	0	761	0	0	0	4	4	1
Total #	174	4	178	3764	0	3764	0	0	0	14	14	8

HELMAND SECONDARY SCHOOLS (GRADE 9-12)

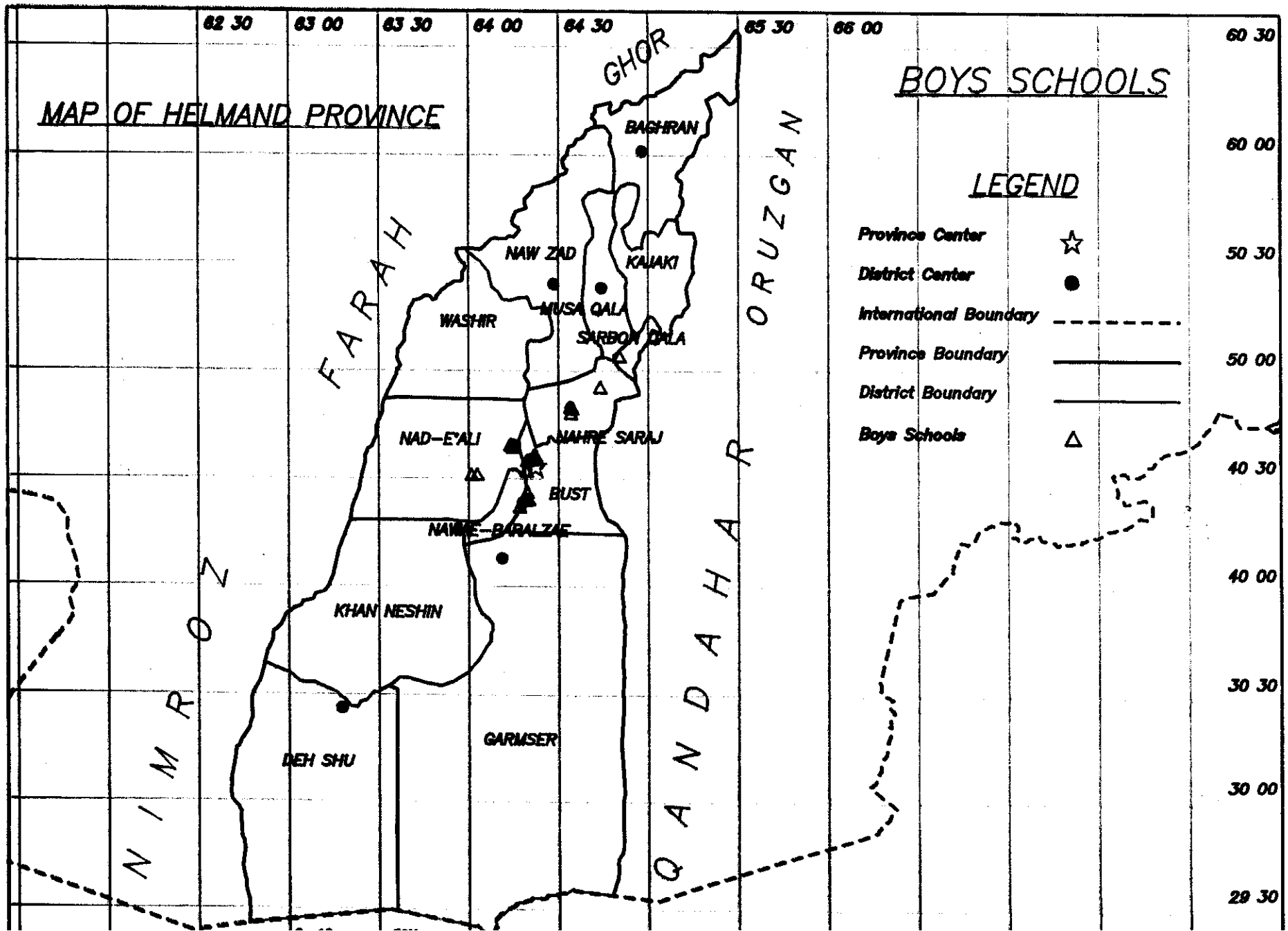
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Bust	100.00	0.00	17.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Nahre Saraj	100.00	0.00	11.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Sarbon Qala	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nadi Ali	100.00	0.00	1.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Hazaras	100.00	0.00	2.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Average %/Ratio	100.00	0.00	31.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00

HELMAND SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Bust	17	0	17	139	0	139	0	0	0	5	4	1
Nahre Saraj	11	0	11	82	0	82	0	0	0	3	3	0
Sarbon Qala	0	0	0	0	0	0	0	0	0	0	0	0
Nadi Ali	1	0	1	0	0	0	0	0	0	0	0	0
Hazaras	2	0	2	28	0	28	0	0	0	1	1	0
Total #	31	0	31	249	0	249	0	0	0	9	8	1


MAP OF HELMAND PROVINCE
BOYS SCHOOLS
LEGEND
Province Center
District Center
International Boundary
Province Boundary
District Boundary
Boys Schools
62 30
63 00
63 30
64 00
64 30
65 30
66 00
60 30
60 00
50 30
50 00
40 30
40 00
30 30
30 00
29 30
GHOR
BAGHRAN
FARAH
NAW ZAD
KAJAKI
WASHIR
MUSA QALA
SARBOLANDA
NAD-E'ALI
NAHRE SARAJ
BUST
NAWE-BARALZAE
KHAN NESHIN
DEH SHU
GARMSER
NIMROZ
ORUZGAN
QANDAHAR

JAWZJAN

Physical Feature

Jawzjan is one of the northern provinces of the country which is bordered by Amu Derya (Oxus river) in the North, Ghor and Bamyan provinces in the South, Balkh in the East and Faryab in the West. Geographically, it lies between 65°19'-66°58'E and 34°52'-37°32'N. The landscape of this province and its physical feature is not very different from its neighboring provinces. Half of the southern part of the province is mountainous due to the existence of Kohi Baba and Teerband Turkistan (mountain ranges). The northern part of the province is composed of flat, mounds and hilly areas that extend from Hindukush foothills. Balkh rivers and Aqcha rivers flow from East to west-ward and enrich the areas along their flow. With such a topography, the climate of Jawzjan is mild and pleasant in the winter but hot and violent in the summer. The total area of the province is 26,226 sq.km., out of which 931,600 hectares are cultivable. The highest altitude of the province ranges between 1,750 meters in Balkhab and the lowest 260 meters in Qarqin and Khanyab. Roads and transportation condition of the province is relatively improved. Besides internal local graveled roads and tracks, Jawzjan has an improved commercial high-way which connects this province to Mazar.

Administration and Economy

Jawzjan is administratively broken into six districts (Woloswalis) and five subdistricts (Alaqadaris), embodying 680 large and 255 small localities. Sheberghan is the provincial capital which is famous for its natural gas. Aqcha, the commercial and industrial center, together with Sari Pul, are the largest towns of the province. Large scale industries of Jawzjan can be identified as four cotton processing installations, one leader processing factory, one vegetable oil industry, one oil refinery installation and a carpet weaving industry. Small scale industries of the province include carpets and *glims* weaving, leather and Qaraqul processing, embroidery, jewelry and handloom fabrics. Agriculture and seasonal crops of Jawzjan include wheat, barley, food grains and melons which are being grown in both irrigated and rainfed lands. Animal husbandry, horse breeding and cattle raising are also part of peoples' occupation. Jawzjan, having rich mineral reserves of natural gas and petroleum, is one of the luckiest provinces of the country. Its gas and petroleum reserves are among the richest reserves, that can be considered the economic back-bone of the country.

Demography

Based on 1993 population estimation, Jawzjan residents were 683,832 including 351,285 (51.3%) males and 332,547 (48.7%) females. This population is settled in an area of 26,226 sq.km., containing 12 large and small towns and 935 large and small localities. The population density of the province reaches to 26.07 persons per sq.km. The urban occupants are counted to be 74,733 (10.9%) while the rural settlers are 609,099 (89.1%). Ethnically, Jawzjan people are mostly Uzbeks and Turkmans but Tajeks and Pashtoons are also reside there.

Education

A large number of schools as well as madrasas exist in Jawzjan province. But due to the interior security problem, the province was partially surveyed and only 33 schools (containing primary and secondary schools) were counted for the covered part. Out of which number, only one school is recorded as co-education and the rest are all boys school. The total enrollment in these schools reach to 7,704 students; 6,961 for boys and 743 for girls. In accordance with the collected numbers, the total school age (5-14) children attending schools are equal to 3.77%. Among them boys are 6.51% and girls are 0.71%. The actual percentage that can represent the whole province may be higher than what is shown. Knowing the correct figures depend upon the settlement of conditions and thoroughly surveying of the schools.

Brief School Statistics of Jawzjan Province

Student Flow

1. For every 100 boys who start grade 1, about 11 will complete primary school (through grade 6) and begin middle school (grade 7); about 3 will complete middle school and begin secondary school (grade 10); and about 1 will survive through grade 12.

2. For every 100 girls who start grade 1, about 79 will complete primary school (through grade 6) and begin middle school (grade 7); about 31 will complete middle school and begin secondary school (grade 10); and about 13 will survive through grade 12.

3. For girls, the risk of dropping out starts after grade 7 but for boys, the greatest

risk is during grade 1. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout are different for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted differently for boys and girls.

4. Girls who persist beyond primary school have a much higher probability of completing secondary school (14.10%) than do boys who persist beyond primary school (2.07%).

   Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
   (boys: 20/966 = 2.07%; girls: 11/78 = 14.10%)

Access and Equity

5. From the total school age children 3.77% of them are in school. Only 0.71% of the school age females are in school; while 6.51% of the males are in school.

6. Female enrollment is higher in Jawzjan. Provincially, 9.64% of the students enrolled in schools are girls.

Teachers

7. The Province has (19.30%) female teachers. This may be the reason for higher girl's enrollment.

8. Of the total of the province teachers, 21.05% have a grade 9 or less education, 50.88% have at least some secondary (10/11/12) schooling, 25.88% have grade 13/14 and 2.19% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 33.79 students per teacher, with the highest class sizes in rural areas. They are a function of the rural and mountainous nature of the province.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbook per student is 1.90.

11. Areas highest in textbooks per student tend to be rural. The status for urban areas is not known, because no survey was conducted in those areas due to an access problem. Previously controlled Kabul regime areas still have limited access in some cases.

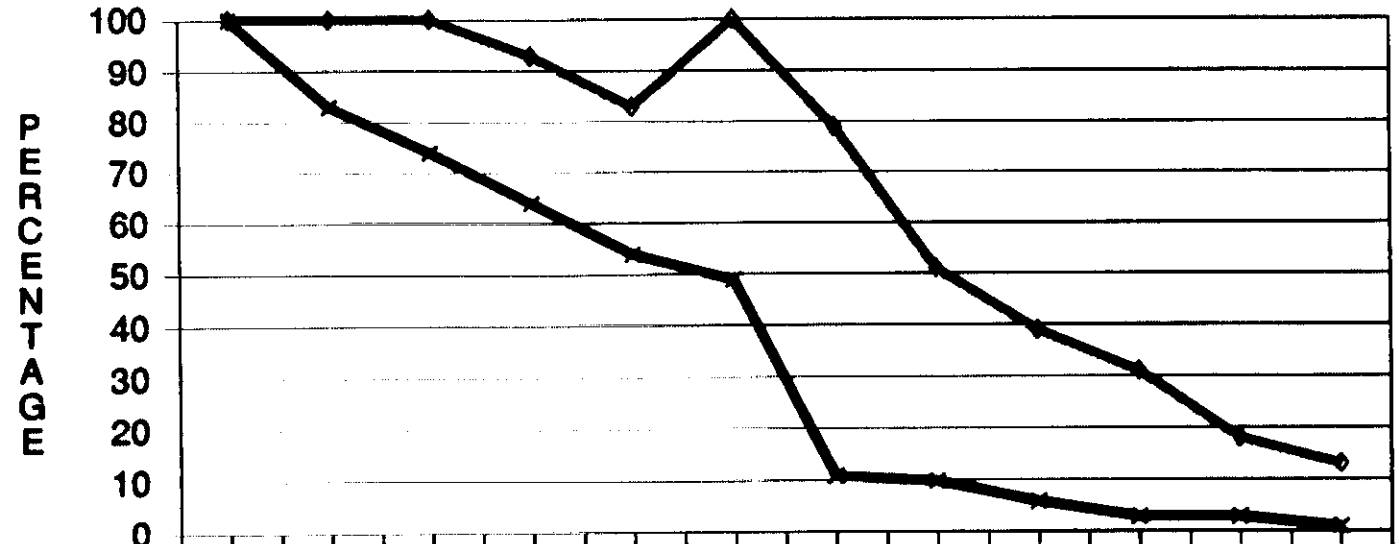
Facilities

12. About 4 of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 228 teachers as compared to 66 classrooms. This is an artifact of some schools being outdoors.

Boy/Girl Progression Percentage in Jawzjan Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	95	93	91	93	92	86	72	79	72	68	73	65
Girls %	5	7	9	6	8	12	28	22	28	37	27	35
Boys #	1520	1262	1123	966	827	744	171	157	86	45	40	20
Girls #	84	95	116	78	70	106	66	43	38	26	15	11
Boys %	100	83	74	64	54	49	11	10	6	3	3	1
Girls %	100	100	100	93	83	100	79	51	39	31	18	13

Boys % Girls %

School Statistics in Jawzjan Province

April 30,1994

JAWZJAN PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Sang Charak	100.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Sari Pul	53.14	46.86	1.13	79.86	20.14	3.97	0.00	0.00	0.00	100.00
Total #	84.58	15.42	5.48	91.14	8.86	10.29	0.00	0.00	0.00	100.00

JAWZJAN PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Sang Charak	141	0	141	4161	0	4161	0	0	0	22	22	1
Sari Pul	37	32	69	2609	658	3267	0	0	0	8	8	2
Total #	177	32	210	6770	658	7428	0	0	0	30	30	3

JAWZJAN SECONDARY SCHOOLS (GRADE 9-12)

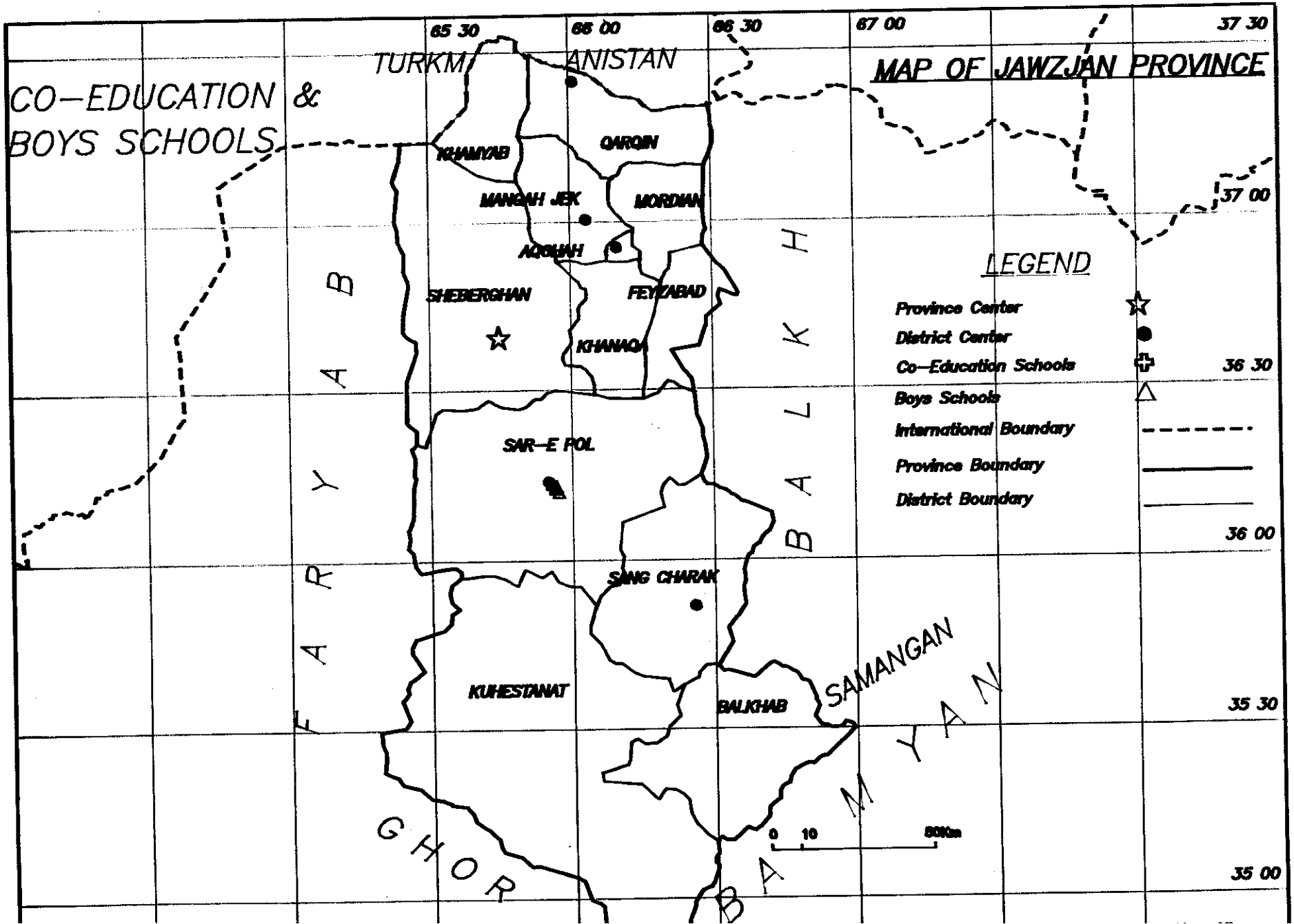
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Sang Charak	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Sari Pul	35.19	64.81	0.54	66.67	33.33	2.00	0.00	50.00	50.00	50.00
Total #	36.36	63.64	0.57	69.20	30.80	2.25	0.00	33.33	33.33	66.67

JAWZJAN SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Sang Charak	0	0	0	21	0	21	0	0	0	1	1	0
Sari Pul	6	12	18	170	85	255	0	1	1	1	2	0
Total #	6	12	18	191	85	276	0	1	1	2	3	0


MAP OF JAWZJAN PROVINCE
CO-EDUCATION &
BOYS SCHOOLS
TURKMANISTAN
FARYAB
BALKH
SAMANGAN
BAMYAN
GHOR
KHAMYAB
QARQIN
MANGAH JEK
MORDIAN
AQQUAH
SHEBERGHAN
FEYZABAD
KHANAQA
SAR-E POL
SANG CHARAK
KUHESTANAT
BALKHAB
LEGEND
Province Center
District Center
Co-Education Schools
Boys Schools
International Boundary
Province Boundary
District Boundary
65 30
66 00
66 30
67 00
37 30
37 00
36 30
36 00
35 30
35 00
0 10 80Km

KANDAHAR

Physical Feature

Kandahar is situated in the south-eastern region of Afghanistan. The provinces bordering Kandahar are Zabul in the north-east, Uruzgan in the North and Helmand in the West. In the south-east of the province lies Pakistan. The province lies between 64°42'-67°47'E and 29°32'-32°35'N. The landscape toward the north is mountainous, while it is largely desert in southern part. Arghandab, Turnukand and Arghestan rivers cross the center of the province. The American built dam of Dahla provides water for Kandahar through a complex system of canals. Flat cultivable land and plenty of water sources account for making Kandahar part of an agricultural region. The total area of the province is 49,371 square Km. with an altitude ranging between 900 meter in Reg desert to 1,750 meters in Maruf mountains. The total agricultural, and under cultivation is estimated to be 158,000 hectares, mainly irrigated by a sophisticated canal system.

Administration and Economy

Administratively, Kandahar is divided into 12 Woloswalis (districts) and three Alaqadaris (sub-districts). Kandahar city is the capital and major city in the province with a population of about 277,508 (UNIDATA, 1991). Small scale industries mainly include *glims, namads*, wood works, mats embroidery, metal casting and baskets. One fruit processing company and two textile and clothing plants existed in the capital city. Main seasonal crops grown in Kandahar are grains (wheat, barley and maize) Fruits (grapes, pomegranate, apricot, fig and almond).The province is famous for its grapes , pomeqrantate, raisons and apricot. Iron ore, limestone, marble, copper, lead and zink are the main potential mineral resources. Kandahar, in general and the capital city in particular, is connected to western and northern provinces by a "circular highway". A semi-paved road links Kandahar to Pakistan.

Demography

Kandahar had a population of 721,170 (4.8%) in 1993 of which 372,562 (51.7%) are males and 348,608 (48.3%) females. The population is distributed in one major city and in 1,825 large and small villages/localities. The population density of Kandahar was 14.6 with the lowest being 3 in Ghorak and the highest in Kandahar city (1,233). Of the above population 244,154 (33.9%) were urban and 477,011 (66.1%) rural. Durrani Pashtoons

are the dominant ethnic group in Kandahar who speak pushtu. The residence of Kandahar city and Ghorak use Dari in conversation. There is a Hindu community in Kandahar engaged mainly in business.

Education

Formal educational institutions in Kandahar have suffered from the damages of war causing serious drop in the number of schools/students. As is shown, besides religious teaching in mosques and madrasas, there were 21 formal schools with an enrollment of 6,948 students (6,062 boys and 886 girls) in 12 schools for boys, and 9 schools for girls in 1993. A total number of 242 teachers, 212 males and 30 females were serving 14 primary, 7 middle and high schools. A higher teacher college was training teachers for the province. Kandahar University having a Faculty of Agriculture was established in 1990 -1991. School age children (5-14) enrolled in schools is 3.07%; 5.11% for boys and 0.78% for girls.

Brief School Statistics of Kandahar Province

Student Flow

1. For every 100 boys who start grade 1, about 15 will complete primary school (through grade 6) and begin middle school (grade 7); about 5 will complete middle school and begin secondary school (grade 10); and about 3 will survive through grade 12.

2. For every 100 girls who start grade 1, about 18 will complete primary school (through grade 6) and begin middle school (grade 7); about 11 will complete middle school and begin secondary school (grade 10); and about 10 will survive through grade 12.

3. For girls and boys, the greatest risk of dropping out is during the first grade. This pattern holds true in both rural and urban areas, but is more pronounced in urban areas. This pattern suggests (a) that the reasons for dropout are similar for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted for boys and girls.

4. Girls who persist beyond primary school have a much higher probability of completing secondary school (26.19%) than do boys who persist beyond primary

school (12.09%).

Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
(boys: 63/521 = 12.09%; girls: 22/84 = 26.19%)

Access and Equity

5. From the total school age children 3.07% of them are in school. Only 0.78% of the school age females are in school; while 5.11% of the males are in school.

6. Female enrollment is low in Kandahar. Provincially, about 12.75% of the students enrolled in school are girls. But access for girls is worse than it seems.

Teachers

7. The Province has (12.40%) female teachers.

8. Of the total of the province teachers, 8.68% have a grade 9 or less education, 33.47% have at least some secondary (10/11/12) schooling, 52.89% have grade 13/14 and 4.96% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 28.71 students per teacher, with the lowest class sizes in rural areas. While these rates are relatively low by world standards, they are a function of the rural nature of the province.

Textbooks

10. While the availability of textbooks vary across districts, average number of textbooks per student is 0.68.

11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

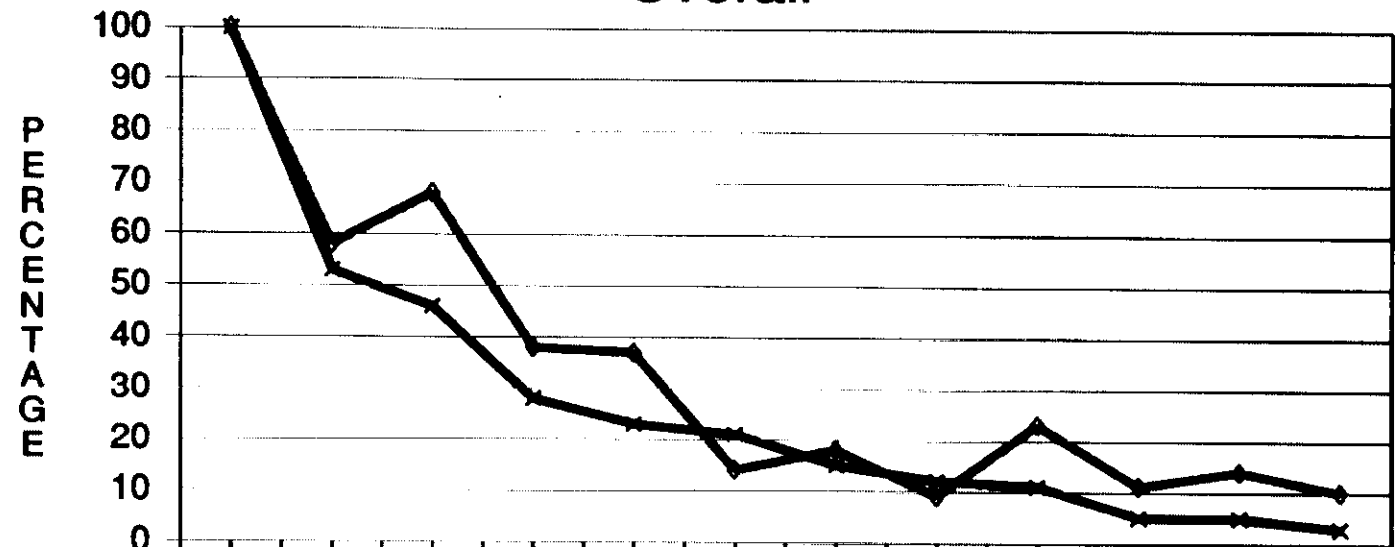
Facilities

12. Six of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 242 teachers as compared to 128 classrooms. This is because of so many schools being outdoors.

Boy/Girl Progression Percentage in Kandahar Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	89	89	85	86	84	93	87	92	81	79	75	74
Girls %	11	53	46	28	23	21	15	12	11	5	5	3
Boys #	1878	999	861	521	428	401	290	226	210	95	90	63
Girls #	222	129	150	84	83	31	40	20	50	25	30	22
Boys %	100	53	46	28	23	21	15	12	11	5	5	3
Girls %	100	58	68	38	37	14	18	9	23	11	14	10

Boys % Girls %

School Statistics in Kandahar Province

April 30,1994

KANDAHAR PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Kandahar	77.99	22.01	3.54:1	89.07	10.93	8.15	0.00	33.33	1.00	66.67
Daman	73.68	26.32	2.80:1	62.56	37.44	1.67	0.00	100.00	1.00	0.00
Arghistan	100.00	0.00	16.00:0	100.00	0.00	100.00:0	0.00	0.00	0.00	100.00
Arghandab	100.00	0.00	7.00:0	100.00	0.00	100.00:0	0.00	0.00	0.00	100.00
Panjwai	100.00	0.00	20.00:0	100.00	0.00	100.00:0	0.00	0.00	0.00	100.00
Maruf	100.00	0.00	25.00:0	100.00	0.00	100.00:0	0.00	0.00	0.00	100.00
Average%	85.37	14.63	5.84:1	88.07	11.93		0.00	14.29	14.29	85.71

KANDAHAR PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Kandahar	83	23	106	3488	428	3916	0	1	1	2	3	6
Daman	14	5	19	553	331	884	0	1	1	0	1	1
Arghistan	16	0	16	328	0	328	0	0	0	2	2	0
Arghandab	7	0	7	100	0	100	0	0	0	1	1	0
Panjwai	20	0	20	568	0	568	0	0	0	3	3	0
Maruf	25	0	29	567	0	567	0	0	0	4	4	0
Total	165	28	194	5604	759	6363	0	2	2	12	14	7

KANDAHAR SECONDARY SCHOOLS (GRADE 9-12)

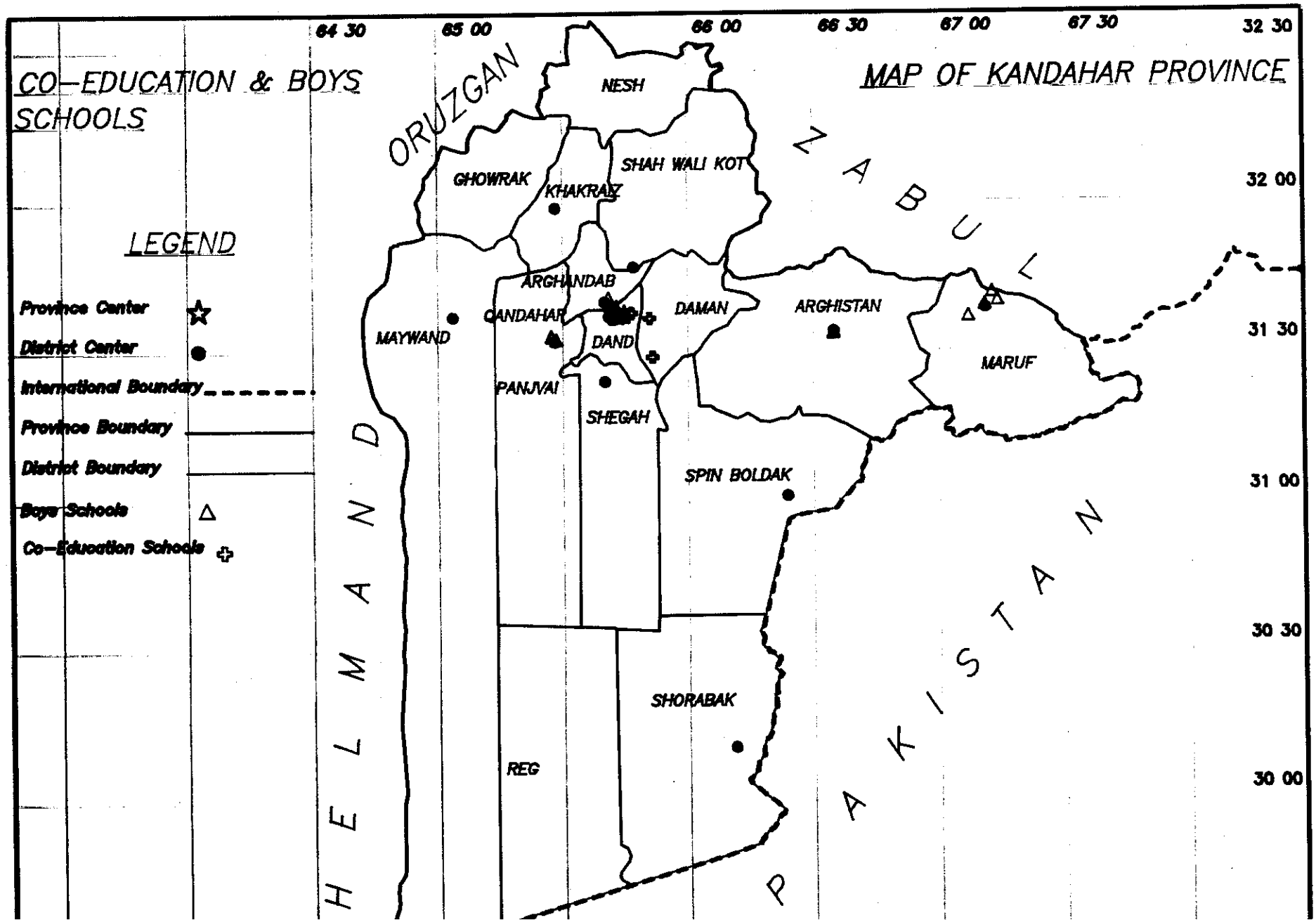
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Gird Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Kandahar	95.61	4.39	21.80:1	93.75	6.25	15.00	0.00	100.00	100.00	0.00
Daman	100.00	0.00	7.00:0	59.62	40.38	1.48	0.00	100.00	100.00	0.00
Arghistan	0.00	0.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Arghandab	0.00	0.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Panjwai	100.00	0.00	3.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Maruf	100.00	0.00	1.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Average %/Ratio	96.55	3.45	28.00:1	78.29	21.71	3.61	0.00	100.00	100.00	0.00

KANDAHAR SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Kandahar	36	2	38	300	20	320	0	6	6.00	0.00	6	0
Daman	7	0	7	158	107	265	0	1	1.00	0.00	1	0
Arghistan	0	0	0	0	0	0	0	0	0	0	0	0
Arghandab	0	0	0	0	0	0	0	0	0	0	0	0
Panjwai	3	0	3	0	0	0	0	0	0	0	0	0
Maruf	1	0	1	0	0	0	0	0	0	0	0	0
Total #	47	2	48	458	127	585	0	7	7.00	0.00	7	0


CO-EDUCATION & BOYS SCHOOLS
MAP OF KANDAHAR PROVINCE
LEGEND
Province Center
District Center
International Boundary
Province Boundary
District Boundary
Boys Schools
Co-Education Schools
64 30
65 00
66 00
66 30
67 00
67 30
32 30
32 00
31 30
31 00
30 30
30 00
ORUZGAN
ZABUL
HELMAND
PAKISTAN
NESH
GHOWRAK
KHAKRAIZ
SHAH WALI KOT
ARGHANDAB
QANDAHAR
DAMAN
DAND
MAYWAND
ARGHISTAN
MARUF
PANJVAI
SHEGAH
SPIN BOLDAK
SHORABAK
REG

KAPISA

Physical Features

Kapisa province, a part of "Gulbahar Basin" was separated from Parwan after the changes were made in the administration setup of the province. Kapisa is surrounded in the North by Baghlan and Takhar, in the South by Kabul, in the East by Laghman and in the West by Parwan provinces. The province lies between 69°15'-70°16'E and 34°40'-35°52'N. Kapisa covers an area of 5403.9 sq. km out of which 57,400 hectares are cultivable land. Its altitude from sea level varies between 1300 (in Tagab) and 2600 (in Darah Hazara). The southern ranges of Hindukush, mostly located to the eastern region of the province, embodies green valleys comprised of villages. The mountains in higher elevation are covered with forests. Both flat lands in the lower part of mountains and hilly land structure form its landscape. The Panjshir River with its attributes and the Tagab River are the main sources of water for multi purpose uses through canal systems. In some valleys, spring water makes up the source of water. Kapisa is cold in winter, moderate in spring and fall, but warm in summer. The province is linked to northern and southern provinces through a semi-paved road and to the eastern provinces by gravel and dirt roads/tracks.

Administration and Economy

The administration structure of Kapisa embodies four Woloswalis and three Alaqadaris. These administrative units cover one small and 514 large villages (515 localities) with different socio-economic structures. Mahmoodraqi is the center of the province approximately 103 km far from Kabul. In spite of being close to Kabul, the province remains under developed. However, the Gulbahar/Sherkhan Kheil Textile company producing cotton clothes of various types and quality with 200 residences was installed in this province. Cottage and handicraft industries are handloom fabrics and some wood works only. The flow of abundant river water and fertile land makes double farming possible. Thus wheat, rice, cotton, corn, and beans are grown both for local consumption and export purposes. The whole area is famous for its mulberry (fresh and dry) and walnuts which are consumed by people and used for export purposes. The pomegranate of Tagab and the cottage cheese of Nejrab are main items of exportation and sources of income for livelihood.

Demography

The population of Kapisa was estimated in 1993 to be 471,750. This population is composed of 242,432 (51.4%) males and 229,318 (48.6%) females. Urban population totals to 2205 (o.08%) and rural inhabitants to 469,545 (3.9%). The population density of the province is 87.3 persons per sq. km. In terms of ethnic group composition, the dominant ethnic groups in this province in descending order are Tajeks, Pushtoon, Pashies and Hazaras. There are no significant nomads in Kapisa.

Education

Both formal and informal institutions of education function in Kapisa. In addition to teaching-learning which takes place in Mosques and Madrasas, the survey shows that 129 schools were active in Kapisa, out of which six are girls schools and eight are co-education. Student enrollment in all the three levels (primary, middle and secondary) schools constitutes a total number of 35,667 students which is composed of 34,468 boys and 1199 girls. From the total number of 1244 teacher serving school, 1221 are males and 23 are females. school age children (5 - 14) enrolled in school is 25.3%. It is 46.1% for boys and 1.9% for girls.

Brief School Statistics of Kapisa Province

Student Flow

1. For every 100 boys who start grade 1, about 29 will complete primary school (through grade 6) and begin middle school (grade 7); about 5 will complete middle school and begin secondary school (grade 10); and about 2 will survive through grade 12.

2. For every 100 girls who start grade 1, about 1 will complete primary school (through grade 6). There are no girls attending secondary education.

3. For girls, the greatest risk of dropping out is during the first three grades. For boys, the greatest risk is during grade 1. This pattern holds true in both rural and urban areas. This pattern suggests (a) that the reasons for dropout are different for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted differently for boys and girls.

4. Girls have no probability of continuing eduction beyond primary school. But boys who persist beyond primary school are about (3.52%).

Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
(boys: 155/4403 = 3.52%)

Access and Equity

5. From the total school age children 25.29% of them are in school. Only 1.87% of the school age females are in school; while 46.19% of the males are in school.

6. Female enrollment is very low in Kapisa. This is because access for girls is difficult. Provincially, 3.36% of the students enrolled in school are girls.

Teachers

7. The Province has (1.85%) female teachers. This may be the reason for the low girl's enrollment.

8. Of the total of the province teachers, 8.00% have a grade 9 or less education, 53.52% have at least some secondary (10/11/12) schooling, 36.15% have grade 13/14 and 2.14% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 28.67 students per teacher, with the lowest class sizes in rural areas. While these rates are relatively low by world standards, they are a function of the rural and mountainous nature of the province.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbooks per student is 2.92.

11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

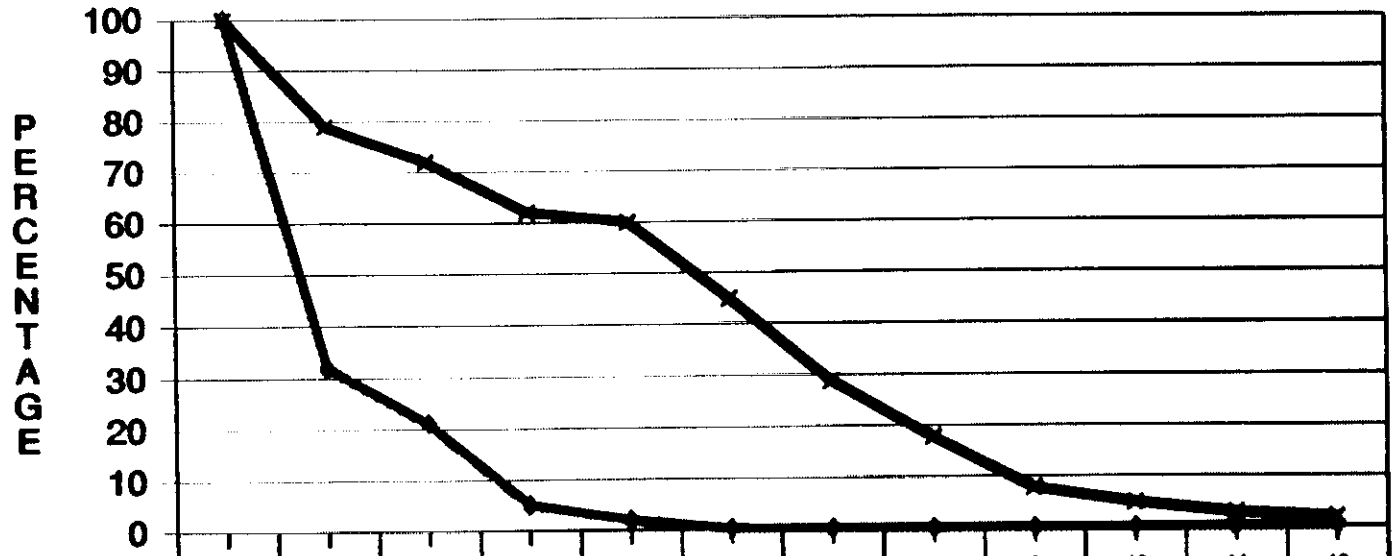
Facilities

12. Three of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 1,244 teachers as compared to 326 classrooms. This is an artifact of many schools being outdoors.

Boy/Girl Progression Percentage in Kapisa Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	91	96	97	99	99	100	0	0	0	0	0	0
Girls %	9	4	3	1	0.4	0.08	0	0	0	0	0	0
Boys #	7132	5847	5147	4403	4251	3257	2000	1286	601	328	246	186
Girls #	746	237	157	39	17	1	0	0	0	0	0	0
Boys %	100	79	72	62	60	46	28	18	8	5	3	2
Girls %	100	32	21	5	2	0.1	0	0	0	0	0	0

Boys % Girls %

School Statistics in Kapisa Province

April 30,1994

KAPISA PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Mahmood Raqi	97.16	2.84	34.26	98.16	1.84	53.47	3.57	3.57	7.14	92.86
Tagab	100.00	0.00	0.00	94.82	5.18	18.30	9.09	4.55	13.64	86.36
Alasay	100.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Kohband	94.63	5.37	17.62	91.32	8.68	10.53	15.00	30.00	45.00	55.00
Nejrab	100.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Panjshare	100.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Panjshare 1	100.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Average %/Ratio	98.02	1.98	49.49	96.51	3.49	27.64	5.45	7.27	12.73	87.27

KAPISA PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Mahmood Raqi	308	9	317	8501	159	8660	1	1	2	26	28	5
Tagab	195	0	195	4813	263	5076	2	1	3	19	22	2
Alasay	103	0	103	2961	0	2961	0	0	0	10	10	3
Kohband	247	14	261	8178	777	8955	3	6	9	11	20	5
Nejrab	58	0	58	1598	0	1598	0	0	0	6	6	0
Panjshare	218	0	218	6856	0	6856	0	0	0	23	23	0
Panjshare 1	9	0	9	234	0	234	0	0	0	1	1	4
Total #	1138	23	1161	33141	1199	34340	6	8	14	96	110	0

KAPISA SECONDARY SCHOOLS (GRADE 9-12)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Mahmood Raqi	100.00	0.00	10.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Tagab	100.00	0.00	19.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Alasay	100.00	0.00	10.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Kohband	100.00	0.00	27.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Nejrab	100.00	0.00	2.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Panjshare	100.00	0.00	15.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Average %/Ratio	100.00	0.00	83.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00

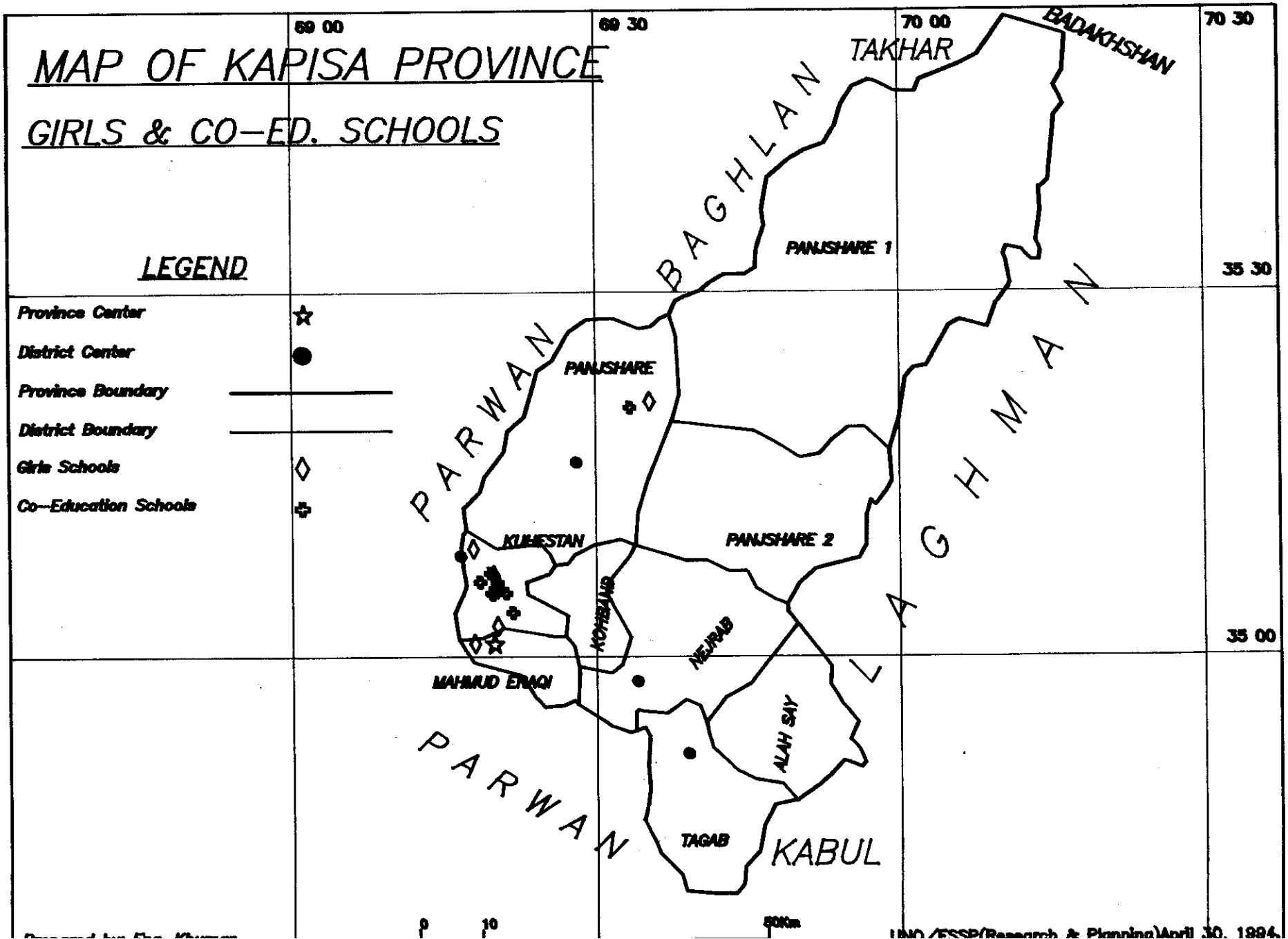
KAPISA SECONDARY SCHOOLS (GRADE 9-12)

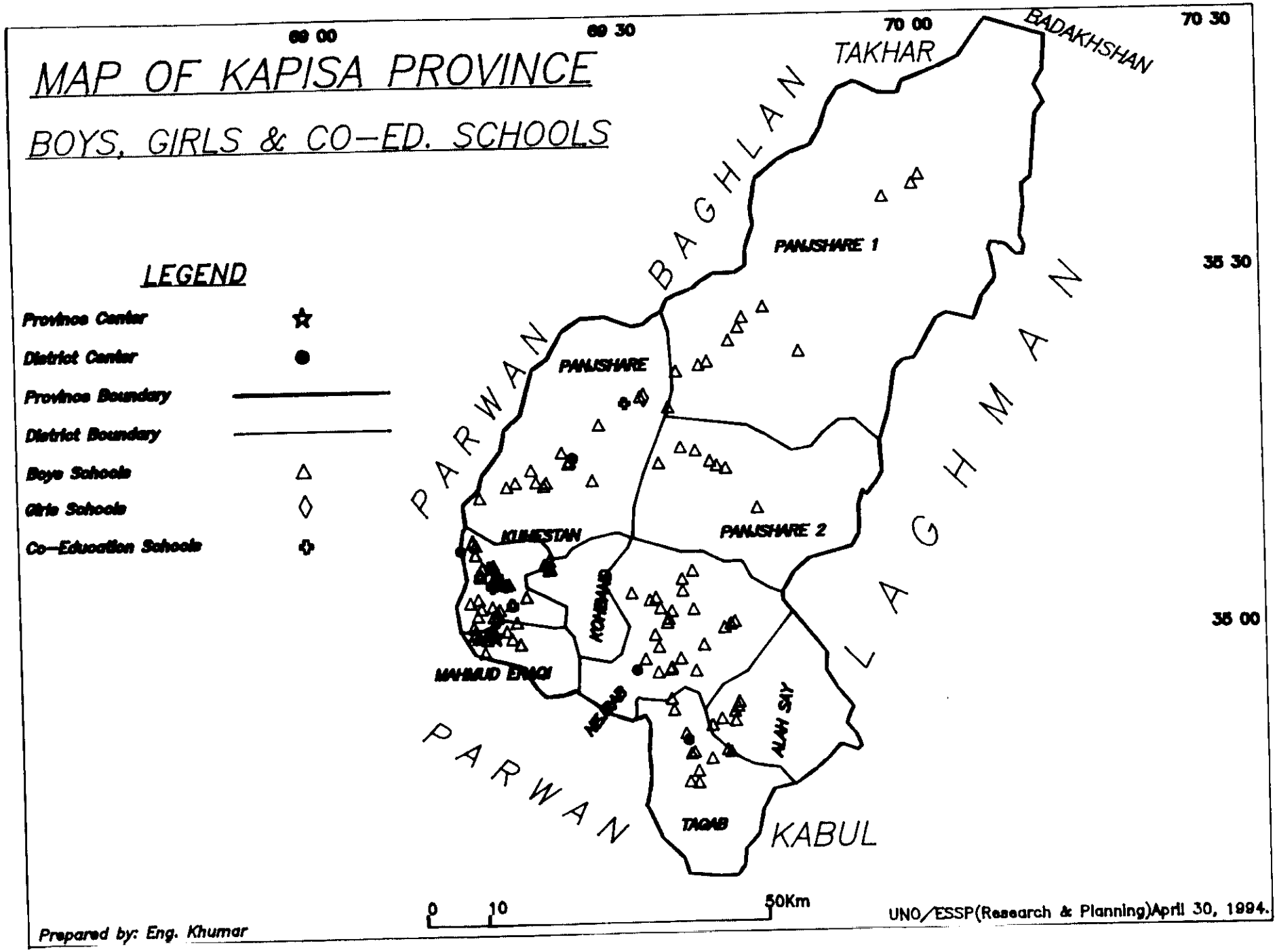
(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Mahmood Raqi	10	0	10	223	0	223	0	0	0	5	5	0
Tagab	19	0	19	201	0	201	0	0	0	2	2	0
Alasay	10	0	10	147	0	147	0	0	0	3	3	0
Kohband	27	0	27	428	0	428	0	0	0	5	5	0
Nejrab	2	0	2	0	0	0	0	0	0	0	0	0
Panjshare	15	0	15	328	0	328	0	0	0	4	4	0
Total #	83	0	83	1327	0	1327	0	0	0	19	19	0

MAP OF KAPISA PROVINCE

GIRLS & CO-ED. SCHOOLS




MAP OF KAPISA PROVINCE
BOYS, GIRLS & CO-ED. SCHOOLS
LEGEND
Province Center
District Center
Province Boundary
District Boundary
Boys Schools
Girls Schools
Co-Education Schools
69 00
69 30
70 00
70 30
35 30
35 00
TAKHAR
BADAKHSHAN
BAGHLAN
PARWAN
LAGHMAN
KABUL
PANJSHARE 1
PANJSHARE
PANJSHARE 2
KOHISTAN
KOHISTAN
MAHMUD EMAQI
ALAH SAY
TAGAB
0
10
50Km
Prepared by: Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994.

KONAR

Physical Feature

Konar which is one of the eastern provinces of Afghanistan is located in a mountainous region of the eastern zone. The province is bounded on the North by Badakhshan, on the South by Nangarhar, on the East by Pakistan and on the West by Laghman. Konar is situated between 70°28'-71°40'E and 34°26'-36°01'N covering an area of 10,552 sq. km. of which 78,840 hectares are cultivable. Steep mountains, narrow valleys along Konar river which originates from the eastern ranges of Hundukush, steep small flat land with high mountains covered with forest and the physical characteristics of the province. The altitude of the province ranges between 660 and 1,500 meters above the sea level. Such physical features divide the province geographically into three parts Khas Konar, Kuz Konar and Bar Konar, each with diversified characteristics and different social structure. Konar is a forested area with cold, moderate and warm weather through the year. Sufficient water and land elevation make double cropping possible in valleys located on either sides of the River. Nooristan regions with high altitude and land security allows only single cropping and thus making it quite suitable for animal husbandry for community livelihood. Dirt and gravel routes connect the districts and the province to the adjacent administrative divisions.

Administration and Economy

Konar is divided into six woloswalis (districts) and Alaqadaris (sub-districts) containing overall 217 small and 445 large villages (662 localities). The center of the province is Asadabad (formerly Chagha Sarai), an urban area, with a distance of 217 km from Kabul. The center being the least developed has only one timber plant. The people of Konar live on agriculture and in some areas on livestock breeding. Where little land is available, the population lives, as much as possible, on meager resources along the banks of the river. Wheat, maize, barley, cotton, sugarcane are the principle summer and winter crops. Although vegetables (potatoes, squash, radish and spinach) were recently introduced. The province is famous for its walnuts. Citrus and others fruits such as apricot, apples, pomegranate are also grown in orchards. It is one of the honey producing provinces. With the exceptions of a timber processing plant, no other large scale industry exists in Konar. However, small scale industry in the form of cottage and handicraft works such as wood carving, wooden utensils, wool, handloom woolen and cotton clothes are observable in Konar.

Demography

Konar population was estimated to be 332,355 in (1993) of which 316,156 (51.1%) are males and 16,199 (48.8%) are females. The province is the least developed area. Urban population constitutes 2,684 (0.8%) and rural 329,671 (99.2%) of the total population. The population which is scattered in one urban and 662 localities has a density of 31.49 person per sq. km. At best, the population lives -as much as possible - on meager resources along many river valleys. Pushtoons, Nooristanis and Tajeks ethnicities form the inhabitants of Konar who speak Pushtu, Dari, Nooristani and Pashai languages. Nooristanis live in northern districts while pushtuns reside in lower Konar (Kooz Konar). The major ethnic groups are pushtoons and Nooristanis who speak their own language. Pashia are also present in this province. Dari language is also spoken by the people.

Education

Besides teaching-learning in Madrases and Mosques, there are 100 schools in Konar (five schools for girls and 16 co-education). From 16,016 students enrolled in all schools 14,530 are boys and 1,531 are girls. The teaching force in this province is 553 teachers out of which 542 are males and 11 are females. School age children (5-14) enrolled in schools is 16.17%. This figure is 27.56% for boys and 3.40% for girls.

Brief School Statistics of Konar Province

Student Flow

1. For every 100 boys who start grade 1, about 8 will complete primary school (through grade 6) and begin middle school (grade 7); about 3 will complete middle school and begin secondary school (grade 10); and about 2 will survive through grade 12.

2. For every 100 girls who start grade 1, about 12 will complete primary school (through grade 4). There are no girls in school from grade 5 and up.

3. For girls, the greatest risk of dropping out is also during all 4 grades. For boys, the greatest risk is during grades 1-4. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout may be similar for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted for boys and girls.

4. Girls do not study beyond grade 4, but boys who persist beyond primary school will complete their secondary school at a rate of (2.66%).

Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
(boys: 111/4159 = 2.66%)

Access and Equity

5. From the total school age children 16.17% of them are in school. Only 3.40% of the school age females are in school; while 27.56% of the males are in school.

6. Female enrollment is low in Konar. Provincially, 9.53% of the students enrolled in schools are girls.

Teachers

7. The Province has (1.99%) female teachers. This may be the reason for low girl's enrollment.

8. Of the total of the province teachers, 19.67% have a grade 9 or less education, 36.61% have at least some secondary (10/11/12) schooling, 37.70% have grade 13/14 and 6.01% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 29.04 students per teacher, with the highest class sizes in rural areas. While these rates are low by world standards, they are a function of the rural and mountainous nature of the province.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbooks per student is 3.29.

11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

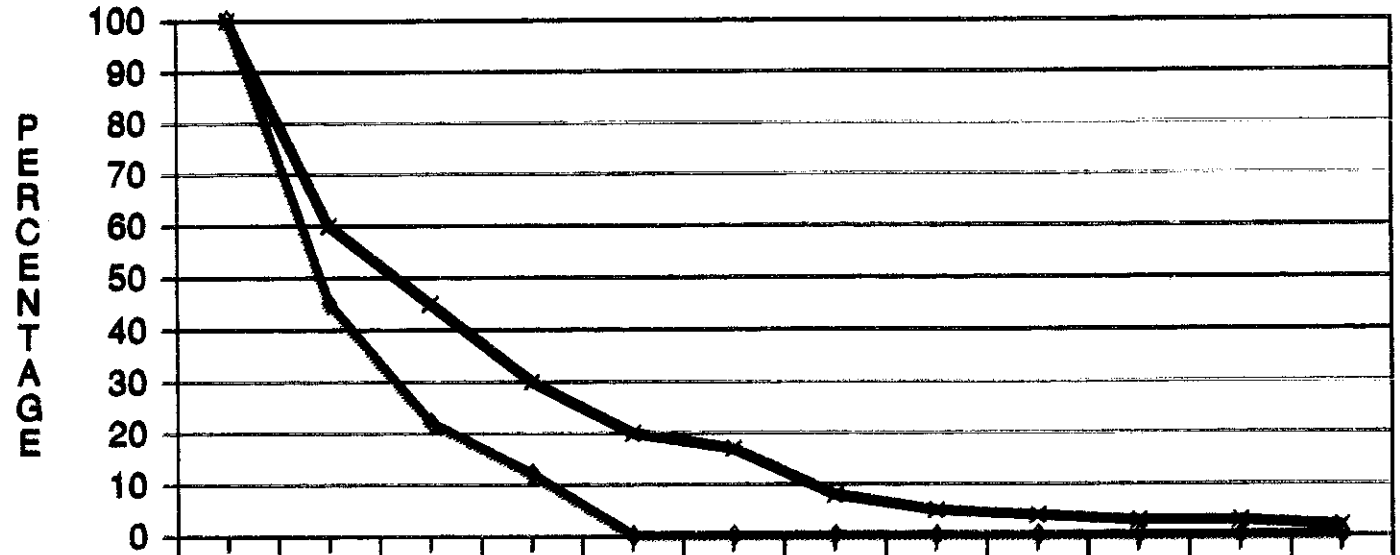
Facilities

12. About 3 of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 553 teachers as compared to 282 classrooms. This is an artifact of some schools being outdoors.

Boy/Girl Progression Percentage in Konar Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	2
Boys %	85	88	92	93	100	100	100	100	100	100	100	100
Girls %	15	12	8	7	0	0	0	0	0	0	0	0
Boys #	4884	2950	2210	4159	996	826	378	231	217	140	128	111
Girls #	851	384	191	105	0	0	0	0	0	0	0	0
Boys %	100	60	45	30	20	17	8	5	4	3	3	2
Girls %	100	45	22	12	0	0	0	0	0	0	0	0

Boys % Girls %

School Statistics in Konar Province April 30,1994

KONAR PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Asadabad	95.57	4.43	21.58:1	87.81	12.19	7.21	11.11	5.56	16.67	83.33
Chapa Dara	96.00	4.00	24.00:1	75.05	24.95	3.01	25.00	0.00	25.00	75.00
Khas Konar	100.00	0.00	10.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Bar Konar	100.00	0.00	97.00:0	98.35	1.65	59.67	0.00	7.69	7.69	92.31
Sirkanay	100.00	0.00	10.00:0	89.40	10.60	8.43	0.00	33.33	33.33	66.67
Kamdesh	100.00	0.00	35.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Chauki	100.00	0.00	104.00:0	95.69	4.31	22.21	0.00	11.76	11.76	88.24
Peche	96.22	3.78	25.44	82.09	17.91	4.58	6.06	33.33	39.39	60.61
Average %/Ratio	97.93	2.07	47.21:1	90.10	9.90	9.10	5.26	16.84	22.11	77.89

KONAR PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Asadabad	86	4	90	3091	429	3520	2	1	3	15	18	2
Chapa Dara	24	1	25	406	135	541	1	0	1	3	4	0
Khas Konar	10	0	10	468	0	468	0	0	0	3	3	0
Bar Konar	97	0	97	2327	39	2366	0	1	1	12	13	1
Sirkanay	10	0	10	506	60	566	0	1	1	2	3	0
Kamdesh	35	0	35	584	0	584	0	0	0	4	4	1
Chauki	104	0	104	3243	146	3389	0	2	2	15	17	0
Peche	153	6	159	3309	722	4031	2	11	13	20	33	1
Total #	519	11	530	13934	1531	15465	5	16	21	74	95	5

KONAR SECONDARY SCHOOLS (GRADE 9-12)

(Percentage/Ratio)

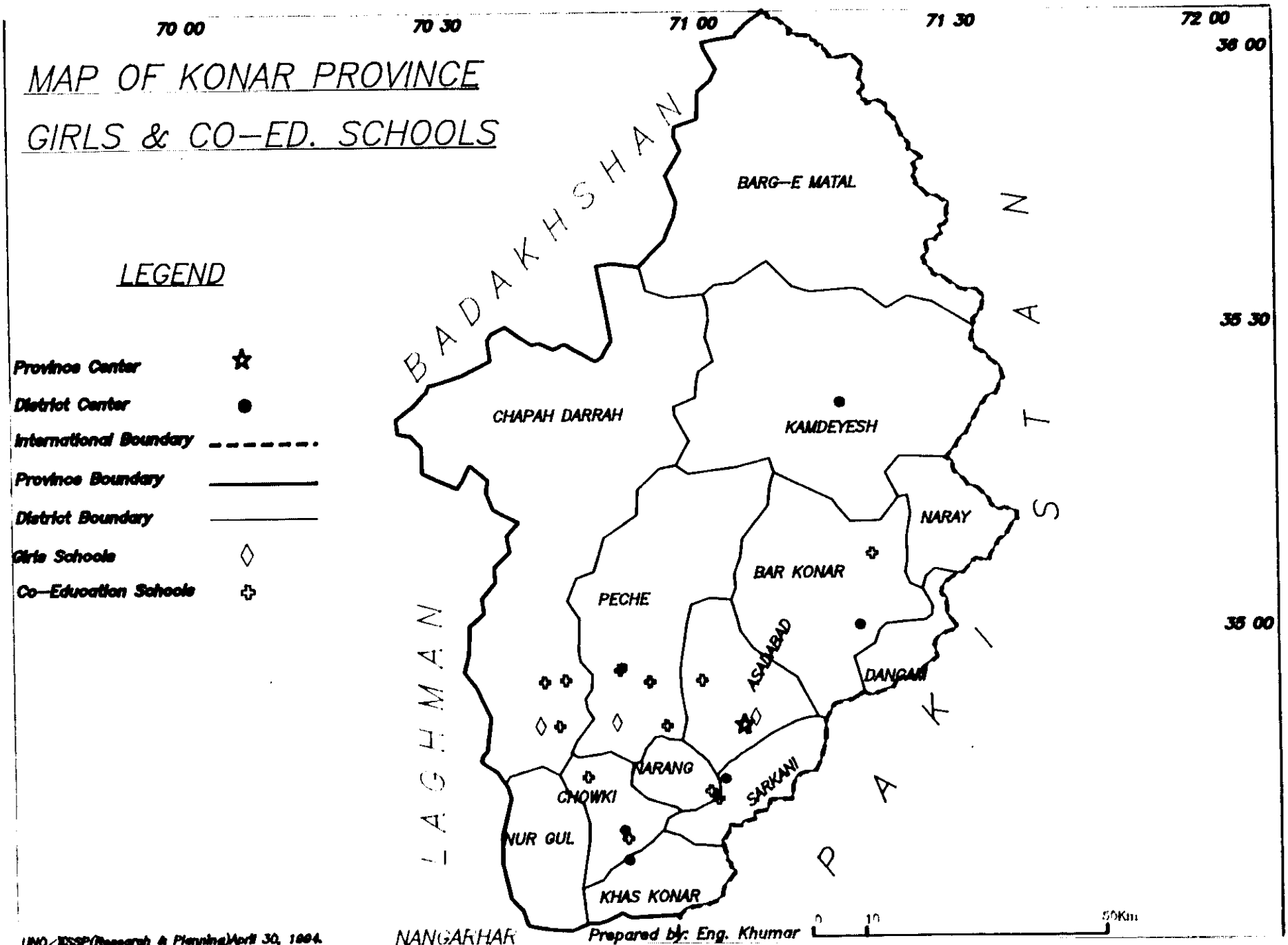
Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Asadabad	100.00	0.00	13.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Chapa Dara	0.00	0.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Khas Konar	0.00	0.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Bar Konar	100.00	0.00	7.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Sirkanay	0.00	0.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Kamdesh	100.00	0.00	1.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Chauki	100.00	0.00	1.00:0	100.00	0.00	0.00	0.00	0.00	0.00	0.00
Peche	100.00	0.00	1.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Average %/Ratio	100.00	0.00	23.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00

KONAR SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Asadabad	13	0	13	346	0	346	0	0	0	2	2	0
Chapa Dara	0	0	0	0	0	0	0	0	0	0	0	0
Khas Konar	0	0	0	0	0	0	0	0	0	0	0	0
Bar Konar	7	0	7	219	0	219	0	0	0	1	1	0
Sirkanay	0	0	0	0	0	0	0	0	0	0	0	0
Kamdesh	1	0	1	11	0	11	0	0	0	1	1	0
Chauki	1	0	1	0	0	0	0	0	0	0	0	0
Peche	1	0	1	20	0	20	0	0	0	1	1	0
Total #	23	0	23	596	0	596	0	0	0	5	5	0

MAP OF KONAR PROVINCE
GIRLS & CO-ED. SCHOOLS



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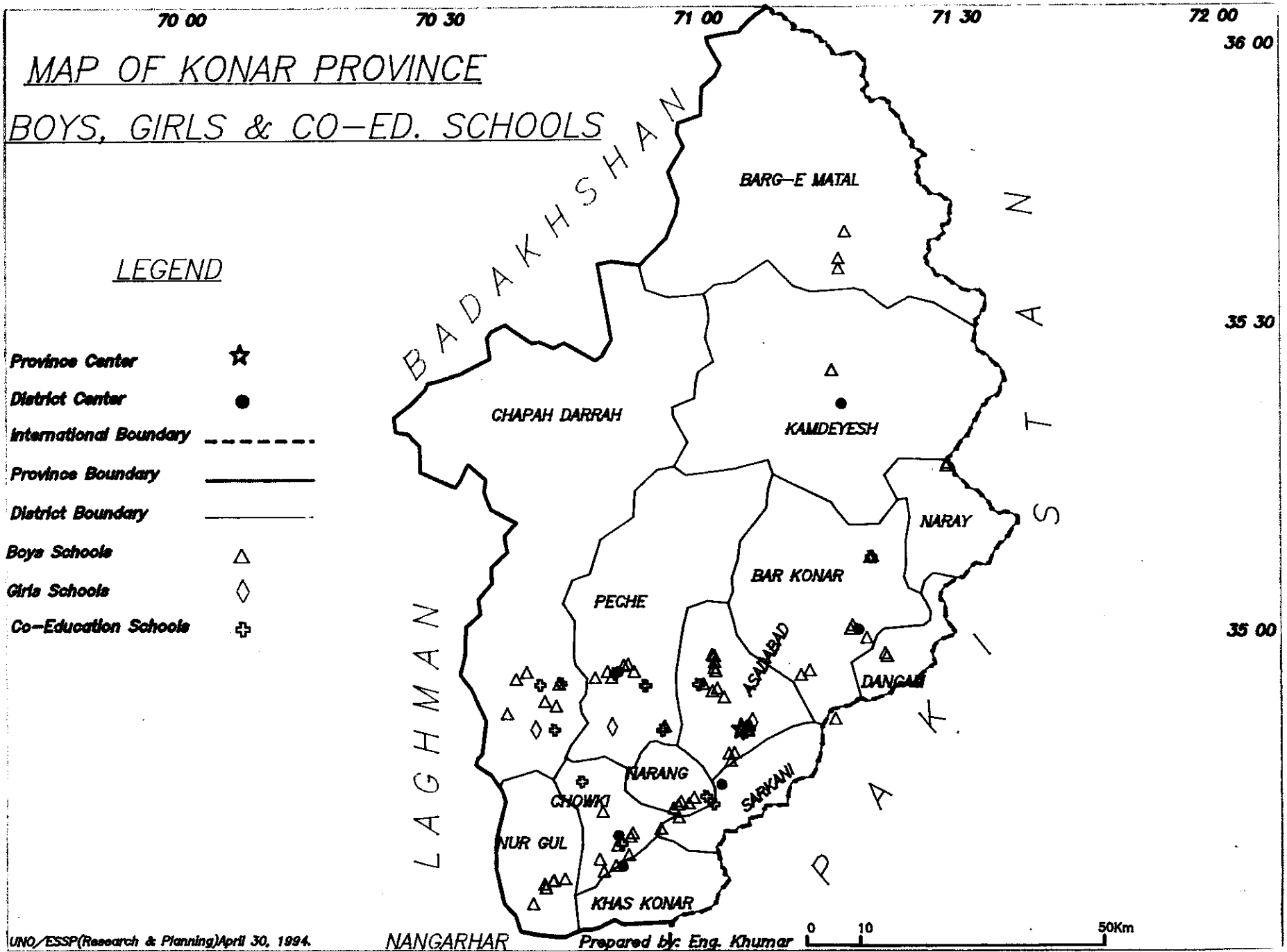

MAP OF KONAR PROVINCE
BOYS, GIRLS & CO-ED. SCHOOLS
LEGEND
Province Center
District Center
International Boundary
Province Boundary
District Boundary
Boys Schools
Girls Schools
Co-Education Schools
70 00
70 30
71 00
71 30
72 00
36 00
35 30
35 00
BADAKHSHAN
BARG-E MATAL
CHAPAH DARRAH
KAMDEYESH
NARAY
BAR KONAR
PECHE
ASADABAD
DANGAM
NARANG
CHOWKI
SARKANI
NUR GUL
KHAS KONAR
LAGHMAN
NANGARHAR
PAKISTAN
0
10
50Km
UNO/ESSP(Research & Planning)April 30, 1994.
Prepared by: Eng. Khumar

KUNDUZ

Physical Feature

Kunduz province is situated in the north-eastern part of the country. It is skirted by Amu river (Oxus) in the North, Baghlan in the South, Takhar in the East and Samangan in the West. Geographically, Kunduz lies between 68°01'-69°21'E and 36°17'-37°19'N. Geophysical, this province comprises of flat and sandy areas, mountain ranges, forests and rivers. Qara Batur mountain is located along the western and southern parts while Anbar Koh (mountain) is situated in the eastern segment of the province. Massive rivers of Amu, Kunduz and Bangi are the main water resources for both drinking and irrigation. The climate of Kunduz is very hot in the summer and slightly cold in the winter. Transportation roads in the province is relatively in a better condition. There is a main asphalted high-way (coming from Kabul and going to Shirkhan Port), as well as many paved roads that pass through various districts. The total area of the province is 7,928 sq.km., out of which 549,000 hectares are suitable for cultivation. The altitude of the province ranges between 360 meters, the lowest in Qala-e-Zal and Imam Sahib and 590 meters, the highest in Khanabad.

Administration and Economy

The Province is administratively split into 5 districts (Woluswalis) and one subdistrict (Alaqadari) that include 505 large and 138 small villages and localities. Kunduz city is the capital and the largest city whereas Khanabad and Imam sahib are the second and third largest towns of the province. Besides large scale industries such as Spin Zar Cotton Plants of Kundoz and Imam Sahib, Vegetable Oil and Soap Industries of Kunduz, small scale industries of the province with the production of woolen carpets, *glims*, silk, handloom fabrics, caps, leader products and vegetable oil are very popular. Cattle raising and agricultural activities are widely practiced in Kunduz. Lands are mostly irrigated through canal systems and produce large quantities of rice, wheat, barley, industrial cotton, food grains, fruits, vegetables and melons. Melons of Kundoz are very sweet and sizable; therefore, truckloads of them are widely exported to the neighboring countries.

Demography

Based on 1993 population estimation, the total population of Kundoz was 537,498 including 277,456 (51.6%) males and 260,042 (48.4%) females. This population with a

density of 67.79 persons per sq.km., is dispersed in an area of 7,928 sq.km., constituted of seven large and small cities and towns and 643 localities. The urban inhabitants of the province are 109,516 (20.4%) whereas the rural occupants are 427,982 (79.6%). From the ethnicity point of view, the residents of this province are of three major ethnic groups of Tajeks, Uzbeks, and Pashtoons.

Education

Kunduz Possesses 82 formal primary and secondary schools for both boys and girls. It ranks 3rd with more than a quarter (23) of the total schools as co-education. Total students enrolled in schools are 27,787, from which 22,834 are boys and 4,953 are girls. A number of 970 teachers (683 males and 287 females) are employed for teaching students. There are also many non-formal educational centers such as madrasas and mosques that teach students through out the province. Children age (5-14) enrolled in schools are 17.30%. Boys students age 5-14 are 27.04% while girls students are 6.39% of the total children within the same age group. A formal religious institute (Madrasa-e-Takharistan) and a higher teacher training college (Darul Moallimin-e-Ali Kunduz) are the two major higher educational institutions of this province situated in Kunduz city.

Brief School Statistics of Kunduz Province

Student Flow

1. For every 100 boys who start grade 1, about 6 will complete primary school (through grade 6) and begin middle school (grade 7); about 2 will complete middle school and begin secondary school (grade 10); and about 1 will survive through grade 12.

2. For every 100 girls who start grade 1, about 6 will complete primary school (through grade 6) and begin middle school (grade 7); about 4 will complete middle school and begin secondary school (grade 10); and about 1 will survive through grade 12.

3. For both boys and girls, the greatest risk of dropping out is during the first three grades. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout may be similar for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted for boys and girls.

4. Girls who persist beyond primary school have a higher probability of completing secondary school (14.23%) than do boys who persist beyond primary school (5.92%).

Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
(boys: 126/2125 = 5.92%; girls: 42/295 = 14.23%)

Access and Equity

5. From the total school age children 17.30% of them are in school. Only 6.39% of the school age females are in school; while 27.04% of the males are in school.

6. Female enrollment is higher in Kunduz. Provincially, 17.82% of the students enrolled in schools are girls.

Teachers

7. The Province has (29.59%) female teachers. This may be the reason for higher girl's enrollment.

8. Of the total of the province teachers, 7.63% have a grade 9 or less education, 31.24% have at least some secondary (10/11/12) schooling, 58.66% have grade 13/14 and 2.47% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 28.65 students per teacher, with the highest class sizes in rural areas. They are a function of the normal nature of the province.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbooks per student is 1.57.

11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

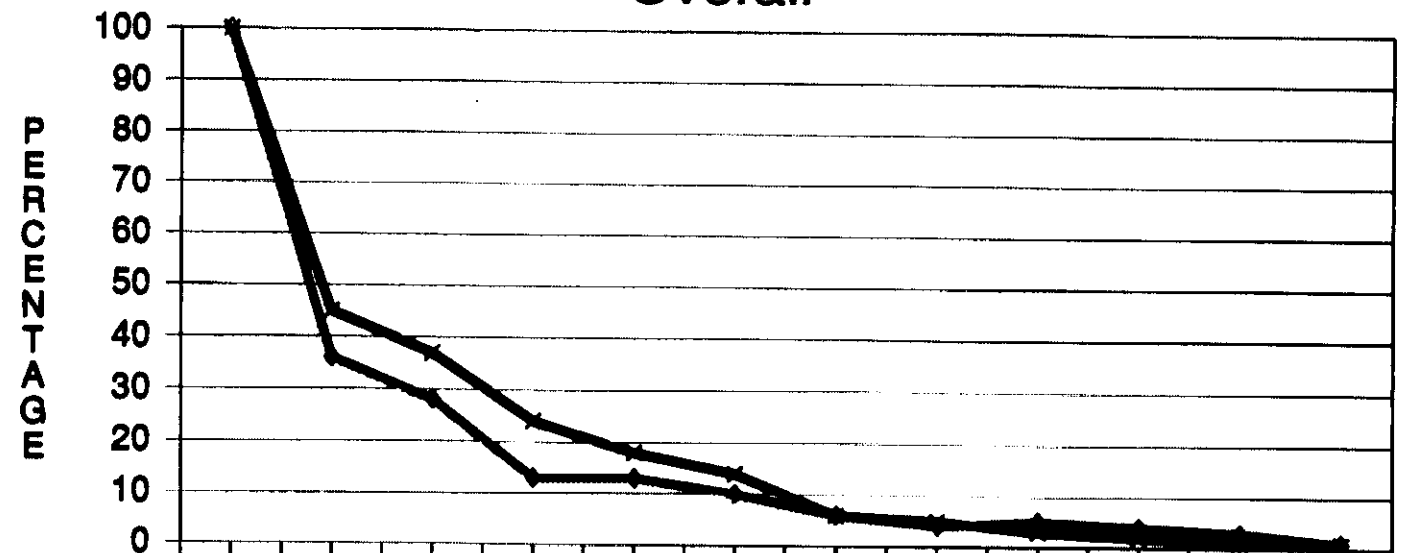
Facilities

12. Three of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 970 teachers as compared to 238 classrooms. This is an artifact of some schools being outdoors.

Boy/Girl Progression Percentage in Kunduz Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	
Boys %	80	83	84	86	84	85	80	81	75	71	59	75
Girls %	20	17	16	13	16	15	20	19	25	29	41	25
Boys #	8895	4035	3293	2125	1566	1202	566	426	302	200	98	126
Girls #	2203	801	615	295	295	212	139	99	103	82	67	42
Boys %	100	45	37	24	18	14	6	5	3	2	1	1
Girls %	100	36	28	13	13	10	6	4	5	4	3	1

Boys % Girls %

School Statistics in Kunduz Province

April 30,1994

KUNDUZ PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Kunduz	50.51	49.49	1.02	71.64	28.36	2.53	0.00	30.77	30.77	69.23
Aliabad	100.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Hazrat Imam	88.70	11.30	7.85	92.59	7.41	12.49	0.00	30.00	30.00	70.00
Khanabad	99.26	0.74	135.00	90.68	9.32	9.73	5.88	17.65	23.53	76.47
Archi	100.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Qala Zal	100.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Ghar Dara	96.51	3.49	27.67	96.12	3.88	24.80	0.00	14.29	14.29	85.71
Total:	71.92	28.08	2.58	82.59	17.41	4.75	1.39	19.44	20.83	79.17

KUNDUZ PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Kunduz	233	229	462	9597	3800	13397	0	4	4	9	13	7
Aliabad	68	0	68	1613	0	1613	0	0	0	10	10	0
Hazrat Imam	102	13	115	3560	285	3845	0	6	6	14	20	1
Khanabad	135	1	136	5048	519	5567	1	3	4	13	17	1
Archi	0	0	9	315	0	315	0	0	0	1	1	0
Qala Zal	24	0	24	611	0	611	0	0	0	4	4	0
Ghar Dara	55	2	57	1364	55	1419	0	1	1	6	7	1
Total:	627	245	871	22108	4659	26767	1	14	15	57	72	10

KUNDUZ SECONDARY SCHOOLS (GRADE 9-12)

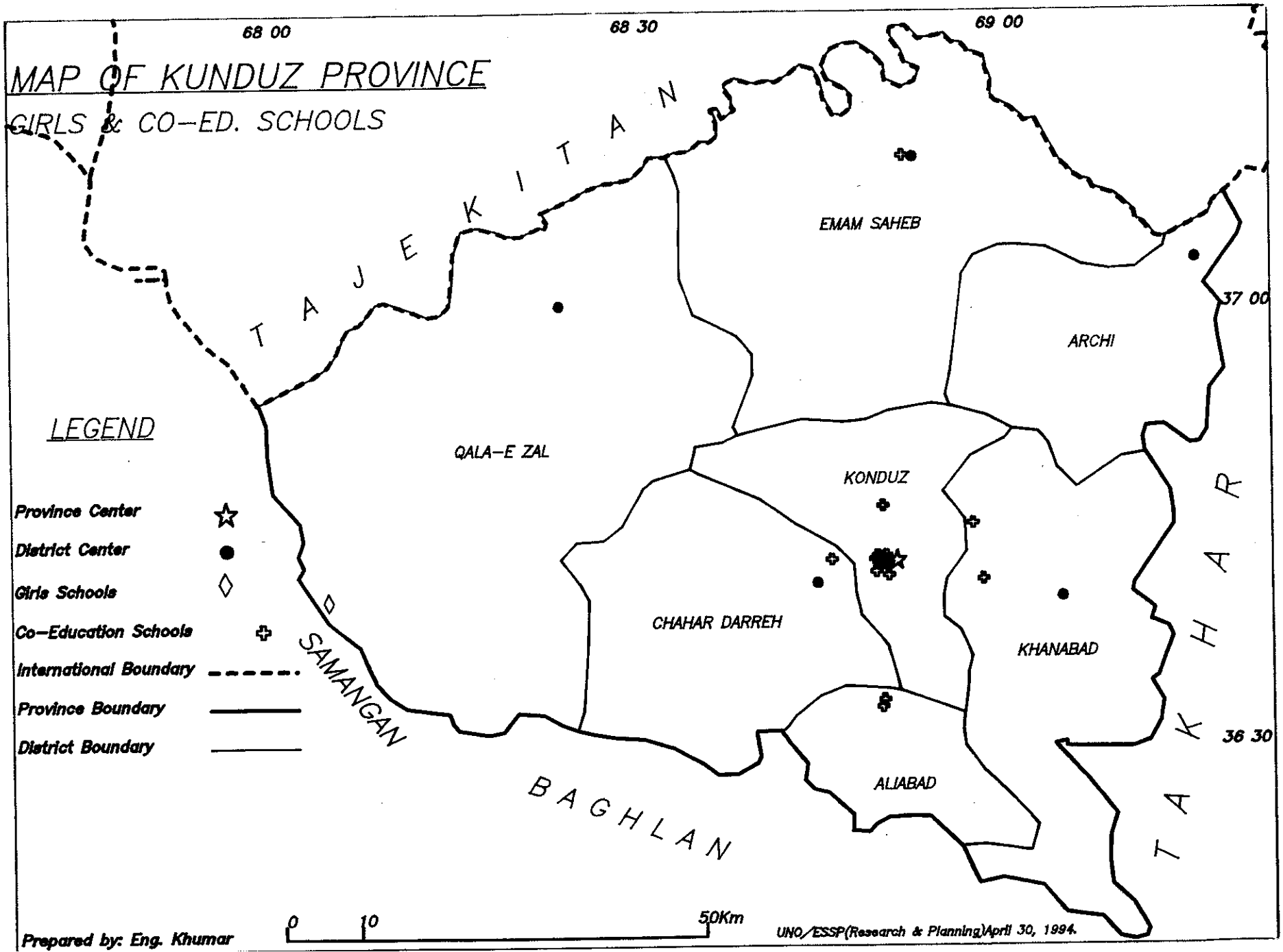
(Percentage/Ratio)

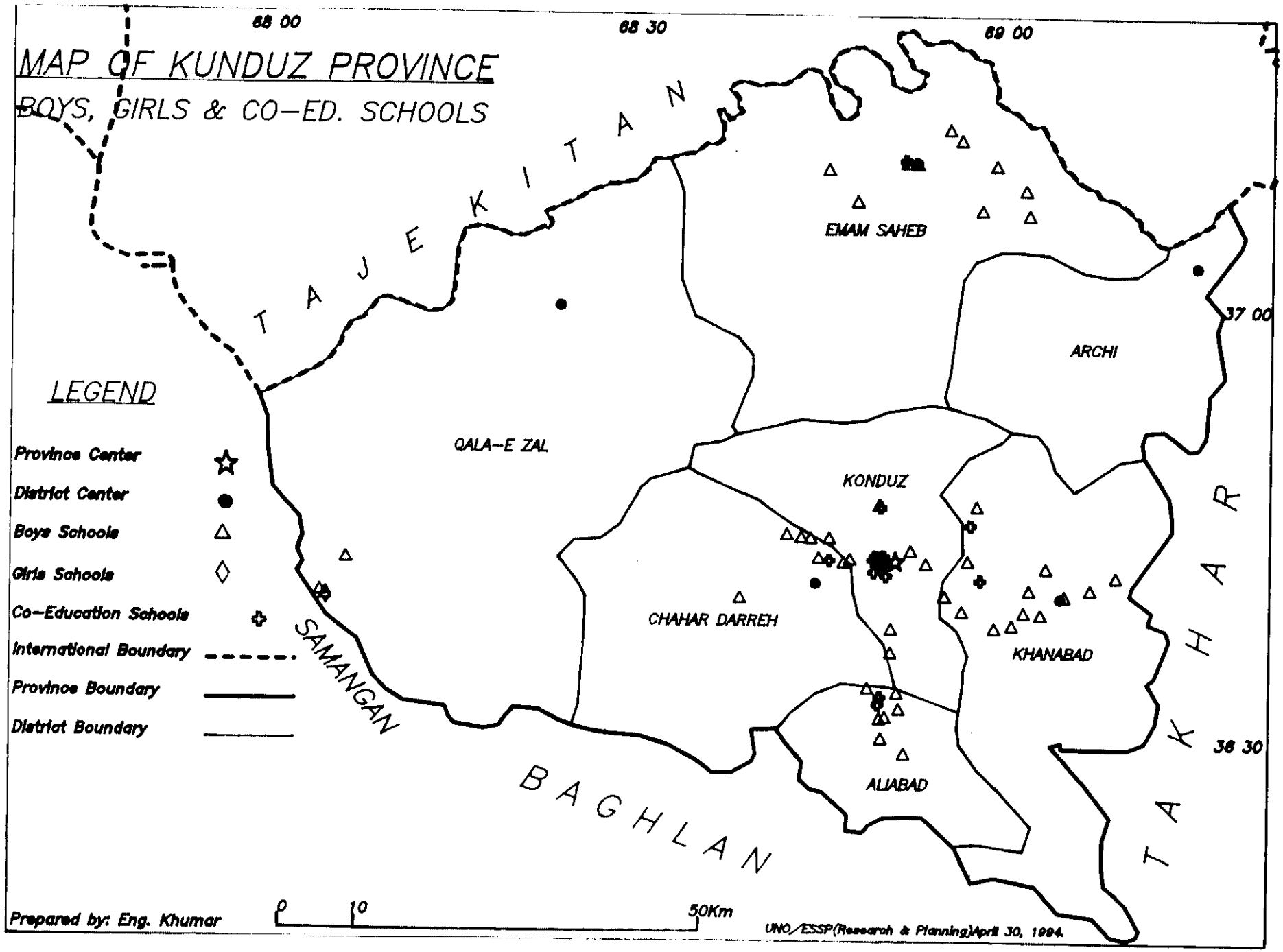
Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Kundus	53.48	46.52	1.15	69.88	30.12	2.32	0.00	100.00	100.00	0.00
Hazrat Imam	0.00	0.00	0.00	100.00	0.00	0.00	0.00	100.00	100.00	0.00
Khanabad	100.00	0.00	3.00:0	100.00	0.00	0.00	0.00	100.00	100.00	0.00
Ghar Dara	100.00	0.00	5.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Total:	57.09	42.91	1.33	71.18	28.82	2.47	0.00	90.00	90.00	10.00

KUNDUZ SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Kundus	49	42	91	682	294	976	0	7	7	0	7	0
Hazrat Imam	0	0	0	8	0	8	0	1	1	0	1	0
Khanabad	3	0	3	25	0	25	0	1	1	0	1	0
Ghar Dara	5	0	5	11	0	11	0	0	0	1	1	0
Total:	57	42	99	726	294	1020	0	9	9	1	10	0


MAP OF KUNDUZ PROVINCE
GIRLS & CO-ED. SCHOOLS
68 00
68 30
69 00
37 00
36 30
TAJEKITAN
EMAM SAHEB
ARCHI
QALA-E ZAL
KONDUZ
CHAHAR DARREH
KHANABAD
ALIABAD
SAMANGAN
BAGHLAN
TAKHAR
LEGEND
Province Center
District Center
Girls Schools
Co-Education Schools
International Boundary
Province Boundary
District Boundary
0
10
50Km
Prepared by: Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994.


MAP OF KUNDUZ PROVINCE
BOYS, GIRLS & CO-ED. SCHOOLS
68 00
68 30
69 00
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36 30
TAJEKITAN
EMAM SAHEB
ARCHI
QALA-E ZAL
KONDUZ
CHAHAR DARREH
KHANABAD
ALIABAD
SAMANGAN
BAGHLAN
TAKHAR
LEGEND
Province Center
District Center
Boys Schools
Girls Schools
Co-Education Schools
International Boundary
Province Boundary
District Boundary
0
10
50Km
Prepared by: Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994.

LAGHMAN

Physical Feature

Laghman is one of the eastern provinces of Afghanistan. The province is bounded on the North by Badakhshan, on the South by Nangarhar and Kabul, on the East by Kunar and on the West by Kapisa. The province is located between 69°48'-70°41' and 34°26'-35°41'N. Geographically, Laghman encompasses both mountains as well as plain areas. The first located in the North and the second in the main valley. Laghman valley stretches itself up to the Hindukush ranges in the North. The valley divides itself into two valleys of Alishing and Alingar. The plains to the South cover fertile land of Alishing, Alingar and Mehterlam. The North of the valley is rough with different agricultural elevations and landscape. Both Alishing and Alingar rivers form Laghman river which joins Kabul river. These rivers constitute the water resources through the canal system for irrigation and other purposes. These waters form the hydro-electric dam of Nangarhar. Laghman covers an area of 7,227 Sq. Km. of which 134,600 hectares are cultivable land. The altitude of the province ranges between 650 meters in (Mehterlam) and 1,550 meters in (Dawlat Shah) meters above sea level. Its climate is generally semi-arid and sub-tropical. Northern part of the province is covered with snow and has a rain season. Laghman is a forested zone forming 52% of national forest of a total of 57,600 hectares of forested land. Laghman is linked to other provinces by dirt and semi-gravel roads/tracks.

Administration and Economy

Administratively, Laghman is divided into 5 Woloswalis (districts) encompassing 29 small and 549 large villages (578 localities). Mehtarlam is the center of the province located on the central plans where Alingar and Alishing rivers converge. Abudent water and sub-tropical climate and fertile land make the province suitable for double cropping and thus wheat, rice, maize, barley, corn, cotton, sugarcane, vegetables, citrus fruits are grown here. Rice is the dominant crop of Laghman and a major item of internal exportation. The natural forest and timber harvesting is another source of income. Being a newly developed province, it has no large scale industry. Small scale industry in the form of cottage and handicraft products include handloom fabrics, mat-weaving, wood works, iron works, woolen fabrics and brown sugar (gur).

Demography

Recent statistics (1993) indicate a population of 375,300 in a small area of 7,227 Sq. Km.

making Laghman relatively densely populated province with a population density of 51.9 persons per sq.km. Of the above population 192,566 (51.3%) are males and 182,734 (48.7%) are females. Laghman has an urban population of 5,938 (1.6%) and a rural population of 369,362 (98.4%). Pushtoons, Tajeks, Nooristanis and Kohistanis form the ethnic groups of Laghman. They speak Pushtu, Dari and Pashai languages.

Education

Formal educational institutions in Laghman include a total number of 65 schools (one for girls and three co-education). The total enrollment in these schools and 61 boys schools counts to be 20,578 of which 20,343 are boys and 235 are girls. From a total of 709 teaching force, 707 are male and two are female teachers. Teaching learning also takes place in Mosques and Madrasses. Children age (5-14) enrolled in all schools is 18.24%. Boys of the same age group form 34.09% and girls 0.46%.

Brief School Statistics of Laghman Province

Student Flow

1. For every 100 boys who start grade 1, about 17 will complete primary school (through grade 6) and begin middle school (grade 7); about 3 will complete middle school and begin secondary school (grade 10); and about 3 will survive through grade 12.

2. For every 100 girls who start grade 1, about 15 will complete primary school (through grade 6). No girls are attending secondary schools.

3. For girls, the greatest risk of dropping out is during the first three grades. For boys, the greatest risk is during grades 1-4. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout my be similar for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted for boys and girls.

4. Girls do not study beyond primary school, but boys who persist beyond primary school will complete their primary school at a rate of (5.79%).

   Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
   (boys: 145/2501 = 5.79%)

Access and Equity

5. From the total school age children 18.24% of them are in school. Only 0.46% of the school age females are in school; while 34.09% of the males are in school.

6. Female enrollment is low in Laghman. Provincially, 1.14% of the students enrolled in schools are girls.

Teachers

7. The Province has (0.28%) female teachers. This may be the reason for low girl's enrollment.

8. Of the total of the province teachers, 15.79% have a grade 9 or less education, 56.93% have at least some secondary (10/11/12) schooling, 21.47% have grade 13/14 and 5.82% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 29.02 students per teacher, with the lowest class sizes in urban areas. These rates are low by world standards.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbooks per student is 0.56.

11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

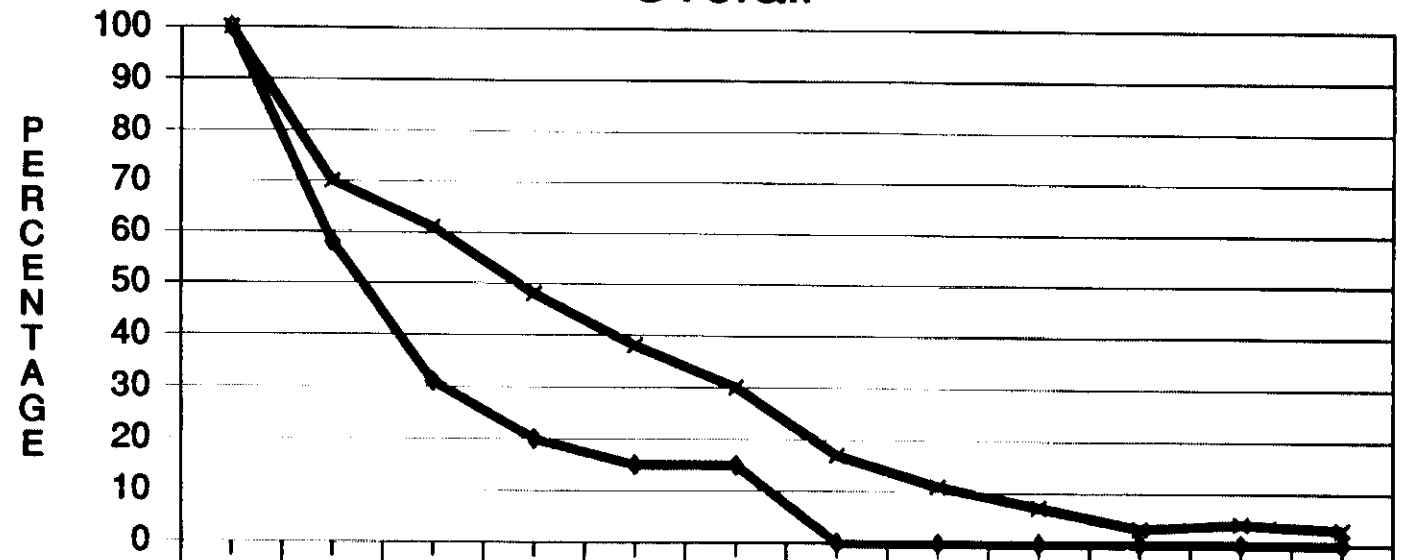
Facilities

12. About 2 of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 709 teachers as compared to 135 classrooms. This is an artifact of some schools being outdoors.

Boy/Girl Progression Percentage in Laghman Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	96	98	99	99	99	99	100	100	100	100	100	100
Girls %	2	2	1	1	1	1	0	0	0	0	0	0
Boys #	5160	3643	3143	2501	1991	1551	904	548	374	180	183	145
Girls #	96	57	30	20	15	15	0	0	0	0	0	0
Boys %	100	70	61	48	38	30	17	11	7	3	4	3
Girls %	100	58	31	20	15	15	0	0	0	0	0	0

Boys % Girls %

School Statistics in Laghman Province

April 30,1994

LAGHMAN PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Mehterlam	99.60	0.40	252.00:1	100.00	0.00	7308.00:0	0	0.00	0.00	14.00
Qarghaie	100.00	0.00	74.00:0	100.00	0.00	2691.00:0	0	0.00	0.00	2.00
Daulatshah	100.00	0.00	69.00:0	100.00	0.00	2299.00:0	0	0.00	0.00	10.00
Alingar	99.07	0.93	106.00:1	98.97	1.03	96.32:1	0	50.00	3.00	3.00
Alishing	100.00	0.00	142.00:0	94.78	5.22	18.14:1	1	0.00	1.00	17.00
Nooristan	100.00	0.00	19.00:0	100.00	0.00	476.00.0	0	0.00	0.00	2.00
Average %/Ratio	99.70	0.30	330.67:1	98.81	1.19	82.81:1	1	5.77	6.77	93.23

LAGHMAN PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Mehterlam	252	1	253	7308	0	7308	0	0	0	14	14	5
Qarghaie	74	0	74	2691	0	2691	0	0	0	2	2	3
Daulatshah	69	0	69	2299	0	2299	0	0	0	10	10	1
Alingar	106	1	107	2986	31	3017	0	3	3	3	6	3
Alishing	142	0	142	3701	204	3905	1	0	1	17	18	1
Nooristan	19	0	19	476	0	476	0	0	0	2	2	0
Total #	661	2	663	19461	235	19696	1	3	4	48	52	13

LAGHMAN SECONDARY SCHOOLS (GRADE 9-12)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Mehterlam	100.00	0.00	15.00:0	100.00	0.00	364.00:0	0.00	0.00	0.00	100.00
Qarghaie	100.00	0.00	7.00:0	100.00	0.00	77.00:0	0.00	0.00	0.00	100.00
Daulatshah	0	0.00	0	100.00	0.00	27.00:0	0.00	0.00	0.00	100.00
Alingar	100.00	0.00	20.00:0	100.00	0.00	291.00:0	0.00	0.00	0.00	100.00
Alishing	100.00	0.00	3.00:0	100.00	0.00	123.00:0	0.00	0.00	0.00	100.00
Noristan	0	0	0	0	0.00	0	0.00	0.00	0.00	0
Average %/Ratio	100.00	0	46.00:0	100.00	0.00	882.00:0	0.00	0.00	0.00	100.00

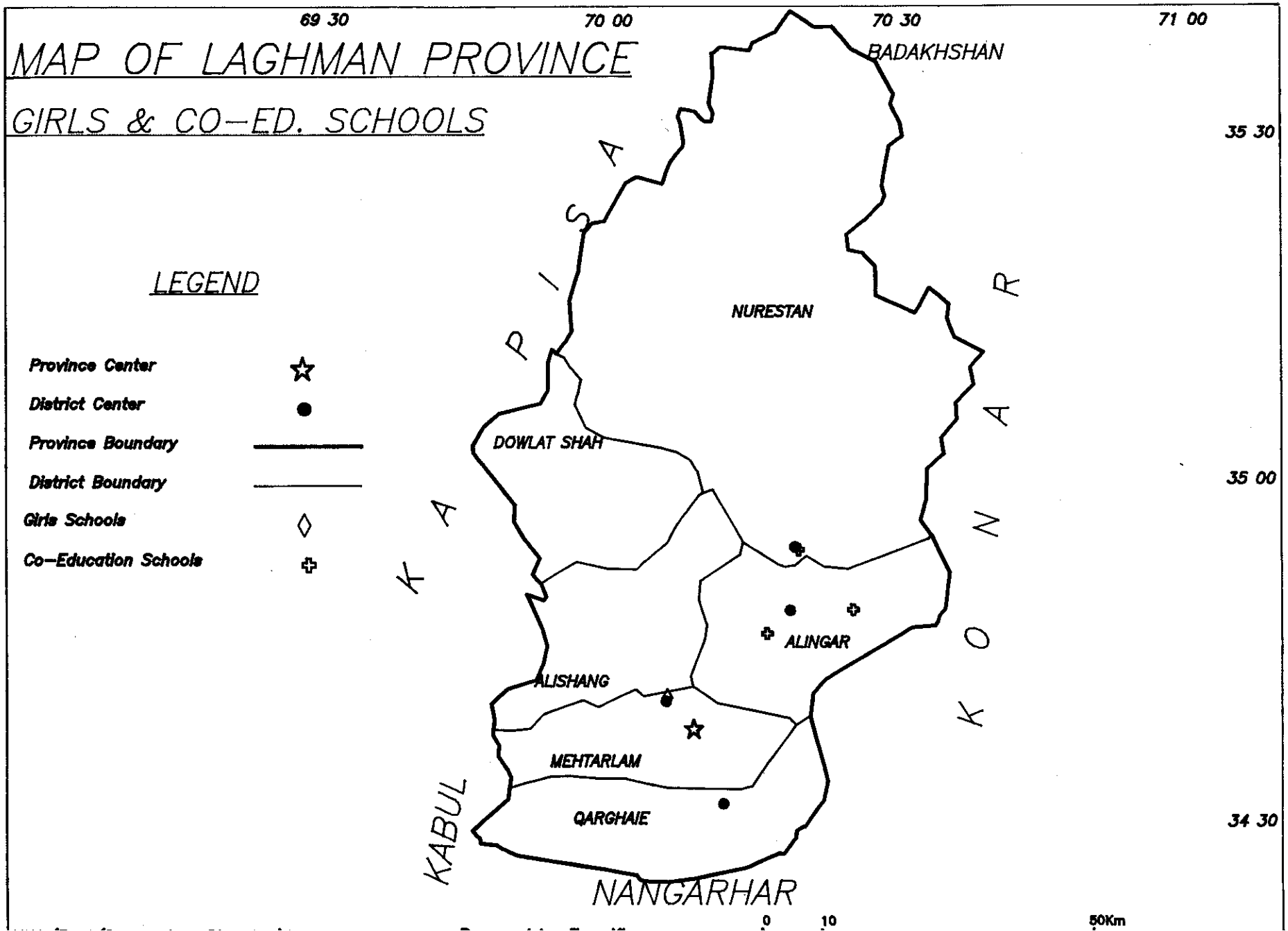
LAGHMAN SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Mehterlam	15	0	15	364	0	364	0	0	0	5	5	0
Qarghaie	7	0	7	77	0	77	0	0	0	3	3	0
Daulatshah	0	0	0	27	0	27	0	0	0	1	1	0
Alingar	20	0	20	291	0	291	0	0	0	3	3	0
Alishing	3	0	3	123	0	123	0	0	0	1	1	0
Noristan	0	0	0	0	0	0	0	0	0	0	0	0
Total #	46	0	46	882	0	882	0	0	0	13	13	0

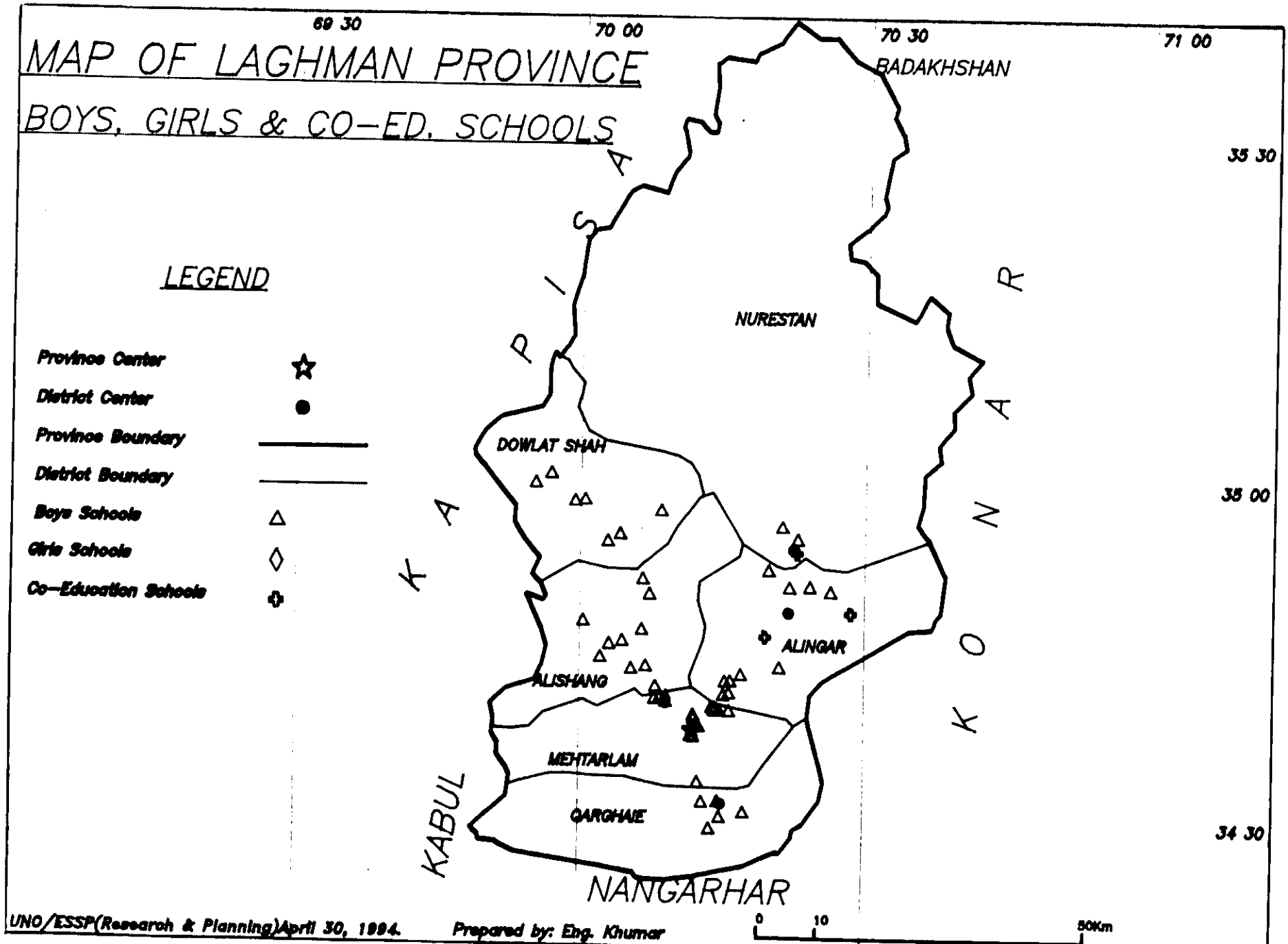
MAP OF LAGHMAN PROVINCE

GIRLS & CO-ED. SCHOOLS



MAP OF LAGHMAN PROVINCE

BOYS, GIRLS & CO-ED. SCHOOLS



UNO/ESSP(Research & Planning)April 30, 1994. Prepared by: Eng. Khumar

LOGAR

Physical Feature

Situated in the eastern region of Afghanistan, the green valley of Logar is surrounded in the North by Kabul in the South by Paktya, in the East by Nangarhar and in the West by Wardak. Geographically it lies between 68°41'-69°52'E and 33°35'-34°22'N. Logar covers an area of 4,408 sq.km. of which 81,000 hectares are cultivated land. The altitude varies from 1,875 meters (in Puli Alam) to 2,400 meters (in Azro) above the sea level. Topographically, Logar seems to have forested mountainous areas, areas with ranges of hills, surrounded by high mountains of flat terrain. Its centered plain is completely enclosed by high paren hills with passes leading to some neighboring provinces such as Kabul and Wardak. Logar River flows through the province and facilitates irrigation through streams of canal systems. Dubandi and Tang-i-Wardak rivers and the Chack Dam irrigate some districts. Karez system is widely used in Logar. Logar has a cold winter, pleasant spring and a warm summer. Kabul Gardiz highway links the province to other parts of the country. Dirt and gravel road and tracks are the main surface transportation means to districts and even to Ghazni province.

Administration and Economy

Logar is administratively divided into 2 Woleswalies (district) and 2 Alaqadaries (Sub-districts). These administrative units encompass 577 large villages (localities). The present capital of the province is Puli Alam located 50 km in South of Kabul. Logar as a whole is an undeveloped area and thus lacks large scale industries.
Small scale industry in the form of handloom cotton cloth, embroidery and pottery contribute to people's income. About 80% of population is engaged in agriculture. Others are government employees and traders. Farming and agriculture and trading are the most vital means of people's livelihood. Major crops grown are wheat, barley, rice, corn, tobacco and sugar bent. Logar is a province of Orchard and Vineyards. Grapes, apples, apricot are grown and are items for export. Logar is famous for dry fruit export. This cash crop, has given the name of "granary of Kabul" to Logar due to its productive potential and farming methods. The large and known copper mineral of Ainak is the main mineral resource of Logar known so far.

Demography

Population Estimation for 1993 indicate a total population of 167,477 in Logar. This

figure is composed of 85,882 (51.2%) males and 81,595 (48.8%) females. The rural urban composition of population in this province shows 4,218 (0.3%) urban and 163,259 (99.7%) inhabitants widely spread in localities, Logar has population density of 37.9 persons per sq.km. The main ethnic group in Logar are Pushtoons (Ahmadzai). Tajeks are the second largest group in this province, some Hazaras also live in Logar. Named groups are also present and usually pass through Logar to Hazarajat in spring season.

Education

Logar is one of the provinces which has a greater number of educational institutions. In addition to teaching learning which takes place in Mosques and Madrasas, there were 144 schools in the province, 131 for boys and one for girls and 12 co-educational. The total enrollment in these schools was 24,836 students (24,071 boy and 759 girls). A total number of 1,143 teachers constitutes the teaching force in Logar system of education. Only one female teacher is reported to be teaching education for children. There were 1,142 male teachers engaged in teaching. School age children (5-14) form 48.86%, highest among all provinces. This figure is 89.98 for boy and 2.77% for girls.

Brief School Statistics of Logar Province

Student Flow

1. For every 100 boys who start grade 1, about 25 will complete primary school (through grade 6) and begin middle school (grade 7); about 6 will complete middle school and begin secondary school (grade 10); and about 4 will survive through grade 12.

2. For every 100 girls who start grade 1, about 15 will complete primary school (through grade 6) and begin middle school (grade 7); about 14 will complete middle school and begin secondary school (grade 10); and about 10 will survive through grade 12.

3. For girls, the greatest risk of dropping out is during the first three grades. For boys, the greatest risk is during grades 1-2. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout may be similar for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted for boys and girls.

4. Girls who persist beyond primary school have a higher probability of completing secondary school (48.07%) than do boys who persist beyond primary school (5.37%).

Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
(boys: 178/3314 = 5.37%; girls: 25/52 = 48.07%)

Access and Equity

5. From the total school age children 48.86% of them are in school. Only 2.77% of the school age females are in school; while 89.98% of the males are in school.

6. Female enrollment is low in Logar. Provincially, 3.06% of the students enrolled in schools are girls.

Teachers

7. The Province has (0.09%) female teachers. This may be the reason for low girl's enrollment.

8. Of the total of the province teachers, 11.15% have a grade 9 or less education, 50.04% have at least some secondary (10/11/12) schooling, 35.47% have grade 13/14 and 3.34% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 21.73 students per teacher, with the lowest class sizes in rural areas. While these rates are low by world standards, they are a function of the rural nature of the province.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbooks per student is 2.23.

11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

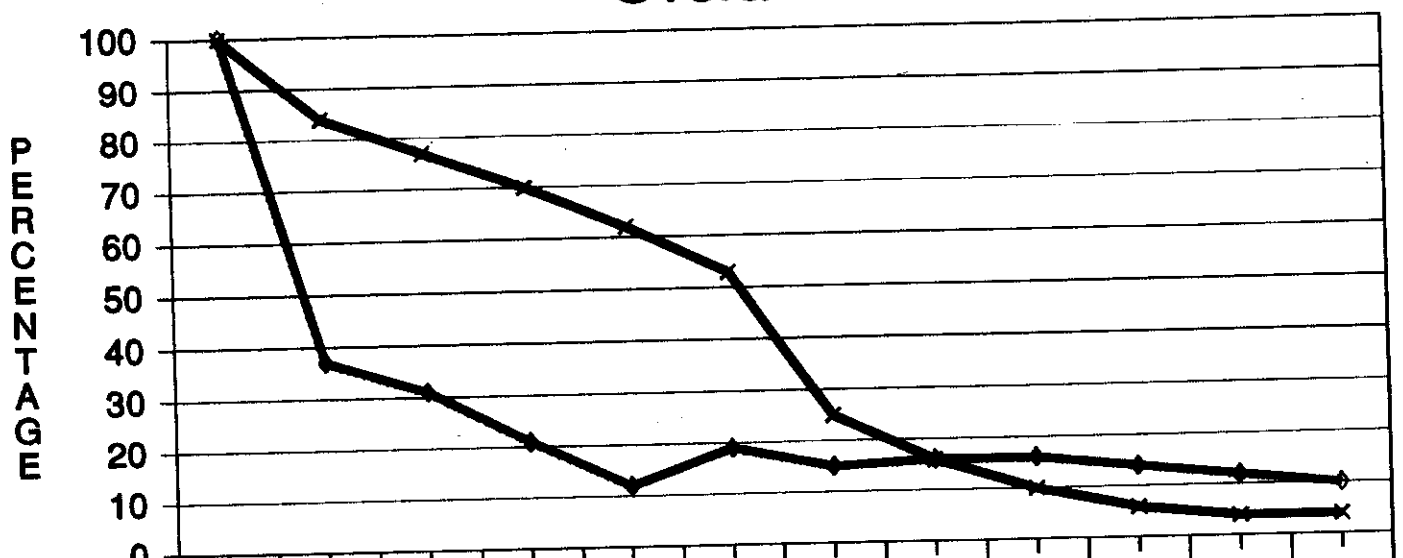
Facilities

12. Approimately 9 of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 1143 teachers as compared to 87 classrooms. This is an artifact of so many schools being outdoors.

Boy/Girl Progression Percentage in Logar Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	2
Boys %	95	98	98	98	99	98	97	95	93	89	87	88
Girls %	5	2	2	2	1	2	3	5	7	11	13	12
Boys #	4706	3932	3624	3314	2924	2514	1154	753	490	285	203	178
Girls #	250	93	78	52	31	47	38	41	39	35	30	25
Boys %	100	84	77	70	62	53	25	16	10	6	4	4
Girls %	100	37	31	21	12	19	15	16	16	14	12	10

Boys % Girls %

School Statistics in Logar Province

April 30,1994

LOGAR PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Baraki Barak	100.00	0.00	508.00:0	99.34	0.66	149.70:1	1.47	1.47	2.94	97.06
Khoshi	100.00	0.00	34.00:0	100.00	0.00	709.00:0	0.00	0.00	0.00	100.00
Charkh	100.00	0.00	177.00:0	98.30	1.70	57.84:1	0.00	13.04	13.04	86.96
Mohd Agha	99.04	0.00	103.00:0	98.05	1.95	50.27:1	0.00	10.00	10.00	90.00
Puli Alam	100.00	0.00	237.00:0	92.68	7.32	12.66:1	0.00	17.39	17.39	82.61
Average %/Ratio	99.91	0.09	1058.00:1	97.32	2.68	36.38:1	0.78	7.03	7.81	92.19

LOGAR PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Baraki Barak	508	0	508	479	70	10549	1	1	2	66	68	7
Khoshi	34	0	34	709	0	709	0	0	0	4	4	0
Charkh	177	0	177	3586	62	3648	0	3	3	20	23	2
Mohd Agha	103	1	104	2463	49	2512	0	1	1	9	10	3
Puli Alam	237	0	237	5684	449	6133	0	4	4	19	23	4
Total #	1058	1	1059	22921	630	23551	1	9	10	118	128	16

LOGAR SECONDARY SCHOOLS (GRADE 9-12)

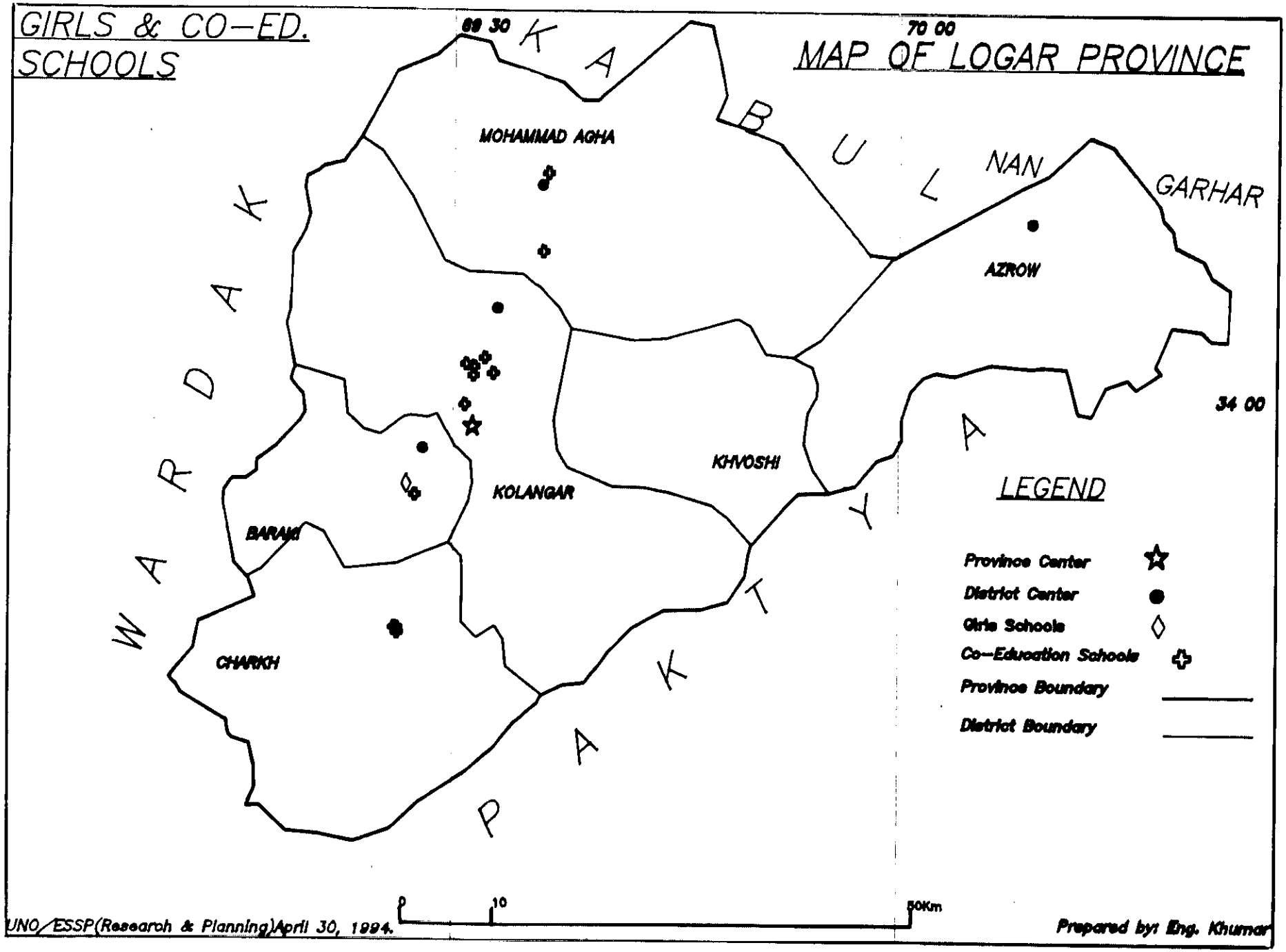
(Percentage/Ratio)

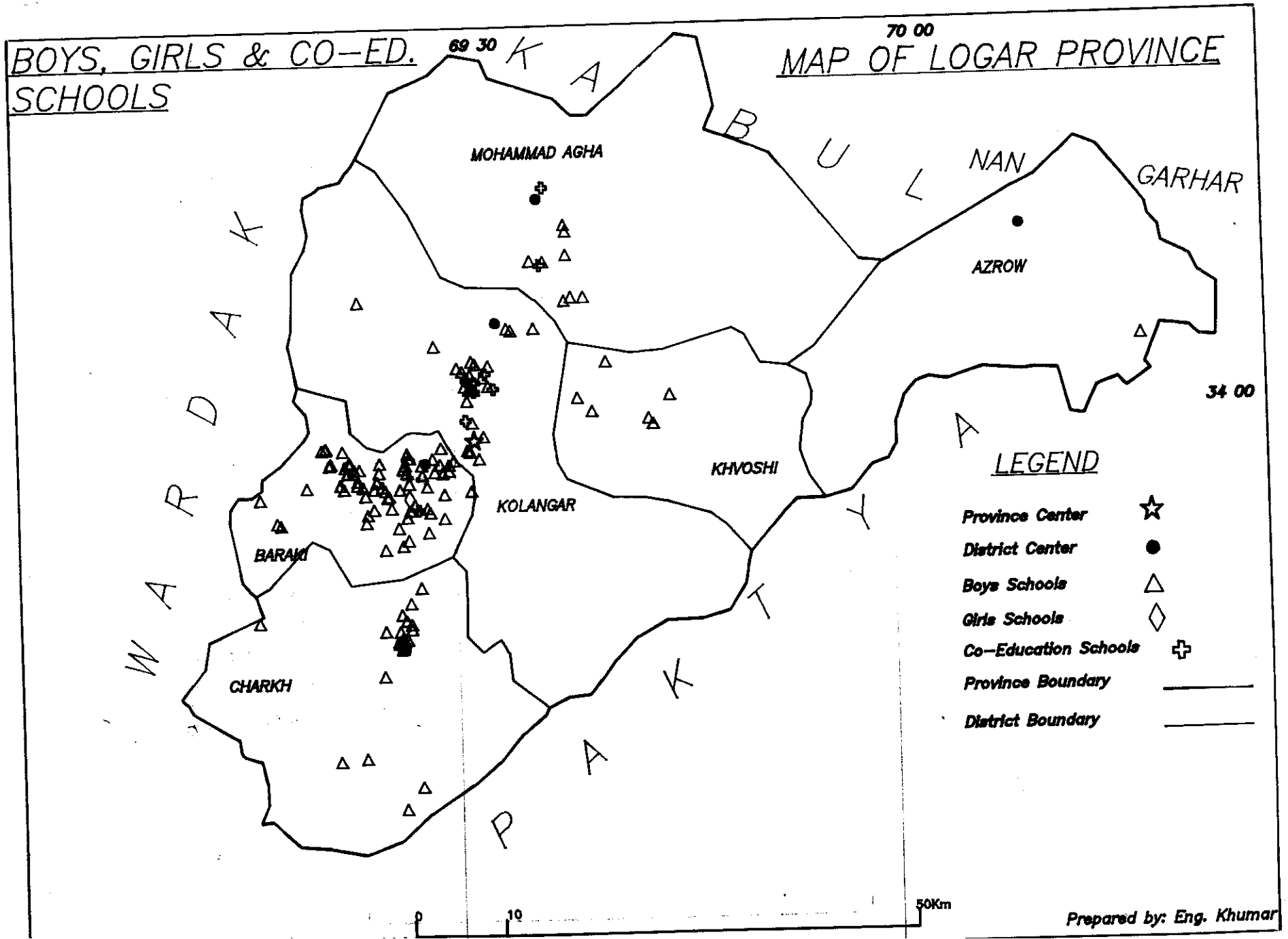
Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Baraki Barak	100.00	0.00	37.00:0	100.00	0.00	564.00:0	0.00	0.00	0.00	100.00
Khoshi	100.00	0.00	1.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Charkh	100.00	0.00	4.00:0	100.00	0.00	36.00:0	0.00	0.00	0.00	100.00
Mohd Agha	100.00	0.00	10.00:0	100.00	0.00	114.00:0	0.00	33.33	33.33	66.67
Puli Alam	100.00	0.00	31.00:0	77.41	22.59	3.43:1	0.00	50.00	50.00	50.00
Average %/Ratio	100.00	0.00	84.00:0	89.96	10.04	8.96:1	0.00	18.75	18.75	81.25

LOGAR SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Baraki Barak	37	0	37	564	0	546	0	0	0	7	7	0
Khoshi	1	0	1	0	0	0	0	0	0	0	0	0
Charkh	4	0	4	36	0	36	0	0	0	2	2	0
Mohd Agha	10	0	10	114	0	114	0	1	1	2	3	0
Puli Alam	31	0	31	442	129	571	0	2	2	2	4	0
Total #	84	0	84	1156	129	1285	0	3	3	13	16	


GIRLS & CO-ED. SCHOOLS
MAP OF LOGAR PROVINCE
69 30
70 00
34 00
KABUL
NANGARHAR
WARDAK
PAKTYA
MOHAMMAD AGHA
AZROW
KHOSHI
KOLANGAR
BARAKI
CHARKH
LEGEND
Province Center
District Center
Girls Schools
Co-Education Schools
Province Boundary
District Boundary
0
10
50Km
UNO/ESSP(Research & Planning)April 30, 1994.
Prepared by: Eng. Khumar


BOYS, GIRLS & CO-ED. SCHOOLS
MAP OF LOGAR PROVINCE
69 30
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34 00
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WARDAK
PAKTYA
MOHAMMAD AGHA
AZROW
KHVOSHI
KOLANGAR
BARAKI
CHARKH
LEGEND
Province Center
District Center
Boys Schools
Girls Schools
Co-Education Schools
Province Boundary
District Boundary
0
10
50Km
Prepared by: Eng. Khumar

NANGARHAR

Physical Feature

Nangarhar is one of the eastern provinces of Afghanistan bordering Kunar in the North, Paktya in the south-west and Laghman in the West. The province has a long border with Pakistan in the North. Nangarhar is located between 69°29'-71°10'E and 33°56'-34°48'N. Its altitude, from the sea level, ranges from 475 meters in Goshta to 1,500 meters in Dur Baba. Both forested and barren mountains, as well as, well irrigated small flat lands, river valleys and rivers flowing out of the mountains are the main physical features of the province. Nangarhar is watered by several main rivers originating from mountains and an extensive system of canals and karezes. Some districts are very fertile (Kama) and others without much cultivation. Land ownership is small. The province has hot weather in summer and warmer in other months of the year. Some areas have cool climate. The upper slopes of Spin-ghar are covered with snow with forest for timber harvesation.

Administration and Economy

Administratively, the province consists of 17 districts (woloswolis) and seven sub-districts (alaqadaris) encompassing 992 large and 161 small villages (1,153 localities) having varied and diversified characteristics, some located along valleys. Jalalabad is the center of the province with a population of more than 113,700. Nangarhar is one of the provinces where agricultural production is two and sometimes three crops during the year. Wheat, corn, sugarcane, maize, barley, cotton and a variety of vegetables are grown here. Citrus fruits and olive (products of Haddah and Ghaziabad farms) and pomoqrantes are exported to neighboring countries. Cotton, sugarcane and timber are industrial yields. Besides small scale cottage and handicraft industries such as handloom cloth, *glims,* mats, gur, leather works, embroidery and the like, large scale industries include repairmen workshops, cement plant, olive processing plant, power plant of Darunta, textile mill of Samarkheil and timber, sugarcane mills and citrus juice processing.

Demography

A more recent estimate (1993) of population gives a population figure of 914,658 (6.1%) in Nangarhar, the most populous area after Kabul province. Out of this population,

470,043 (51.4%) are males and 444,615 (48.6%) are females. Urban population forms 83,050 (9.1%) and the rural 831,608 (90.9%). Nangarhar is densely populated province. Population density reaches 120.23 persons per sq.km. Pushtoons are the dominant ethnic group in Nangarhar. Tajeks counts the second. Other ethnic inhabitants are Arabs, Hindus and Sikhs minorities.

Education

Nangarhar ranks 6th in the number of educational institutions, but first in student enrollment. The survey showed 160 active schools in Nangarhar province of which, one school is for girls and 30 are co-educational. The rest are schools for boys only. The survey results revealed that the province has the highest number of enrollment. The number of children enrolled in 160 surveyed school (primary, middle and secondary) totals 82,738 students. Of this figure 57,054 are boys in 159 boys and 30 co-educational schools and 7,014 are girls in one girls and 30 co-educational schools. The province ranks highest in the number of teachers of different qualifications serving schools. The total number of teachers in all schools, the study indicated to be 7,014 (2,535 males and 166 females). One university having the faculties of engineering, agriculture, education, economics, language and literature and one school/faculty of medicine and a higher teachers college, constitute the institutions of higher education in this province. These institutions are co-educational. School age children (5 - 14) attending schools is (29.10%). This figure is (50.51%) for boys and (5.10%) for girls.

Brief School Statistics of Nangarhar Province

Student Flow

1. For every 100 boys who start grade 1, about 17 will complete primary school (through grade 6) and begin middle school (grade 7); about 7 will complete middle school and begin secondary school (grade 10); and about 4 will survive through grade 12.

2. For every 100 girls who start grade 1, about 12 will complete primary school (through grade 6) and begin middle school (grade 7); about 7 will complete middle school and begin secondary school (grade 10); and about 5 will survive through grade 12.

3. For girls, the greatest risk of dropping out is during the first four grades. For

boys, the greatest risk is during grades 1-2. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout are different for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted differently for boys and girls.

4. Girls who persist beyond primary school have a higher probability of completing secondary school (22.45%) than do boys who persist beyond primary school (10.31%).

Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
(boys: 869/8428 = 10.31%; girls: 139/619 = 22.45%)

Access and Equity

5. From the total school age children 29.10% of them are in school. Only 5.10% of the school age females are in school; while 50.51% of the males are in school.

6. Female enrollment is relatively high in Nangarhar. Provincially, 8.48% of the students enrolled in schools are girls.

Teachers

7. The Province has (6.15%) female teachers. This may be the reason for higher girl's enrollment.

8. Of the total of the province teachers, 4.47% have a grade 9 or less education, 65.52% have at least some secondary (10/11/12) schooling, 23.04% have grade 13/14 and 6.98% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 30.63 students per teacher, with the lowest class sizes in rural areas. While these rates are low by world standards, they are a function of the rural nature of the province.

Textbooks

10. While the availability of textbooks varies across districts, the average number of

textbooks per student is 1.47.

11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

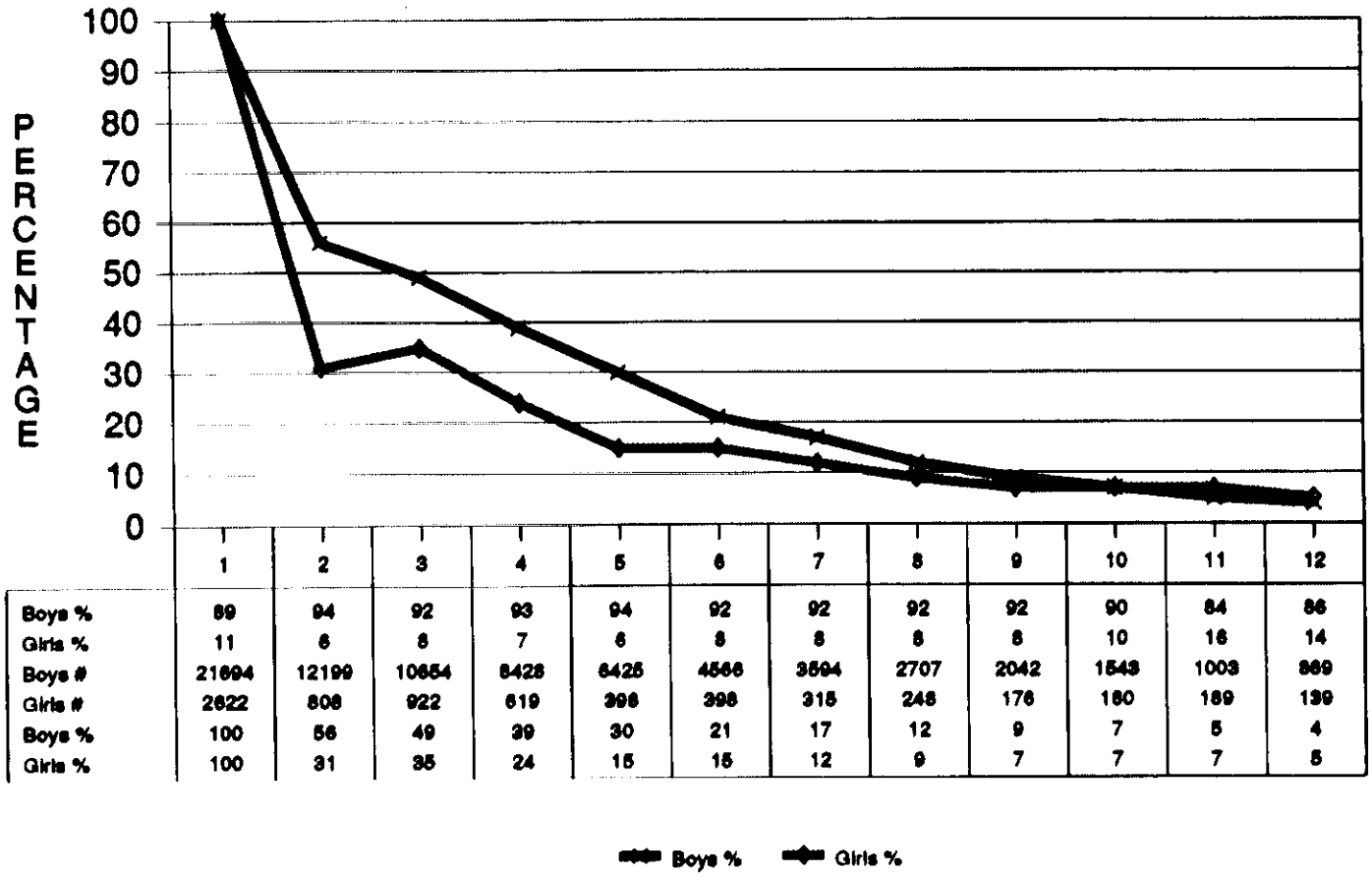
Facilities

12. Seven of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 2701 teachers as compared to 402 classrooms. This is an artifact of many schools being outdoors.

Boy/Girl Progression Percentage in Nangarhar Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	89	94	92	93	94	92	92	92	92	90	84	86
Girls %	11	6	8	7	6	8	8	8	8	10	16	14
Boys #	21694	12199	10654	8428	6425	4566	3594	2707	2042	1543	1003	869
Girls #	2622	808	922	619	398	398	315	246	176	160	189	139
Boys %	100	56	49	39	30	21	17	12	9	7	5	4
Girls %	100	31	35	24	15	15	12	9	7	7	7	5

School Statistics in Nangarhar Province

April 30,1994

NANGARHAR PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Jalalabad	77.62	22.38	3.47:1	77.29	22.71	3.40:1	0.00	100.00	100.00	0.00
Shinwar	100.00	0.00	45.00:0	100.00	0.00	1758.00:0	0.00	0.00	0.00	100.00
Bati	100.00	0.00	84.00:0	97.19	2.81	34.60:1	0.00	0.00	0.00	100.00
Rodat	100.00	0.00	198.00:0	99.50	0.50	199.93:1	0.00	8.33	8.33	91.67
Chaparah	100.00	0.00	119.00:0	100.00	0.00	4006.00:0	0.00	0.00	0.00	100.00
Mohmand Dara	100.00	0.00	98.00:0	88.77	11.23	7.90:0	0.00	83.33	83.33	16.67
Lalpur	100.00	0.00	26.00:0	92.12	7.88	11.69:1	0.00	50.00	50.00	50.00
Nazyan	100.00	0.00	10.00:0	100.00	0.00	589.00:0	0.00	0.00	0.00	100.00
Dah Bala	100.00	0.00	81.00:0	100.00	0.00	2379.00:0	0.00	0.00	0.00	100.00
Achin	100.00	0.00	85.00:0	100.00	0.00	3782.00:0	0.00	0.00	0.00	100.00
Kama	100.00	0.00	42.00:0	81.49	18.51	4.40:1	25.00	25.00	50.00	50.00
Goshta	100.00	0.00	114.00:0	100.00	0.00	2740.00:0	0.00	0.00	0.00	100.00
Sorkh Road	98.72	1.28	77.00:0	93.91	6.09	15.43:1	0.00	25.00	25.00	75.00
Behsud	100.00	0.00	44.00:0	100.00	0.00	1560.00:0	0.00	0.00	0.00	0.00
Hesarak	100.00	0.00	26.00:0	97.10	2.90	33.43:1	0.00	50.00	50.00	50.00
Kouz Konar	100.00	0.00	59.00:0	94.45	5.55	17.03:1	0.00	33.33	33.33	66.67
Dara Noor	100.00	0.00	62.00:0	100.00	0.00	1451.00:0	0.00	0.00	0.00	100.00
Khogyani	100.00	0.00	316.00:0	98.95	1.05	93.88:0	0.00	19.05	19.05	80.00
Pachier	100.00	0.00	56.00:0	100.00	0.00	1876.00:0	0.00	0.00	0.00	100.00
Sherzad	100.00	0.00	82.00:0	99.46	0.54	184.40:1	0.00	20.00	20.00	80.00
Average %/Ratio	**93.89**	**6.11**	**15.38**	**91.74**	**8.26**	**11.10**	**0.83**	**15.83**	**16.67**	**83.33**

NANGARHAR PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Jalalabad	484	140	624	17427	5120	22547	0	1	1	0	1	9
Shinwar	45	0	45	1758	0	1758	0	0	0	6	6	1
Bati Kot	84	0	84	2595	75	2670	0	0	0	5	5	2
Rodat	189	0	189	5998	30	6028	0	1	1	11	12	2
Chaparha	119	0	119	4006	0	4006	0	0	0	5	5	2
Mohmand Dara	98	0	98	3287	416	3703	0	5	5	1	6	1
Lalpur	26	0	26	935	80	1015	0	2	2	2	4	0
Nazyan	10	0	10	589	0	589	0	0	0	4	4	0
Dah Bala	81	0	81	2379	0	2379	0	0	0	3	3	3
Achin	85	0	85	3782	0	3782	0	0	0	12	12	1
Kama	42	0	42	471	107	578	1	1	2	2	4	1
Goshta	114	0	114	2740	0	2740	0	0	0	10	10	1
Sorkh Rod	154	2	156	4198	272	4470	0	2	2	6	8	4
Behsud	44	0	44	1560	0	1560	0	0	0	0	0	2
Hesarak	26	0	26	1170	35	1205	0	1	1	1	2	1
Kouz Konar	59	0	59	1345	79	1424	0	1	1	2	3	2
Dara Noor	62	0	62	1451	0	1451	0	0	0	5	5	1
Khogyani	316	0	316	9012	96	9108	0	4	4	17	21	4
Pachier	56	0	56	1876	0	1876	0	0	0	4	4	1
Sherzad	82	0	82	3688	20	3708	0	1	1	4	5	2
Total #	2178	142	2320	70267	6330	76597	1	19	20	100	120	40

NANGARHAR SECONDARY SCHOOLS (GRADE 9-12)

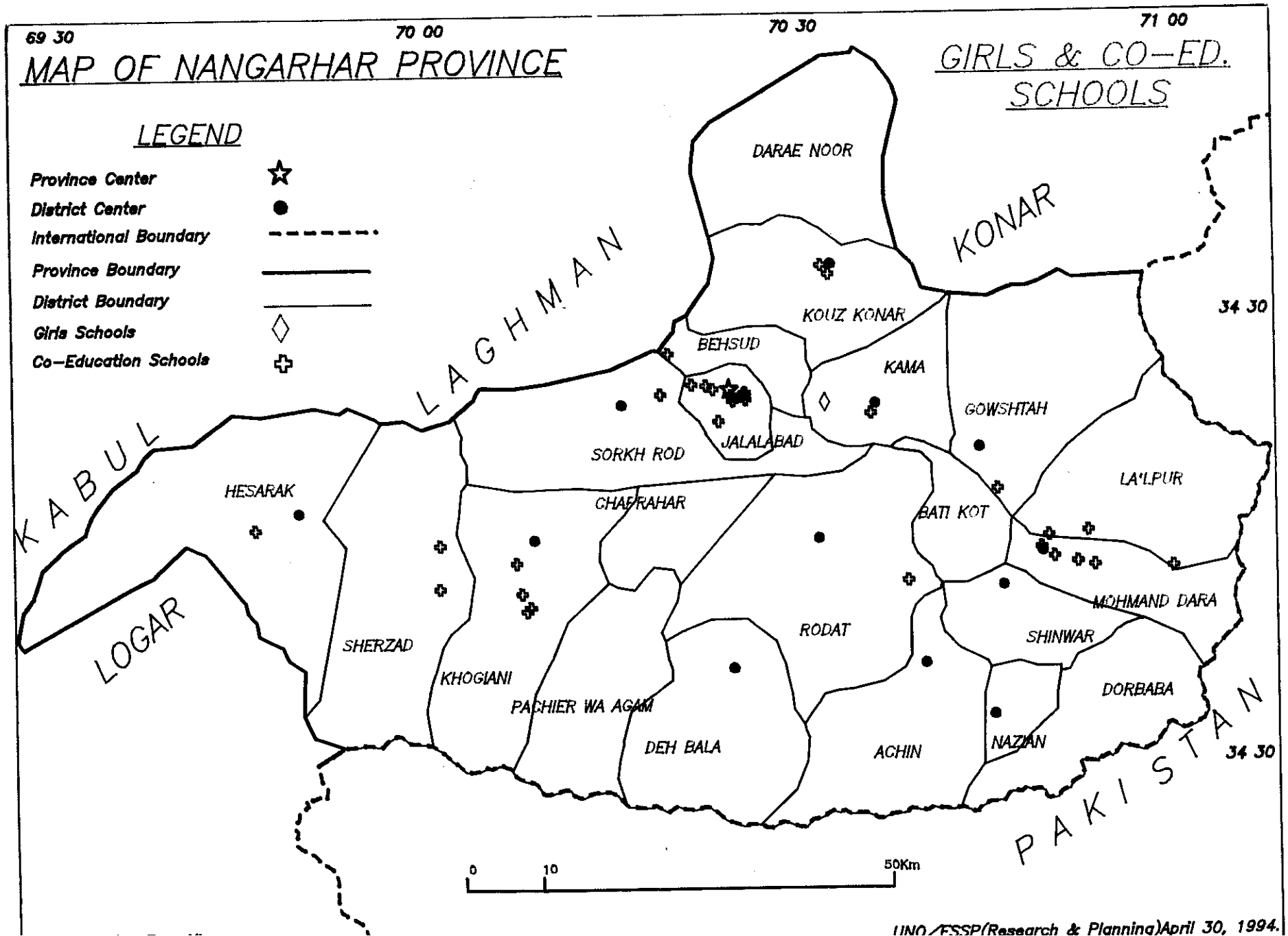
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Jalalabad	87.06	12.94	6.73:1	83.17	16.83	4.94	0.00	77.78	77.78	22.22
Shinwar	100.00	0.00	1.00:0	100.00	0.00	35.00:0	0.00	0.00	0.00	100.00
Bati	100.00	0.00	7.00:0	100.00	0.00	43.00:0	0.00	50.00	50.00	50.00
Rodat	100.00	0.00	15.00:0	100.00	0.00	203.00:0	0.00	0.00	0.00	100.00
Chaparah	100.00	0.00	11.00:0	100.00	0.00	184.00:0	0.00	0.00	0.00	100.00
Mohmand Dara	100.00	0.00	2.00:0	100.00	0.00	12.00:0	0.00	100.00	100.00	0.00
Lalpur	00.00	0.00	00.0	00.00	0.00	0.00	0.00	0.00	0.00	0.00
Nazyan	00.00	0.00	00.0	00.00	0.00	0.00	0.00	0.00	0.00	0.00
Dah Bala	100.00	0.00	15.00:0	100.00	0.00	120.00:0	0.00	0.00	0.00	100.00
Achin	100.00	0.00	3.00:0	100.00	0.00	13.00:0	0.00	0.00	0.00	100.00
Kama	100.00	0.00	8.00:0	100.00	0.00	27.00:0	0.00	0.00	0.00	100.00
Goshta	100.00	0.00	7.00:0	100.00	0.00	27.00:0	0.00	0.00	0.00	100.00
Sorkh Road	100.00	0.00	22.00:0	96.77	3.23	29.92:1	0.00	25.00	25.00	75.00
Behsud	100.00	0.00	16.00:0	100.00	0.00	139.00:0	0.00	0.00	0.00	100.00
Hesarak	100.00	0.00	2.00:0	100.00	0.00	74.00:0	0.00	0.00	0.00	100.00
Kouz Konar	100.00	0.00	13.00:0	100.00	0.00	93.00:0	0.00	50.00	50.00	50.00
Dara Noor	100.00	0.00	14.00:0	100.00	0.00	46.00:0	0.00	0.00	0.00	100.00
Khogyani	100.00	0.00	36.00:0	100.00	0.00	485:00:0	0.00	0.00	0.00	100.00
Pachier	100.00	0.00	8.00:0	100.00	0.00	69.00:0	0.00	0.00	0.00	100.00
Sherzad	100.00	0.00	12.00:0	100.00	0.00	208.00:0	0.00	0.00	0.00	100.00
Average %/Ratio	**93.61**	**6.39**	**14.66:1**	**88.86**	**11.14**	**7.98**	**0.00**	**27.50**	**27.50**	**72.50**

NANGARHAR SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Jalalabad	164	24	164	3320	672	3992	0	7	7	2	9	0
Shinwar	1	0	1	35	0	35	0	0	0	1	1	0
Bati	7	0	7	43	0	43	0	1	1	1	2	0
Rodat	15	0	15	203	0	203	0	0	0	2	2	0
Chaparah	11	0	11	184	0	184	0	0	0	2	2	0
Mohmand Dara	2	0	2	12	0	12	0	1	1	0	1	0
Lalpur	0	0	0	0	0	0	0	0	0	0	0	0
Nazyan	0	0	0	0	0	0	0	0	0	0	0	0
Dah Bala	15	0	15	120	0	120	0	0	0	3	3	0
Achin	3	0	3	13	0	13	0	0	0	1	1	0
Kama	8	0	8	27	0	27	0	0	0	1	1	0
Goshta	7	0	7	27	0	27	0	0	0	1	1	0
Sorkh Road	22	0	22	359	12	371	0	1	1	3	4	0
Behsud	16	0	16	139	0	139	0	0	0	2	2	0
Hesarak	2	0	2	74	0	74	0	0	0	1	1	0
Kouz Konar	13	0	13	93	0	93	0	1	1	1	2	0
Dara Noor	14	0	14	46	0	46	0	0	0	1	1	0
Khogyani	36	0	36	485	0	485	0	0	0	4	4	0
Pachier	8	0	8	69	0	69	0	0	0	1	1	0
Sherzad	12	0	12	208	0	208	0	0	0	2	2	0
Total #	357	24	357	5457	684	6141	0	11	11	29	40	0


MAP OF NANGARHAR PROVINCE
GIRLS & CO-ED. SCHOOLS
LEGEND
Province Center
District Center
International Boundary
Province Boundary
District Boundary
Girls Schools
Co-Education Schools
69 30
70 00
70 30
71 00
34 30
34 30
KABUL
LAGHMAN
KONAR
LOGAR
PAKISTAN
DARAE NOOR
KOUZ KONAR
BEHSUD
KAMA
GOWSHTAH
JALALABAD
SORKH ROD
HESARAK
CHAPRAHAR
BATI KOT
LA'LPUR
MOHMAND DARA
SHINWAR
RODAT
SHERZAD
KHOGIANI
PACHIER WA AGAM
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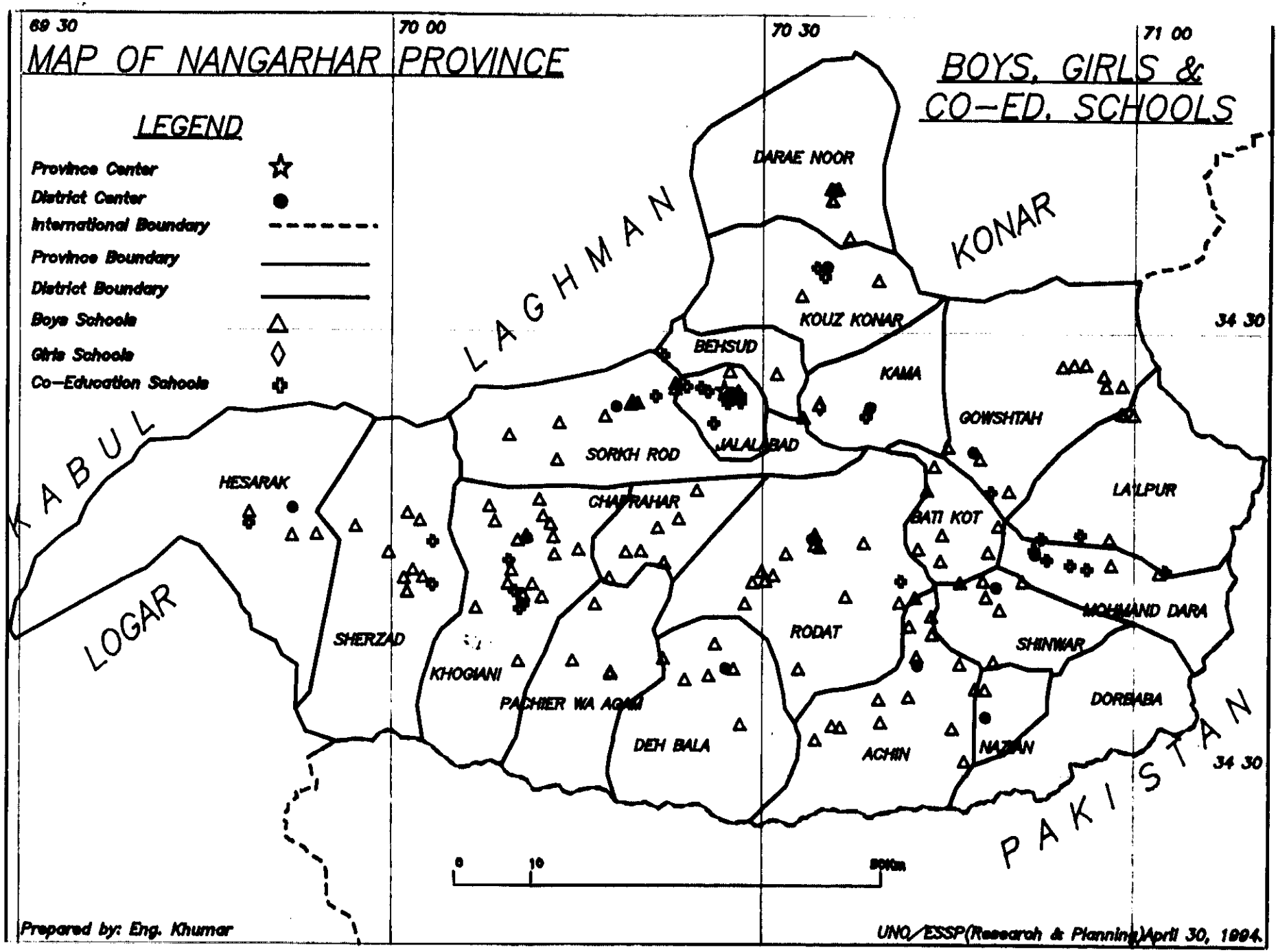
UNO/ESSP(Research & Planning)April 30, 1994.


MAP OF NANGARHAR PROVINCE
BOYS, GIRLS & CO-ED. SCHOOLS
LEGEND
Province Center
District Center
International Boundary
Province Boundary
District Boundary
Boys Schools
Girls Schools
Co-Education Schools
69 30
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KABUL
LAGHMAN
KONAR
LOGAR
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DARAE NOOR
KOUZ KONAR
BEHSUD
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HESARAK
CHAPRAHAR
BATI KOT
LALPUR
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SHERZAD
KHOGIANI
PACHIER WA AGAM
RODAT
SHINWAR
DOREABA
DEH BALA
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10
Prepared by: Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994.

NIMROZ

Physical Feature

Nimroz province is situated almost in the very extreme corner of the South West region of Afghanistan. It is bordered by Farah province in the North, Pakistan in the South, Helmand in the East and Iran in the West. The province, geographically lies between 60°52'-63°38'E and 29°23'-32°13'N. Nimroz province is almost arid with a very little yearly rain fall. The province is largely flat and desert. In the land scape of this province one can see several dirt and sandy plateaus and hills which are partially covered with some small bushes. The very deep river of Helmand flows almost through the western border of the province. Due to its deepness it is not suitable for irrigation but Khash Rud river is used for irrigation purposes. Nimroz climate is hot during spring, summer and fall, and mild during winter season. Nimroz covers an area of 41,724 sq.km.; from which 264,200 hectares are cultivable. The altitude of this province, from the sea level, ranges between 475 in Chakhansor and 600 meters in Khash Rud. Transportation network of Nimroz is weak. Graveled and dirt roads link the province to other areas. Poor condition of roads makes travel difficult and even impassable during winter to some districts of the province due to the raising level of surface water of lagoons and marsh land.

Administration and Economy

Administratively, Nimroz is divided into 4 districts (woloswalis);
one subdistrict (Alakadari) consisting of 515 large and 22 small villages (537, localities). Zaranj city is the capital of the province. Seistan's, the ancient name of Nimroz, is well known. "Medieval Geographers" speak of its remarkable prosperity and call it the " garden of Asia" and the" granary of the East". But, unfortunately with such glorious past and reknown civilization only small scale industries are found in the various villages of the province which include carpets, *glims, namads*, handloom cotton and woolen clothes and embroidery pieces. Among all, the Baluchi carpets, namad and *gli*ms are famous and has a great market inside and outside the country. Major seasonal crop productions of Nimroz include wheat, barley, and vegetables. Animal husbandry, especially, cattle raising is common in the province and is one of the means of livelihood of the people.

Demography

The total population of the province was estimated in 1993 to be 58,748 of which 27,741

(47.2%) are males and 31,007 (52.8%) are females. This population is inhabited in an area of 41,724 sq. km. The population density of this province is 1.40 person per sq.km., the least population density in the country. From the above population 58,369 (99.3%) are living in the rural areas and 379 (0.7%) in the so called urban places . The dominant ethnic group in this province are Baluches. Some Pashtoons and Tajecks are also present.

Education

Nimroz ranks very low in number of institutions offering basic and general education at different levels. There were only 8 active (primary and middle) schools in the province during the survey period which included one girls school, five co-eduction and two boys schools with a total enrollment of 2,936 (1574 boys and 1362 girls) students. There were 98 teacher (47 males and 51 females) serving the schools in this province. School age (5-14) children enrolled in schools were 15.50%. The enrolled boys were 15.11% and girls 15.94%.

Brief School Statistics of Nimroz Province

Student Flow

1. For every 100 boys who start grade 1, about 49 will complete primary school (through grade 6) and begin middle school (grade 7); about 27 will complete middle school and begin secondary school (grade 10); and about 9 will survive through grade 12.

2. For every 100 girls who start grade 1, about 10 will complete primary school (through grade 6) and begin middle school (grade 7); about 6 will complete middle school and begin secondary school (grade 10); and about 4 will survive through grade 12.

3. For girls, the greatest risk of dropping out is during the first grade. For boys, the greatest risk is during grades 1-2. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout may be similar for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted for boys and girls.

4. Boys who persist beyond primary school have a higher probability of completing

secondary school (14.19%) than do girls who persist beyond primary school (11.18%).

Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
(boys: 23/162 = 14.19%; girls: 16/143 = 11.18%)

Access and Equity

5. From the total school age children 15.50% of them are in school. Only 15.94% of the school age females are in school; while 15.11% of the males are in school.

6. Female enrollment is parallel to boy enrollment in Nimroz. Provincially, about 46.39% of the students enrolled in school are girls.

Teachers

7. The Province has (52.04%) female teachers. This may be the reason for high girl's enrollment.

8. Of the total of the province teachers, 3.06% have a grade 9 or less education, 56.12% have at least some secondary (10/11/12) schooling, 37.76% have grade 13/14 and 3.06% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the large middle group that have some secondary schooling.

9. The province has 29.96 students per teacher, with the lowest class sizes in rural areas. While these rates are relatively low by world standards.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbooks per student is 1.79.

11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher as only the most difficult areas remain.

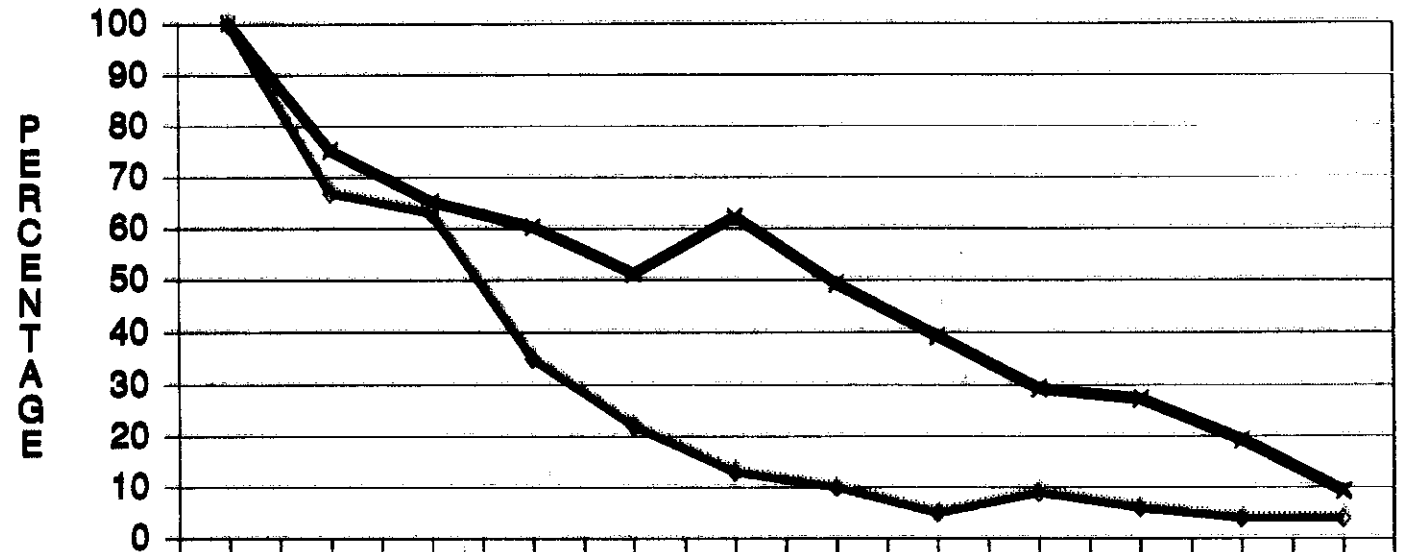
Facilities

12. Half of all schools do not have a building. They operate outside or in borrowed facilities.

13. There are 98 teachers as compared to 59 classrooms. This is an artifact of many classes being held outdoors.

Boy/Girl Progression Percentage in Nimroz Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	40	43	41	53	61	75	76	85	68	76	75	59
Girls %	60	57	59	47	39	25	24	15	32	24	25	41
Boys #	269	203	176	162	137	166	131	106	77	72	52	29
Girls #	402	269	254	143	87	54	41	19	36	23	17	16
Boys %	100	75	65	60	51	62	49	39	29	27	19	9
Girls %	100	67	63	35	22	13	10	5	9	6	4	4

Boys % Girls %

NIMROZ PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Zaranj	41.55	58.45	0.71:1	48.92	51.08	0.96	0.00	100.00	100.00	0.00
Kang Kurki	100.00	0.00	2.00:0	72.92	27.08	2.69	0.00	100.00	100.00	0.00
Asle Chakansur	100.00	0.00	6.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Total	47.62	52.38	0.91	51.53	48.47	1.06	0.00	83.33	83.33	16.67

NIMROZ PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Zaranj	29	40	69	1204	1257	2461	0	4	4.00	0.00	4	2
Kang Kurki	2	0	2	35	13	48	0	1	1.00	0.00	1	0
Asle Chakansur	6	0	6	111	0	111	0	0	0.00	1.00	1	0
Total #	37	40	77	1350	1270	2620	0	5	5.00	1.00	6	2

NIMROZ SECONDARY SCHOOLS (GRADE 9-12)

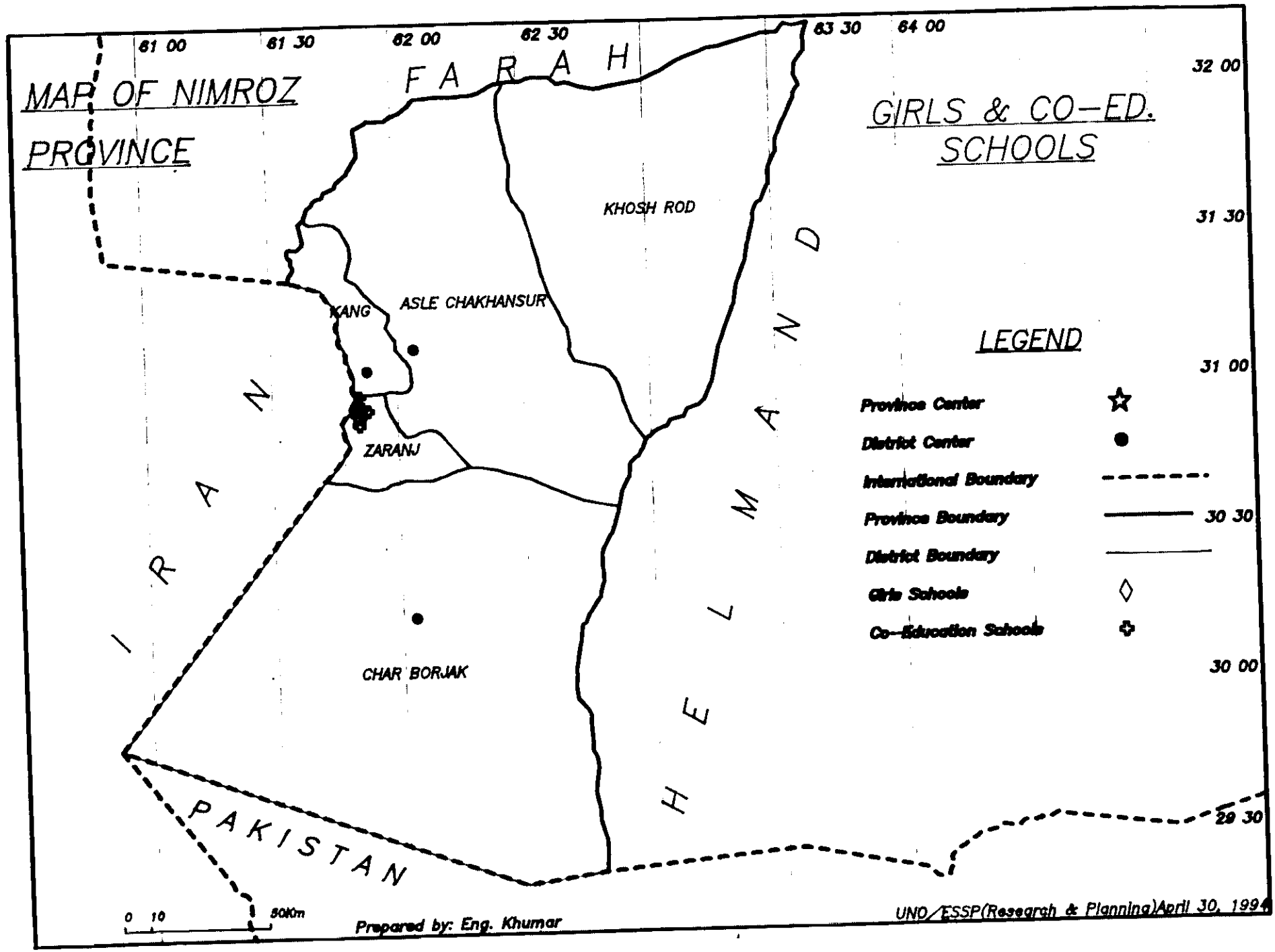
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Zaranj	49.21	50.79	0.97	70.89	29.11	2.43	50.00	0.00	50.00	50.00
Kang Kurki	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Asle Chakansur	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Average %/Ratio	49.21	50.79	0.97	70.89	29.11	2.43	50.00	0.00	50.00	50.00

NIMROZ SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Zaranj	10	11	21	224	92	316	1	0	1	1	2	0
Kang Kurki	0	0	0	0	0	0	0	0	0	0	0	0
Asle Chakansur	0	0	0	0	0	0	0	0	0	0	0	0
Total #	10	11	21	224	92	316	1	0	1	1	2	0


MAP OF NIMROZ PROVINCE
GIRLS & CO-ED. SCHOOLS
FARAH
IRAN
HELMAND
PAKISTAN
KHOSH ROD
ASLE CHAKHANSUR
KANG
ZARANJ
CHAR BORJAK
61 00
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62 00
62 30
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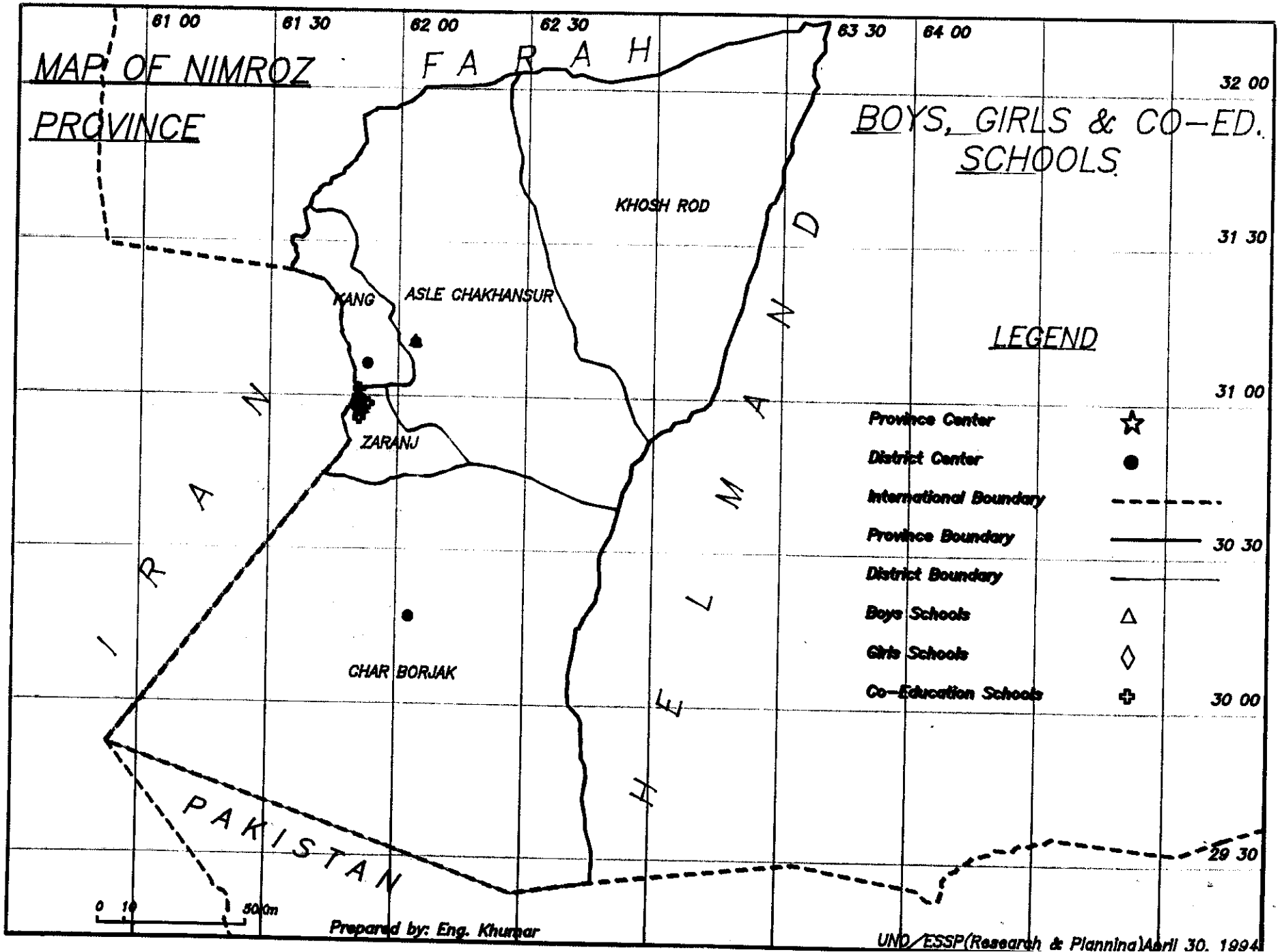
29 30
LEGEND
Province Center
District Center
International Boundary
Province Boundary
District Boundary
Girls Schools
Co-Education Schools
0 10 50Km
Prepared by: Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994


MAP OF NIMROZ PROVINCE
BOYS, GIRLS & CO-ED. SCHOOLS
LEGEND
Province Center
District Center
International Boundary
Province Boundary
District Boundary
Boys Schools
Girls Schools
Co-Education Schools
FARAH
IRAN
HELMAND
PAKISTAN
KHOSH ROD
KANG
ASLE CHAKHANSUR
ZARANJ
CHAR BORJAK
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64 00
32 00
31 30
31 00
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0 10 50Km
Prepared by: Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994

ORUZGAN

Physical Feature

Oruzgan is one of the midwest provinces of Afghanistan. It is bordered in the North by Ghor and Bamyan , in the South by Kandahar and Zabul, in the East by Ghazni, in the West by Helmand and Ghor provinces. Geographically, the province is located between 65°09°-67°25'E and 32°14'-34°20'N. Topographically, Oruzgan is thoroughly a mountainous area, with many long deep valleys and natural views and plain pastoral lands. Feroz Koh and Gul Koh, part of Hindukush range, comprise the high region of the province. Sanglakh river passes through this province. The provincial roads are dirt and graveled. The province is linked with the rest of the country by graveled road through Kandahar. Irrigation systems in this province are mainly by Juys," Karezes" and wells. The climate of Oruzgan is cold in the winter and pleasant in the remaining seasons. The altitude of Oruzgan ranges from 1,700 meters in Chorah to 2,570 meters in Ajrestan. The total surface area of this province is 28,929 sq.km. of which 496,600 hectares are cultivable.

Administration and Economy

Oruzgan province is subdivided into 8 districts (Woleswalies) and one subdistrict (Alakadari) containing 2,291 large and 191 small localities. Agricultural lands are situated in the low slopes of valleys. Due to hydrological/climatical problems, farmers of this province only can harvest single crops of wheat barley and potatoes. The rich pasture lands of the province are most appropriate for animal husbandry. Animal raising is a good source of public income in Oruzgan. Other types of farming largely serve as a supplement to the animal husbandry. The province also produces a great amount of almond, some apple, apricot and watermelon which are sufficient for local consumption. There is no large scale industry in the province. The small scale rural industries produce woolen clothes, *glims,* handloom clothes, namad and household utensils. Mineral resources of the province is lead ore graphite, mecca and quartz.

Demography

The population of Oruzgan province was estimated by late statistic (1993) to be 506,517 of which 259,793 (51.3%) are males and 246,724 (48.7%) are females. This population is inhabited in an area of 28,929 sq.km. The population density of Oruzgan is 17.5%

persons per sq.km. From the above population 8,022 (1.6%) are living in urban and 498,495 (98.4%) in rural areas. The population of Oruzgan are mainly Tajeks and some Pashtoons. Most of them can communicate in both languages of Dari and Pashtoo.

Education

Oruzgan ranks low in the number and types of formal and informal educational institutions. In addition to teaching learning that takes place in several Mosques and madrasas, the school survey of Afghanistan shows that 14 schools were active in this province Students enrolled in all three levels (primary, middle and secondary) were 1,548 boys. There were only 76 male teachers serving in the above schools. Neither female students nor female teachers were reported to be present in schools. School age (5-14) children enrolled in schools of Oruzgan were 1.06%. For boys, it was 2.01% and none for girls.

Brief School Statistics of Oruzgan Province

Student Flow

1. For every 100 boys who start grade 1, about 26 will complete primary school (through grade 6) and begin middle school (grade 7); about 5 will complete (grade 8) and then stop their education.

2. Girls enrollment is zero in Oruzgan province.

3. For boys, the risk of dropping out is during grade 5. This pattern holds true in both rural and urban areas, but is more pronounced in urban areas.

4. Boys who persist beyond primary school have a probability of completing (grade 8) at a rate of (6.87%).

   Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
   (boys: 18/262 = 6.87%)

Access and Equity

5. From the total school age children 1.06% of them are in school. No school age female is in school; while 2.01% of the males are in school.

6. Females are not enrolled in schools.

Teachers

7. The Province has (0.0%) female teachers. This may be the reason for no girl's enrollment.

8. Of the total of the province teachers, 48.68% have a grade 9 or less education, 36.84% have at least some secondary (10/11/12) schooling, 13.16% have grade 13/14 and 1.32% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 20.37 students per teacher, with the lowest class sizes in rural areas. While these rates are low by world standards.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbook per student is 3.43.

11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

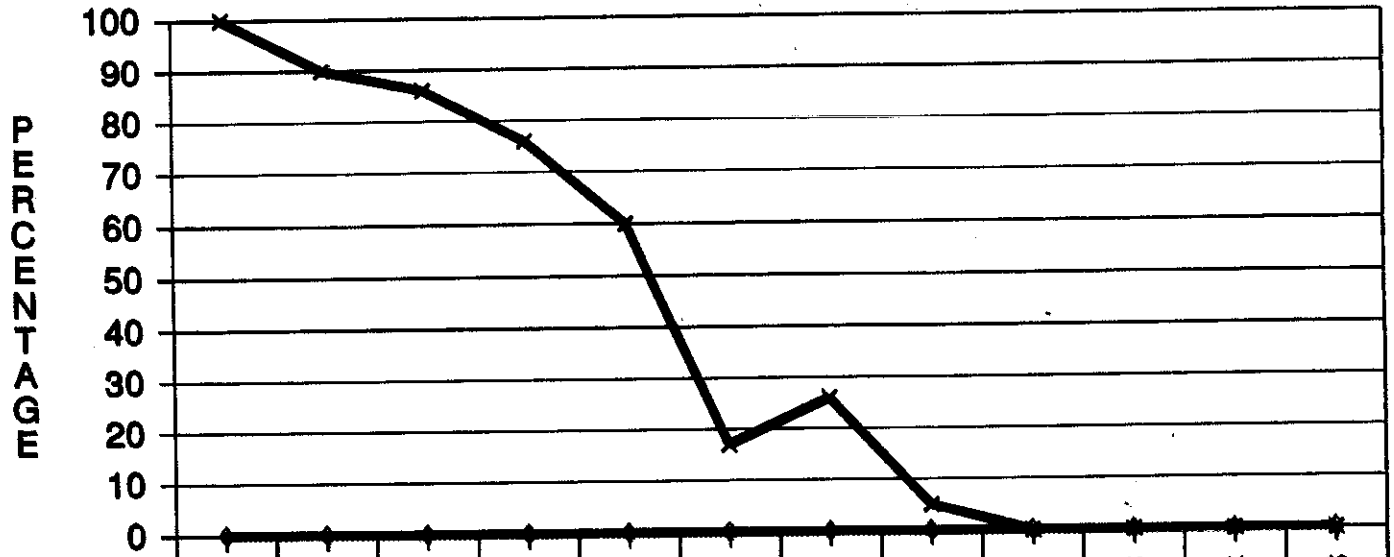
Facilities

12. About half of all schools do not have a building. They operate outside or in borrowed facilities.

13. There are 76 teachers as compared to 42 classrooms. This is an artifact of many schools being outdoors.

Boy/Girl Progression Percentage in Oruzgan Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	100	100	100	100	100	100	100	100	0	0	0	0
Girls %	0	0	0	0	0	0	0	0	0	0	0	0
Boys #	343	309	295	262	205	60	56	18	0	0	0	0
Girls #	0	0	0	0	0	0	0	0	0	0	0	0
Boys %	100	90	86	76	60	17	26	5	0	0	0	0
Girls %	0	0	0	0	0	0	0	0	0	0	0	0

Boys % Girls %

School Statistics in Oruzgan Province

April 30,1994

ORUZGAN PRIMARY SCHOOLS (GRADE 1-8)

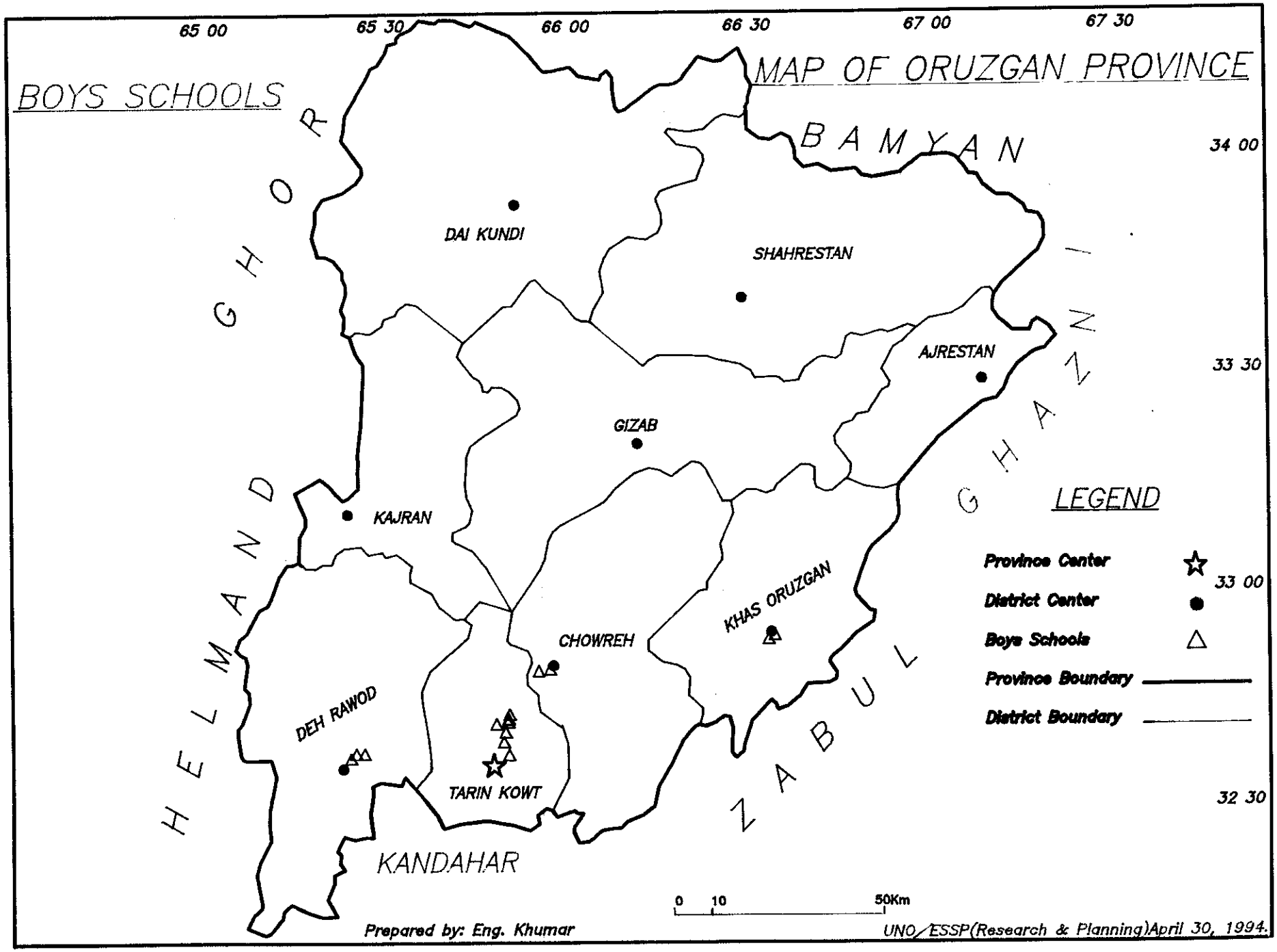
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Tirin Kot	100.00	0.00	40.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Khosh	100.00	0.00	16.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Deh Raud	100.00	0.00	16.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Chorah	100.00	0.00	4.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Average %/Ratio	100.00	0.00	76.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00

ORUZGAN PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Tirin Kot	40	0	40	967	0	967	0	0	0	8	8	0
Khosh	16	0	16	244	0	244	0	0	0	2	2	0
Deh Raud	16	0	16	261	0	261	0	0	0	3	3	0
Chorah	4	0	4	76	0	76	0	0	0	1	1	0
Total #	76	0	76	1548	0	1548	0	0	0	14	14	0


BOYS SCHOOLS
MAP OF ORUZGAN PROVINCE
65 00
65 30
66 00
66 30
67 00
67 30
34 00
33 30
33 00
32 30
GHOR
BAMYAN
GHAZNI
HELMAND
ZABUL
KANDAHAR
DAI KUNDI
SHAHRESTAN
AJRESTAN
GIZAB
KAJRAN
KHAS ORUZGAN
CHOWREH
DEH RAWOD
TARIN KOWT
LEGEND
Province Center
District Center
Boys Schools
Province Boundary
District Boundary
0 10 50Km
Prepared by: Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994.

PAKTYA

Physical Feature

Paktya is one of the east-central provinces of Afghanistan and a predominantly mountainous region of the country. The province is bounded on the North by Pakistan's North West Frontier Province, in the East by Ghazni and Logar, on the South by Paktyka. Paktya is located between 68°46'-70°19'E and 33°00'-34°17'N. It covers an area of 19,409 sq. km. of which 667,800 hectares are cultivable land. Its altitude from sea level ranges between 1,075 meters (in Terizai) and 2450 meters (in Sayed Karam). These lands are irrigated by Shamal and other rivers, streams, small diversion dams, kareses and even spring water. Dry-land farming is not uncommon in this province. The province characterizes by a topographical feature of high mountains covered with forests, plain areas, low hills, and valleys with fast flowing rivers. Traditionally, Paktya has been a major grazing area for nomads (Ghisia) passing through the province to Indus valley. With such physical characteristics, some parts of the province have cold winter while the rest possess a warm and pleasant winter but hot summer. The main Kabul-Khost paved road connects the province to other parts of the country, though dirt and gravel roads and tracks link the capital to adjacent provinces.

Administration and Economy

Paktya has an administrative structure of nine Woloswalis (districts) and two Alaqadaris (sub-districts) embodying 775 large and 71 small village or 846 localities. Gardez, a town, is the center of the province. Agriculture followed/supplemented by animal husbandry is the main stream of peoples's economy. The major and principle crops grown in this province are wheat, rice, maize and barley. Timber harvesting is another source of income of Paktya's population. Both irrigated and dry-land farming are common in Paktya including some areas with double farming/cropping. In spite of scarce land and small land holdings, wheat, corn, barley, maize, beans and some vegetables are grown for local consumption. Some fruits are also grown in the Province. Large scale industry does not exist in Paktya. Only small cottage and handicrafts such as straw baskets, sweeper, hand fans, mat-making and embroidery pieces of garments are common. Timber harvesting and trade followed by agriculture and animal husbandry are the important sources of people livelihood. The West German Agriculture and Foresting Project has played a major role in the development of Paktya.

Demography

According to 1993 estimation, the total population of Paktya was 533,633 which includes 273,860 (51.3%) males and 259,773 (48.7%) females. Urban population of the province constitute 18,123 (3.4%) and the rural inhabitants form 515,510 (96.6%) of the above population. Paktya has a population density of 54.56 persons per sq. km. Pushtoons are the predominant ethnic group in Paktya composed of different large and small tribes. Tajeks and Hazaras are also residing in Paktya province. The people are highly traditional in their patterns of life and are strictly following their tribal code "Pashtoon wali" behavior.

Education

Among the provinces in the region, Paktya ranks relatively high in terms of its educational institutions. Besides some Mosque and Madrasa teaching, there were 132 schools of basic and general education in this province only for boys. These schools had a total enrollment of 45,777 boy students. Strangely one female teacher and 1296 male teachers were serving these schools. School age children attending schools were 53.55% from which 28.30% are boys. No girl attended school in Paktya.

Brief School Statistics of Paktya Province

Student Flow

1. For every 100 boys who start grade 1, about 14 will complete primary school (through grade 6) and begin middle school (grade 7); about 4 will complete middle school and begin secondary school (grade 10); and about 2 will survive through grade 12.

2. Girls enrollment is zero in Paktya province.

3. For boys, the greatest risk of dropping out is during the first four grades. This pattern holds true in both rural and urban areas, but is more pronounced in urban areas.

4. Boys who persist beyond primary school have a probability of completing secondary school at a rate of (6.88%).

Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
(boys: 344/4997 = 6.88%)

Access and Equity

5. From the total school age children 28.30% of them are in school. No school age female is in school; while 53.55% of the males are in school.

6. Females are not enrolled in schools. This may be because of the tribal nature of the province.

Teachers

7. The Province has (0.08%) female teachers. This may be the reason for no girl's enrollment.

8. Of the total of the province teachers, 15.63% have a grade 9 or less education, 33.51% have at least some secondary (10/11/12) schooling, 42.46% have grade 13/14 and 8.40% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 35.29 students per teacher, with the lowest class sizes in rural areas. While these rates are low by world standards, they are a function of the rural and mountainous nature of the province.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbooks per student is 0.66.

11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

Facilities

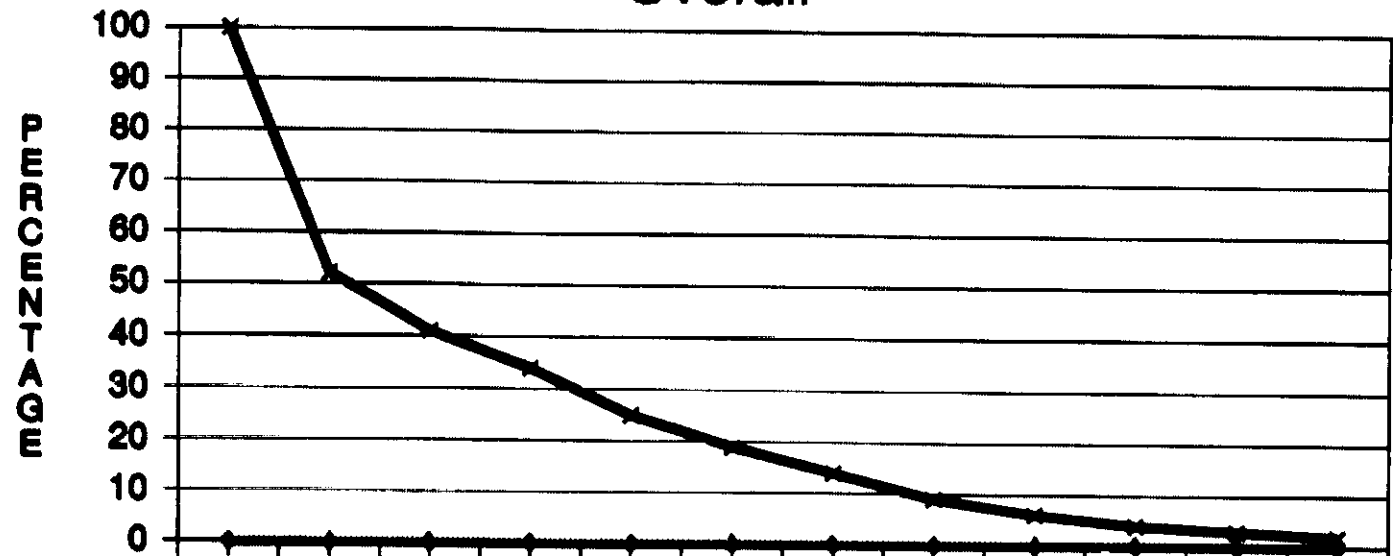
12. About 8 of every 10 schools do not have a building. They operate outside or in

borrowed facilities.

13. There are 1297 teachers as compared to 373 classrooms. This is an artifact of some schools being outdoors.

Boy/Girl Progression Percentage in Paktya Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	100	100	100	100	100	100	100	100	100	100	100	100
Girls %	0	0	0	0	0	0	0	0	0	0	0	0
Boys #	14667	7688	6084	4967	3667	2667	2021	1318	950	608	434	344
Girls #	0	0	0	0	0	0	0	0	0	0	0	0
Boys %	100	52	41	34	25	19	14	9	6	4	3	2
Girls %	0	0	0	0	0	0	0	0	0	0	0	0

Boys % Girls %

School Statistics in Paktya Province

April 30,1994

PAKTYA PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Gardaiz	100.00	0.00	83.00:0	100.00	0.00	2985.00:0	0.00	0.00	0.00	100.00
Sarhawza	100.00	0.00	8.00:0	100.00	0.00	256.00:0	0.00	0.00	0.00	100.00
Nader Shah Kot	100.00	0.00	66.00:0	100.00	0.00	2577.00:0	0.00	0.00	0.00	100.00
Sperah	100.00	0.00	65.00:0	100.00	0.00	1737.00:0	0.00	0.00	0.00	100.00
Khost	100.00	0.00	283.00:0	100.00	0.00	12137.00:0	0.00	0.00	0.00	100.00
Saroti	100.00	0.00	148.00:0	100.00	0.00	5144.00:0	0.00	0.00	0.00	100.00
Trayzai	100.00	0.00	70.00:0	100.00	0.00	2715.00:0	0.00	0.00	0.00	100.00
Tani	99.10	0.90	110.00:1	100.00	0.00	4851.00:0	0.00	0.00	0.00	100.00
Mosa Khail	100.00	0.00	42.00:0	100.00	0.00	1472.00:0	0.00	0.00	0.00	100.00
Jaji	100.00	0.00	11.00:0	100.00	0.00	262.00:0	0.00	0.00	0.00	100.00
Jani Khail	100.00	0.00	20.00:0	100.00	0.00	455.00:0	0.00	0.00	0.00	100.00
Jadran	100.00	0.00	66.00:0	100.00	0.00	1779.00:0	0.00	0.00	0.00	100.00
Shawak	100.00	0.00	5.00:0	100.00	0.00	133.00:0	0.00	0.00	0.00	100.00
Saed Karam	100.00	0.00	18.00:0	100.00	0.00	622.00:0	0.00	0.00	0.00	100.00
Dand Wa Patan	100.00	0.00	42.00:0	100.00	0.00	1136.00:0	0.00	0.00	0.00	100.00
Zormat	100.00	0.00	47.00:0	100.00	0.00	1354.00:0	0.00	0.00	0.00	100.00
Jaji Maidan	100.00	0.00	71.00:0	100.00	0.00	2458.00:0	0.00	0.00	0.00	100.00
Bak	100.00	0.00	41.00:0	100.00	0.00	1393.00:0	0.00	0.00	0.00	100.00
Average %/Ratio	**99.92**	**0.08**	**1196.00:1**	**100.00**	**0.00**	**43466.00:0**	**0.00**	**0.00**	**0.00**	**100.00**

PAKTYA PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Gardaiz	83	0	83	2985	0	2985	0	0	0	5	5	2
Sarhawza	8	0	8	256	0	256	0	0	0	1	1	0
Nader Shah Kot	66	0	66	2577	0	2577	0	0	0	6	6	1
Sperah	65	0	65	1737	0	1737	0	0	0	8	8	1
Khost	283	0	283	12137	0	12137	0	0	0	16	16	6
Saroti	148	0	148	5144	0	5144	0	0	0	12	12	2
Trayzai	70	0	70	2715	0	2715	0	0	0	5	5	1
Tani	110	1	111	4851	0	4851	0	0	0	11	11	2
Mosa Khail	42	0	42	1472	0	1472	0	0	0	4	4	1
Jaji	11	0	11	262	0	262	0	0	0	2	2	0
Jani Khail	20	0	20	455	0	455	0	0	0	3	3	0
Jadran	66	0	66	1779	0	1779	0	0	0	11	11	1
Shawak	5	0	5	133	0	133	0	0	0	1	1	0
Saed Karam	18	0	18	622	0	622	0	0	0	3	3	0
Dand Wa Patan	42	0	42	1136	0	1136	0	0	0	5	5	0
Zormat	47	0	47	1354	0	1354	0	0	0	8	8	0
Jaji Maidan	71	0	71	2458	0	2458	0	0	0	9	9	1
Bak	41	0	41	1393	0	1393	0	0	0	3	3	1
	1196	1	1197	43466	0	43466	0	0	0	113	113	19

PAKTYA SECONDARY SCHOOLS (GRADE 9-12)

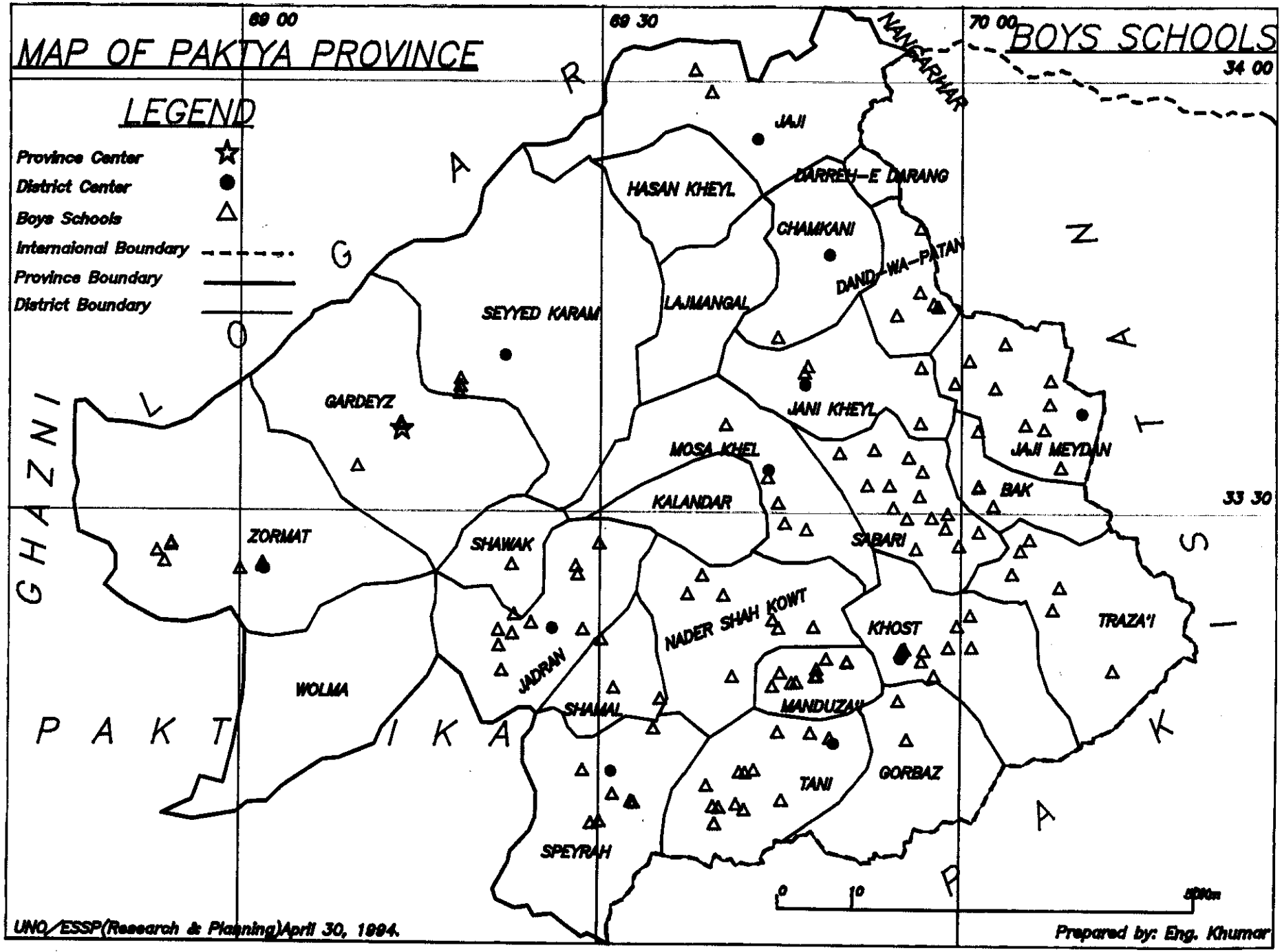
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Gardaiz	100.00	0	17.00:0	100.00	00.0	142.00:0	0.00	0.00	0.00	100.00
Sarhawza	00.00	0	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nader Shah Kot	100.00	0	2.00:0	100.00	0.00	40.00:0	0.00	0.00	0.00	100.00
Sperah	100.00	0	3.00:0	100.00	0.00	68.00:0	0.00	0.00	0.00	100.00
Khost	100.00	0	47.00:0	100.00	0.00	1634.00:0	0.00	0.00	0.00	100.00
Saroti	100.00	0	7.00:0	100.00	0.00	181.00:0	0.00	0.00	0.00	100.00
Trayzai	100.00	0	3.00:0	100.00	0.00	55.00:0	0.00	0.00	0.00	100.00
Tani	100.00	0	7.00:0	100.00	0.00	78.00:0	0.00	0.00	0.00	100.00
Mosa Khail	100.00	0	1.00:0	100.00	0.00	18.00:0	0.00	0.00	0.00	100.00
Jaji	100.00	0	1.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Jadran	100.00	0	3.00:0	100.00	0.00	34.00:0	0.00	0.00	0.00	100.00
Dand Wa Patan	100.00	0	2.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Zormat	100.00	0	1.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Jaji Maidan	100.00	0	4.00:0	100.00	0.00	41.00:0	0.00	0.00	0.00	100.00
Bak	100.00	0	1.00:0	100.00	0.00	20.00:0	0.00	0.00	0.00	100.00
Average %/Ratio	**100.00**	**0.00**	**100.00:0**	**100.00**	**0.00**	**2311.00:0**	**0.00**	**0.00**	**0.00**	**100.00**

PAKTYA SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Gardaiz	17	0	17	142	0	142	0	0	0	2	2	0
Sarhawza	1	0	1	0.00	0	0.00	0	0	0	0	0	0
Nader Shah Kot	2	0	2	40	0	40	0	0	0	1	1	0
Sperah	3	0	3	68	0	68	0	0	0	1	1	0
Khost	47	0	47	1634	0	1634	0	0	0	6	6	0
Saroti	7	0	7	181	0	181	0	0	0	2	2	0
Trayzai	3	0	3	55	0	55	0	0	0	1	1	0
Tani	7	0	7	78	0	78	0	0	0	2	2	0
Mosa Khail	1	0	1	18	0	18	0	0	0	1	1	0
Jaji	1	0	1	0.00	0	0.00	0	0	0	0	0	0
Jadran	3	0	3	34	0	34	0	0	0	1	1	0
Dand Wa Patan	2	0	2	0.00	0	0.00	0	0	0	0	0	0
Zormat	1	0	1	0.00	0	0.00	0	0	0	0	0	0
Jaji Maidan	4	0	4	41	0	41	0	0	0	1	1	0
Bak	1	0	1	20	0	20	0	0	0	1	1	0
Total #	100	0	100	2311	0	2311	0	0	0	19	19	0


MAP OF PAKTYA PROVINCE
BOYS SCHOOLS
LEGEND
Province Center
District Center
Boys Schools
International Boundary
Province Boundary
District Boundary
69 00
69 30
70 00
34 00
33 30
NANGARHAR
GHAZNI
PAKTIKA
PAKTIA
JAJI
HASAN KHEYL
DARREH-E DARANG
CHAMKANI
DAND-WA-PATAN
SEYYED KARAM
LAJMANGAL
GARDEYZ
JANI KHEYL
JAJI MEYDAN
MOSA KHEL
KALANDAR
BAK
ZORMAT
SHAWAK
SABARI
NADER SHAH KOWT
KHOST
TRAZA'I
JADRAN
WOLMA
SHAMAL
MANDUZAI
TANI
GORBAZ
SPEYRAH
0
10
20Km
UNO/ESSP(Research & Planning)April 30, 1994.
Prepared by: Eng. Khumar

PAKTIKA

Physical Feature

Paktika Province is situated in the southern region of Afghanistan which is bordered in the North by Paktya, in the South and East by Pakistan and in the West by Ghazni and Zabul. Geographically, Paktika province lies between 67°50'-69°31'E and 31°35°-33°24'N. Topographically, Paktika is one of marked contrasts in the north and east of the province. There are high forested mountains of Safid Koh with long, deep valleys. To the west the land becomes wide, open and desert (dasht) with another mountain range of Koh-i-Solaiman marking the western limit. Some of the Paktika's best agricultural land is in Katawaz plain, which includes Zargun Shah and Provincial capital Sharan. The irrigation systems mainly are by Karez. The water of Gumal, Tochi and Raboat rivers have been used for agricultural purposes. The climate of Paktika is hot during the summer and mild during the winter. The total surface of this province is 19,409 sq.km. The altitude of the province ranges from 2,025 meters in khoshmand to 2,525 meters in Omna. Paktika is linked to Kabul and Ghazni by paved highways and some other province by semi-graveled and dirt roads.

Administration and Economy

The province is subdivided into 5 districts (Woleswali), and 10 subdistricts (Alakadaris). Paktika contains 867 large and 27 small villages totalling 894 localities. Considering the importance of animal husbandry to the economy of the province, because of elevation and limited water supply, agriculture is relatively poor with single crops of wheat, maize barley and some rice. Timber harvesting has been an important supplement to the agriculture production of Paktika along with some Julghoza (pine-nuts), apple, apricot and watermelon. The small industries which exist in this province are straw mats, baskets, hand fans, leather and wood works. The inhabitants of this province give priority to the restoration of irrigation works, agricultural inputs and basic infrastructural rehabilitations.

Demography

The total population of the province was estimated by late statistics (1993) to be 231,619; of which 118,890 (51,3%) are males and 112,729 (48.7%) are females. This population inhabits in an area of 194,093 sq.km. The population density of Paktika is 11.9 person per sq.km. From the above population 13,452 (5.8%) are living in urban, and 218,167

(94.2%) in rural areas. The population density of this province is 11.9 persons per sq.km. The population of Paktika are mainly Pashtoons though, some Tajeks are also present conversing both in Dari and Pashtoo languages.

Education

Paktika province ranks above average in number and types of educational institutions. Formal and informal education institutions exist in this province. In addition to teaching learning that takes place in several Mosques and madrasas, the school survey of 1993 indicates that 71 schools were active in this province including 3 girl schools and one co-education. Students enrolled in all three levels (primary, middle and secondary) are 11,490 students, composed of 11,199 boys and 291 girls. The total number of teachers serving in the above schools are 484 who are all males. School age (5-14) children attending schools are 16.92%. For boys it is 31.18% and for girls 0.93%.

Brief School Statistics of Paktika Province

Student Flow

1. For every 100 boys who start grade 1, about 14 will complete primary school (through grade 6) and begin middle school (grade 7); about 2 will complete middle school and begin secondary school (grade 10); and about 1 will survive through grade 12.

2. For every 100 girls who start grade 1, about 33 will complete primary school (through grade 6).There are no girls in secondary schools.

3. For girls and boys, the greatest risk of dropping out is during grade 1. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout may be similar for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted for boys and girls.

4. Girls do not study beyond primary school. But boys who persist beyond primary school will complete their secondary school at a rate of (1.91%).

   Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
   (boys: 30/1566 = 1.91%)

Access and Equity

5. From the total school age children 16.92% of them are in school. Only 0.93% of the school age females are in school; while 31.18% of the males are in school.

6. Female enrollment is low in Paktika. Provincially, 2.53% of the students enrolled in schools are girls.

Teachers

7. The Province has (0.00%) female teachers. This may be the reason for lower girl's enrollment.

8. Of the total of the province teachers, 22.97% have a grade 9 or less education, 31.10% have at least some secondary (10/11/12) schooling, 43.09% have grade 13/14 and 2.85% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 23.74 students per teacher, with the lowest class sizes in rural areas. While these rates are low by world standards, they are a function of the rural and mountainous nature of the province.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbook per student is 2.68.

11. Areas highest in textbooks per student tend to be those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

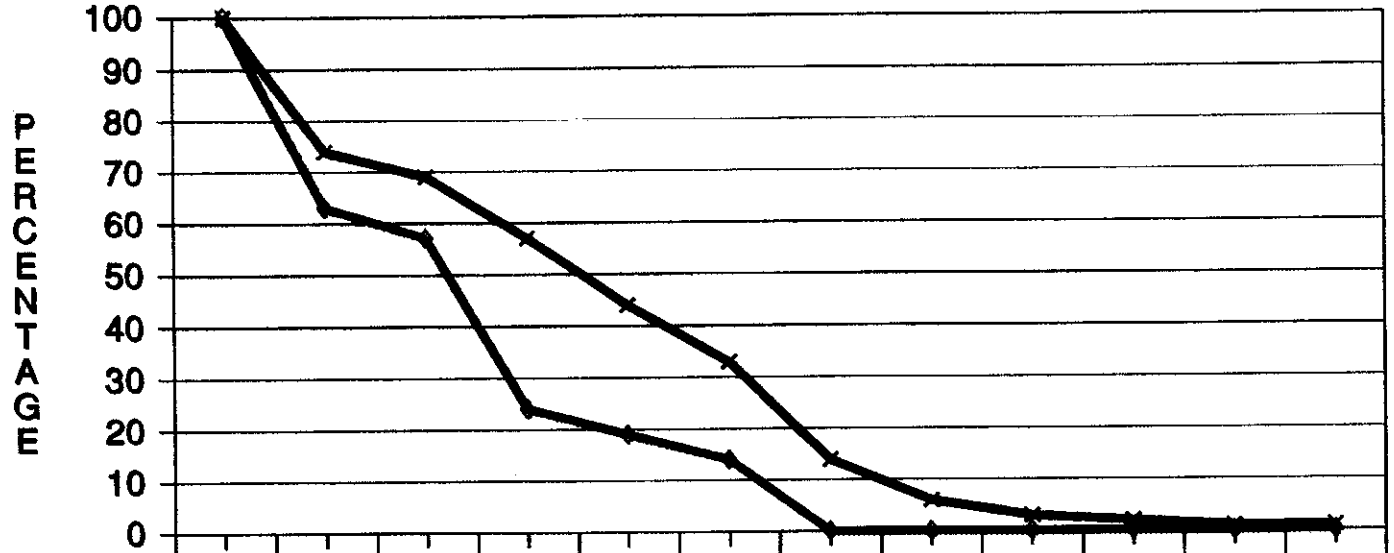
Facilities

12. Approximately 5 of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 484 teachers as compared to 293 classrooms. This is an artifact of some schools being outdoors.

Boy/Girl Progression Percentage in Paktika Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	96	97	97	98	98	98	100	100	100	100	100	100
Girls %	4	3	3	2	2	2	0	0	0	0	0	0
Boys #	2770	2040	1915	1566	1223	909	400	163	91	53	39	30
Girls #	105	66	60	25	20	15	0	0	0	0	0	0
Boys %	100	74	69	57	44	33	14	6	3	2	1	1
Girls %	100	63	57	24	19	14	0	0	0	0	0	0

Boys % Girls %

School Statistics in Paktika Province

April 30,1994

PAKTIKA PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Urgoun	100.00	0.00	74.00:0	98.59	1.41	69.83:1	0.00	11.11	11.11	88.89
Zelook	100.00	0.00	18.00:0	100.00	0.00	476.00:0	0.00	0.00	0.00	100.00
Saroti	100.00	0.00	88.00:0	100.00	0.00	1922.00:0	0.00	0.00	0.00	100.00
Traizai	100.00	0.00	82.00:0	93.34	6.66	14.02:1	14.29	0.00	14.29	85.71
Sharan	100.00	0.00	50.00:0	100.00	0.00	1573.00:0	0.00	0.00	0.00	100.00
Yosuf Khail	100.00	0.00	140.00:0	95.47	4.53	21.07	5.56	0.00	5.56	94.44
Mote Khail	100.00	0.00	10.00:0	100.00	0.00	253.00:0	0.00	0.00	0.00	0.00
Average %/Ratio	100.00	0.00	461.00:0	97.42	2.58	37.75:1	4.62	1.54	6.16	93.85

PAKTIKA PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Urgoun	74	0	74	2095	30	2125	0	1	1	8	9	1
Zelook	18	0	18	476	0	476	0	0	0	3	3	0
Saroti	88	0	88	1922	0	1922	0	0	0	14	14	1
Traizai	82	0	82	1654	118	1772	2	0	2	12	14	2
Sharan	50	0	50	1573	0	1573	0	0	0	7	7	1
Yosuf Khail	140	0	140	3013	143	3156	1	0	1	17	18	0
Mote Khail	10	0	10	253	0	253	0	0	0	0	0	1
	461	0	461	10986	291	11277	3	1	4	61	65	6

PAKTIKA SECONDARY SCHOOLS (GRADE 9-12)

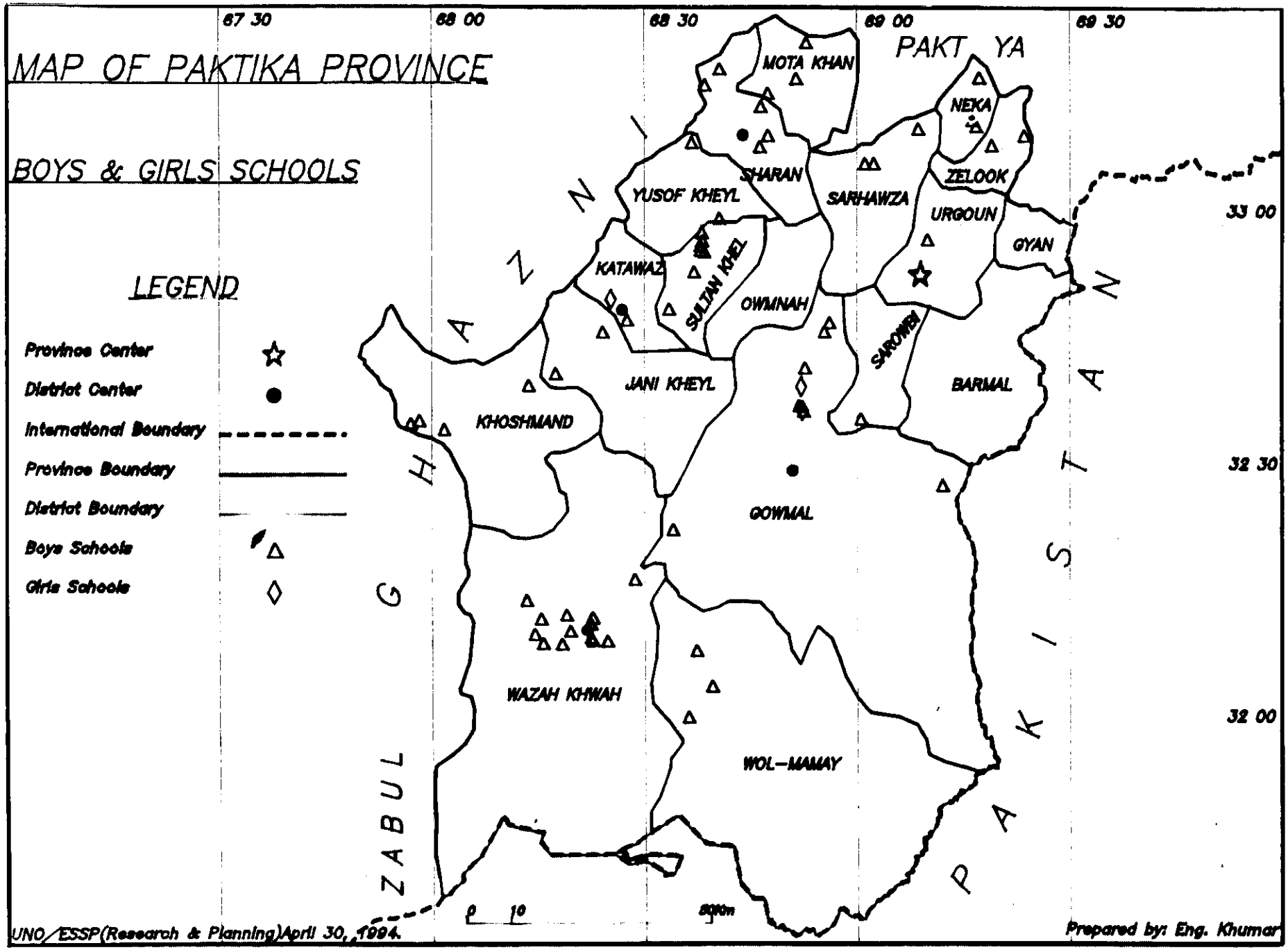
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Urgoun	100.00	0.00	46.00:0	100.00	0.00	46.00:0	0.00	0.00	0.00	100.00
Zelook	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Saroti	100.00	0.00	5.00:0	100.00	0.00	62.00:0	0.00	0.00	0.00	100.00
Traizai	100.00	0.00	6.00:0	100.00	0.00	81.00:0	0.00	0.00	0.00	100.00
Sharan	100.00	0.00	3.00:0	100.00	0.00	14.00:0	0.00	0.00	0.00	100.00
Yosuf Khail	100.00	0.00	3.00:0	0.00	0.00	0.00	0.00	0.00	0.0	0.00
Mote Khail	100.00	0.00	1.00:0	100.00	0.00	10.00:0	0.00	0.00	0.00	100.00
Average %/Ratio	100.00	0.00	23.00:0	100.00	0.00	213.00:0	0.00	0.00	0.00	100.00

PAKTIKA SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Urgoun	4	0	4	46	0	46	0	0	0	1	1	0
Zelook	0	0	0	0	0	0	0	0	0	0	0	0
Saroti	5	0	5	62	0	62	0	0	0	1	1	0
Traizai	6	0	6	81	0	81	0	0	0	2	2	0
Sharan	3	0	3	14	0	14	0	0	0	1	1	0
Yosuf Khail	3	0	3	0	0	0	0	0	0	0	0	0
Mote Khail	1	0	1	10	0	10	0	0	0	1	1	0
Total #	23	0	23	213	0	213	0	0	0	6	6	0


MAP OF PAKTIKA PROVINCE
BOYS & GIRLS SCHOOLS
LEGEND
Province Center
District Center
International Boundary
Province Boundary
District Boundary
Boys Schools
Girls Schools
67 30
68 00
68 30
69 00
69 30
33 00
32 30
32 00
PAKTYA
GHAZNI
ZABUL
PAKISTAN
MOTA KHAN
NEKA
SHARAN
ZELOOK
YUSOF KHEYL
SARHAWZA
URGOUN
GYAN
KATAWAZ
SULTAN KHEL
OWMNAH
SAROWBI
JANI KHEYL
BARMAL
KHOSHMAND
GOWMAL
WAZAH KHWAH
WOL-MAMAY
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UNO/ESSP(Research & Planning)April 30, 1994.
Prepared by: Eng. Khumar

PARWAN

Physical Feature

The green valley of Parwan surrounded by northern range of Hindukush is bounded on the North by Baghlan, on the South by Kabul and Wardak, on the East by Kapisa and on the West by Bamyan, and is located on the North of the capital. The province lies between 68°13'-69°36'E and 34°34'-35°24'N. It covers an area of 5,600 sq. km. of which (81,000) hectors is cultivable land. The altitude of the province ranges between 1,500 (Bagram) and 2,220 (Shaikh Ali) meters above sea level. The western and northern parts are linked with the Hindukush ranges giving the area a landscape to form a basin with elevation high in the west and low in the East. The rivers of Ghorband, Salang, Shotal and Panjsher flow through the province and contribute to irrigated farming through a complex system of large and small canals. A modern siphoned canal flows through the center of the province. Small and large green valleys along the branches of Hindukhush Mountains with sufficient water add to the landscape of the province. The climate of the province is determined by its topography. The northern regions of Salang and Punjsher are very cold in winter but pleasant in summer. Other areas have mild climate in summer and pleasant in spring and fall seasons. The highway to the North passes through the capital and some of its districts, connecting it with other provinces. A network of gravel and dirt roads and tracks link the center to its districts.

Administration and Economy

Parwan has an administration structure of seven Wolowalis (Districts) and four Alaqadaris (sub-districts) embodying 75 small and 1065 large villages (1140 localities). Charicar city is the center of the province. Large scale industries in Parwan include Jabulseraj Textile Mills, Jabulseraj Hydro Electric power, Cement Plants, Charicar city Hydro electric power, four raison processing plant and leather processing. Small scale industries, in the form of cottage and handicrafts, including iron, copper and silver works, pottery, handloom fabrics, *shatrangi, glim*. Pottery of Istalif and chaqoo of Charicar have large local markets and sales. Parwan is a major areas for grapes and raison production for export purposes. Being a province of orchards and vine yards, sorts of fresh and dry fruits are found in this province. Though land holding is small yet, wheat, barley, rice, cotton and vegetables are grown in Parwan. Mineral reserves such as coal, lead and precious stones, like lapislazuli and emerald are found in this province.

Demography

Population estimate of 1993 shows that Parwan province had a population of over 546,297 inhabitants in three urban and 1140 rural areas. From the above population 280,305 (51.3%) are males and 265,992 (48.7%) are females. Population density of the province amounts to 91.66 persons per sq. km. The urban inhabitants are 53,444 (9.8%) and the rural ones are 492,853 (90.2%). Parwan is predominantly Tajek in ethnicity. Hazara forms the second large ethnic group. While Pushtoon and Pashies are two other groups. Besides their mother tongues all groups converse in Dari.

Education

Education institutions of Parwan encompass both formal and informal institutions. Parwan ranks 4th in the number of schools. From the total number of schools in the province, 158 are boys 11 are girls and 8 are co-education schools. These schools had an enrollment of 56,272 students composed of 4901 girls and 51,371 boys. A total number of 2151 teachers formed the teaching force of the province, out of which 1930 are males and 221 are females. Teaching - learning also takes place in Mosques and Madrasas. School age children (5 - 14) in this province was 33.6%. It is 57.99% for boys and 6.27% for girls. A higher teachers college, located in Charicar is responsible for teacher education not only for Parwan but also for some neighboring provinces.

Brief School Statistics of Parwan Province

Student Flow

1. For every 100 boys who start grade 1, about 29 will complete primary school (through grade 6) and begin middle school (grade 7); about 8 will complete middle school and begin secondary school (grade 10); and about 4 will survive through grade 12.

2. For every 100 girls who start grade 1, about 15 will complete primary school (through grade 6) and begin middle school (grade 7); about 5 will complete middle school and begin secondary school (grade 10); and about 3 will survive through grade 12.

3. For girls, the greatest risk of dropping out is during the first three grades. For boys, the greatest risk is during grade 1. This pattern holds true in both rural and

urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout are different for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted differently for boys and girls.

4. Girls who persist beyond primary school have higher probability of completing secondary school (7.23%) than do boys who persist beyond primary school (6.92%).

Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
(boys: 464/6702 = 6.92%; girls: 38/525 = 7.23%)

Access and Equity

5. From the total school age children 33.60% of them are in school. Only 6.27% of the school age females are in school; while 57.99% of the males are in school.

6. Female enrollment is higher in Parwan, although access for girls is difficult. Provincially, 14.21% of the students enrolled in school are girls.

Teachers

7. The Province has (22.55) female teachers which is relatively higher than most areas.

8. Of the total of the province teachers, 1.80% have less than grade 9 or less education, 43.92% have at least some secondary (10/11/12) schooling, 50.28% have grade 13/14 and 4.01% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the large middle group that have some secondary schooling.

9. The province has 20.86 students per teacher, with the lowest class sizes in rural areas. While these rates are relatively low by world standards, they are a function of the rural and mountainous nature of the province.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbook per student is 0.78.

11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

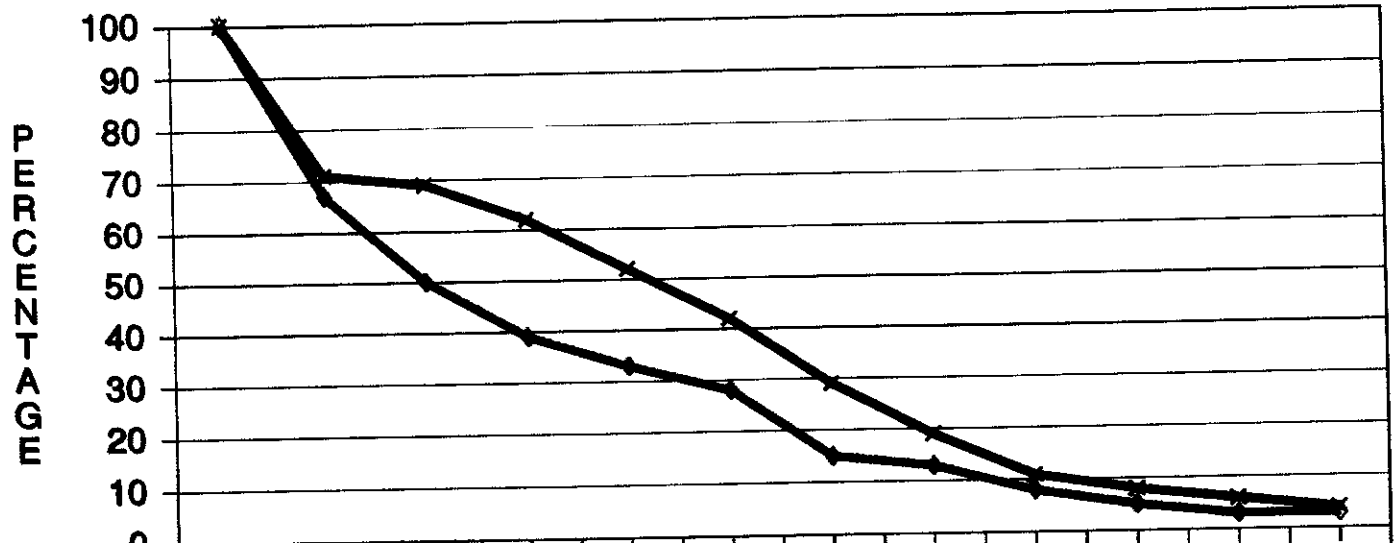
Facilities

12. Six of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 754 teachers as compared to 199 classrooms. This is an artifact of so many schools being outdoors.

Boy/Girl Progression Percentage in Parwan Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	89	89	92	93	93	92	94	92	92	93	95	92
Girls %	11	11	8	7	7	8	6	8	8	7	5	8
Boys #	10850	7744	7521	6702	5632	4565	3117	2050	1204	865	657	464
Girls #	1348	909	670	525	447	373	201	173	110	69	38	38
Boys %	100	71	69	62	52	42	29	19	11	8	6	4
Girls %	100	67	50	39	33	28	15	13	8	5	3	3

Boys % Girls %

PARWAN PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Charikar	76.12	23.88	3.19:1	84.00	15.48	5.46:1	0.00	11.76	11.76	88.24
Ghorband	100.00	0.00	238.00:0	100.00	0.00	6947:0	0.00	0.00	0.00	100.00
Shinwari	100.00	0.00	71.00:0	100.00	0.00	2094:0	0.00	0.00	0.00	100.00
Bagram	93.42	6.58	14.19:1	91.49	8.51	10.75:1	0.00	0.00	0.00	100.00
Kohi Safi	100.00	0.00	13.00:0	100.00	0.00	376.00:0	0.00	0.00	0.00	100.00
Jabul Saraj	94.98	5.02	18.93:1	90.45	9.55	9.47:1	10.53	0.00	10.53	89.47
Salang	100.00	0.00	52.00:0	100.00	0.00	1896.00:0	0.00	0.00	0.00	100.00
Surkh Parsa	95.50	4.50	4.50:1	89.20	10.80	8.26:1	12.50	3.13	15.63	84.38
Shekh Ali	100.00	0.00	55.00:0	100.00	0.00	1245.00:0	0.00	0.00	0.00	100.00
Average %/Ratio	89.79	10.21	8.79:1	91.21	8.79	10.37:1	4.32	2.16	6.47	93.53

PARWAN PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Charikar	465	146	611	11978	2193	14171	0	2	2	15	17	12
Ghorband	238	0	238	6947	0	6947	0	0	0	26	26	5
Shinwari	71	0	71	2094	0	2094	0	0	0	6	6	1
Bagram	279	20	299	9166	853	10019	0	0	0	24	24	4
Kohi Safi	13	0	13	376	0	376	0	0	0	1	1	0
Jabul Saraj	290	15	306	9887	1044	10931	2	0	2	17	19	8
Salang	52	0	52	1896	0	1896	0	0	0	6	6	2
Surkh Parsa	219	10	230	4592	556	5148	4	1	5	27	32	3
Shekh Ali	55	0	55	1245	0	1245	0	0	0	8	8	0
Average %/Ratio	1683	191	1874	8181	4646	52827	6	3	9	130	139	35

PARWAN SECONDARY SCHOOLS (GRADE 9-12)

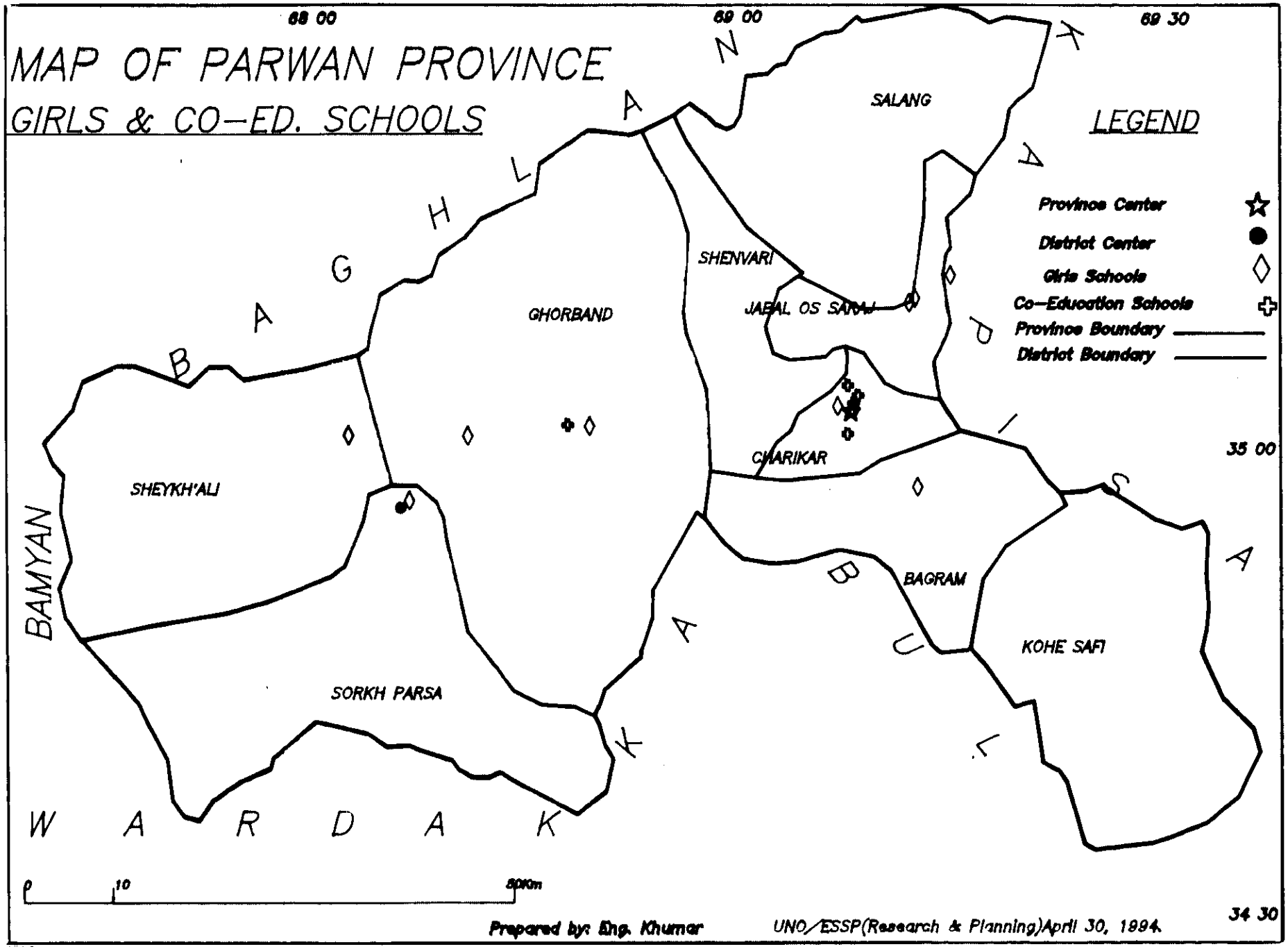
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Charikar	83.18	16.82	4.94:1	97.31	2.69	36.17:1	13.33	33.33	46.67	53.33
Ghorband	100.00	0.00	25.00:0	100.00	0.00	335.00:0	0.00	0.00	0.00	100.00
Shinwari	100.00	0.00	2.00:0	100.00	0.00	23.00:0	0.00	0.00	0.00	100.00
Bagram	88.70	11.30	7.87:1	80.33	19.67	4.08:1	25.00	0.00	25.00	75.00
Kohi Safi	100.00	0.00	1.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Jabul Saraj	98.56	1.44	68.50:1	91.36	8.64	10.57:1	12.50	0.00	12.50	87.50
Salang	100.00	0.00	3.00:0	100.00	0.00	40.00:0	0.00	0.00	0.00	100.00
Surkh Parsa	95.92	4.08	23.00:1	79.61	20.39	3.90:1	33.33	0.00	33.33	66.67
Shekh Ali	100.00	0.00	2.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	89.29	10.71	8.34:1	92.60	7.40	12.51:1	13.16	13.16	26.32	73.68

PARWAN SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Charikar	119	24	143	1519	42	1561	2	5	7	8	12	3
Ghorband	25	0	25	335	0	335	0	0	0	5	5	0
Shinwari	2	0	2	23	0	23	0	0	0	1	1	0
Bagram	34	4	38	486	119	605	1	0	1	3	4	0
Kohi Safi	1	0	1	0	0	0	0	0	0	0	0	0
Jabul Saraj	46	1	46	666	63	729	1	0	1	7	8	0
Salang	3	0	3	40	0	40	0	0	0	2	2	0
Surkh Parsa	16	1	16	121	31	152	1	0	1	2	3	0
Shekh Ali	2	0	2	0	0	0	0	0	0	0	0	0
Total #	247	30	277	3190	255	3445	5	5	10	28	35	3


MAP OF PARWAN PROVINCE
GIRLS & CO-ED. SCHOOLS
68 00
69 00
69 30
35 00
34 30
LEGEND
Province Center
District Center
Girls Schools
Co-Education Schools
Province Boundary
District Boundary
SALANG
SHENVARI
JABAL OS SARAJ
GHORBAND
CHARIKAR
SHEYKH'ALI
BAGRAM
KOHE SAFI
SORKH PARSA
BAMYAN
WARDAK
KABUL
KAPISA
PANJSHER
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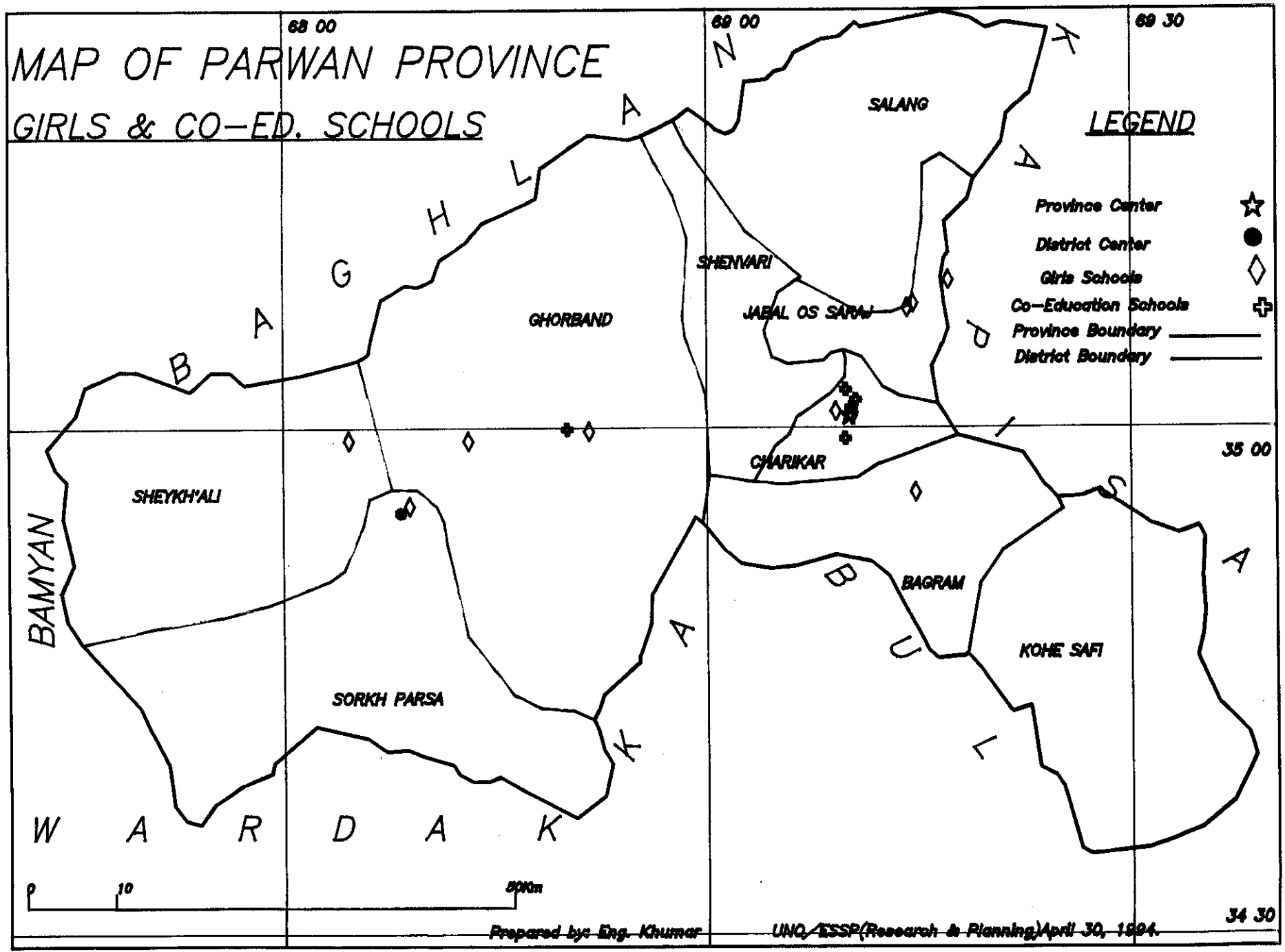
Prepared by: Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994.


MAP OF PARWAN PROVINCE
GIRLS & CO-ED. SCHOOLS
68 00
69 00
69 30
35 00
34 30
LEGEND
Province Center
District Center
Girls Schools
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Province Boundary
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SALANG
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JABAL OS SARAJ
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CHARIKAR
SHEYKH'ALI
BAGRAM
KOHE SAFI
SORKH PARSA
BAMYAN
WARDAK
KABUL
PARWAN
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80Km
Prepared by: Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994.

SAMANGAN

Physicla Feature

The province lies in the northern region of Afghanistan. It is surrounded in the North by the Amu river separating it from Tajikistan and Uzbakistan, in the south-east by Baghlan and in the South by Bamyan. Kunduz is located in the south-east of Samangan. The province lies between 66°50'-68°33'E and 35°21'-37°16'N. The total area of the province is 16,640 sq.km. The mountainous area of the province located on the south-west forms deep valleys with large pastures around the Alburz mountains range. These mountains, pastures, valleys and flat lands makeup the main physical feature of Samangan. The altitude of the province ranges between 420 meters to 2,230 meters above sea level respectively in Roi Doab and Khulm districts. For this reason climate of this province during the summer is hot and dry. Some areas have warm and moderate climate in the winter. Two small rivers flow through the province, but cannot supply adequate water for irrigation and other water consumption Non-irrigated or rainfed farming is common in the province. Kabul-Mazar-Sharif highway connects the province with the north and south and thereby to other parts of the country.

Administration and Economy

Administratively the province is divided into four Woloswaolis (districts) and two Alaqadaris (sub-districts) encompassing 642 localities; e.g, 525 large and 117 small villages. Aibak city where Takht-i-Rustom stands is the capital of the province. Copper ore and coal are the mineral resources. There is no large scale industry here. The prevalent small scale industries common at district level are woolen carpets (rugs), galims, *namads*, hand loom cloth, leather products, Karakul skin, wood works and vegetable oil. The majority of people are engaged in agriculture and livestock raising. Rainfed wheat is the major crop. Other crop production covers barley, corn and maize. Industrial crops are cotton and tobacco. Almond, walnut, pomegranate and melon also are grown. The province is famous for its almond, pistachios and pomegranate for export purposes.

Demography

Samangan has a settled population of 324,318, of which 166,271 (51.3%) are males and 158,047 (48.7%) are females, scattered in three urban centers and in 642 localities; 525

large and 117 small villages. The population density of the province is 19.5 the lowest in Roi Doab 8 and the highest 24 in Daria Soof. Urban population equals to 7,710 (2.4%) and the rural to 316,608 (97.6%) Tajiks form the major ethnic group, though some Uzbeks, Turkmans, and Pashtoons also dwell in Samangan.

Education

Education institutions include both mosque and madrasses and formal schools. In 1993 there were 100 schools with a total enrollment of 18,685 students. From this figure 15,532 are boys and 3,153 are girls studying in nine girls and in another nine co-educational schools. There were 652 teachers, 524 males and 128 females forming the teaching force of the whole province. A higher teacher college has played a major role in trainer teachers for the province. School age children (5 - 14) enrolled in schools is 19.39%; 30.68% for boys and 6.75% for girls.

Brief School Statistics of Samangan Province

Student Flow

1. For every 100 boys who start grade 1, about 15 will complete primary school (through grade 6) and begin middle school (grade 7); about 2 will complete middle school and begin secondary school (grade 10); and about 1 will survive through grade 12.

2. For every 100 girls who start grade 1, about 18 will complete primary school (through grade 6) and begin middle school (grade 7); about 5 will complete middle school and begin secondary school (grade 10); and about 4 will survive through grade 12.

3. For girls, the greatest risk of dropping out is during the first two grades. For boys, the greatest risk is during grade 1. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout may be similar for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted for boys and girls.

4. Girls who persist beyond primary school have a higher probability of completing secondary school (8.54%) than do boys who persist beyond primary school

(2.34%).

Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
(boys: 42/1793 = 2.34%; girls: 34/398 = 8.54%)

Access and Equity

5. From the total school age children 19.39% of them are in school. Only 6.75% of the school age females are in school; while 30.68% of the males are in school.

6. Female enrollment is high in Samangan. Provincially, 16.87% of the students enrolled in schools are girls.

Teachers

7. The Province has (19.63%) female teachers. This may be the reason for higher girl's enrollment.

8. Of the total of the province teachers, 12.04% have a grade 9 or less education, 29.32% have at least some secondary (10/11/12) schooling, 56.02% have grade 13/14 and 2.62% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 28.66 students per teacher, with the highest class sizes in rural areas. They are a function of rural and mountainous nature of the province.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbooks per student is 1.19.

11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

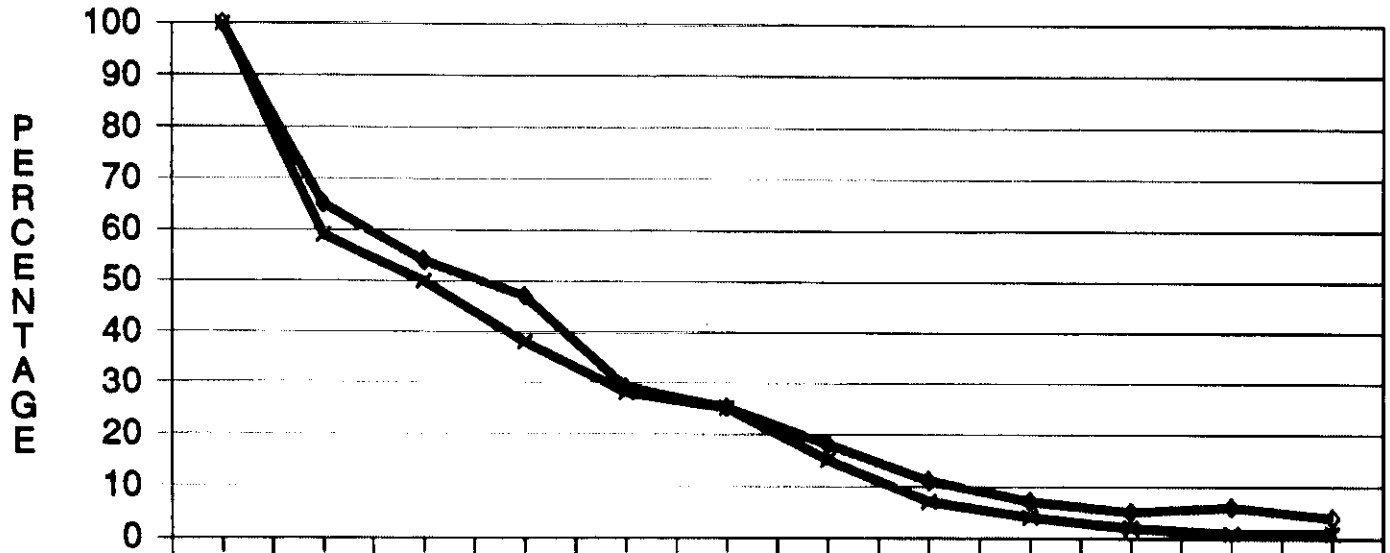
Facilities

12. Three of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 652 teachers as compared to 357 classrooms. This is an artifact of some schools being outdoors.

Boy/Girl Progression Percentage in Samangan Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	85	83	84	82	84	85	81	78	77	79	52	55
Girls %	15	17	16	18	16	15	19	22	23	27	48	45
Boys #	4704	2784	2349	1793	1327	1159	687	351	186	116	54	42
Girls #	849	551	482	398	245	210	157	97	57	43	50	34
Boys %	100	59	50	38	28	25	15	7	4	2	1	1
Girls %	100	65	54	47	29	25	18	11	7	5	6	4

Boys % Girls %

School Statistics in Samangan Province April 30,1994

SAMANGAN PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Samangan	68.00	32.00	2.12	75.96	24.04	3.16	12.00	20.00	32.00	68.00
Dara Souf	85.71	14.29	6.00	92.64	7.36	12.58	8.33	0.00	8.00	91.67
Khulm	91.17	8.83	10.32	92.87	7.13	13.02	5.56	0.00	5.56	94.44
Kaldar	100.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Hazrate Sultan	100.00	0.00	0.00	88.36	11.64	7.59	0.00	40.00	40.00	60.00
Roye Doab	95.31	4.69	20.33	89.87	10.13	8.87	10.34	3.45	13.79	86.21
Total:	81.53	18.47	4.41	83.60	16.40	5.10	8.70	8.70	17.39	82.61

SAMANGAN PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Samangan	193	91	284	6994	2214	9208	3	5	8	17	25	7
Dara Souf	42	7	49	1698	135	1833	1	0	1	11	12	0
Khulm	86	8	94	2513	193	2706	1	0	1	17	18	0
Kaldar	5	0	5	241	0	241	0	0	0	3	3	0
Hazrate Sultan	32	0	32	592	78	670	0	2	2	3	5	0
Roye Doab	142	7	149	3096	349	3445	3	1	4	25	29	1
Total:	500	113	614	15134	2969	18103	8	8	16	76	92	8

SAMANGAN SECONDARY SCHOOLS (GRADE 9-12)

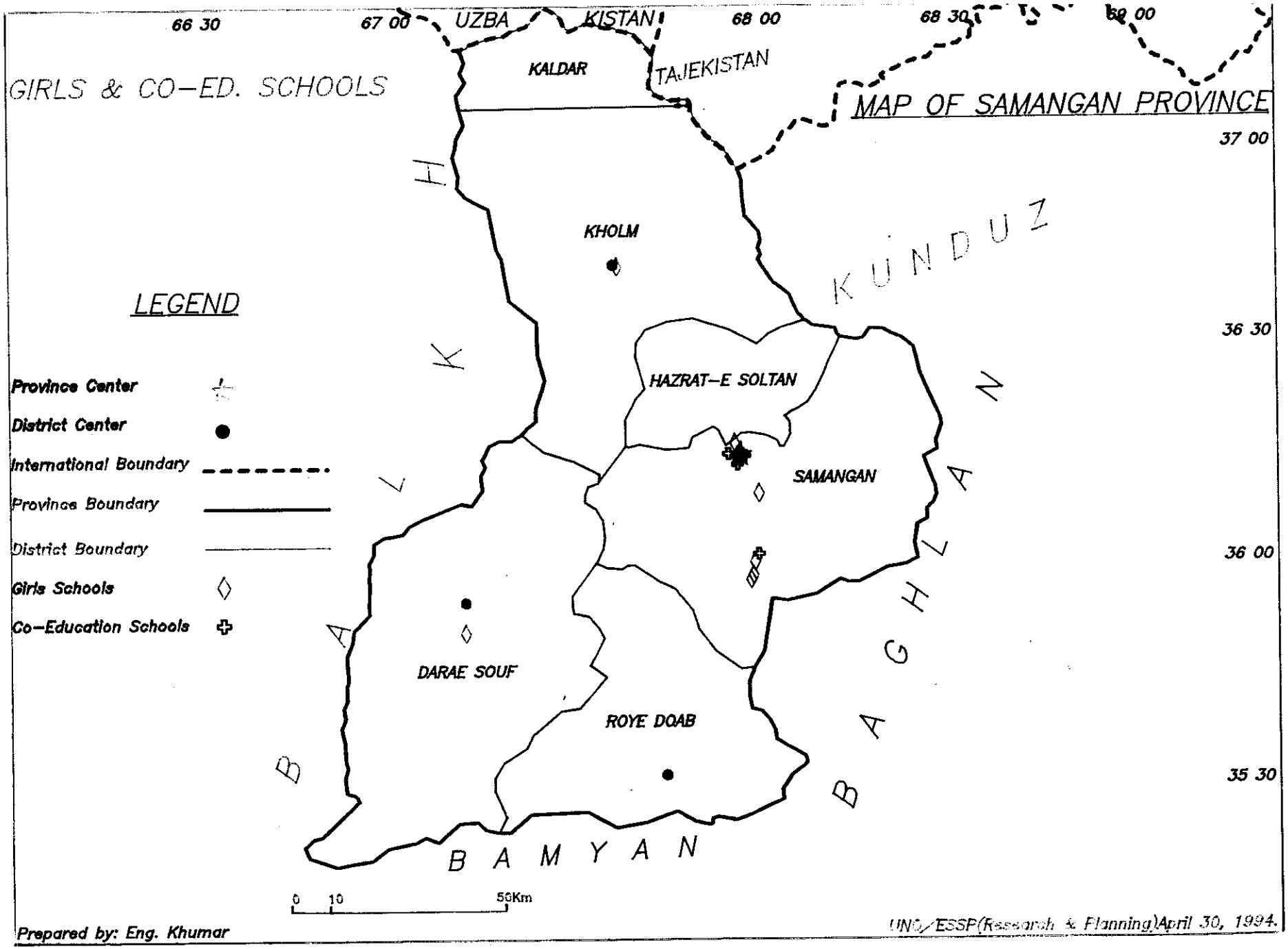
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Samangan	58.42	41.58	1.40	64.82	35.18	1.84	14.29	14.29	28.57	71.43
Khulm	0.00	100.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Hazrate Sultan	0.00	0.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Roye Doab	100.00	0.00	4.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Total:	61.74	38.26	1.61	68.38	31.62	2.16	12.50	12.50	25.00	75.00

SAMANGAN SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Samangan	20	14	34	339	184	523	1	1	2.00	5.00	7	0
Khulm	0	1	1	0	0	0	0	0	0.00	0.00	0	0
Hazrate Sultan	0	0	0	0	0	0	0	0	0.00	0.00	0	0
Roye Doab	4	0	4	59	0	59	0	0	0.00	1.00	1	0
Total:	24	15	39	398	184	582	1	1	2.00	6.00	8	0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KALDAR
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SAMANGAN
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ROYE DOAB
KUNDUZ
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Province Center
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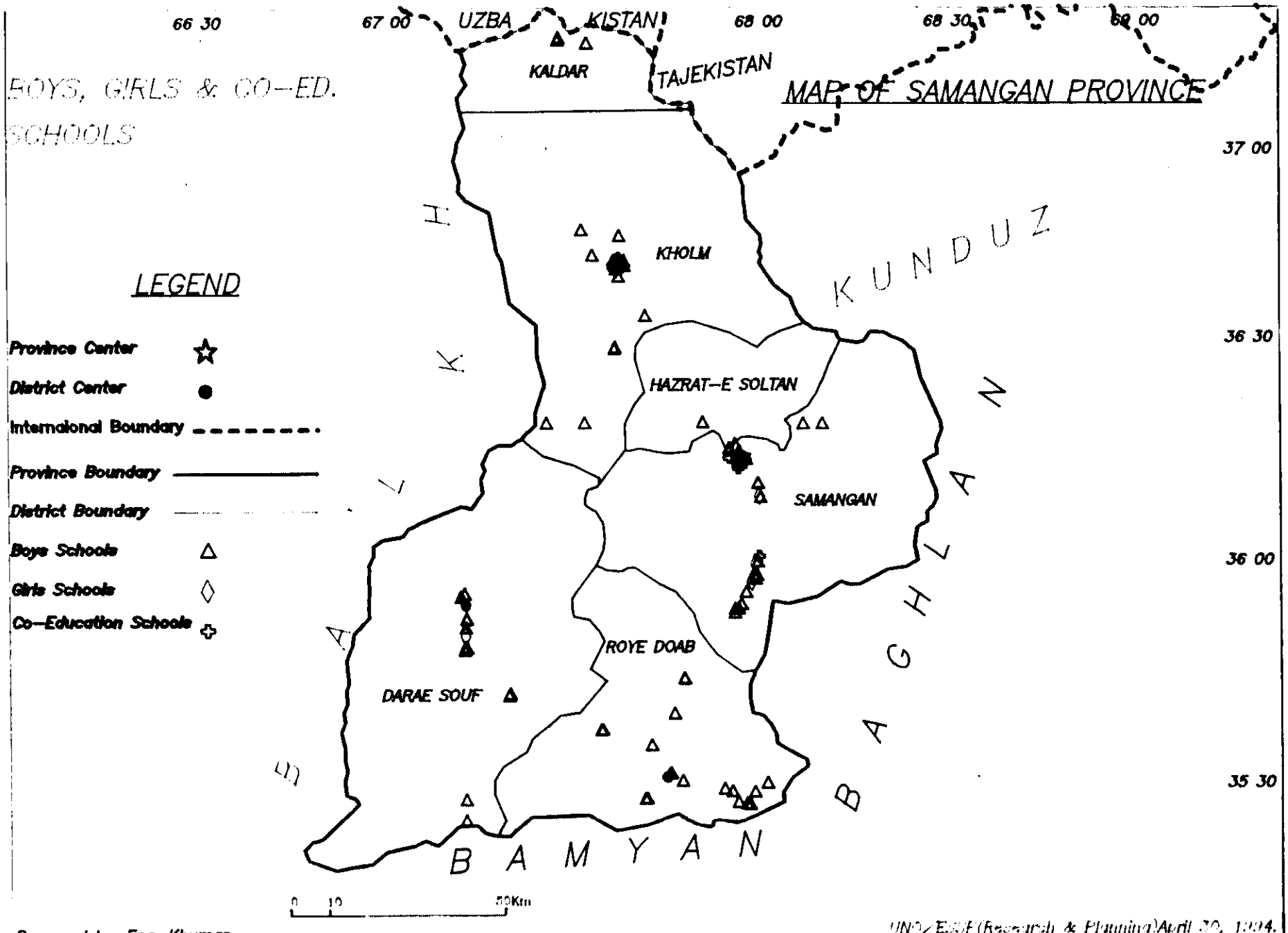
Prepared by: Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994.


MAP OF SAMANGAN PROVINCE
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District Center
International Boundary
Province Boundary
District Boundary
Boys Schools
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Prepared by: Eng. Khumar
UNICEF (Research & Planning) April 30, 1994.

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TAKHAR

Physical Feature

Being a semi-mountainous area, Takhar is situated in the north-eastern region of Afghanistan. The province in the North is bounded by Amu river which separates Takhar from the Republic of Tajikistan, in the East by Badakhshan, in the West by the Kunduz and Baghlan, and in the South by Kapisa province. Takhar geographically lies between 69°06'-70°28'E and 35°46'-37°36 E. It is characterized by relatively high mountains, an extension of the Hindukush range, in the central and south-eastern parts, and small mountains, hills and flat areas in the northern and western parts. With such a topography, the climate of the province is moderate with cold winters in mountainous areas and hot summers in hilly and flat areas. The two big and deep rivers of Kokcha and Amu (Oxus) separately flow through the northern part of the province and then join at Aikhaunum in Dashti Qala district and pass through northern Kunduz. Amu river is the main source of water which is utilized for irrigation and drinking reservoirs. The province does not possess any asphalted high-way; rough roads and dirt tracks are the access links of the province to the other provinces and to its own districts. Takhar covers an area of 12,325 sq.km. The altitude of the province from the sea level ranges between 1,620 meters in Kalafgan and 420 meters in Yangi-Qala district. Both rain-fed and irrigated farming are common in Takhar. Therefore, the hilly parts of the province solely depend on rain while flat areas are irrigated by Amu river following through canals.

Administration and Economy

Administratively Takhar, except its capital Taluqan, is divided into six districts (Woluswalis) and five sub-districts (Alaqadaris), comprising of 850 large and 166 small villages and localities. The province is overwhelmingly dependent upon agriculture with the major crops of wheat, rice, barley, industrial cotton, beans, and varieties of food grains, fruits, and vegetables. Animal husbandry provides livelihood to the majority of people. Takhar lacks large scale industries; small scale industries produce clothes, *glims,* vegetable oil, leather products, and the like. Mineral resources in Takhar have not been thoroughly explored, but gold and salt are among its main resources . Its salt is among the largest mineral reserves which is exported to most provinces including Kabul.

Demography

The total population of Takhar for the year 1993 was estimated 598,768 including

307,348 (51.3%) males and 291,20 (48.7%) females. The area in which this population is settled is 12,325 Sq.Km., containing 12 cities and towns and 1,016 large and small localities. Population density of the province is 48.58 persons per Sq. Km. The urban dwellers of the population reaches to 54,416 (9.1%) while the rural dwellers are 544,351 (90.9%). The main ethnic groups, are Tajeks and Uzbeks, while a small group of Pashtoons are found too.

Education

Takhar ranks 5th in having a great number of educational institutions. Besides teaching in madrasas and mosques, the province runs 163 primary, middle and secondary schools; of which 150 schools are for boys, 5 schools for girls, and 8 schools co-education. The total enrollment of students is counted to 36,863 (34,114 boys and 2,749 girls). There are 1,344 teachers (1,296 males and 48 females) engaged in teaching students at all levels. School age (5-14) children enrolled in schools are (21.15%). For boys it is(37.00%) and for girls (3.39%). A higher teacher training college trains the teaching force of the province.

Brief School Statistics of Takhar Province

Student Flow

1. For every 100 boys who start grade 1, about 8 will complete primary school (through grade 6) and begin middle school (grade 7); about 1 will complete middle school and begin secondary school (grade 10); and about 1 will survive through grade 12.

2. For every 100 girls who start grade 1, about 2 will complete primary school (through grade 6). No girls attend secondary school.

3. For girls, the greatest risk of dropping out is during all 6 grades. For boys, the greatest risk is during grades 1-2. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout are different for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted differently for boys and girls.

4. Girls do not study beyond primary school. But boys who persist beyond primary

school will complete their secondary school at a rate of (1.47%).

Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
(boys: 67/4554 = 1.47%)

Access and Equity

5. From the total school age children 21.15% of them are in school. Only 3.39% of the school age females are in school; while 37.00% of the males are in school.

6. Female enrollment is low in Takhar. Provincially, 7.46% of the students enrolled in schools are girls.

Teachers

7. The Province has (3.57%) female teachers. This may be the reason for lower girl's enrollment.

8. Of the total of the province teachers, 27.94% have a grade 9 or less education, 35.00% have at least some secondary (10/11/12) schooling, 34.48% have grade 13/14 and 2.58% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 27.43 students per teacher, with the lowest class sizes in rural areas. While these rates are low by world standards, they are a function of the rural and mountainous nature of the province.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbooks per student is 1.97.

11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

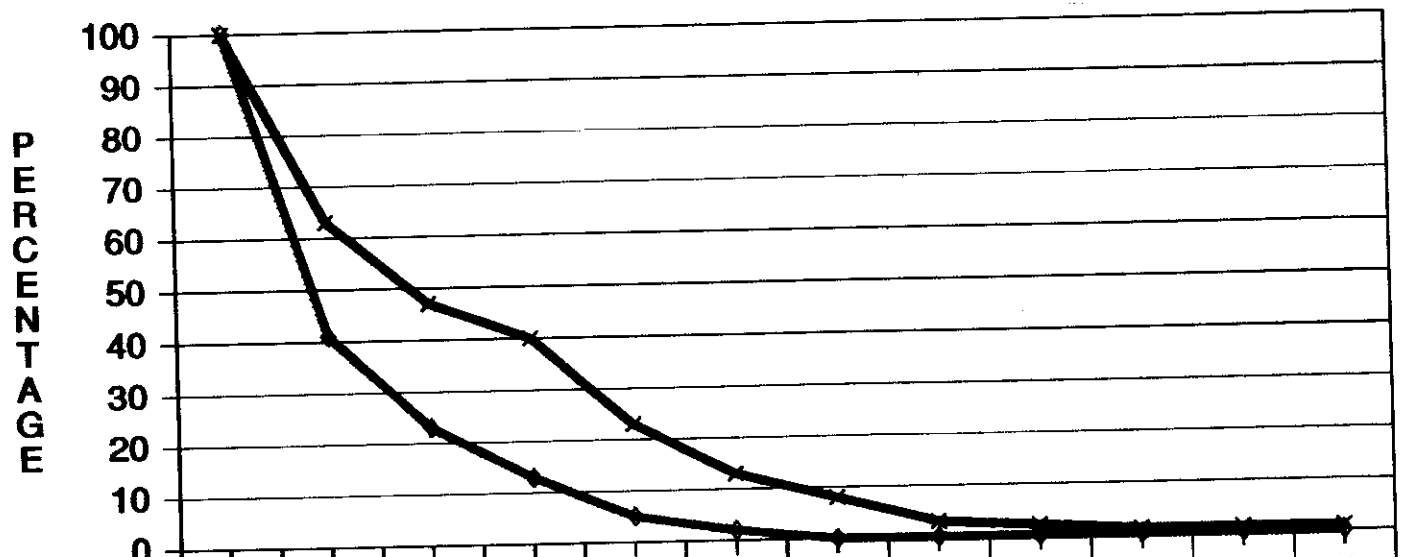
Facilities

12. Four of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 1344 teachers as compared to 544 classrooms. This is an artifact of some schools being outdoors.

Boy/Girl Progression Percentage in Takhar Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	88	92	94	96	97	98	100	100	100	100	100	100
Girls %	12	8	6	4	3	2	0	0	0	0	0	0
Boys #	11275	7154	5910	4554	2646	1511	851	393	178	111	64	67
Girls #	1491	613	340	198	78	29	0	0	0	0	0	0
Boys %	100	63	47	40	23	13	8	3	2	1	1	1
Girls %	100	41	23	13	5	2	0	0	0	0	0	0

Boys % Girls %

School Statistics in Takhar Province

April 30,1994

TAKHAR PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Taleqan	87.13	12.87	6.77:1	84.99	15.01	5.66	6.45	9.68	16.13	83.87
Rustaq	100.00	0.00	161.00:0	95.74	4.26	22.45	3.85	3.85	7.69	92.31
Khwaja Ghar	100.00	0.00	45.00:0	91.82	8.18	11.22	11.11	0.00	11.11	88.89
Eshkamash	100.00	0.00	3.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Bangi	100.00	0.00	28.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Chah Ab	100.00	0.00	293.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Yangi Qala	100.00	0.00	114.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Darqad	100.00	0.00	26.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Farkhar	98.43	1.57	62.83:1	96.87	3.13	30.91	0.00	12.50	12.50	87.50
Warsaj	99.03	0.97	101.67:1	91.75	8.25	11.13	7.14	14.29	21.43	78.57
Kalafgan	100.00	0.00	64.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Average %/Ratio	96.35	3.65	26.38:1	92.46	7.54	12.26	3.13	5.00	8.13	91.88

TAKHAR PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Studerits	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Taleqan	305	45	350	11691	2064	13755	2	3	5	26	31	1
Rustaq	161	0	161	4041	180	4221	1	1	2	24	26	0
Khwaja Ghar	45	0	45	1627	145	1772	1	0	1	8	9	0
Eshkamash	3	0	3	61	0	61	0	0	0	1	1	0
Bangi	28	0	28	978	0	978	0	0	0	5	5	0
Chah Ab	293	0	293	3101	0	3101	0	0	0	20	20	1
Yangi Qala	114	0	114	3634	0	3634	0	0	0	21	21	0
Darqad	26	0	26	687	0	687	0	0	0	6	6	0
Farkhar	126	2	128	3771	122	3893	0	0	2	14	16	0
Warsaj	102	1	103	2648	238	2886	0	2	3	11	14	1
Kalafgan	64	0	64	1455	0	1455	1	2	0	11	11	0
Total #	1266	48	1314	33694	2749	36443	5	8	13	147	160	3

TAKHAR SECONDARY SCHOOLS (GRADE 9-12)

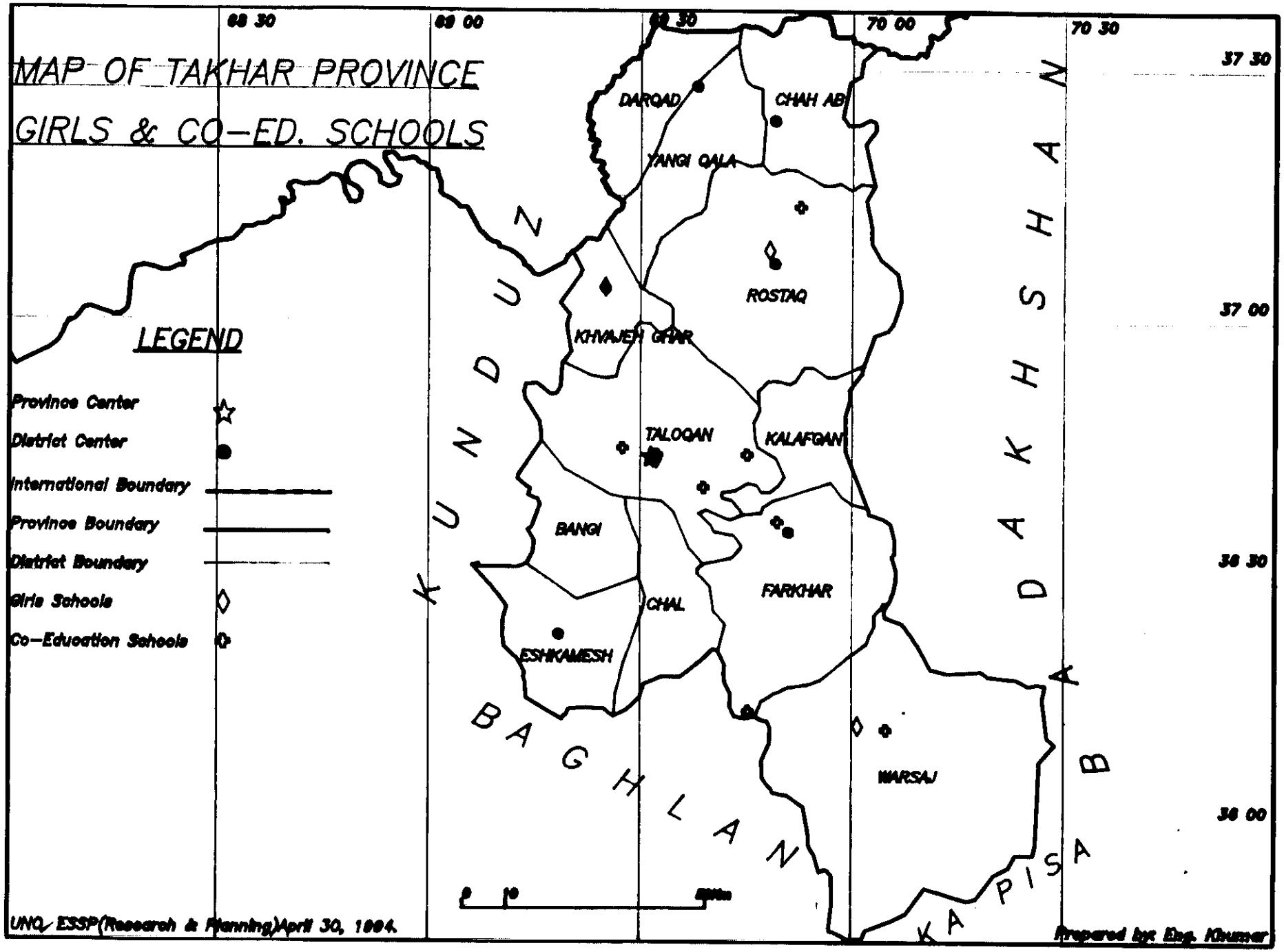
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Taleqan	100.00	0.00	17.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Rustaq	100.00	0.00	1.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Khwaja Ghar	0.00	0.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Eshkamash	0.00	0.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Bangi	0.00	0.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Chah Ab	100.00	0.00	6.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Yangi Qala	100.00	0.00	1.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Darqad	0.00	0.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Farkhar	100.00	0.00	3.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Warsaj	100.00	0.00	1.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Kalafgan	100.00	0.00	0.00:0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Average %/Ratio	**100.00**	**0.00**	**30.00:0**	**100.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**100.00**

TAKHAR SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Taleqan	17	0	17	330	0	330	0	0	0	1	1	0
Rustaq	1	0	1	0	0	0	0	0	0	0	0	0
Khwaja Ghar	0	0	0	0	0	0	0	0	0	0	0	0
Eshkamash	0	0	0	0	0	0	0	0	0	0	0	0
Bangi	0	0	0	0	0	0	0	0	0	0	0	0
Chah Ab	6	0	6	65	0	65	0	0	0	1	1	0
Yangi Qala	1	0	1	0	0	0	0	0	0	0	0	0
Darqad	0	0	0	0	0	0	0	0	0	0	0	0
Farkhar	3	0	3	0	0	0	0	0	0	0	0	0
Warsaj	1	0	1	25	0	25	0	0	0	1	1	0
Kalafgan	0	0	0	0	0	0	0	0	0	0	0	0
Total #	**30**	**0**	**30**	**420**	**0**	**420**	**0**	**0**	**0**	**3**	**3**	**0**


MAP OF TAKHAR PROVINCE
GIRLS & CO-ED. SCHOOLS
LEGEND
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District Center
International Boundary
Province Boundary
District Boundary
Girls Schools
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ESHKAMESH
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DAKHSHAN
KAPISA
UNO/ ESSP(Research & Planning)April 30, 1994.
Prepared by: Eng. Khumar

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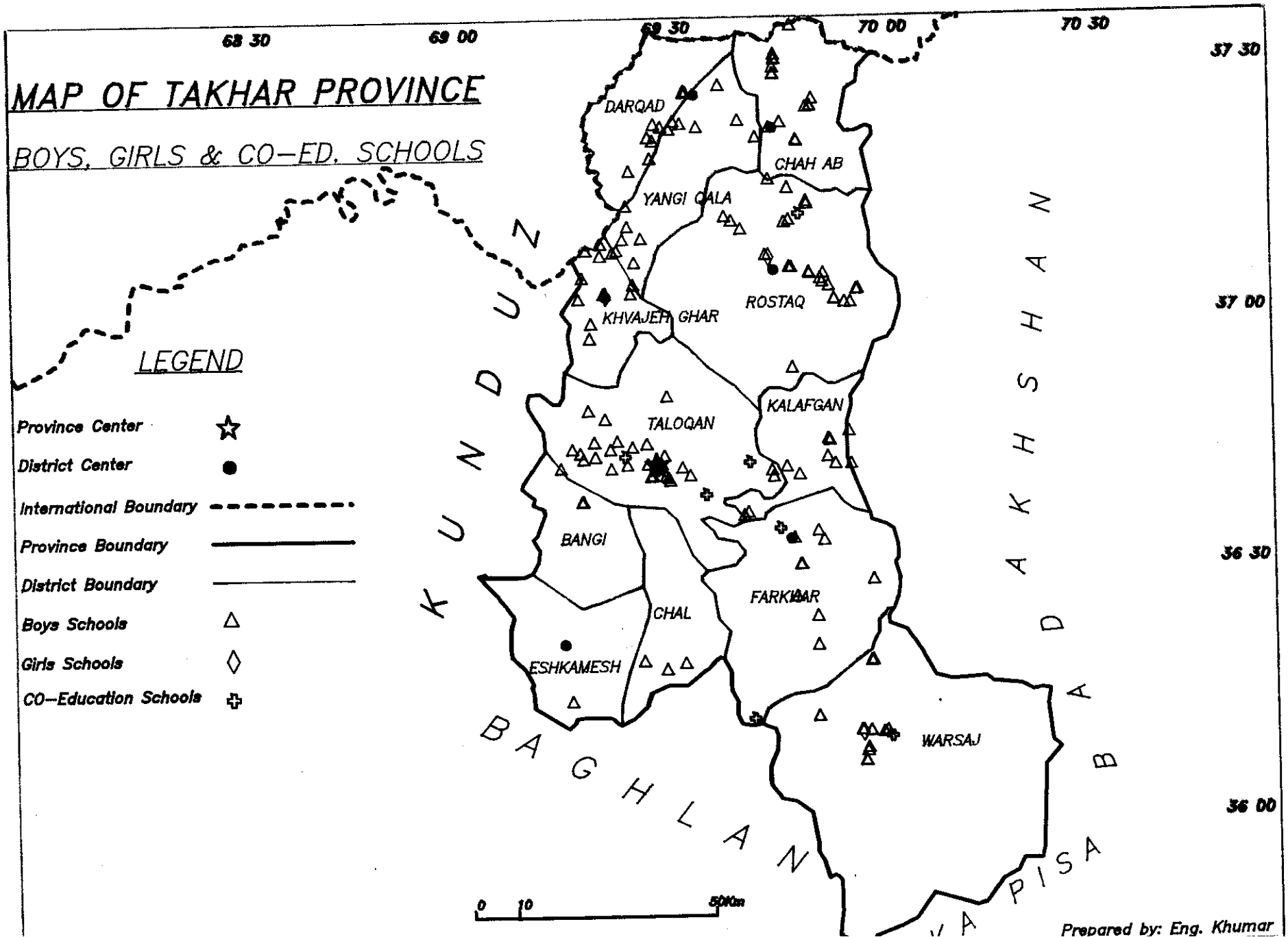
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Prepared by: Eng. Khumar

WARDAK

Physical Feature

Located in east-central region of the country, Wardak is bounded on the North by Parwan, on the north-east by Kabul, on the north-west by Bamyan, on the South by Ghazni, and on the south-east by Logar. The province lies between 67°20'-69°02'E and 33°39'-34°46'N. Situated in mountainous region, it is characterized by large valleys (with routes making links to other parts of the country) and scarcity of flat land for large farm cultivation. The common and mostly used system of irrigation is canals and karezes. Wardak covers an area of 9,699 square Km. of which 82,000 hectares are cultivable. Its altitude ranges between 2,100 - 2,950 meters above sea level. The province has cold weather and relatively long winters not favorable/appropriate for double cropping. Wardak lies on nomadic route to Hazarajat, since 80% of its land is pasture and the rest cultivable land.

Administration and Economy

Administratively, Wardak is divided into five districts (woloswalis) and four sub-districts (alaqadaris). The province has 1,639 large and 7 small villages (1,246 localities). Maidan Shar is the capital of the province with a population of about 22,341. The Kabul-Kandahar highway links the province to the rest of the country. Two other routes link Wardak to Herat in the west and Bamyan to the north. The province is not a developed area and thus lacks large scale industries. However, it has small scale industries which include woolen carpets, *glims, namads*, handloom cotton cloth, leather and wood works, stone quarrying and metal works. Agriculture is the basic economy, with the major seasonal crops being wheat, potatoes, rice, cotton, corn and maize. Among fruits, yellow and red apples and apricot are grown for local consumption and mainly for exportation. A power plant located in Chuck Wardak provides Kabul with electricity.

Demography

In 1993 the total population of the province was 418,847 comprising (2.8%) of country's population. Female population counted for 203,995 (48.7%) and male population was 214,852 (51.3%). The province had a population density of 43.2 persons per sq.km.; highest being 64 in Maidan Shar and the lowest 12 in Day Mirdad. The urban population has been estimated 4,149 (1%) and the rural 414,698 (99%). The ethnic groups are

composed of Pashtoons and Tajiks and Qizilbashs. Pashtoo and Dari are the main languages spoken by these groups.

Education

Formal education is offered in 137 schools; two girls, three co-education and 132 boy schools with a total enrollment of 29,656 students composed of 317 girls and 29,339 boys. Teaching in mosques and madrasas in not uncommon in this province. The schools are served by 1,230 male teachers only. In spite of two active school for girls there are no female teachers teaching in these schools. No institution of higher education is reported in Wardak. School age children (5 - 14) enrolled in schools are 23.55%. It is 44.06% for boys and 0.56% for girls.

Brief School Statistics of Wardak Province

Student Flow

1. For every 100 boys who start grade 1, about 36 will complete primary school (through grade 6) and begin middle school (grade 7); about 5 will complete middle school and begin secondary school (grade 10); and about 2 will survive through grade 12.

2. For every 100 girls who start grade 1, none will complete primary school (through grade 6). Their education will be over after completing grade 4.

3. For girls, the greatest risk of dropping out is during the first two grades. For boys, the greatest risk is during grades 1-4. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout are different for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted differently for boys and girls.

4. Girls do not study after grade 4. But boys who persist beyond primary school will complete their secondary education at a rate of (2.81%).

   Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
   (boys: 111/3945 = 2.81%)

Access and Equity

5. From the total school age children 23.55% of them are in school. Only 0.56% of the school age females are in school; while 44.06% of the males are in school.

6. Female enrollment is low in Wardak. Provincially, 1.07% of the students enrolled in schools are girls.

Teachers

7. The province has no female teachers. This may be the reason for low girl's enrollment.

8. Of the total of the province teachers, 11.12% have a grade 9 or less education, 50.57% have at least some secondary (10/11/12) schooling, 30.85% have grade 13/14 and 7.47% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 24.11 students per teacher, with the lowest class sizes in rural areas. While these rates are low by world standards, they are a function of the rural nature of the province.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbooks per student is 3.05.

11. Areas highest in textbooks per student tend to be urban and those on major transportation routes. This means the marginal cost of distribution in the remaining areas will be progressively higher, as only the most difficult areas remain.

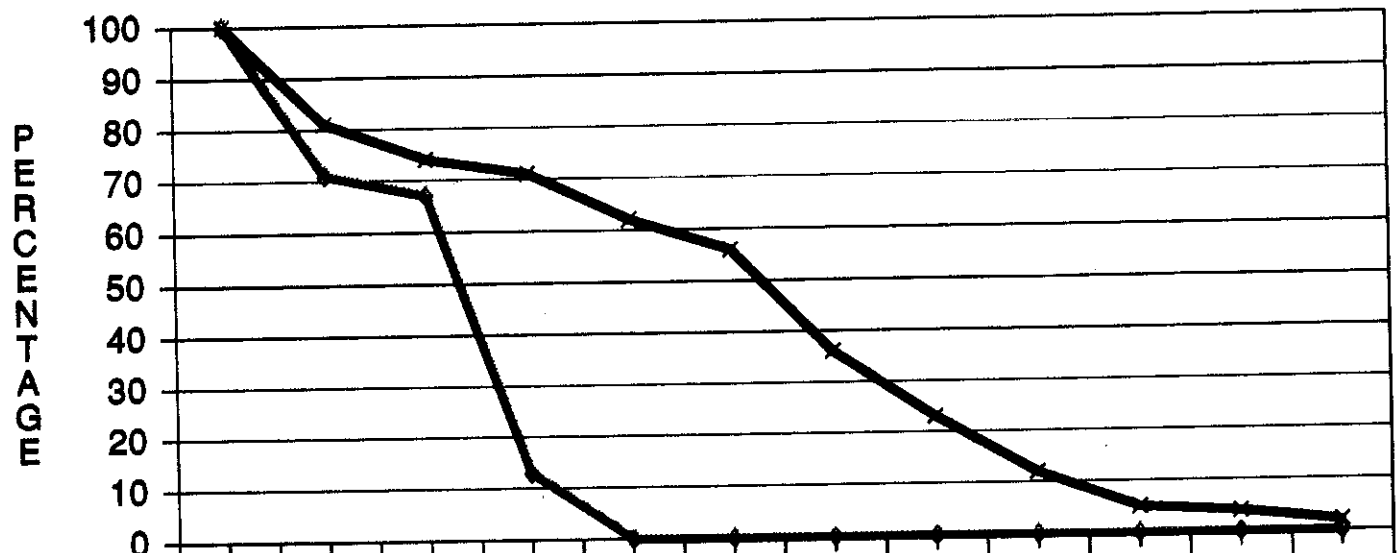
Facilities

12. About 7 of every 10 schools do not have a building. They operate outside or in borrowed facilities.

13. There are 1230 teachers as compared to 331 classrooms. This is an artifact of so many schools being outdoors.

Boy/Girl Progression Percentage in Wardak Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	98	98	98	99.6	100	100	100	100	100	100	100	100
Girls %	2	2	2	0.4	0	0	0	0	0	0	0	0
Boys #	5593	4418	4134	3945	3463	3123	205	1289	679	281	198	111
Girls #	126	90	85	16	0	0	0	0	0	0	0	0
Boys %	100	81	74	71	62	56	36	23	12	5	4	2
Girls %	100	71	67	13	0	0	0	0	0	0	0	0

Boys % Girls %

School Statistics in Wardak Province

April 30,1994

WARDAK PRIMARY SCHOOLS (GRADE 1-8)

(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Maidan Shar	100.00	0.00	101.00:0	98.33	1.67	58.80:1	0.00	11.11	11.11	88.89
Jalres	100.00	0.00	95.00:0	93.64	6.36	14.71:1	10.00	10.00	20.00	80.00
Nerkh	100.00	0.00	88.00:0	100.00	0.00	2561.00:0	0.00	0.00	0.00	100.00
Chake Wardak	100.00	0.00	369.00:0	99.71	0.29	347.19:1	0.00	3.03	3.03	96.97
Sayed Abad	100.00	0.00	325.00:0	100.00	0.00	8374.00:0	0.00	0.00	0.00	100.00
Jaghatu	100.00	0.00	143.00:0	97.51	2.49	39.15:1	6.67	0.00	6.67	93.33
Average %/Ratio	100.00	0.00	0.00	98.88	1.12	88.55:1	1.80	2.70	4.50	95.50

WARDAK PRIMARY SCHOOLS (GRADE 1-8)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Maidan Shar	101	0	101	2705	46	2751	0	1	1	8	9	3
Jalres	95	0	95	2707	184	2891	1	1	2	8	10	2
Nerkh	88	0	88	2561	0	2561	0	0	0	8	8	1
Chake Wardak	369	0	369	9374	27	9401	0	1	1	32	33	10
Sayed Abad	325	0	325	8374	0	8374	0	0	0	36	36	5
Jaghatu	143	0	143	2349	60	2409	1	0	1	14	15	5
Total #	1121	0	1121	28070	317	28387	2	3	5	106	111	26

WARDAK SECONDARY SCHOOLS (GRADE 9-12)

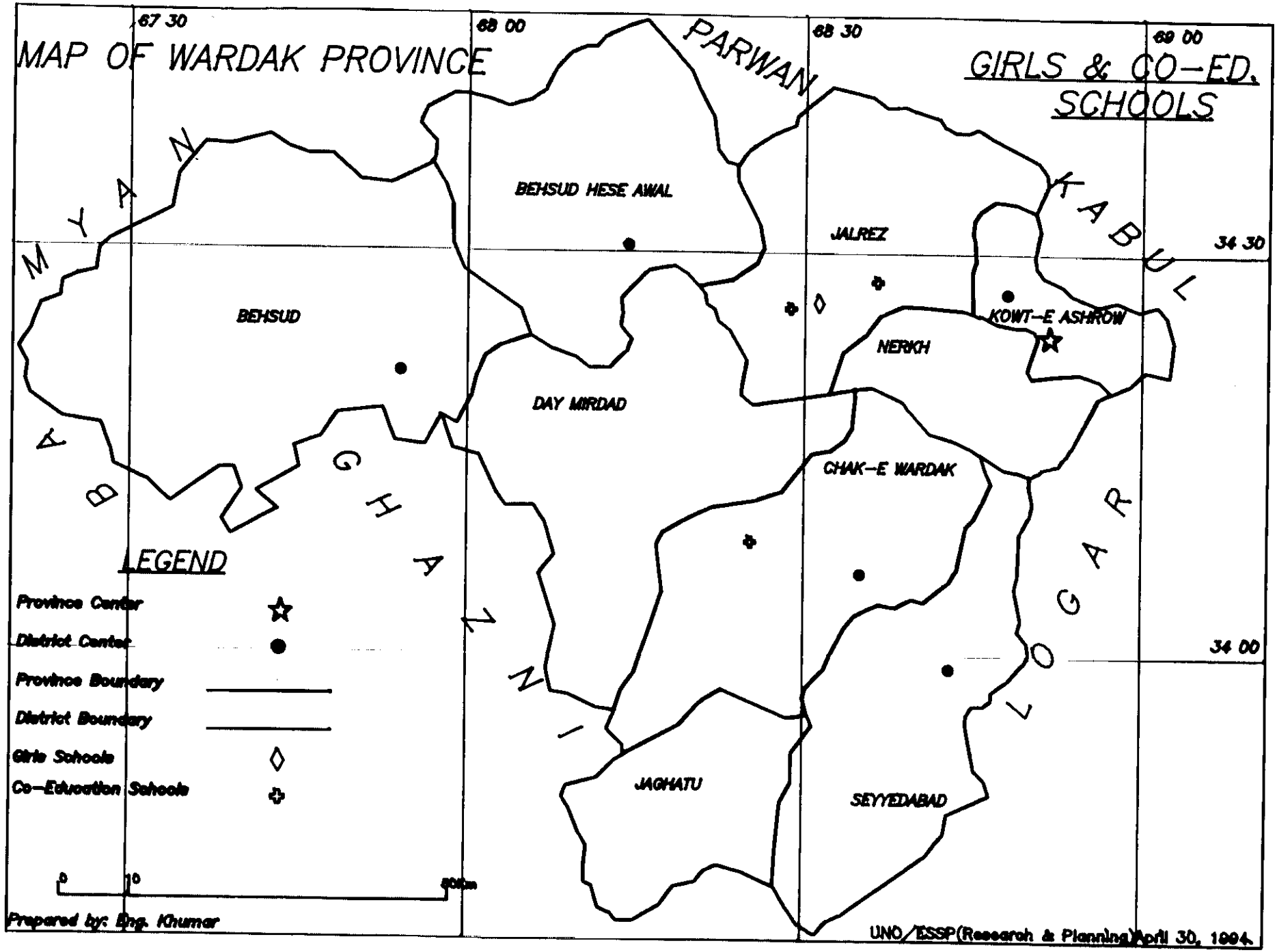
(Percentage/Ratio)

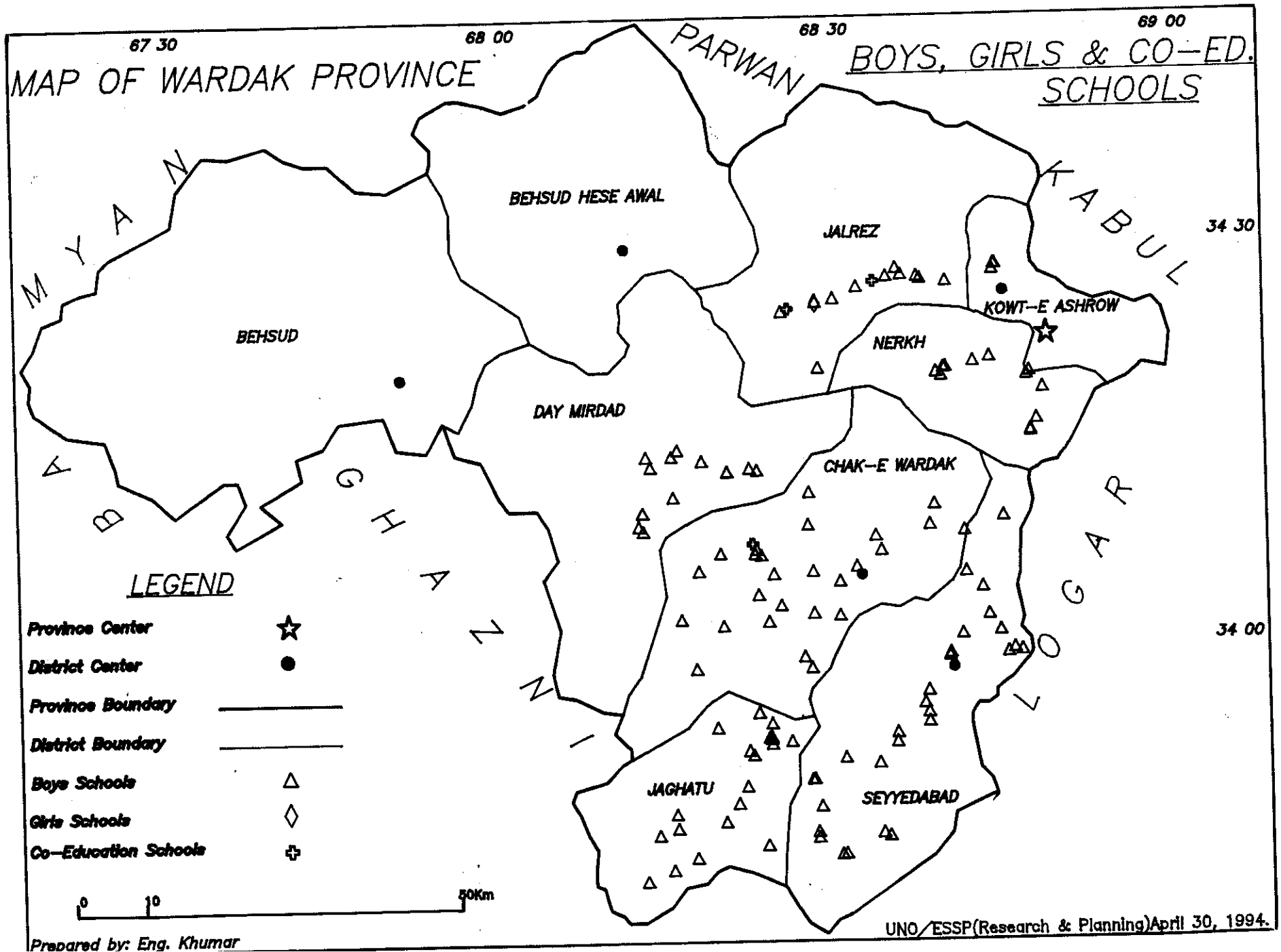
Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools also have Girls	% Schools Boys only
Maidan Shar	100.00	0.00	6.00:0	100.00	0.00	61.00:0	0.00	0.00	0.00	100.00
Jalres	100.00	0.00	6.00:0	100.00	0.00	28.00:0	0.00	0.00	0.00	100.00
Nerkh	100.00	0.00	6.00:0	100.00	0.00	24.00:0	0.00	0.00	0.00	100.00
Chake Wardak	100.00	0.00	51.00:0	100.00	0.00	832.00:0	0.00	0.00	0.00	100.00
Sayed Abad	100.00	0.00	30.00:0	100.00	0.00	244.00:0	0.00	0.00	0.00	100.00
Jaghatu	100.00	0.00	10.00:0	100.00	0.00	80.00:0	0.00	0.00	0.00	100.00
Average %/Ratio	100.00	0.00	109.00:0	100.00	0.00	1269.00:0	0.00	0.00	0.00	100.00

WARDAK SECONDARY SCHOOLS (GRADE 9-12)

(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Prim./Sec.Sch	# Total Sec.Sch.
Maidan Shar	6	0	6	61	0	61	0	0	0	3	3	0
Jalres	6	0	6	28	0	28	0	0	0	2	2	0
Nerkh	6	0	6	24	0	24	0	0	0	1	1	0
Chake Wardak	51	0	51	832	0	832	0	0	0	10	10	0
Sayed Abad	30	0	30	244	0	244	0	0	0	5	5	0
Jaghatu	10	0	10	80	0	80	0	0	0	5	5	0
Total #	109	0	109	1269	0	1269	0	0	0	26	26	0


MAP OF WARDAK PROVINCE
GIRLS & CO-ED. SCHOOLS
67 30
68 00
68 30
69 00
34 30
34 00
PARWAN
TABUL
MYAN
BAGHLAN
LOGAR
BEHSUD HESE AWAL
JALREZ
BEHSUD
KOWT-E ASHROW
NERKH
DAY MIRDAD
CHAK-E WARDAK
JAGHATU
SEYYEDABAD
LEGEND
Province Center
District Center
Province Boundary
District Boundary
Girls Schools
Co-Education Schools
0
10
50Km
Prepared by: Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994.


MAP OF WARDAK PROVINCE
BOYS, GIRLS & CO-ED. SCHOOLS
67 30
68 00
68 30
69 00
34 30
34 00
PARWAN
KABUL
LOGAR
GHAZNI
BAMYAN
BEHSUD HESE AWAL
BEHSUD
JALREZ
KOWT-E ASHROW
NERKH
DAY MIRDAD
CHAK-E WARDAK
JAGHATU
SEYYEDABAD
LEGEND
Province Center
District Center
Province Boundary
District Boundary
Boys Schools
Girls Schools
Co-Education Schools
0
10
50Km
Prepared by: Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994.

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ZABUL

Physical Feature

Zabul is one of the southern provinces of Afghanistan which is bounded by Uruzgan in the North, Pakistan in the South, Ghazni in the East and Qandahar in the West. Geographically, it lies between 66°05'-68°08'E and 31°30'-33°04'N. The province is characterized by having a geo-physical structure of low height mountains (Bakwan and Gul Koh), long valleys, sandy deserts and flat areas. Arghandab river is the water resource of the province which flows through Deh Chupan and Arghandab area. The river, in the western part of the province becomes a little salty, hence its water is rarely used for irrigation. The irrigating and drinking water resource of the province is from waters of wells, kareezes and juys. The topographical nature (mountains and desert) of the province determines the climatical condition of the region and therefore, makes the summer severely hot and the winter extremely cold. The total surface area of the province is 17,068 sq.km.; out of which 141,000 hectares are suit to cultivation. Road condition inside Zabul is not improved but Kabul-Kandahar high-way which passes through a corner of the province links Zabul to a main concrete transportation high-way. The altitude of the province, from the sea level, ranges between 1,250, the lowest in Jaldak and 2,075, the highest in Shamulzai area.

Administration and Economy

The province has an administrative structure of 5 districts (Woloswali) and 4 subdistricts (Alakadari) consisting of 1,349 large and 136 small localities. Qalat is the provincial capital which is famous for having the famous historical fort of Ghilzai. Towns in Zabul are mostly small and less populated, hence, there are no considerable names among them to be mentioned. The Zabul name comes among the list of poorest provinces of the country in which there is not any large scale industry. Handloom fabrics and some type of embroideries are some local products of the people in this area. Agriculture of the province includes wheat, maize, food grains, and vegetables which are consumed locally. Zabul also grows varieties of almonds which are a major export item of the province.

Demography

Population estimation of 1993 indicates that the total inhabitants of Zabul are 183,498 individuals. Male population of the province are counted to be 94,024 (51.2%) while female population are 89,474 (48.8%). The total area in which this population is

scattered, is 17,068 sq.km. that contains 7 large and small towns and 1,485 large and small localities. Population density of the province is counted to be 10.7 persons per sq.km. The urban residents of the province are 6,251 (3.4%) and the rural dwellers are 177,247 (96.6%). Zabul residents are predominantly Pashtoons of Ghilzai tribe; while some Tajeks also live in and around Qalat town.

Education

Educationally, Zabul is also a poor province. Presently, there are only 15 active schools which are all primary schools. The students enrolled in these schools are 1,696, who are all males. There are 88 male teachers serving these schools. Girl students as well as female teachers do not exist in the schools of the province. From the total children age (5-14) 3.21% of them attend schools; from boys 6.08% go to schools but from girls none attend schools.

Brief School Statistics of Zabul Province

Student Flow

1. For every 100 boys who start grade 1, about 8 will complete primary school (through grade 6) and begin middle school (grade 7); after completing grade 7, they stop their education.

2. Girls enrollment is zero in Zabul province.

3. For boys, the risk of dropping out is during grade 1. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas.

4. Boys who persist beyond primary school have a probability of completing (grade 7) at a rate of (13.52%).

   Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4.
   (boys: 38/281 = 13.52%)

Access and Equity

5. From the total school age children 3.21% of them are in school. No school age female is in school; while 6.08% of the males are in school.

6. Females are not enrolled in schools. This may be because of the tribal nature of the province.

Teachers

7. The Province has (0.0%) female teachers. This may be the reason for no girl's enrollment.

8. Of the total of the province teachers, 47.73% have a grade 9 or less education, 31.82% have at least some secondary (10/11/12) schooling, 18.18% have grade 13/14 and 2.27% have grade 15/16 education. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the middle group that has some secondary schooling.

9. The province has 19.27 students per teacher, with the lowest class sizes in rural areas. While these rates are low by world standards.

Textbooks

10. While the availability of textbooks varies across districts, the average number of textbook per student is 2.21.

11. Areas highest in textbooks per student tend to be rural areas which were accessible for textbooks distribution.

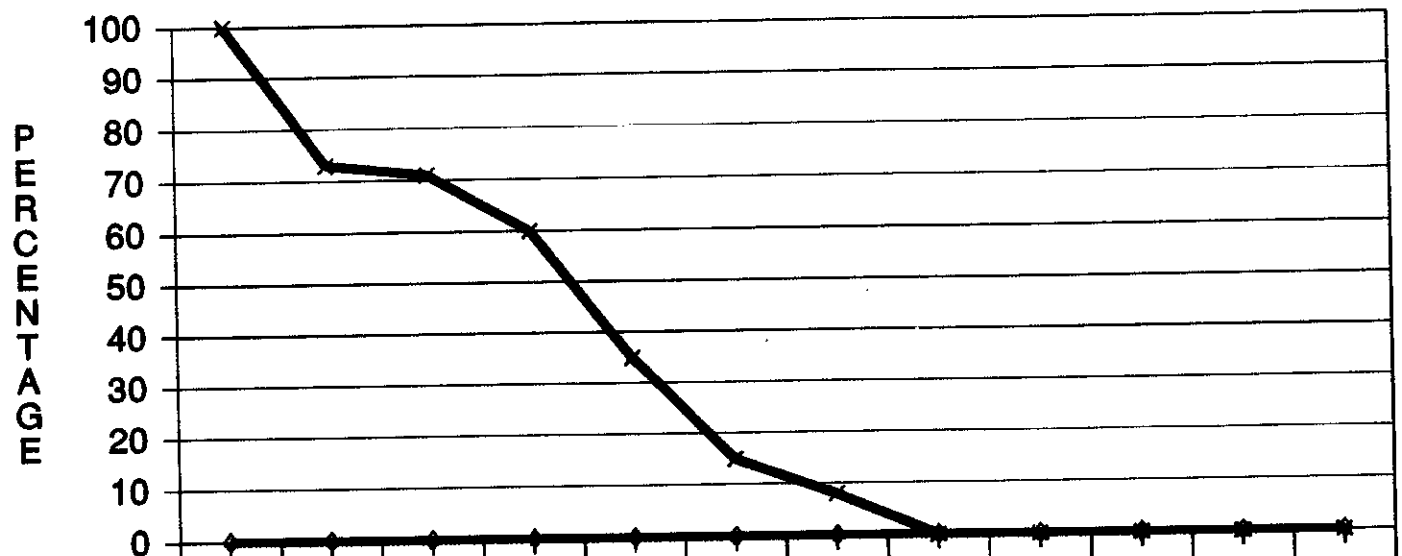
Facilities

12. About three quarters of all schools do not have a building. They operate outside or in borrowed facilities.

13. There are 88 teachers as compared to 52 classrooms. This is an artifact of many schools being outdoors.

Boy/Girl Progression Percentage in Zabul Province

Overall



	1	2	3	4	5	6	7	8	9	10	11	12
Boys %	100	100	100	100	100	100	100	0	0	0	0	0
Girls %	0	0	0	0	0	0	0	0	0	0	0	0
Boys #	469	343	333	281	163	69	38	0	0	0	0	0
Girls #	0	0	0	0	0	0	0	0	0	0	0	0
Boys %	100	73	71	60	35	15	8	0	0	0	0	0
Girls %	0	0	0	0	0	0	0	0	0	0	0	0

Boys % Girls %

School Statistics in Zabul Province

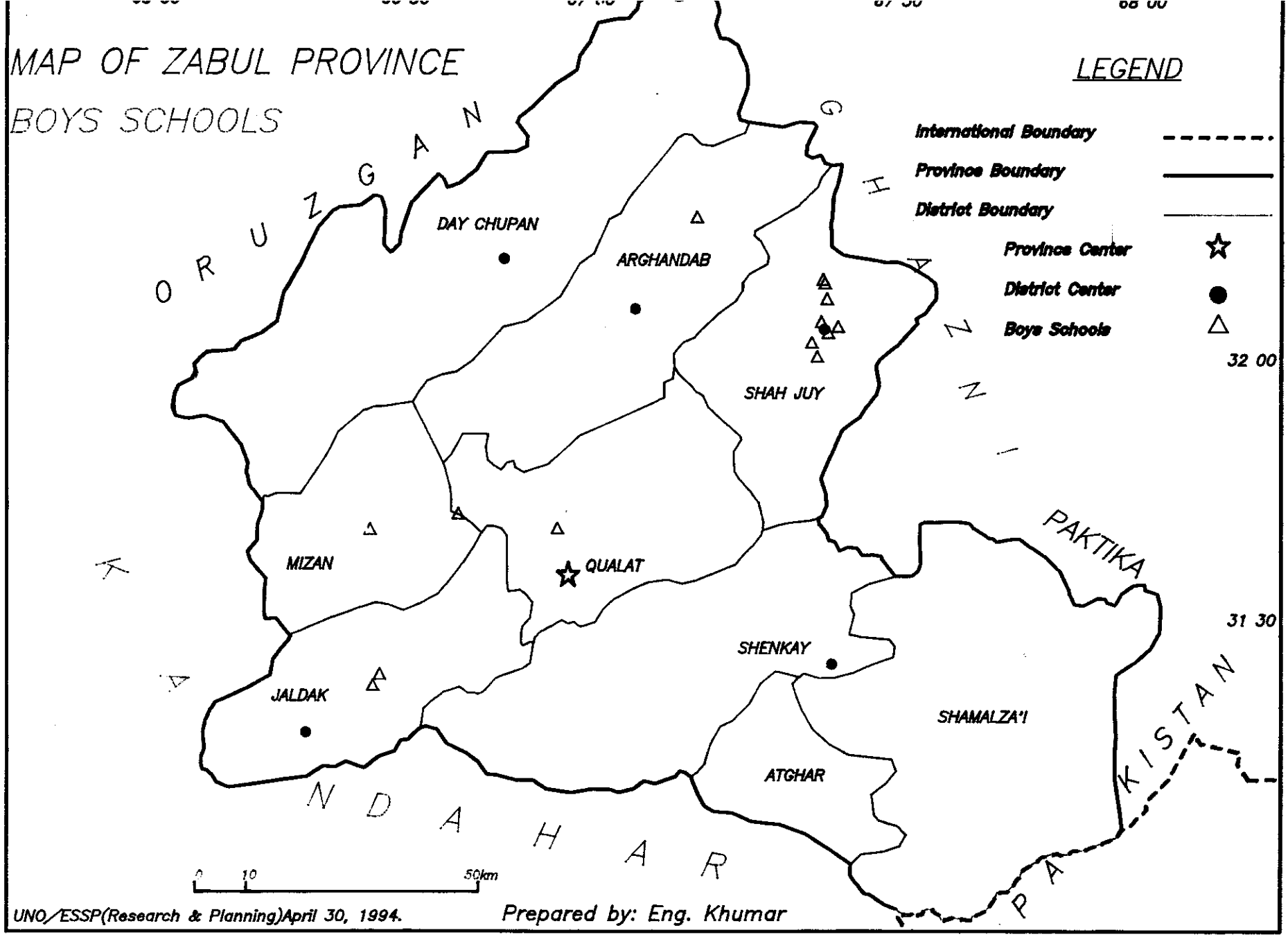
April 30,1994

ZABUL PRIMARY SCHOOLS (GRADE 1-8)
(Percentage/Ratio)

Districts Names	% Men Teachers	% Women Teachers	Ratio Men/Women	% Boy Students	% Girl Students	Ratio Boys/Girls	% Schools With Girls only	% Schools Co-education	% Schools have Girls	% Schools Boys only
Qalat	100.00	0.00	6.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Jaldak	100.00	0.00	12.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Nizan	100.00	0.00	9.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Shah Joy	100.00	0.00	50.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Arghandab	100.00	0.00	5.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Shinkai	100.00	0.00	6.00:0	100.00	0.00	0.00	0.00	0.00	0.00	100.00
Average %/Ratio	**100.00**	**0.00**	**28.00:0**	**100.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**100.00**

ZABUL PRIMARY SCHOOLS (GRADE 1-8)
(Raw Numbers)

Districts Names	# Men Teachers	# Women Teachers	# Total Teachers	# Boy Students	# Girl Students	# Total Students	# Schools Girls only	# Schools Co-education	# Schools have Girls	# Schools Boys only	# Total Primary Sch.	# Total Sec/Prim.Sch
Qalat	6	0	6	81	0	81	0	0	0	1	1	0
Jaldak	12	0	12	130	0	130	0	0	0	2	2	0
Nizan	9	0	9	234	0	234	0	0	0	2	2	0
Shah Joy	50	0	50	1152	0	1152	0	0	0	8	8	0
Arghandab	5	0	5	69	0	69	0	0	0	1	1	0
Shinkai	6	0	6	30	0	30	0	0	0	1	1	0
Total #	**88**	**0**	**88**	**1696**	**0**	**1696**	**0**	**0**	**0**	**15**	**15**	**0**


MAP OF ZABUL PROVINCE
BOYS SCHOOLS
LEGEND
International Boundary
Province Boundary
District Boundary
Province Center
District Center
Boys Schools
32 00
31 30
DAY CHUPAN
ARGHANDAB
SHAH JUY
MIZAN
QUALAT
SHENKAY
JALDAK
SHAMALZA'I
ATGHAR
ORUZGAN
GHAZNI
KANDAHAR
PAKTIKA
PAKISTAN
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UNO/ESSP(Research & Planning)April 30, 1994.
Prepared by: Eng. Khumar

PART FOUR

APPENDICES & REFERENCES

APPENDIX A
EMIS FRAMEWORK

PHASE 1

FIRST ORDER INDICATORS	SECOND ORDER INDICATORS
(Data collected from the schools)	(Indicators developed from the school level data)
INPUTS	
* Student enrollment by grade by school	* Total school enrollment by province
* Number of girls enrolled by grade by school	* % female enrolled by province
* [Grades 1-3:] teachers per grade by school	* Student-teacher ratio by province
* [Grade 4-6] teachers per subject by school	* Student-teacher ratio by subject
* Number of teachers at each level of qualification	* %qualified teachers by province
* Number of female teachers at each level of qualification	* % of female teachers by province
* Number of textbooks by subject by grade by school	* Textbooks per student ratio
* Headmaster years of experience	* Over time: enrollment trends by province : aggregate supply & teacher demand by province : trends in female enrollment by province
* Number of classrooms	* Teacher-classroom ratio

SPECIAL STUDIES

STUDY 1:
Analysis of school participation in Afghanistan

STUDY 2:
Alternative financing of teacher salaries

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PHASE II

FIRST-ORDER INDICATORS [Data collected from the schools]	SECOND ORDER INDICATORS [Indicators developed from the school level data]
INPUTS	
* Number of classrooms per school	* Average classes per classroom
* Amount of other instructional aids (chalk board , chalk, teacher guide,	* Average students per classroom (class size)
* Number of teacher who received training in new curriculum	* % teachers trained to implement new curriculum
PROCESS	
* Single versus double sessions	
* Number of instructional days per year	
* Number of instructional minutes per week	
OUTPUTS	
* Student attainment scores	
* Number of students passing each grade	* Overall progression rate
* Number of students repeating each grade	* Overall repetition rate
* Number of students dropping out at end of year	* Overall attrition rate (these are indicators of internal efficienc

SPECIAL STUDIES

STUDY 3:
* Community support of education

STUDY 10:
* The internal efficiency of student flow through the education system

STUDY 4:
* Teacher issues in implementing the new curriculum

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PHASE III

[illegible]	[illegible]
(Data collected from the schools)	(Indicators developed from the school level data)
INPUTS	
• Aggregate cost data	• Unit cost
• Condition of classroom (headmaster rating)	• Cycle cost
• Whether PTA exists	
• Teacher years of experience	
• Number of teachers who retired/ died/left teaching/moved to different school at end of previous year	• Teacher mobility • Teacher attrition
• Number of teachers by specialization	• Teacher supply & demand by subject area by province
• Teacher salaries	• Average teacher salary by school (will vary by school, depending on community contribution)
PROCESS	
• Student absenteesm	
• Teacher attendance	
• Teacher rating of satisfaction with curriculum	
• Teacher rating of job satisfaction	
• Teacher classroom practices (special study)	
• Teacher use of instructional time (special study)	
OUTPUTS	
• Student achievement (special study)	(Data will support special studies on differential achievement by province, by gender, by urban/rural, by expeniture per pupil, etc.)
• Student attitudes toward schooling & society (special study)	
[illegible]	
STUDY [illegible]	
• [illegible]	
STUDY [illegible]	
• Implementation issues in "going to Scale"	
STUDY 8	
• Audit of data accuracy	

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PHASE IV

FIRST-ORDER INDICATORS [Data collected from the schools]	SECOND ORDER INDICATORS [Indicators developed from the school level data]
INPUTS	
* School size	* Combine with population data to compute % of school age children in school (participation rate)
* Classroom size	
* Availability of water	
* Availability of latrines	
* Total school expenditures	
* Amount of community contribution to cover school cost	* % of cost payed by local community level of community involvement in schools
OUTPUTS	
* Student attainment scores by grade by school	* Student attainment by region, by gender, by level of teacher's training, et c.

SPECIAL STUDIES

STUDY 11:
* Teacher study of school graduates entering the workforce

STUDY 12:
* Tracer study of school graduates pursuing further education

STUDY 13:
* The impact of teacher training on teachers' career development (a tracer study)

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PHASE V

FIRST-ORDER INDICATORS [Data collected from the schools]	SECOND ORDER INDICATORS [Indicators developed from the school level data]
CONTEXT	
* Life expectancy	
* Per capita GDP	
* Newspaper circulation	
* Number of adults completing	
primary school	
OUTPUTS	
* Number of graduates continuing	
to next level of schooling	
* Number of graduates entering	
workforce	
OUTCOMES	
* Graduates performance in	
subsequent schooling (special study)	
* Graduates performance in	
subsequent employment (special study)	
* Average earnings of school	
school graduates by level of	
schooling	
* Employment rates of graduates	
and non-graduates	
* Adults' attitudes toward education	
(special study)	
SPECIAL STUDIES	
STUDY 6:	
* Effect of teacher training on	
teacher performance	
STUDY 7:	
* Headmaster study	

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APPENDIX B
SCHOOL SURVEY FORM

UNO/ESSP
SCHOOL SURVEY FORM

Dear Principal/Headmaster,

This is a UNO School Survey Form which is aimed at collecting clean and first-hand data from all schools. UNO has undertaken a school survey to help ease the present problems and uncertainties in the educational system of Afghanistan. Our purpose is simply to get information for the future planning of educational system in the country for teacher training and textbook distribution. Your honest answers, therefore, will provide us with the opportunity to achieve the perceived goal. Your answers will not affect your position or your school's status quo in any way. We are looking forward to your cooperation with our survey personnel in your constituency.

With regards

UNO SCHOOL SURVEY FORM

ID CODE

chool Name & Address:

ool Name: _____

eet/Village: _____ Town/District: _____

-district: _____ Province: _____

mer : _____ Winter : _____

School Location: (This part will be completed by the monitor)

a. Direction from the village/town; please circle the appropriate direction: [South North East West]

b. Village/town-school distance by Kilometer: _____

c. Amount of time (Hour/minute) to reach school: _____

d. Fill in the table below to show school's geographical location

GEOGRAPHICAL LOCATION			
	Degree	Minute	Second
Latitude			
Longitude			
Altitude (optional)			

Student Enrollment:

Put the number of students under each respective grade

GRADE	1	2	3	4	5	6	7	8	9	10	11	12
No. of Boys												
No. of Girls												

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4. Teachers:

a. Please specify how many teachers are engaged in teaching each grade grouping and what are their numbers in each major subject area. Fill in the table below to respond to the above question. (Please make sure not to count the same teacher in more than one subject area).

GRADE	No. of Teachers Per Subject Area									
	LANGUAGES		SCI/MATH		S.STUDIES		ART/PH.ED		CIVICS	
	M	F	M	F	M	F	M	F	M	F
1 - 3										
4 - 6										
7 - 9										
10 - 12										

b. Please identify the status of your teaching personnel from the table below and put their numbers according to their gender.

TEACHERS QUALIFICATION	No. of MALES	No. of FEMALES
Teachers attended and/or graduated from Grade (9) or below		
Teachers attended and/or graduated from Grade (10/11/12)		
Teachers attended/graduated from grade(13/14) Teacher Training Colleges		
Teachers attended and/or graduated from (1st/2nd/3rd/4th yrs) university		
Teachers attended/graduated from grade 12/13/14 Theology(frml/infrml)Instits.		

5. TextBooks:

a. What is the Language of Instruction in your school?

Please specify by checking a box; [Dari:_____] [Pashto:_____]

b. Fill in the table below by estimating the number of textbooks and the instructional language of textbooks your school has in each grade grouping.

GRADE	LANGUAGES		SCI/MATH		S.STUDIES		ART/PH.ED		CIVICS	
	D/P	Othr	Dari	Pas.	Dari	Pas.	Dari	Pas.	Dari	Pas.
1 - 3										
4 - 6										
7 - 9										
10 - 12										

c. Has your school received ECA books? "Yes":_____ "No":_____

♦ Monitor comments: _____

6. Administrative Staff: (Principal, Assist. Principal(s), & headmaster(s) only)

Please specify your status in the table below.

POSITION	Gender		Years of Experience	Years of Education	Do You Teach?	
	M	F			Yes	No

7. Classrooms:

Does this school have a building? "Yes":_____ "No":_____

If "Yes", please put the number of classrooms in this school:_____

♦ Monitor comments: ________________________________

♦♦♦

Monitor's Name & Signature Principal/Headmaster's Name and Sign.

__________ __________ __________ __________

DATE:____/____/1993

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REFERENCES

REFERENCES

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SPECIAL STUDIES REPORT

PHASE I

Contract No.
306-0202-C-00-2034-00
Supervised by the Office
of
Afghan Field Operations
USAID/Islamabad

THE STATUS OF EDUCATION IN AFGHANISTAN

Volume 2
(Special Studies & Pilot Programs)

UNO/ESSP
Research & Planning

Final Report
June 1994

PREFACE

Special Studies were an important complementary component of data collection in the UNO/ESSP EMIS system for development of an information base for education in Afghanistan. Initially, fourteen special studies were planned to be conducted in connection with the five phases of the national school survey project. Special Studies I, II, and III were planned during year 1 and the remaining studies were planned in conjunction with the other phases. Because of the early phase-out of the project, a priority was placed on three key studies related to assessing the impact of the new materials, teacher training, and data accuracy. Special Study IV and Special Study VI, which focused on use of the materials and the teacher training issues, were conducted along with a Special Study VIII on data quality.

Additionally, a Phase II pilot data collection was implemented and a descriptive report on the home school pilot program was prepared.

The Special Studies Report represents the product of a combined effort of consultants, research & planning staff, master teacher trainers, monitoring, instructional design specialists and the ECA (Education Center for Afghanistan). The effort also included the cooperation of the teachers and administrators of the schools, provincial directorates and the local communities. A special acknowledgment is extended to all of these contributors for their assistance and cooperation in facilitating the special studies conceptualization, instrumentation, data collection and preparation of reports.

Part I provides an introduction and general background information on the special studies objectives, methods, study areas, training and field implementation.

Part II presents the results of studies I, II, III, IV, VI and VIII and includes the specific methods, sampling, instrumentation, and analysis unique to these studies.

Part III describes the Phase II pilot study along with its objectives, methods, field implementation and results.

Part IV describes the home school program, including the basic concept, objectives, implementation strategies and evaluation results.

The research and planning office extends a special thanks to Dr. Grant Farr, who provided the consultation and guidance for Studies I, II and III; Dr. Lynn Evans and Dr. David Chapman for the conceptualization and development of Studies IV and VI; Dr. David Chapman for the design of Study VIII, and Kay Huth for the home school report. Related to the home school evaluation results, supportive information was provided by

Dr. Doris Henry, Dr. Ivalyn VanEvery, Abdul A. Amouzgar, Trina Rahmanyar and Said Ibrahim Abdali.

The special studies were completed as part of a larger education sector support project for Afghanistan with the financial and technical support of the Office of Afghanistan Field Operations, USAID. The USAID assistance and support for the project was highly valued and appreciated.

A special thanks is extended Dr. G. R. Boardman, UNO/ESSP Team Leader, for his guidance, conceptualization and management in supervising the work of the studies. Also special acknowledgments are provided to Prof. A. S. Azimi, Deputy Team Leader, David Weiler, EMIS Coordinator, M. A. Assil, Zamani, Abdul Qadeer Fitrat, and Mir Abdul Karim Nedai, members of the research and planning office, and Noor Mohammad, Sarajuddin, Atiqullah, Mohammad Tameem and Abdul Haq Amiri, support staff to the project.

Prof. Wali Mohammad Rahimi,
Coordinator.
Mostaeen Billah,
Assistant.
Research and Planning
UNO/ESSP.
June 1994

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PART ONE

INTRODUCTION

Introduction

This is the second report in a series of reports initially planned by the research and planning office of UNO/ESSP. The report presents the findings of the special studies which were included as part of the data collection for EMIS development for Afghanistan.

The report represents a collection of several sets of data collected, processed, analyzed and presented in accordance to each of the special studies. The studies, though separate, when linked together provide an excellent profile of Afghan education within the 1993/94 time frame. Each of the studies was oriented toward a particular issue of education which was important for planning and management of educational activities in Afghanistan, regionally and/or nationally, during the time frame studied.

Objectives:

The main objective of the special studies was to gather data on a sample basis related to issues of education which were important to the needs of management and planning. The studies provided information about the functioning of the Afghan education system by studying a representative sample of the system. A sample of schools, teachers, students, and classrooms were studied in-depth. Such studies pre-supposed that all data cannot be collected from all schools; thus, a priority was established by using sampling techniques. Specifically, the studies implemented focused on the following research issues:

1. Compiling of school participation rates and, thereby, identifying geographical areas with a high need for schools and/or high need for a community participation information campaign to encourage parents to send their children to school,

2. Identifying alternative sources for financing teacher salaries as one aspect of community contribution/participation in supporting their schools,

3. Identifying tangible and non-tangible community support structures for the school,

4. Assessing teacher issues in implementing the new materials,

5. Assessing the effects of the teacher training program on teacher performance, and

6. Assessing data quality/accuracy for decision-making and determining constraints on data collection,

schools were collected from the pilot programs conducted in Peshawar and Quetta.

Research Teams and Training:

The research teams were selected from UNO monitors and ECA staff for Special Studies II, III and VIII, and master teacher trainers were employed for the implementation of Special Studies IV and VI. Data collectors for implementation of the Phase II pilot study were also drawn from the pool of UNO monitors and ECA staff and the home school data collectors were teachers, consultants and UNO staff.

Each data collection team for Studies II and III was composed of one research leader and two members. They received one week of training in basic techniques of data collection using questionnaires and interview forms. The training was conducted by the research and planning office. The teams were also given information on communication techniques and on following guidelines and instructions for implementation of the instruments.

The master teacher trainers were trained in the use of four instruments developed especially for data collection for Studies IV and VI in a three day workshop conducted by the instructional design specialists.

Data collectors for the Phase II pilot study data collection were selected from UNO monitors. They received two days of special training in the use and application of the instruments.

Field Implementation:

Some of the studies were implemented at the same times. The purpose of organizing data collection this way was to keep the demand on school administration and personnel as manageable as possible, to collect data in accordance with the framework of the five phased plan of EMIS development, and in part to meet the time constructs imposed by the early project phase-out. Special Studies II and III were implemented simultaneously in selected communities in Nangarhar, Konar and Laghman in June 1993; data for Special Studies IV and VI were collected from selected schools in Nangarhar, Paktya/Khost and Konar provinces in late December 1993; data for Study VIII was collected from Nangarhar, Laghman and Konar provinces in December 1993 and again in March 1994; data for the Phase II pilot was collected from Laghman, Konar and Nangarhar provinces also in December 1993; and the home school data was collected in the Fall of 1993 and Spring of 1994.

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5. Assessing the effects of the teacher training program on teacher performance, and

6. Assessing data quality/accuracy for decision-making and determining constraints on data collection,

Methods and Procedures:

The special studies data were based on questionnaires, interview forms and observation protocols. Three regions were chosen for data collection and within each region selected provinces and districts, and within each district a number of communities, schools and teachers on a stratified sampling basis. The selection of the three regions had several advantages: first, they were relatively secure for data collection; second, they were the regions selected for establishment of teacher training centers; and, thirdly, they were areas in which the teachers were trained in relation to the implementation of the new curriculum and instructional materials.

Based on the objectives of the studies, instruments were conceptualize and developed in English and then translated into Dari and Pushto. Data collectors were trained for implementing the instruments.

The field work of the studies, with the exception of Special Study 1 which did not require field work, was carried out at different times during 1993/1994 in durations of 2-3 weeks depending on the size of the sample and the location of the schools and areas selected.

The completed data forms were returned to the research and planning office, reviewed and processed, and data analyzed and organized in tables/charts for presentation. The results of each study are presented in the specific sections of the report.

Study Areas:

The data collection for Special Studies II and III was carried out in selected communities in districts in Nangarhar, Paktya/Khost and Herat provinces. These were the three regions where UNO/ESSP had established regional centers for teacher training and related textbook and material distributions. In each of these regions two or three districts were selected for the sample. A total of 11 districts, 15 communities within these districts, and 390 households formed the sample.

The data for Special Studies IV and VI were collected from a sample of 59 trained teachers (male) from Paktya/Khost, Nangarhar and Laghman provinces and a sample of 39 trained teachers (female) from the Peshawar area. The data were gathered by the master teacher trainers after receiving training in techniques of interview, completion of questionnaire forms and methods of classroom observation.

The data for Special Study VIII on data accuracy was collected from Laghman, Konar and Nangarhar provinces based on selected schools covered in the Phase I and Phase II EMIS school survey conducted in designated districts in those provinces. The data for the home

schools were collected from the pilot programs conducted in Peshawar and Quetta.

Research Teams and Training:

The research teams were selected from UNO monitors and ECA staff for Special Studies II, III and VIII, and master teacher trainers were employed for the implementation of Special Studies IV and VI. Data collectors for implementation of the Phase II pilot study were also drawn from the pool of UNO monitors and ECA staff and the home school data collectors were teachers, consultants and UNO staff.

Each data collection team for Studies II and III was composed of one research leader and two members. They received one week of training in basic techniques of data collection using questionnaires and interview forms. The training was conducted by the research and planning office. The teams were also given information on communication techniques and on following guidelines and instructions for implementation of the instruments.

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Field Implementation:

Some of the studies were implemented at the same times. The purpose of organizing data collection this way was to keep the demand on school administration and personnel as manageable as possible, to collect data in accordance with the framework of the five phased plan of EMIS development, and in part to meet the time constructs imposed by the early project phase-out. Special Studies II and III were implemented simultaneously in selected communities in Nangarhar, Konar and Laghman in June 1993; data for Special Studies IV and VI were collected from selected schools in Nangarhar, Paktya/Khost and Konar provinces in late December 1993; data for Study VIII was collected from Nangarhar, Laghman and Konar provinces in December 1993 and again in March 1994; data for the Phase II pilot was collected from Laghman, Konar and Nangarhar provinces also in December 1993; and the home school data was collected in the Fall of 1993 and Spring of 1994.

Data Analysis and Presentation:

The information was gathered through application of the instruments specified for each of the studies and processed, analyzed and presented in the separate sections. The data were presented using descriptive statistics (frequencies, percentages, and ratios) and line and bar graphs. Data for each study are presented in the appropriate sections along with the related findings and results of the study. Specific instruments utilized are included with each study.

PART TWO

SPECIAL STUDIES

Special Study I

School Participation Rates in Afghanistan

Dr. Grant Farr, Consultant
Education Development Center, Inc.

Participation rates refer to the percentage of school-age children actually enrolled in school. Such information, by district and province, is of particular importance in educational planning. It identifies geographical areas in greatest need of schools and, if schools are already available, in greatest need of community information campaigns to encourage parents to send their children to school.

Purpose:

The purpose of this study was to analyze school enrollment rates in Afghanistan. Of particular interest was the percentage of school-age children enrolled in school by gender, so that female and male enrollment rates could be analyzed. This analysis was done for all the surveyed provinces of Afghanistan.

The importance of the study was that, for the first time, school enrollments were analyzed based on estimates of the base population in Afghanistan. Areas of particular low enrollment rates could, therefore, be identified for resource allocation planning; for instance, areas with low female participation rates could be targeted. This study computed the following indicators:

1. Percentage of provincial population (Crude School Enrollment Rate)

2. School enrollment for each province as a percentage of school age children in that province (Age Specific Rates).

3. Female school enrollment for each province as a percentage of school age females (Female Specific School Enrollment Rates).

4. Male school enrollment for each province as a percentage of the school age male (Male Specific School Enrollment Rates).

5. Other indicators such as total number of schools and total number of teachers as a ratio of the population of each province.

Source of the Data:

Three types of data were available to UNO/ESSP which, when combined, allowed for a baseline analysis of school participation rates by geographic area inside Afghanistan:

1. UNO/ESSP already had complete school mapping data on Afghanistan. Through the use of geopositioner locator technology, the UNO/ESSP surveyors had mapped the latitude and longitude location of all schools surveyed inside Afghanistan.

2. Through the work of the UNO/ESSP surveyors, reasonably current information was available on pupil enrollments for the schools surveyed.

3. Through recent demographic work by AID/REP (Eighmy, 1990), population estimates of Afghanistan by district and province were available.

These data were analyzed to identify districts and provinces characterized by particularly low participation rates. Such information has two uses: first, low participation rate areas should be given special attention in planning for new school construction; and, secondly, the information provides baseline information against which future success in extending educational access can be measured.

Model for Population Estimation:

To establish a population base on which to calculate school enrollment rates, a model for estimating the 1993 provincial population was developed by the special study research team. This model was based on the 1990 provincial population estimates as presented in a report on Afghanistan's Population Inside and Out (Eighmy, 1990). The 1990 population figures were then adjusted to reflect three years of natural population increase and data on refugee returns to arrive at a 1993 population estimated for each province and for Afghanistan as a whole. This model produced an estimate of the 1993 Afghan population of 14,919,334 which was consistent with other estimates. The number of children of school age, 5 to 14, by gender was then calculated by using standard age-sex distribution tables (Eighmy, 1990, P. 23). From the calculations based on this model, Table 1 was prepared. Additionally, a bar graph showing school-age (5-14) participation rates by province and gender were prepared, see Figure 1.

Description of the Table

1. Population at the end of 1992, column one, was calculated by taking Eighmy's projections for the provincial population in 1990 (Eighmy, page 21), applying an annual growth rate of 2.4% (Eighmy, page 3, Note c) for two years, and then adding the refugee return estimates from UNHCR as of the end of 1992, by using the Encasement figures. (Note: The encasement figures were somewhat suspect and thought to be off by about 33%, that is, about 1.5 million refugees encased their ration cards by the end of 1992, but the UNHCR "thinks" that about 1 million actually went. However, they are the only "hard numbers" available and only really effect a few provinces. In the future UNHCR is planning to develop better estimates of refugee returns.)

2. The second column is the number of males in ECA, SCA and NAC schools.

3. The third column is the number of females in these schools.

4. The fourth column is the total number of children enrolled in these schools.

5. Also included in the table, are estimates of the number of children in each province of ages of 5 to 14 in total and by gender. This was calculated by using the age-sex distribution tables in Eighmy's report (page 23). From this chart the total percentage of children age 5-14 was computed to be 15.96%, females 3.75% and males 26.85%. The analysis was computed for 28 provinces with only Kabul incomplete because of data access difficulty due to some unstable conditions at the time of data collection.

Findings:

1. As a whole, the data showed that 15.96 percent of school-age children were in school in the 28 provinces surveyed. Only 3.75 percent of the school-age females were in school, while 26.85 percent of the males were in school.

2. The provinces with the lowest rates of school enrollment were Zabul and Oruzgan, areas which are quite remote. These provinces showed no females in school. Other provinces, such as Wardak, Laghman, and Paktika also had very low rates of female school enrollment.

3. Overall female school enrollment rates were low in most provinces. Female participation rates were above 10 percent in only five province, Badakhshan, Baghlan, Balkh, Herat, and Nimroz. Nineteen provinces had rates below 5 percent.

Summary:

Special Study 1 examined current school enrollment rates for each of the provinces of Afghanistan so that areas of low rates of school attendance, especially female school attendance, could be identified. Such data is fundamentally important to a systematic educational planning effort for Afghanistan and will guide future decisions regarding resource allocations.

The study was based on data from several existing sources, including data on school enrollments collected as part of Phase I of the UNO/ESSP EMIS national school survey and estimates of the population of Afghanistan based on reports by Eighmy. The study was conducted by a team made up of members of the research and planning staff of UNO/ESSP and appropriate ECA personnel. A table and corresponding graph showing summary results of the study for each province was computed and is attached.

References:

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2. Eighmy, T.H., Afghanistan Population Inside and Out, Office of AID/REP, Islamabad, Pakistan, 1990.

Table 1: Participation Rates

Province	Prov. Code	Popul. 1990	Popul. 1993	#Refugee Returned	Total Popul.	Children Age 5-14	Boys Age 5-14	Girls Age 5-14	Boys Enrol.	Girls Enrol.	Total Enrol.	%TotalPopul.	%Age 5-14	%Girls 5-14	%Boys 5-14
Kabul	1	2052781	2243130	66786	2309916	664794	351338	313225	*	*	*	0.00	0.00	0.00	0.00
Kapisa	2	423160	462398	9352	471750	135770	71753	63969	33141	1199	34340	7.28	25.29	1.87	46.19
Parwan	3	488748	534068	12229	546297	157224	83092	74078	48181	4646	52827	9.67	33.60	6.27	57.99
Wardak	4	372202	406715	12132	418847	120544	63707	56796	28070	317	28387	6.78	23.55	0.56	44.06
Logar	5	101661	111088	56389	167477	48200	25473	22710	22921	630	23551	14.06	48.86	2.77	89.98
Ghazni	6	700794	765777	17005	782782	225285	119061	106145	39294	3513	42807	5.47	19.00	3.31	33.00
Paktya	7	221890	242465	291168	533633	153580	81166	72361	43466	0	43466	8.15	28.30	0.00	53.55
Nangarhar	8	533912	583420	331238	914658	263239	139120	124028	70267	6330	76597	8.37	29.10	5.10	50.51
Laghman	9	297509	325096	50204	375300	108011	57083	50891	19461	235	19696	5.25	18.24	0.46	34.09
Konar	10	146799	160411	171944	332355	95652	50551	45067	13934	1531	15465	4.65	16.17	3.40	27.58
Badakshan	11	554059	605435	2281	607716	174901	92434	82406	36292	8585	44877	7.38	25.66	10.42	39.26
Takhar	12	539295	589302	9466	598768	172326	91073	81193	33694	2749	36443	6.09	21.15	3.39	37.00
Baghlan	13	275614	301171	95487	396658	114158	60332	53787	44053	6381	50434	12.71	44.18	11.86	73.02
Kunduz	14	367891	402005	135493	537498	154692	81753	72885	22108	4659	26767	4.98	17.30	6.39	27.04
Samangan	15	292968	320134	4184	324318	93339	49329	43978	15134	2969	18103	5.58	19.39	6.75	33.68
Balkh	16	565665	618118	13539	631657	181791	96075	85653	23277	8764	32041	5.07	17.63	10.23	24.23
Jawzjan	17	608062	664446	19386	683832	196807	104011	92728	6770	658	7428	1.09	3.77	0.71	6.51
Faryab	18	665971	727725	1922	729647	209992	110979	98940	1372	0	1372	0.19	0.65	0.00	1.24
Badghis	19	150427	164376	4009	168385	48461	25611	22833	845	0	845	0.50	1.74	0.00	3.30
Herat	20	382685	418170	69	418239	120369	63614	56713	47577	16289	63866	15.27	53.06	28.72	74.79
Farah	21	130608	142719	7598	150317	43261	22863	20383	15460	1920	17380	11.56	40.17	9.42	67.62
Nimroz	22	50928	55650	3098	58748	16908	8936	7966	1350	1270	2620	4.46	15.50	15.94	15.11
Helmand	23	337001	368250	90647	458897	132071	69798	62226	3764	0	3764	0.82	2.85	0.00	5.39
Kandahar	24	474051	518008	203162	721170	207553	109690	97791	5604	759	6363	0.88	3.07	0.78	5.11
Zabul	25	127134	138923	44575	183498	52811	27910	24882	1696	0	1696	0.92	3.21	0.00	6.08
Oruzgan	26	460932	503673	2844	506517	145776	77041	68684	1548	0	1548	0.31	1.06	0.00	2.01
Ghor	27	302497	330547	1083	331630	95443	50441	44969	3714	501	4215	1.27	4.42	1.11	7.36
Bamyan	28	301530	329490	71	329561	94848	50126	44688	15349	1775	17124	5.20	18.05	3.97	30.62
Pakteka	29	187679	205082	26537	231619	66660	35229	31408	10986	291	11277	4.87	16.92	0.93	31.18
Totals		12114453	13237794	1683898	14921692	4294463	2269589	2023381	609328	75971	685299	4.59	15.96	3.75	26.85

* Data incomplete due to regional instability; access was not possible during the time of the survey.

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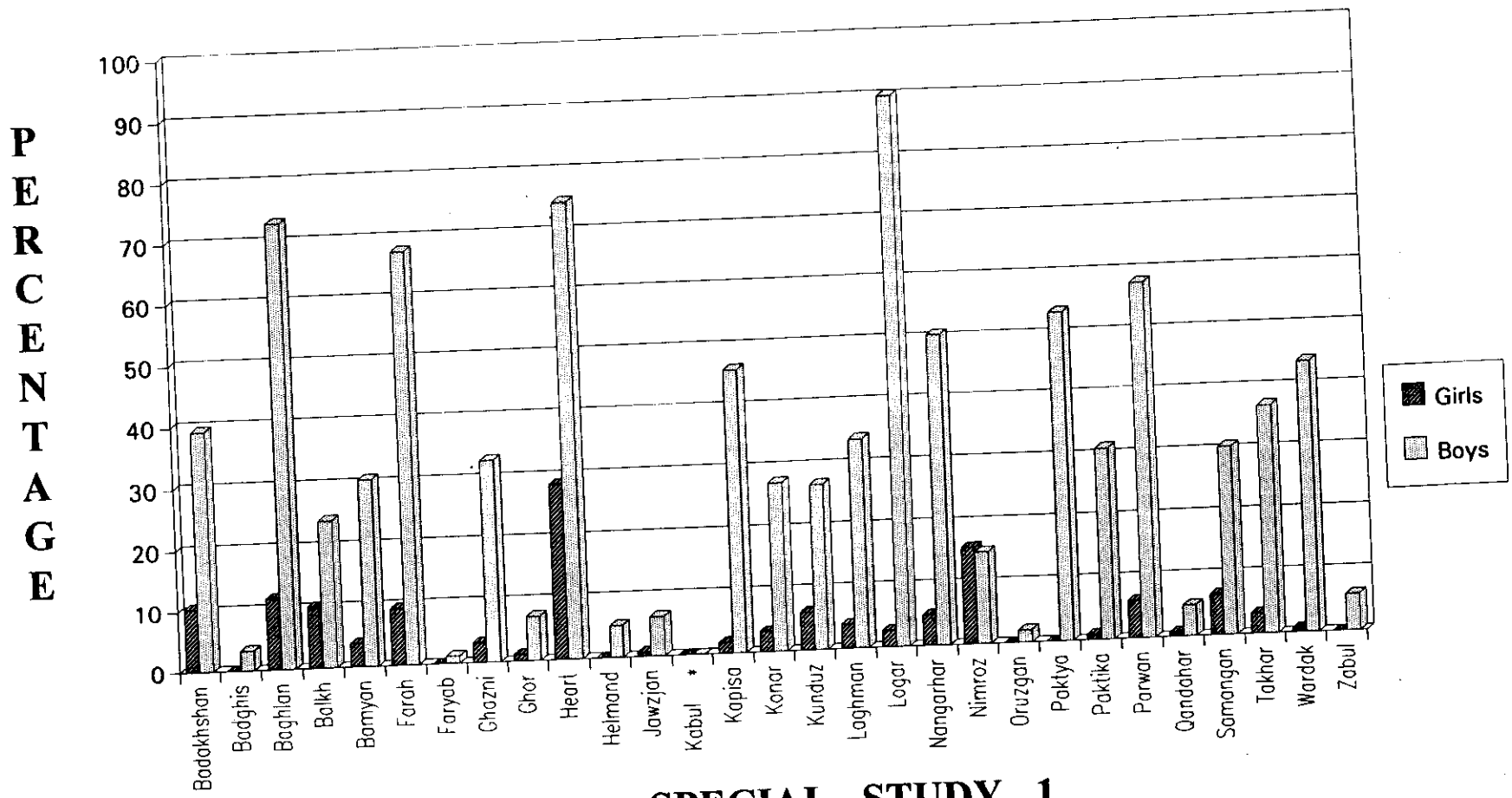
Figure 1:

School-age (5-14) Participation Rates in Afghanistan



* Incomplete Data

SPECIAL STUDY 1

Special Study II and III

Alternative Financing of Teacher Salaries
Community Support of Education

Dr. Grant Farr, Consultant
Education Development Center, Inc.

Purpose - Alternative Financing of Teacher Salaries (Study II)

Salaries for almost 7000 teachers in ECA supported schools inside Afghanistan were paid through UNO/ESSP during 1987 to 1993. The payments ended in May 1993; consequently, alternative sources of support for schools were needed. There was a concern that the lack of a salary subsidy would impact the level of teacher implementation of the new materials, the general quality of instruction, and the possible closing of schools; thus, the need for a special study.

Since the Ministry of Education (MOE) in Kabul lacked sufficient resources to assume salary payments; alternatives, including community financing of local schools, needed to be examined. However, relatively little formal information was available about community willingness and ability to cover these costs. This special study was designed to assess community ability to support schools, factors that affected community willingness to provide such support, and alternative sources of local financing of teacher salaries. It was anticipated that a study of schools in 10-20 communities would provide an adequate amount of information for decision-making about education in this regard. Specifically, this study focused on the following purposes:

a. Assessment of the local communities ability to provide teachers salaries and other financial support for their schools,

b. Assessment of the factors that affect the communities willingness or ability to cover these salaries and/or to help the school financially, and

c. Alternative sources of financing teachers salaries and school support in general, including traditional means such as Zakat, in its various forms, and school fees, mandatory or otherwise.

pose - Community Support of Education (Study III)

addition to sometimes subsidizing teacher salaries, communities o support education in other ways. Verbal support and couragement provided for headmasters and teachers helps mmunicate the importance the community assigns to education and ps motivate teachers by creating a level of expectation for cher performance. "In-kind" contributions, such as labor or erials to construct a school building or provision of food for teacher, can supplement the central government contribution. h types of community support are often underestimated in formal orting systems. Visits by a study team to a carefully selected mple of schools provides a good basis for estimating the level of mmunity support and contribution to schooling. Interviews with hool personnel and community leaders can determine: (a) the level community involvement and encouragement of schooling; (b) the ount of direct financial support; and (c) the amount of in-kind pport.

is study had the following three purposes:

Assessment of local community attitudes towards education, and the ability and willingness of the community to provide non-tangible support for education,

Assessment of the willingness of the local communities to participate in programmatic and advisory support for the school, including curricular development, decision-making and advisory councils, and

Assessment of local conditions in Afghanistan that relate to education, including estimates of birth and death rates, infant mortality rates, and female literacy rates.

sults of this type of study helps educational planners develop alistic estimates of what communities are able and willing to ntribute to the support of their local school. It helps identify teresting ways that communities can support their schools that n be shared with other communities. It also may identify the need r an information campaign to encourage greater community support education.

thodology:

n order to implement the two studies in the three provinces of angarhar, Paktya/Khost and Herat, simultaneously, three roups/teams of researchers including team leaders were selected nd trained in data collection techniques. In the training, articular emphasis was given to the application of the interview nd observation techniques for collecting the data.

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All the teams attended a one week workshop on data collection techniques which was conducted by the research and planning office. The teams were also given instructions in the use of two instruments developed for the studies. Topics included in the training were an overview of the EMIS data collection system, the place and importance of special studies in data collection, techniques of data collection including the community interview form and community observation guide, specification of the responsibilities of the interviewers and community observations, and the reporting procedure. The materials developed for this purpose were translated into Dari and distributed to all data collectors.

From among nine persons from ECA and UNO participating in the training, a team composed of three persons - two from ECA and one from UNO - were chosen for conducting of a pilot study. Upon the return of the team from the field, one member of the pilot team was placed on each of three research teams formed, so that others would benefit from their field experience in data collection.

The Data:

The data for Special Studies II and III were collected by implementing a questionnaire and an interview form. A sample of 390 households from three provinces, 11 districts and 15 communities, were selected on the basis of a stratified sampling technique for the study. The distracts and communities in the sample were as follows (maps are attached):

(1) In Nangarhar province the districts of Gowshta, Khogiani, Rudat, Sarkhrud, and Shirzad, and the communities of Khowizy, Kot, Memla, Tato, and Sultanpur.

(2) In Paktya/Khost province the districts of Tanai, Jani Kheil, and Dand-wa-Patan, and the communities of Hesarak, Toor Kheil, Mia Kheil, Saltak and Patan.

(3) In Herat province the districts of Ghorian, Zindajan and Guzara, and the communities of Sia Washan, Ziaratgha, Barnabad, Stonon and Zanda Jan.

Results of the Studies:

Study two and study three were conducted simultaneously. For study two, alternative sources of financial support for education, particularly teacher salaries is discussed, while for study three, the non-financial aspect of community support for education is presented. As noted, the sample included 15 communities from 11 districts in three provinces of Afghanistan; namely, Nangarhar, Herat, and Paktya/Khost.

To achieve the stated objectives, a sample of 390 households were sampled in three provinces with 129 households in Herat, 136 households in Nangarhar and 125 households in Paktya/Khost. In order to obtain a bread representation of the population, the survey teams were advised to stratify their interviews across different occupations and income groups in the targeted communities. The teams, in their respective provinces, selected 33 teachers and headmasters, 4 students, 63 chieftains/commanders, 6 laborers, 130 farmers/land owners, 18 mechanics and craftsmen, 30 imams and leaders of the mosques, 10 drivers, 20 businessman and shopkeepers, 36 Mujahideen (holy war), 4 doctors, 31 officers currently employed, and 5 herdsman. The occupational group data are shown in Table 1.

As indicated, farmers and landowners were the largest group in the stratified sample. Community chieftains & commanders, soldiers & Mujahideen and religious imams (religious leaders of the mosques) constituted the second, third and fourth largest groups, respectively. The data were processed and analyzed for each province and then aggregated. The major findings were as follows:

a. The majority of respondents were found to be quite supportive of education. For instance, the question: **"Are you in favor of education?"** received 372 (95.38%) **'yes'** and 18 (4.62%) **'no'** from the sample of 390 individuals from across different locations of the country, all with different norms and cultural values.

b. People reacted positively to the question of tangible support with 284 (72.82%) out of 390 heads of households showing their readiness for some sort of contribution to the school; such as, cash money, donation of cattle, participation in school construction, school maintenance, labor contribution, donation of land, etc. However, the study showed that 239 (68.28%) out of 390 people have never contributed to education in the form of Zakat, Usher and other financial donations (both voluntary and compulsory) in the past.

c. A majority of the families (52.56%) preferred that the fund raising authority be managed by a committee combined of community chieftains, local commanders and school personnel.

d. Concerning school fees, only 90 (23.08%) heads of households replied **'yes'**, if deemed necessary, and one indicated no (0,26%); while 299 (76.67%) heads of households excused their unwillingness by the reason of poverty.

e. Relative to community attitude toward eduction, 386 out of 390 families (98.97%) considered education as necessary for society while the remaining 0.77% thought that it was good but not necessary.

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f. Regarding girls' education, 245 persons (62.82%) gave their opinion in favor of girls education while 141 persons (36.15%) gave their views against it. However, the supporters of girls' education were divided as to what level of education was most appropriate for females to attain.

g. Boys' enrollment showed a more positive response as 313 (80.26%) of the representatives of the households were found to be sending their male children to school. Whereas, girls' enrollment indicated less positive results. The data showed that 167 (42.82%) of the families were sending their girls to school as opposed to 223 (57.18%) which were not sending their girls to school. Lack of security, non-existence of separate girls' schools, lack of female teachers, cultural and traditional barriers were the main reasons for limited girls' access to learning.

Table 2 depicts the data gathered on community attitude towards girls' education, male-female enrollment and a list of barriers to female education in the three provinces surveyed.

a. As shown in the table, Herat and Nangarhar provinces were characterized to have a more favorable attitude towards girls' education. Moreover, the number of families actually sending their girls to school were close to those who were sending their boys to school. On the contrary, in Paktia and Khost provinces, which are adjacent to each other, the community view about female education was found to be quite negative, as the local tribesmen considered education for girls unnecessary, insultive and against their socii-cultural norms. Even for the teachers, headmasters and doctors interviewed, who had a better education, they answered **'absolutely no'** to the question: **"Do you think girls should be educated?"**

b. The study showed mixed reactions about school-community relations with 232 (59.49%) persons having had past experiences with school activities in the form of school meetings, counselling and related management activities. The number of households that did not have any history of participation in school activities was estimated to reach 158 (40.51%) of the families in the sample.

c. Concerning local school problems, 350 parents (87.18%) replied posit 4 parents (11.28%) declined to say anything. A majority of these parents (about 84.10%) thought that the local schools suffered from financial problems; however, the remaining people considered the school problems to be instructional, administrative, and disciplinary.

Table 3 provides some summary statistics about mortality rate, fertility rate, family members by gender, number and percent of semi-literate and literate individuals by gender.

a. Regarding the mortality rate question, 84 (21.54%) of the households lost at least one of their members during the past year while the remaining 306 (84.46%) had not suffered any loss during the year. This is a fairly low percentage of mortality rate compared to other areas of the country. The fertility rate, however, was substantially higher as 217 (55.64%) out of 390 families have had new babies in the past year. It should be noted that the people of these provinces were mostly refugees from Pakistan and Iran.

b. The study indicated that the average size of family in the sample was 12 members. The size of the households ranged from three to 32 members. Further, the number of semi-literate individuals (those who could only read the Holy Quran) was 27.75%. Of this number, the percentage of semi-literate females was estimated to be 12.20%. The total number of literate individuals (those who could read and write) was 25.84% out of which only 4.18% were females.

c. Paktia, including Khost, is characterized by lower mortality, a higher fertility rate and a slightly lower average family members compared to the other two provinces of Herat and Nangarhar. The average family size in Nangarhar was the highest among the three provinces.

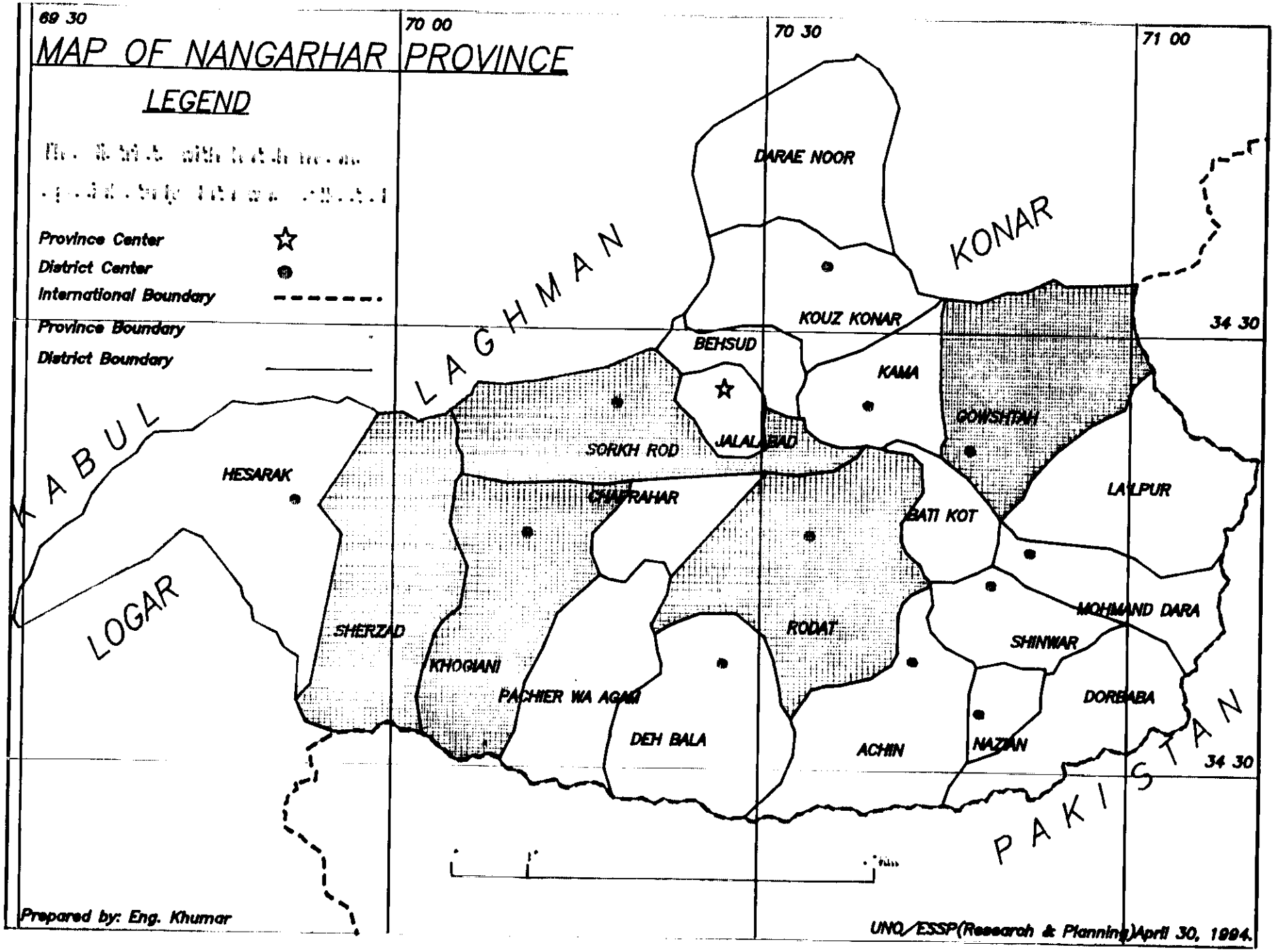
(Note: See Community Survey Results attachment for the aggregate responses for the three provinces.)

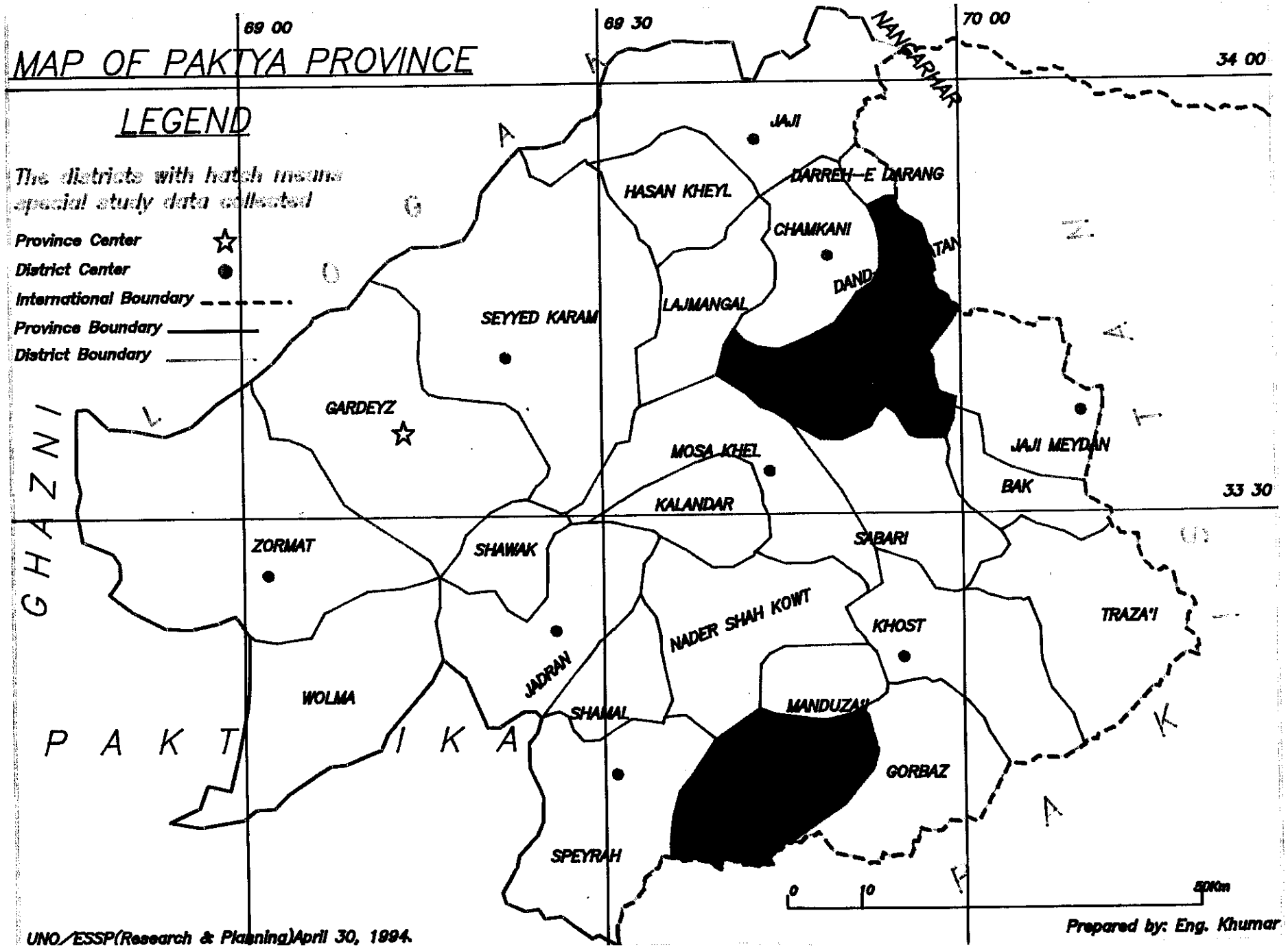
Summary:

Community support of education is a widely heralded strategy for improving the availability and quality of schooling. However, poverty and the competing financial demands on villagers severely limits the feasibility of this option in Afghanistan. Villagers are willing but unable to supplement or to off-set the loss of outside support for education.

Within Afghan villages, 99% of the people interviewed thought education was important for the society and 95% expressed strong support for education. But only about 38% had contributed to a school and, when asked what they might contribute in the future, only about 20% offered to give cash or to support teachers' salaries.

In the 15 village studied, (16%) of those interviewed thought girls should be educated, but only about 43% of the families send their girls to the local school. When asked why, most (55%) said it was due to tradition, but another 31% said it was because there was not a separate girl's school. Forty percent of the parents who do not send their daughters to school said they would if there was a separate girl's schools.


MAP OF NANGARHAR PROVINCE
LEGEND
Province Center
District Center
International Boundary
Province Boundary
District Boundary
69 30
70 00
70 30
71 00
34 30
34 30
KABUL
LAGHMAN
KONAR
LOGAR
PAKISTAN
DARAE NOOR
KOUZ KONAR
BEHSUD
KAMA
GOWSHTAK
JALALABAD
SORKH ROD
HESARAK
CHAPRAHAR
BATI KOT
LALPUR
SHERZAD
KHOGIANI
PACHIER WA AGAM
RODAT
MOHMAND DARA
SHINWAR
DOREABA
DEH BALA
ACHIN
NAZIAN
Prepared by: Eng. Khumar
UNO/ESSP(Research & Planning)April 30, 1994.


MAP OF PAKTYA PROVINCE
LEGEND
The districts with hatch means special study data collected
Province Center
District Center
International Boundary
Province Boundary
District Boundary
69 00
69 30
70 00
34 00
33 30
NANGARHAR
JAJI
DARREH-E DARANG
HASAN KHEYL
CHAMKANI
DANDA
LAJMANGAL
SEYYED KARAM
GARDEYZ
MOSA KHEL
KALANDAR
JAJI MEYDAN
BAK
SABARI
ZORMAT
SHAWAK
NADER SHAH KOWT
KHOST
TRAZA'I
JADRAN
WOLMA
SHAMAL
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UNO/ESSP(Research & Planning)April 30, 1994.
Prepared by: Eng. Khumar

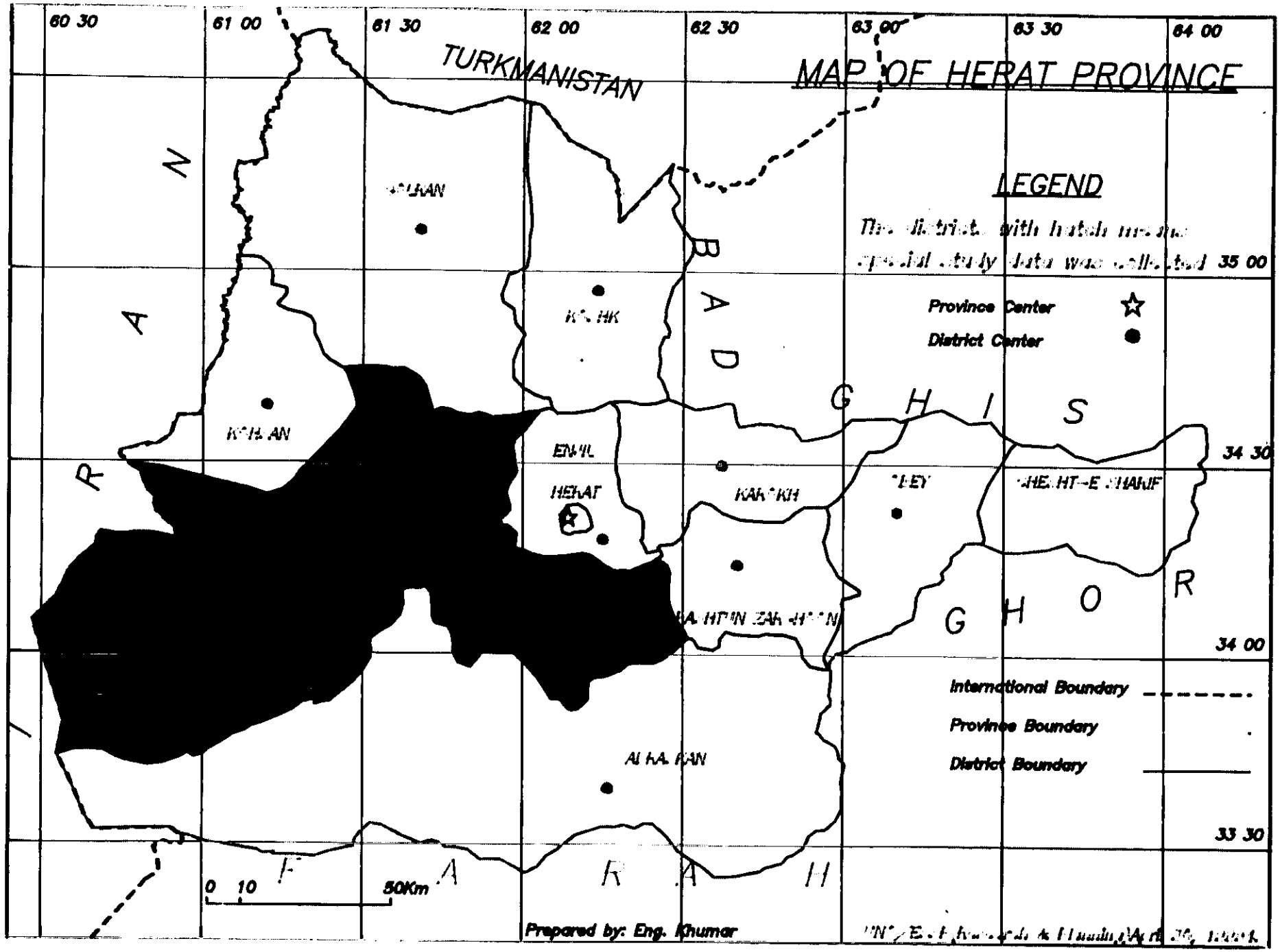
MAP OF HERAT PROVINCE
TURKMANISTAN
60 30
61 00
61 30
62 00
62 30
63 00
63 30
64 00
35 00
34 30
34 00
33 30
LEGEND
Province Center
District Center
International Boundary
Province Boundary
District Boundary
HERAT
KAROKH
ENJIL
ALI KHEL
0 10 50Km
Prepared by: Eng. Khumar

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Table 1
Number of Occupational Groups

Province	Teacher/ HeadMr.	Sudent	Chiefs/ Commndr.	Laborer	Farmer/ Landlord	Mechanic/ Craftsmen	Imam/ Molvis	Driver	Bus.men/ Shopkpr.	Slodier Mujahid	Doctor	Ret.Ofcr./ Officer	Herds-men	Total
Herat	12	1	4	2	59	6	12	2	9	7	0	14	1	129
Nangarhar	8	2	43	0	32	5	11	0	2	15	2	16	0	136
Paktia/Khost	13	1	16	4	39	7	7	8	9	14	2	1	4	125
Total	33	4	63	6	130	18	30	10	20	36	4	31	5	390

Table 2

Community Attitude towards Girls Education

Province	Attitude towards Girls' Education		Female Attainment by Different Level of Education				#Families With Boys Enrolled	#Families With Girls Enrolled	Reasons for Low Girl Enrollment		
	Yes	No	Litrcy.	Primary	2ndry	Univ.			Tradtn.	Secur.	Separ.Sch.
Herat	120	9	28	51	16	21	99	70	0	2	47
Nangarhar	125	11	20	73	20	12	131	97	6	9	19
Paktia/Khost	4	121	3	1	0	0	83	0	119	25	7
Total	249	141	51	125	36	33	313	167	125	36	73

Table (3)

Community Demographic Statistics

Province	Mortality Rate	Fertility Rate	Average Family Size	Total # of Family Members		Semi-literate		Literate		Members Having Formal Education	
				Male	Female	Male	Female	Male	Female	Male	Female
Herat	95 (7.3%)	63 (4.8%)	10.09	665 (51.1%)	637 (48.9%)	343 (26.3%)	246 (18.8%)	111 (8.5%)	20 (1.5%)	49 (3.7%)	11 (0.8%)
Nangarhar	102 (5.0%)	74 (3.6%)	14.94	1082 (53.2%)	950 (46.7%)	419 (20.6%)	335 (16.4%)	264 (12.9%)	24 (1.1%)	176 (8.6%)	24 (1.1%)
Pakti/Khost	22 (.8%)	80 (6.5%)	9.79	700 (57.2%)	525 (42.8%)	275 (22.4%)	68 (5.5%)	33 (2.6%)	0 (0.0%)	27 (2.2%)	0 (0.00)
Total	219 (4.8%)	217 (4.7%)	11.69	2447 (53.7%)	2111 (46.3%)	1037 (22.7%)	649 (14.2%)	408 (8.9%)	44 (0.9%)	252 (5.5%)	35 (0.7%)

Attachment

COMMUNITY SURVEY RESULTS

SPECIAL STUDIES II & III
(Aggregate Responses & Percentages)

Name:

Occupation: Headmaster/teacher (33)
Total = 390 | Student (4) Laborers (6)
farmer/Land owner (130)
Chieftain/Commander(63)
Mechanic/Mason/Carpenter (18)
Imam/Molavi (30) Driver (10)
Police (4) Shepherec (5)
Businessman/shopkeeper (20)
Rt.Officer (1) Officer (30)
Mujahid (32) Doctor (4)

Province: (1)Nangarhar, (2)Paktia/Kohst (3)Herat

Community/Village: (1)Khowizy, Kot, Memla, Tuto, Sultanpur, (2)Hesarak, Toor Kheil, Mia Kheil, Saltak, Patan, (3)Sia washan, Ziaratjah, Barnabad, Stonan, Zinda Jan

District/Town: (1)Gowshta, Khogiani, Rudat, Sorkhrud, Shirzad, (2)Tanai, Jani Kheil, Dand-wa-Patan, (3)Ghorian, Zindajan, Guzara

STUDY II:

1. Are you in favor of school support?

Yes: 372 **95.38%** No: 18 **4.62%**

If yes, what kind of support are you able to offer for the local school? Please indicate your type of 1st and 2nd priority support by selecting one or more items of the following choices.

ITEMS	1st Priority	2nd Priority	Description
Cash money	28 (7.18%)	36 (9.23%)	
Cattle	24 (6.15%)	25 (6.41%)	
Teacher salary	8 (2.05%)	21 (5.38%)	
School Construction	33 (8.46%)	77 (19.74%)	
School Maintenance	166(42.56%)	89 (22.82%)	
School furnishing	9 (2.31%)	20 (5.13%)	
Labor	47 (12.05%)	15 (3.85%)	
Land	21 (5.38%)	13 (3.33%)	
Other types of support	22 (5.64%)		
No ability to donate	34 (8.72%)		

*Note: Since some respondents have given more than one answer, the above %ages are calculated on the basis of total responses in each category

. Have you ever contributed to a school?

Yes:150 | 38.46% | No:239 | 61.28% | No answer:1 | 0.26%

r do you regularly and voluntarily contribute?

Yes:284 | 72.82% | No:105 | 26.92% | No answer:1 | 0.26%

Reason: Poverty

. In your view, who is the most eligible authority to collect the people's contributions.

- Community chief: 71 | 18.20% | - Local commanders: 9 | 2.31%
- A committee of community elders, school principal, and local Commanders: 205 | 52.56% | - LocalSchool personnel: 94 | 24.2%
- None of the above: 3 | 0.77% | - Authority you suggest: 8 | 2.05%

. Are you ready to pay a school fee for your children's education, if you are required to do so?

Yes:90 | 23.08% | No:299 | 76.67% | No answer:1 | 0.26%

If **'no'** provide your reason briefly:

* (1) poverty: 235 (78.60%)
* (2) no Answer:64 (21.40%)

* percent from (299)

TUDY III:

. What is your opinion about education? Please reveal your idea, what so ever, by choosing one of the following options.

- Education is very important for the society:	386	98.97%
- Education is good but not important:	3	0.77%
- Education is not important for the society:	0	0.00
- I don't know:	1	0.26%)

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2. Do you think girls should be educated?

Yes:245 **62.82%** **No:141** **36.15%**

No answer:**4 (1.03%)**

If **yes**, what level of education is appropriate for them? Please check one of the following options.

a. Literacy level:50	20.40%	b.Primary level:125	51.04%
c. SecondaryLevel:36	14.70%	d. Univer. level:33	13.46%

d. Other suggestion : 1 **to PHD level 0.40%**

*[percent from (245)]

3. Have you been currently sending some/all of your male school-age children to school?

Yes:313 **80.25%** **No:57** **14.62%** No Answer:**20** **5.13%**

4. Are any of your female children currently enrolled in school?

Yes:167 **42.82%** No:223 **57.18%**

If **no**, please give your reasons: *[percent from (223)]

(1) tradition : **124 (55.60%)**
(2) no security : **15 (6.72%)**
(3) no separate school: **69 (30.95%)**
(4) no answer : **15 (6.72%)**

5. Under what conditions would you send your girls to school? Please give your opinion: *[each person has given more than one answer]

-under Islamic law : **206 (52.82%)**
-security : **36 (9.23%)**
-women teachers : **89 (22.82%)**
-only religion teachers: **4 (1.02%)**
-to be taught in homes : **5 (1.82%)**
-separate girls school : **88 (22.56)**

6. Do you often meet with the school administrative body in the form of PTA or otherwise to improve the school situation?

Yes:230 **58.97%** **No:158** **40.51%** **No Answer:2** **0.52%**

If **yes**, which of the following best explains your school-community participation? *[more than one answer is given (percent from (230))]

- Meeting : **212 (92.17%)**
- Counselling: **83 (36.08%)**
- Supervision: **57 (24.78%)**

7. Do you see any problem related to the local school?

Yes:340 87.18% **No:3** 0.77% **don't know: 44** 11.28% **No Ans.:3** 0.77%

If **yes**, please specify the nature of the problem by checking one of the following options.

- Financial: 328	96.47%	- Administrative:54	15.88%
- Instructional:169	49.70%	- Disciplinary: 51	15.00%
- OtherProblems:100	29.41%		

*[percent from (340)]
*[more than one answer is given]

8. What solution do you suggest to deal with the school problems? Give your suggestions:

- government assistance : 187 (47.95%)
- organization assist. : 131 (33.59%)
- community assistance : 123 (31.54%)
- sch. construction : 118 (30.26%)
- textbook/sch.facil. : 95 (24.36%)
- teacher/salary increase: 98 (25.13%)

*Note: Since some respondents have given more than one answer, the above %ages are calculated on the basis of total responses in each category

9. What kind of support have you provided so far or are you going to provide to the school in the future? Please expose your ability/willingness to help the school by choosing one or more items given in the boxes below.

	past	future
Voluntary teaching	-40- (10.26%)	-120- (30.76%)
Operation of curriculum side in term of content, method, and implementation	-28- (7.18%)	-67- (17.18%)
Assistance in school decision making such as student/teacher attendance, hiring teachers, supervision, etc.	-33- (8.46%)	-83- (21.28%)
Assistance in school advisory such as school days, instructional hours, shifts, etc.	-28- (7.18%)	-54- (13.85%)
No response:	-261- (66.92%)	-66- (16.92%)

10. Does your family have any handicapped member as a result of the war? Yes:137 35.14% No:251 64.35% No Answer:2 0.51%

If 'Yes' how many? 201

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11. Did you lose any of your family member(s) last year?

Yes:84 **21.54%** **No:304** **77.95%** **No Ans.:2** **0.51%**

If yes, how many:**108**

12. What's the age of your youngest child (one year or less old)?

217 **55.64%**

13. The following question contains brief information about your family members characteristics, please write down the exact number of your family members falling in each category in the boxes given below.

	Total # of Family		# can read Quran only		# can read books too		#can simply read &write		# having frml.Educ.		Sub-total literate		Sub-total illiterate	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M	F	M	F
ender▸	2447	2111	709	556	328	111	408	44	252	35	1697	746	750	1365
ender▸			28.97	26.34	13.40	5.26	16.67	2.08	10.30	1.66	69.34	35.34	30.66	64.66
all ▸	53.70	46.30	15.55	12.20	7.20	2.44	8.95	0.96	5.53	0.77	37.24	16.37	16.45	29.94
Grand total:													**4558**	

Thank you for providing the above useful information. If you have any suggestion or comments please do not hesitate to mention.

Special Studies IV and VI

Teacher Issues in Implementing the New Materials
Impact of Teacher Training on Teachers' Use of New Materials

Dr. Lynn Evans, Consultant
Education Development Center, Inc.

OVERVIEW

The purpose of this paper is to report the results of two studies designed to: a) assess teachers' level of implementation of the new ECA materials, b) identify teacher issues related to the use of the new instructional materials, c) assess teachers' implementation of pedagogical practices emphasized in the ESSP teacher training, and d) examine how teachers with different levels of training and experience differ in their use of the new materials and pedagogical practices. Another objective was to develop a model for determining the effectiveness of implementation of any number of innovations based on an adaptation of the Concerns Based Adoption Model (Hall and Hord, 1987) to fit the contexts of schools in Afghanistan. Data were collected through a combination of questionnaires, teacher interviews, and classroom observation. Results have implications for the design of future instructional materials, the design of teacher training and the instructional supervision of teachers.

Recently, the literature on planned educational change seems to be shifting its focus from the effects or outcomes of change to the process of change (Corbett, Firestone, and Rossman, 1987; Darling-Hammond, 1990; Hall and Hord, 1987; Joyce, 1990.) These studies offer insights and conceptual frameworks (e.g., receptivity to change facilitator style, organizational culture and role orientations, stages of concern, innovation configurations) that appear useful for facilitating change processes and incorporating innovations into everyday professional practice.

The idea of change as a process and change facilitation as a key aspect of the role of the educational leader is emerging in the literatures as an area of study in its own right, with a number of studies focusing on the role of school leaders as change facilitators (Evans and Teddlie, 1993; Hall and Hord, 1987). Planned education change can be facilitated by change facilitators who attend to the various dimensions of change and the implementation process. Such indicators as teachers' concerns relative to an innovation and how innovations are being used by various teachers provide valuable information to change facilitators as they work to support teachers' use of the innovation.

Tools for studying the process of change relative to tan innovation are available in the Concerns Based Adoption Model (Hord, Rutherford, Huling-Austin, and Hall, 1987). This model consists of three frameworks for viewing planned organizational change: Stages of Concern (SoC), Levels of Use (LoU), and Innovation Configurations (IC). Two of these frameworks were used in this study: Stages of Concern and Innovation Configurations.

Stages of Concern allows the developer to examine teachers' concerns relative to an innovation in seven stages: (0) Awareness, (1) Information, (2) Personal, (3) Management, (4) Consequence, (5) Collaboration, and (6) Refocusing. These stages represent a developmental trend where the relative intensity of teachers' concerns is important to facilitating the change.

Another aspect of the Concerns Based Adoption Model used in this study is the Innovation Configurations matrix, which details the various ways teachers are implementing a particular innovation by identifying critical elements of the innovation and ideal use as well as acceptable and unacceptable variations. Use of such a framework for analyzing implementation efforts offers tools for the change facilitator in bringing about real as opposed to surface-level change.

Referring to similar studies in Botswana, Chapman (1993) noted that teacher training is expensive and that the cost is justified only if teachers, once trained, are able to effectively implement the new instructional materials and more effective pedagogical practices in their classrooms. This study will examine the extent to which teachers with more training make better use of the new materials and use more effective instructional practices.

METHODOLOGY

Sample:

Two similar studies were conducted, one with 59 male teachers inside Afghanistan and one with 39 female teachers, drawing on Afghan teachers teaching in Afghan schools in Peshawar. For the study of male teachers, data collection teams conducted site visits to a total of 21 schools across three provinces (Laghman, Khost, and Nangarhar). Teachers in grades 1-9 were included in the study. All teachers in the study had previously attended an ESSP teacher training workshop. Teachers varied in the amount of their formal education with the majority of male teachers having twelve years or less and the majority of females having 13 or 14 years. Teaching experience varied by gender; a majority of males had 11 years or more experience while a majority of females had 10 years or less, with the target group having one to five years. Complete demographic data for the teachers in the sample is included in Appendix A, Teacher Background Information.

Instrumentation:

Four types of data were collected from each teacher:

1. Stages of Concern Questionnaire (SoCQ)

   This is a well established instrument designed to identify types of concerns teachers have about implementing innovative materials. The SoCQ consists of 35 items which serve as indicators of teachers' concerns relative to an innovation. The descriptions fall into seven developmental stages which range from lower-level self concerns to management concerns to higher-level impact concerns. To use the instrument with the sample of Afghan teachers, it was necessary to translate it into Dari. Additionally, the specific innovation under consideration, the new curriculum materials developed by the Educational Center for Afghanistan (ECA), was substituted for the term "innovation". Afghan educational specialists trained in the SoC framework reviewed the items as necessary to fit the context.

2. Innovation Configurations (Level of Implementation) Interview

   This interview is used to collect information on the extent and ways teachers are implementing the new materials and instructional techniques in their classes. The Innovation Configurations matrix and accompanying semi-structured interview questions developed in conjunction with Afghan education included the components related to teachers' use of the new curriculum materials. Researchers wanted to know how teachers were using the newly-developed textbooks (methods); which instructional aids were available (silkscreen charts, cloth globes, math and science manipulatives, individual student chalkboards, cloth maps) and how often they were being used; and how instructional aids were used (methods) and by whom (teacher, students, or both). The interview protocol was reformatted for ease of use and translated into Dari.

3. Teacher Background Questionnaire

   This questionnaire was developed and translated into Dari to collect: a) background information about the teacher (amount of training, years of teaching experience, grade level taught and subject taught); b) teachers' perceptions of the quality and usefulness of the new ESSP materials; and c) teachers' identification of the main problems they face in using the new materials.

4. Classroom Observation Protocol

The Classroom Observation Protocol developed by Chapman (1993) provides a framework for collecting information on the extent that teachers employ classroom pedagogical practices emphasized in ESSP training. The protocol is divided into three parts. Part I requires the data collector to observe teacher behavior for a specified period of time and tally the number of times the teacher employs pedagogical practices emphasized in the ESSP training. In Part II, the data collector observes a cluster of four students for a specified period of time and tallies the frequency of key student behaviors indicative of student engagement and learning. In Part III, which is completed at the conclusion of the class period, the observer makes overall ratings of the teacher's actions. All three segments of the observation protocol focus on evidence of the teacher's clarity of presentation, enthusiasm, task oriented behavior, use of feedback, and use of varied activities. A decision was made not to have observers collect a measure of academic learning time.

The items in the Classroom Observation Protocol were constructed to represent examples of each of the four assessment domains contained in the Supervisory Handbook (Evans, Sherzad and Hekmaty, 1993). These assessment domains include Preparation and Planning, Classroom Management, Learning Equity, and Effective Teaching. Additionally, the dimension of Effective Teaching was further broken down into Clarity, Methods, Aids, Enthusiasm, and Feedback.

Data Collection Procedures:

In each school, teachers 1) completed the Stages of Concern Questionnaire (SoCQ) and the Teacher Background Questionnaire, 2) were interviewed using an Innovation configurations (Level of Implementation) matrix to determine to what extend and in what ways they have implemented the instructional materials provided by ESSP, and 3) were observed to determine the extent to which they were employing pedagogical practices emphasized in the ESSP training. It was explained to teachers that the purpose of the study was to look at the overall program implementation and not to evaluate individual teachers.

Data were collected by master teachers who had been trained in the data collection techniques. Training consisted of practice in completing the questionnaires, practice conducting the interviews (role-playing), a review of the observation protocol, and practice in making rating decisions using videotaped classroom instruction. In addition to the teacher interview data, observation data were collected as an additional source of data to assess implementation of the new instructional materials, in addition to the teacher interview data.

Data Analysis:

Stages of Concern Questionnaires were scored by computer and profiles created to show the relative strengths of the various concerns subscales (Awareness, Information, Personal, Management, Consequence, Collaboration, and Refocusing) by subgroups according to gender, years of education, grade level taught, and years of experience.

The Innovation Configurations (Level of Implementation) Interview was analyzed according to availability and use of instructional materials by gender, years of formal education, grade level taught, and years of experience. Percentages were determined for availability of each type of instructional material (textbooks, teaching guides, charts, globes, math and science aids, individual chalkboards, and maps) by gender. Remaining items referring to use were scored using a five-point scale and averaged for each instructional material for each demographic group.

Teachers' responses to the Teacher Background Questionnaire were reported as frequency counts for each item for the total sample and by gender.

Items on the Classroom Observation Protocol developed by Chapman were grouped to represent the four dimensions outlined by Evans (Preparation and Planning, Classroom Management, Learning Equity, and Effective Teaching) (See Appendix B). A fifth dimension, Ineffective Teaching (i.e., traditional teaching), was created using selected indicators. The dimensions of Effective Teaching was further analyzed by the components of Clarity, Methods, Aids, Enthusiasm, and Feedback. For both the dimension and the component levels, data were analyzed by gender, years of formal education, grade level taught, and years of teaching experience.

RESULTS

Summary of Stages of Concern questionnaire (SoCQ) Data for the Total Sample and by Demographic Group: The Stages of Concern (SoCQ) framework was used to chart teachers' concerns in the process of implementing the new ESSP instructional materials. Concerns of users of innovations typically range in a development pattern from lower to higher level concerns as follows: Awareness, Information, Personal, Management, Consequences, Collaboration, and Refocusing. Analysis of the results of the SoCQ data for the total sample indicates that concerns are highest in the category of Awareness (See Graph 1). Concerns are also high in the categories of Information, Personal and Collaboration, with Refocusing concerns at a moderate level. Concerns for Management and Impact are low. The patterns are similar for both male and female groups and represent a fairly typical pattern for new users. Complete results are included in Table 1.

SoCQ results were also analyzed by educational level, grade level taught, and years of experience. Breakdowns by educational level in Table 2 indicate that teachers with more education (15-16 years) have higher concerns for Management (i.e., actual use of the materials, organization, and integration of the materials into their lesson plans) and Consequences (i.e., impact on student learning), with similar levels of concern in the other areas. Within the sample of females, the highest level of concern was Awareness, with the highest level of education indicating the highest Awareness concerns. Females with the highest level of education also indicated the highest Management and Consequences concerns of any education/gender group. In the male group, those with the highest level of education indicated the highest Personal concerns and Refocusing concerns of any group.

Analysis of SoCQ results by grade level in Table 3 indicate few differences between groups. Females who taught grades 7-9 indicated higher Information concerns than other female teachers, and males who taught grades 7-9 indicated lower Information and Personal concerns than males in other grade levels.

Differences were found among groups based on years of teacher experience, as indicated in Table 4. For the total sample, those with 15 or more years of teaching experience had higher Personal concerns related to using the new instructional materials, accompanied by lower concerns about Consequences (student learning). For female teachers, those with 15 or more years of experience had lower Management concerns than others and higher concerns for Collaboration with other teachers. Males with 15 or more years of experience had higher Personal concerns than others. Newer teachers (1-5) years experience) were similar to other teachers in their concern, with a few exceptions. New teachers had fewer Personal concerns and newer male teachers had fewer concerns related to Management and Consequence.

Summary of Innovation Configurations (Levels of Implementation) Data: Results from the Levels of Implementation interviews are reported by gender, formal education, grade level taught, and years of experience. Three aspects of implementation are considered: 1) Do teachers have the new instructional materials? 2) How effectively do they use them? and 3) How often do they use them?

Results in Table 5 indicate that while many teachers have the instructional materials, some do not. Overall, most teachers have ECA textbooks (97.4% female and 83.1% male teachers); however, only 43.6% of teachers in female schools have the teachers' guides. Individual chalkboards are in short supply (30% female and 40.7% male teachers). In all cases, except ECA textbooks, teachers in schools inside Afghanistan (male) have more types of instructional aids than in the refugee (female) schools.

Usage data was compiled only for those teachers who actually had the materials, although some teachers had some materials and not others. Results in Table 5 indicate that females are using the charts, globes math and science aids, and maps more effectively -- if they have them. Males scored slightly higher on the effectiveness of their reported use of ECA textbooks and teacher guides, but these differences were small.

When teachers were asked how often they used the various types of instructional materials (if they had them), results were similar, except for individual blackboards. Men report that they use the blackboards more (4.33, vs. 3.83 for females), as shown in Table 5.

An analysis of the results by differing levels of formal education in Table 6 reveals that teachers with less education (12 or less years) are using the books more and teacher with more education (15-16 years) are using the teacher's guides more. Teachers with 13-14 years of formal education are, for the most part, using all of the aids more. When this group is further broken down into males and females (also shown in Table 6), the largest difference is that males used the individual chalkboards more than females. Males also used the books and teacher's guides more, while female use the charts, globes, and math and science aids more.

An analysis of the use of instructional materials by teachers in different grade levels reveals few differences, as shown in Table 7.

When teachers' reported use of instructional materials was examined by experience levels, results indicate that teachers with level experience (1-5 years) reported using the teaching guides, charts, and blackboards more than teachers with more experience (Table 8). Further analysis was conducted using the percent of teachers using each of the five variations for each instructional aid, as determined by interviews. Teachers were not asked to choose a response, but rather interviewers asked open-ended questions and then categorized teachers' responses. Using percentages for each category, the effectiveness of use could be more precisely determined.

Results in Table 9 indicate that all teachers in the study had ECA textbooks, and 94% of the males and 92% of the females are using innovative teaching methods such as discussion, role playing, projects, etc. Further, 65% of the males and 42% of the females report that they use these methods <u>daily.</u>

When teachers were asked about their use of the ECA teacher guides, 97% of the males and 82% of the females indicated that they "usually" or "always" used the guide in lesson planning. The lower percentage for females is due in large part to the fact that 12% of the females did not have teaching guides.

Most teachers had the silkscreen charts, and gender differences emerged in their use. Usually, male teachers demonstrated using the charts while students watched (60%, versus 26% for females). In classes taught by females, however, students frequently used the charts themselves (68%, versus 38% for males).

Similar responses occurred when teachers were asked about their use of the globes. Males indicated that they usually demonstrated using the globe while students watched (68%, versus 15% for females). Females reported that students frequently used the globes (69%, versus 29% for males). Fifteen percent of the females, however, report that they display the globe only, and do not use it.

The same pattern of males preferring demonstration and females preferring student use was seen in the use of math and science instructional aids. In classes taught by males, the teacher usually demonstrated using the math and science aids while students watched (64%, versus 20% for females). In classes taught by females, students frequently manipulated the aid themselves (68%, versus 30% for males).

An exception was noted in the use of individual chalkboards, where the largest percentage of males indicated that more than half (54%) had students use the boards frequently. Still, 42% of the males usually used the individual chalkboards to demonstrate while students watched. For females, availability was a problem. A third of the female teachers indicated that they did not have the individual chalkboards. Of the remaining 66% who had individual chalkboards, <u>all</u> reported that students used them frequently.

Use of maps by teachers followed the same gender pattern: 62% of the male teachers and 25% of the females used the maps to demonstrate while students watched. In classes taught by females, 57% responded that students themselves used the maps frequently, compared to 38% of the males. In 7% of the cases, female teachers did not have maps.

When percentages of teachers using each variation of each instructional material are examined by grade level, results in Table 10 indicate patterns of use for some of the materials. Specifically, with increasing grade level, teachers are more likely to <u>demonstrate</u> using the materials (charts, globes, math and science aids, and maps) rather than have students use the objects frequently. In grades 1-3, teachers are more likely to let students manipulate the objects.

Summary of Teachers' Perceptions from the Teacher Background Questionnaire: In addition to demographic data, a Teacher Background Questionnaire was designed to collect teachers' perceptions of the quality and usefulness of the new ESSP materials. Teachers were also asked to identify any problems they encountered in using the new materials. Such information is important in the design of future instructional materials and in determining the amount and kind of training that teachers need to use the new materials.

The 98 teachers involved in the studies completed the Teacher Background Questionnaire, representing all grade levels 1-9 and levels of experience and education. All 98 teachers had attended an ESSP teacher training workshop and felt that they knew the content very well or were at least familiar with the content they were teaching. Of the 98 teachers in the study, 90 were using at least some of the instructional materials, although availability is still a concern. Approximately half of the teachers did not have a teachers' guide, and most reported less than one book per student. Overwhelmingly, teachers reported that the ESSP materials were of excellent quality and that they were easy to use. Further, they felt that it was easy to obtain help from other teachers in using the materials. They indicated that they wanted more training in the use of the materials.

The last two items on the Teacher Background Questionnaire were open-ended, allowing teachers to write in their comments. These comments were tallied according to topic. When asked to identify the two biggest problems they faced in using the new ESSP instructional materials, teachers most often pointed to a lack of sufficient materials (61 teachers). The second most frequently stated problem in using the new materials was the lack of buildings and/or classrooms (31 teachers). Other comments mentioned less frequently included economic problems (salaries) (11 teachers), no peace (7), insufficient teachers (4), and need for teacher training (1).

When asked to identify the two best aspects of the instructional materials, teachers commented that they helped students to learn better (48 teachers), they helped to motivate students (46 teachers), and they helped teachers to teach effectively (23 teachers). A summary of the results is included in Appendix A.

Summary of Classroom Observation Data: Observations of classes by trained observers related to teacher actions, student actions, and judgments of overall effectiveness by the observer. Five dimensions of effectiveness were considered: 1) Preparation and Planning, 2) Classroom Management, 3) Learning Equity, 4) Effective Teaching, and 5) Ineffective Teaching. Combinations of indicators were used to determine average scores in each dimension. See Appendix B. Data were analyzed by gender, years of formal education, grade level, and years of teaching experience.

Results shown in Graph 2 indicate that female teachers scored higher in the dimensions of Preparation and Planning, Classroom Management, and Effective Teaching and lower on Ineffective Teaching. Both males and females scored low on Learning Equity.

When the dimension of Effective Teaching is analyzed by components, results in Graph 3 indicate that females were stronger in the components of Clarity, Methods, and Enthusiasm. Both groups were low on Feedback. Males were higher on the use of Aids.

Comparisons of teachers by levels of formal education reveal that teachers with the highest years of education (15-16) years were highest in Preparation and Planning and Effective Teaching and lowest in Traditional Teaching. Teachers with the least education (12 years or less) showed moderate amounts of Preparation and Planning but were the lowest group in Effective Teaching and the highest in Ineffective Teaching. No differences were noted in Classroom Management. Results are shown in Graph 4.

Within the dimension of Effective Teaching, comparisons of teachers by formal education in Graph 5 indicate that all groups were highest in Enthusiasm and lowest in Feedback. The group with the highest education level scored highest among the three groups in Clarity, Feedback and Enthusiasm.

Few differences were found related to teaching level. Results in Graph 6 indicate slightly less Ineffective Teaching (traditional teaching) and slightly more Classroom Management and Preparation and Planning.

Comparisons by grade level taught show that teachers in grade 7-9 score lower in Feedback and higher in Methods, while teachers in grades 4-6 scored higher in Aids. Results are shown in Graph 7.

Breakdowns by years of teaching experience in Graph 8 show few differences. Teachers with the most experience (15+ years) showed slightly more traditional teaching. When the dimension of Effective Teaching was analyzed by components, again few differences were found. The most experienced group scored slightly lower in Clarity.

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The Concern-Based Adoption Model (CBAM) (Hall and Hord, 1987) has provided developers and change facilitators with useful tools for monitoring the implementation of innovations and supporting the integration of new ways of teaching and learning into traditional classrooms. Such monitoring of the implementation process is necessary if developers and policymakers are to determine the cost effectiveness of teacher training, since investments in training and materials development are justified only if such training and development result in more effective teaching and learning.

Results of Special Studies 4 and 6 using the Stages of Concern and Innovation Configurations frameworks, as well as teacher questionnaires and classroom observations, have implications for future instructional materials development, teacher training, and the instructional supervision of teachers.

These studies of male teachers in three provinces in Afghanistan and female teachers in refugee camps in Peshawar indicate that teachers overwhelmingly perceive the ECA instructional materials to be of quality and to facilitate the teaching-learning process to a great degree. Teachers felt that the materials helped to motivate students and helped them to learn better.

A recurring concern, however, is availability. While production and distribution of instructional materials has proceeded at a fast pace over the last few years, the task is not complete. Availability is still a problem, particularly for female teachers in the refugee camps. All schools in the study had textbooks, but more than half of the female teachers did not have teacher's guides, a limiting factor in the effective <u>use</u> of textbooks in these schools. For teachers who had the teacher's guides, reported use of the guide in planning was high. Individual chalkboards, one of the recently developed instructional materials and one with great potential for increasing individual student engagement in learning, were in particularly short supply for both males and females.

For both males and females who had the new materials, frequency of use was high. Materials typically were <u>not</u> used for display purposes only.

Teachers' concerns related to the new instructional materials followed a fairly typical pattern for new users, with higher levels of concern related to the self and lower levels related to the task or impact of use. This fits the development pattern where concerns during implementation normally progress from lower to higher level concerns: Awareness, Information, Personal, Management, Consequence, Collaboration, and Refocusing. Overall, Awareness, Information, Personal, and Collaboration concerns were highest; thus, developers and change facilitators (principals, master teachers, etc.) should consider having teachers work together as they learn more about the new materials and their use. Higher Awareness concerns among females may be related to the fact that some of the materials are not available in the refugee camps or are in short supply.

Higher Personal concerns among those with the most experience, and particularly older male teachers, indicate concerns about what is expected of them and how they will need to change how they teach as a result of the new materials. Consistent with this finding is the finding that males are more likely to use the instructional materials to demonstrate rather than letting students manipulate

them. These findings suggest that plans for continued staff development should included support and followup to encourage risk-taking and experimentation using the new materials. Thus, continued technical support during the process of change is essential if teachers are to adopt new methods and materials and integrate them on a permanent basis. Typically, only after teachers have resolved personal and task-related concerns do concerns shift to the impact levels, where concerns for student learning (i.e., Consequences) are paramount.

When teachers were asked to describe the teaching methods they used during open-ended interviews, very high percentages of teachers reported that they used innovative teaching methods such as discussions, role-playing and projects at least twice a week and many reported using these daily. Classroom observations by trained observers confirmed that indicators of Effective Teaching were higher than those for Ineffective Teaching (i.e., traditional teaching.) Teachers with the highest level of education rated the highest in Preparation and Planning and Effective Teaching and the lowest in Ineffective Teaching. Individual teachers who score high in this category might serve as in-house resource persons (mentors) to other teachers on their faculty.

Overall teachers were rated lowest in combinations of indicators representing Learning Equity. Indicators in this dimension relate to the teacher's questioning techniques, provision of feedback to students, and sensitivity to students' needs. Questioning techniques, effective feedback, and elements of good psychosocial learning environments are areas where change facilitators need to provide additional training, coaching, and followup to teachers.

Interviews with male and female teachers regarding their use of the new materials show pronounced differences. Math typically reported that they used the materials to demonstrate, while students watched. One exception was the use of individual chalkboards, when available. Females, on the other hand, typically allowed students to manipulate the instructional aids themselves. Teachers in lower grades (1-3) also reported that they had students manipulate the materials.

A further look into the teacher training programs for males and females, cultural expectations, and other factors that may account for these differences is in order. Continued staff development in male schools and in higher grade levels may target uses of the instructional materials that maximize student engagement in learning. This could take the form of lesson demonstrations by master teachers of students using the instructional materials or pairing teachers who encourage students to use the materials with those who do not, as a coach.

In conclusion, Special Studies 4 & 6 have provided a great deal of data regarding the current level of implementation of the new ECA instructional materials. Data from a variety of sources indicate that the materials are of high quality and contribute to effective teaching. Availability remains a concern, as the production and distribution of materials is not yet complete. As with the implementation of any innovation in schools, continued, ongoing monitoring of the implementation process and appropriate training and followup for teachers are critical aspects of successful, lasting change. The Concerns Based Adoption Model for determining the effectiveness of implementation of planned changes has been used successfully in working with Afghan educators. The foundation has been laid; continued support during the implementation process is necessary for maximum benefits in student learning.

Appendix A

Teacher Background Information

TEACHER BACKGROUND INFORMATION

M = Men
W = Women
T = Total

Item		M	W	T
1. Grade level at which currently teaching	Teaching Level			
	1-3	27	14	41
	4-6	20	16	36
	7-9	12	9	21
2. Are you using the instructional materials	Yes	57	33	90
	No	2	6	8
3. Attended an ESSP teacher training workshop	Yes	59	39	98
	No	0	0	0
4. Years as a teacher	Experience			
	1-5	14	18	32
	6-10	8	13	21
	11-15	15	5	20
	15 plus	5	12	17
5. Formal education	Educ. Level			
	12 yrs or less	38	7	45
	13 or 14 yrs	16	20	36
	15 or 16 yrs	5	12	17
6. Content of the material	I know the content very well.	48	30	78
	I am somewhat familiar with the content.	11	9	20
	I do not know much of the content.	0	0	0
7. Have a copy of the ESSP teacher guide	Yes	40	03	43
	No	19	35	44
8. Number of textbooks per student in the classroom	Books per std.			
	Less than one	20	36	56
	One book	10	2	12
	Two books	8	0	8
	Three books	12	0	12
	More than three books	9	0	9
9. How good are the ESSP instructional materials	Excellent	55	23	78
	Fair/good	4	13	17
	Poor	0	3	3

		M	W	T
10. How easy to obtain help from the other teachers	Extremely easy	44	28	72
	Very/somewhat easy	14	5	19
	Not easy	1	5	6
11. How easy to use the materials	Easy to use	52	35	87
	Some trouble	6	5	11
	Great difficulty	1	0	1
12. Do you want more training in use of the materials	Yes	51	25	76
	No	6	11	17

13. Two Biggest Problems of the Instructional Materials	Men (1)	Men (2)	Women (1)	Women (2)	Tot.
a. Insufficient materials	27	15	16	3	61
b. No building and/or classrooms	29	2	-	-	31
c. Economic problems (salaries)	3	8	-	-	11
d. No peace	2	5	-	-	7
e. Insufficient teachers	-	4	-	-	4
f. Need for teacher training	-	1	-	-	1

14. Two Best Aspects of the Instructional Materials	Men (1)	Men (2)	Women (1)	Women (2)	Tot.
a. Helps students learn better	22	17	4	5	48
b. Helps motivate the students	18	19	8	1	46
c. Helps teachers to teacher effectively	7	13	1	2	23

SPECIAL STUDY 4 AND 6
DATA BACKGROUND DESCRIPTION

Province	No. of Schools	No. of Teachers
Laghman	4	17 male
Khost	6	12 male
Nangarhar	11	30 male
Peshawar Girl's Schools	10	39 female
Total:	31	98

Appendix B

Dimensions of Effectiveness
(Indicator Items)

A. **Preparation and Planning**

i) **Planning**
- focus, direction and goal orientation
- teacher preparation

B. **Classroom Management**

i) **Monitoring/Controlling Student Behavior**
- teacher speaks to discipline pupil(s), to regain order, or to quiet down pupil(s)

ii) **Structuring Classroom**
- focus, direction and goal orientation

iii) **Student Engagement**
- one of the pupils ask the teacher a question
- pupils are reading silently or out loud
- pupils are writing something
- pupils are talking to other pupils about the material
- pupils ask a question of another pupil
- student interest in lesson
- student engagement
- student attentiveness to instruction
- level of student initiative

C. **Learning Equity**

i) **All Students**
- teacher asks questions of one pupil
- teacher asks a question of the entire class
- teacher answer a student question
- teacher encourage discussion of concept between two or more pupils

ii) **Interpersonal**
- teacher gives specific feedback to one or more students about their responses
- teacher sensitivity to student needs

D. Effective Teaching

i) Clarity in Presentation

- teacher uses clear objectives
- logical presentation
- teacher elaboration and use of examples as required
- simple and straight forward presentation
- accurate, thorough presentation of content

ii) Using Different Teaching Methods and Learning Tasks

- teacher varies classroom activities
- teacher involves students in the learning process
- teacher changes teaching method (e.g. discussion, lecture, role play, use of teaching aid, etc.

iii) Using Teaching Aids and Learning Materials

- teacher uses a teaching aid or learning material to present lesson

iv) Enthusiasm

- teacher enthusiasm
- vividness of presentation by teacher

v) Use of Feedback

- teacher use of feedback
- teacher use of informal assessment
- teacher sensitivity to student needs
- teacher gives specific feedback to one or more students about their responses

E. Ineffective (traditional) Teaching

- teacher is presenting lesson or material with no questions
- teacher requests pupils to recite set material
- pupils are listening to teacher lecture
- pupils are reciting as a group
- one pupil is clearly inattentive for more than one minute

Appendix C

List of Tables

Table 1 Relative Intensity of Teachers' Concerns by Percent by Gender

Table 2 Relative Intensity of Teachers' Concerns by Percent by Education Level

Table 3 Relative Intensity of Teachers' Concerns by Percent by Grade Level

Table 4 Relative Intensity of Teachers' Concerns by Percent by Years of Experience

Table 5 Level of Implementation of ECA Instructional Materials

Table 6 Use of ECA Instructional Materials by Levels of Formal Education

Table 7 Use of Teaching Materials by Grade Level Taught

Table 8 Use of Instructional Materials by Years of Experience

Table 9 Percentage of Teachers Using Each Variation of Each Component by Gender

Table 10 Percentage of Teachers Using Each Variation of Each Component by Grade Level

Table 1
Relative Intensity of Teachers' Concerns by Percent
by Gender

Stage	0	1	2	3	4	5	6
Males (n=59)	84.0	70.9	68.5	14.4	10.8	83.9	55.8
Females (n=39)	84.9	68.0	63.2	30.6	45.1	64.3	50.8

0 = Awareness
1 = Information
2 = Personal
3 = Management
4 = Consequence
5 = Collaboration
6 = Refocusing

BEST AVAILABLE DOCUMENT

Table 3
Relative Intensity of Teachers' Concerns by Percent
by Grade Level

	No.	Level	0	1	2	3	4	5	6
	14	1 - 3	82.79	61.29	57.64	24.21	40.21	67.71	56.79
	16	4 - 6	85.31	68.44	66.56	35.69	50.69	68.19	43.38
Women	9	7 - 9	87.56	77.67	65.67	31.56	42.89	67.44	51.33
	39								
	27	1 - 3	86.33	71.00	74.74	10.15	10.52	85.37	52.85
	20	4 - 6	80.95	74.65	69.25	19.45	14.70	83.90	63.75
Men	12	7 - 9	83.75	64.25	53.17	15.58	5.08	80.83	49.00
	59								
	41	1 - 3	85.12	67.68	68.90	14.95	20.66	75.93	54.20
	36	4 - 6	82.89	71.89	68.06	26.67	30.69	76.64	54.69
Total	21	7 - 9	85.38	70.00	58.52	22.43	21.28	75.10	50.00
	98								

0 = Awareness
1 = Information
2 = Personal
3 = Management
4 = Consequence
5 = Collaboration
6 = Refocusing

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Table 5
Level of Implementation of ECA Instructional Materials

	Bks	Gds	Chts	Glbs	Aids	Bds	Maps
			Percent of Teachers Who Have Materials by Gender				
Males (n=59)	83.1	67.8	89.8	71.2	89.8	40.7	84.7
Females (n=39)	97.4	43.6	79.5	41.0	64.1	30.8	71.8
			Effective Use of Instructional Materials by Gender (5-point scale)				
Males (n=59)	4.59	4.55	3.77	3.45	3.55	4.00	3.76
Females (n=39)	4.32	4.18	4.32	4.23	4.40	3.67	4.11
			Frequency of Use of Instructional Materials by Gender (5-point scale)				
Males (n=59)			4.38	4.12	4.04	4.33	4.00
Females (n=39)			4.33	3.91	4.32	3.83	4.00

Bks = ECA textbooks
Gds = teacher's guide
Glbs = globes
Aids = math and science aids
Bds = blackboards
Maps = maps

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Table 7
Use of Teaching Materials by Grade Level Taught

Grade	Bks	Gds	Chts	Glbs	Aids	Bds	Maps
7 - 9	4.37	4.80	3.75	3.25	3.92	4.67	3.71
4 - 6	4.54	4.37	3.94	3.74	3.79	3.59	3.87
1 - 3	4.45	4.62	4.11	3.83	3.81	3.92	3.97

Bks = ECA textbooks
Gds = Teacher's guide
Chts = charts
Glbs = globes
Aids = math and science aids
Bds = blackboards
Maps = maps

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Table 9
Percentage of Teachers Using Each Variation of
Each Component by Gender

1 = not available
2 = they are displayed, but not used
3 = usually the teacher demonstrates and the students watch
4 = only the teacher and selected students use them
5 = students use them frequently

	n	1	2	3	4	5
			ECA textbooks			
Males	49	0	0	6	29	65
Females	38	0	3	5	50	42
			Teacher's guide			
Males	39	0	0	3	28	69
Females	17	12	0	6	23	59
			Charts			
Males	53	0	0	60	2	38
Females	31	3	0	26	3	68
			Globes			
Males	41	2	0	68	0	29
Females	13	0	15	15	0	69
			Math and Science Aids			
Males	53	4	0	64	2	30
Females	25	0	4	20	8	68
			Blackboards			
Males	21	4	0	42	0	54
Females	12	33	0	0	0	66
			Maps			
Males	50	0	0	62	0	38
Females	28	7	0	25	11	57

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Appendix D

List of Graphs

Graph 1 Stage of Concern by Gender

Graph 2 Dimensions of Effective Teaching by Gender

Graph 3 Components of Effective Teaching by Gender

Graph 4 Dimensions of Effective Teaching by Level of Formal Education

Graph 5 Components of Effective Teaching by Grade Level Taught

Graph 6 Dimensions of Effective Teaching by Grade Level Taught

Graph 7 Components of Effective Teaching by Grade Level

Graph 8 Dimensions of Effective Teaching by Years of Teaching Experience

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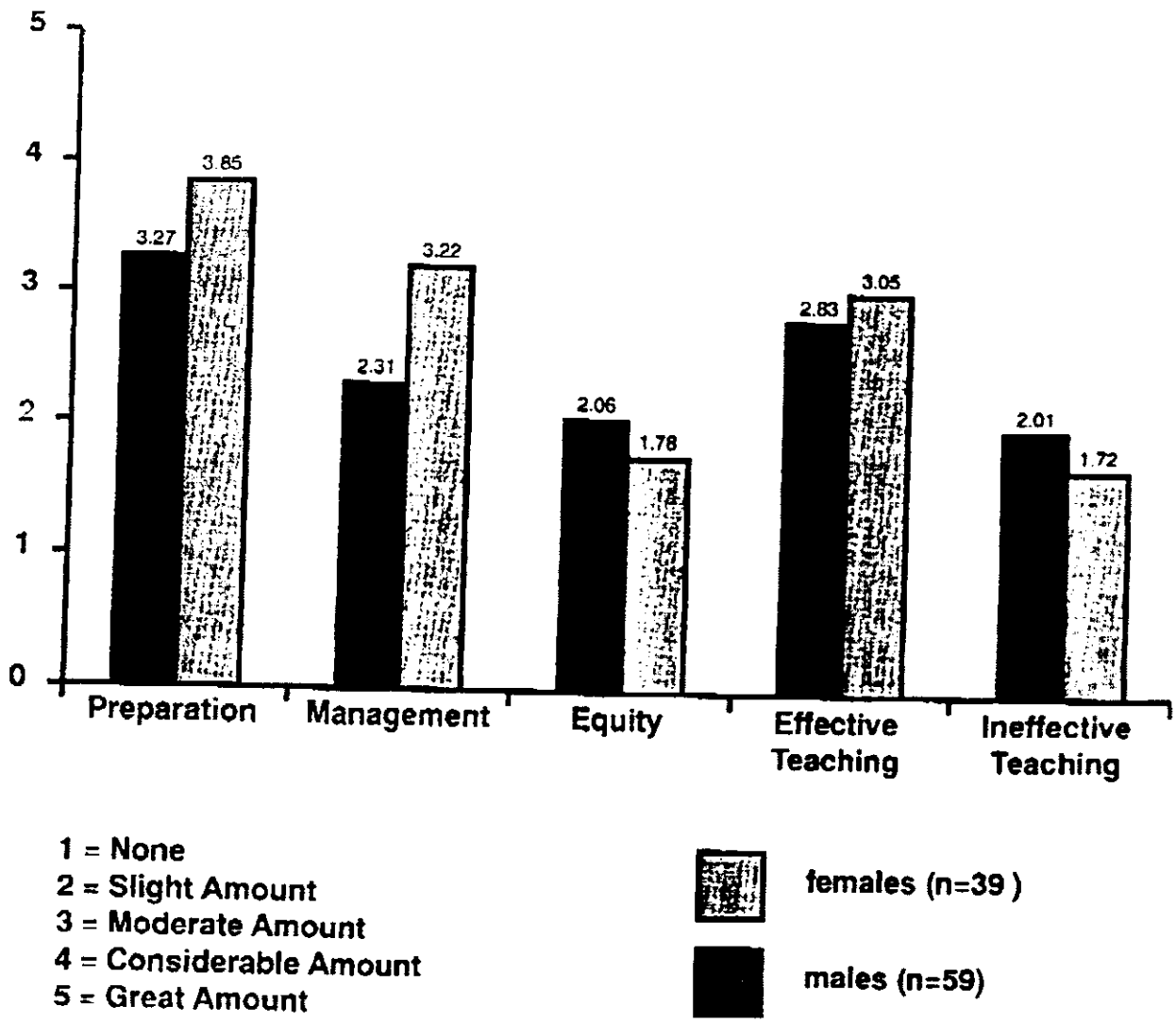
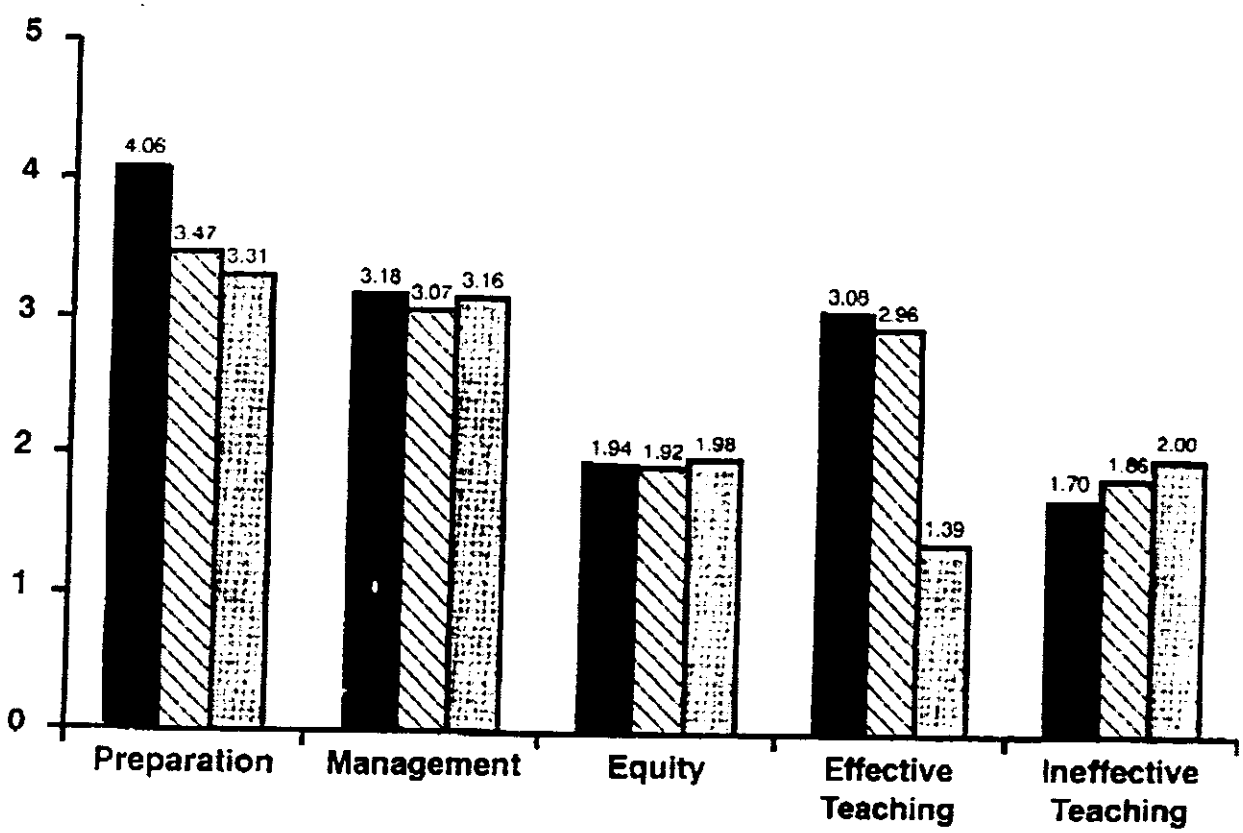
Graph 2
Dimensions of Effective Teaching by Gender



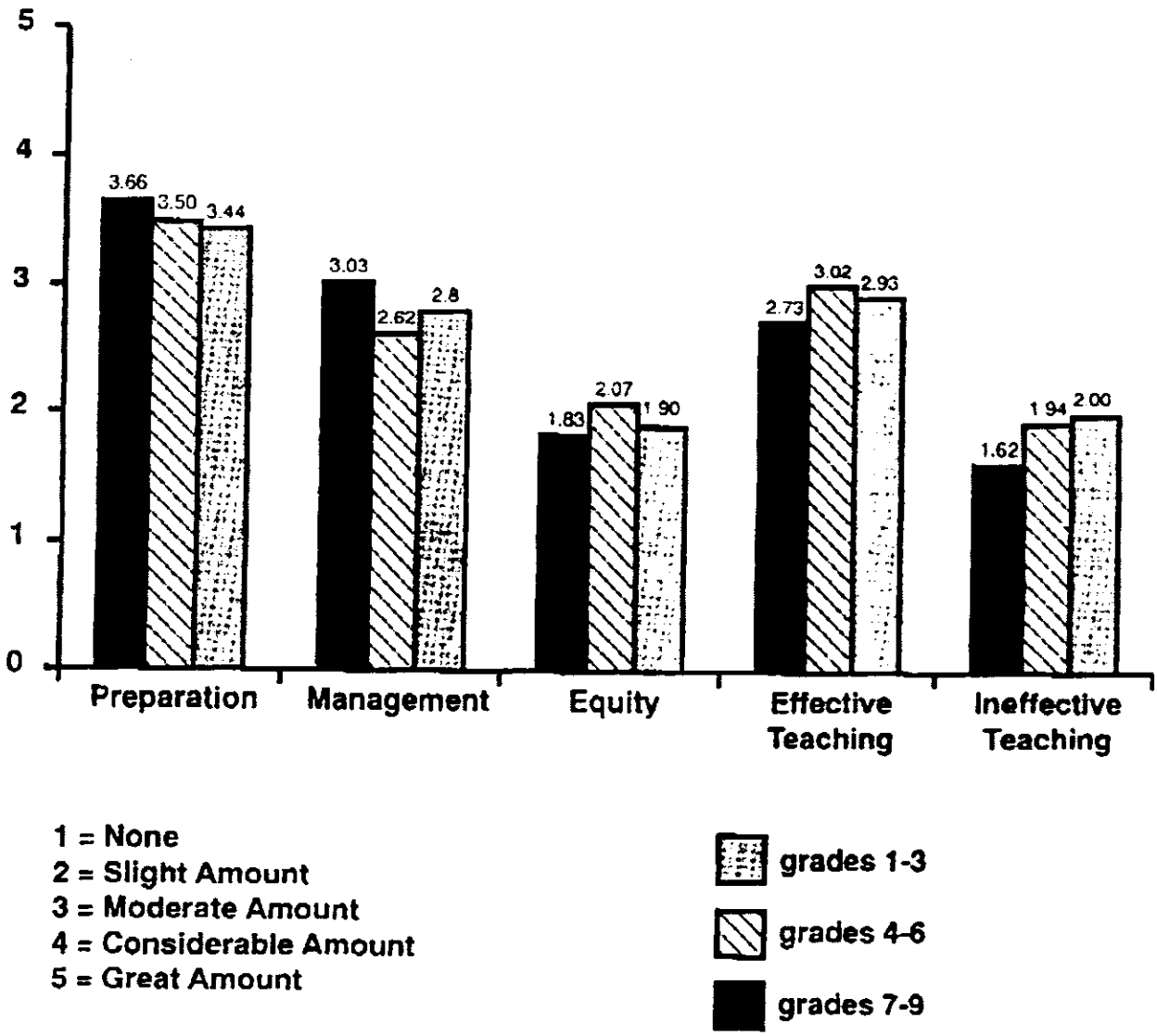
Graph 4
Dimensions of Effective Teaching by Level of Formal Education (n=98)



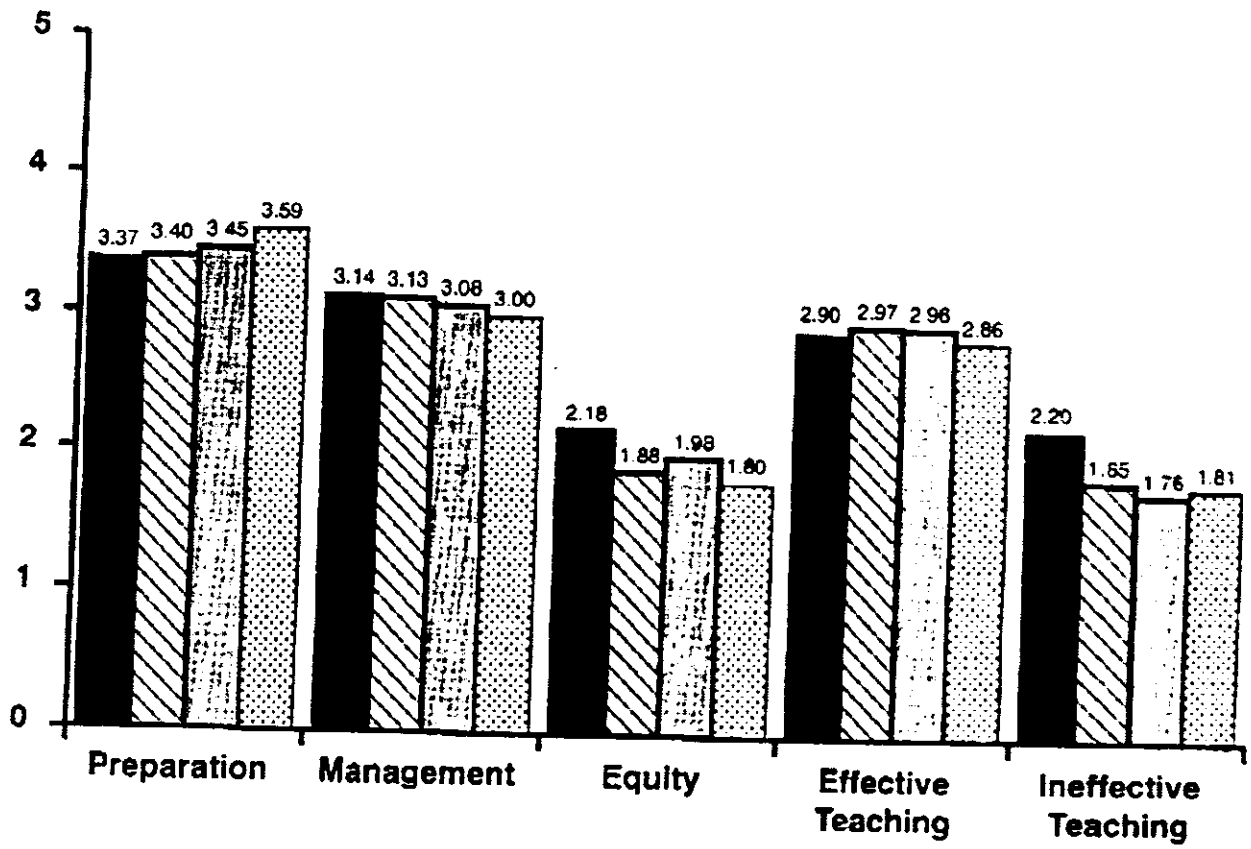
1 = None
2 = Slight Amount
3 = Moderate Amount
4 = Considerable Amount
5 = Great Amount

12 years or less
13-14 years of education
15-16 years of education

Graph 6
Dimensions of Effective Teaching by Grade Level Taught
(n=98)



Graph 8
Dimensions of Effective Teaching by Years of Teaching Experience (n=98)



1 = None
2 = Slight Amount
3 = Moderate Amount
4 = Considerable Amount
5 = Great Amount

1-5 years
6-10 years
11-15 years
15+ years

Special Study VIII

Audit of Data Accuracy

Dr. David Chapman, Consultant
Education Development Center, Inc.

Introduction:

One of the main reasons education officials sometimes are reluctant to use educational management information system (EMIS) data in education planning and decision-making is their concern over the quality of the data available to them. If EMIS is to be an important part of education planning, it is important that educational leaders have a reasonable estimate of the extent that they can rely on the national data available to them through the EMIS, and that they identify constraints on collection and flow of the data obtained from the schools. Data quality and data flow are the two main reliability issues. Data must be sufficiently accurate, timely, and interpretable to be useful in policy formulation, planning and management of the education system. Low data quality often or, at least, perceived low data quality has been a more severe problem besetting national level education data systems than advocates have wanted to acknowledge. Very little attention typically has been given to assessing the user confidence in the quality of the data available to them or the accuracy of user's judgements about data quality. Reliable information on data quality has been a serious constraint on data use in national level management and policy formulation. This, particularly, has been the case in the Afghanistan situation because of the cross-border nature of the program and the many difficulties associated with data collection as the result of security and access constraints. Good data, i.e., reliable data, is the necessary ingredient to improved efficiency of the educational system. Inaccurate data, or perceived inaccurate data, can contribute to inappropriate decisions and inefficient allocation of scarce resources. This is especially the case relative to education in Afghanistan. Because of 15 years of war in Afghanistan, the pre-war data is no longer reliable and the data made available by the Kabul regime government was mostly misstated; thus, creating a data void on schools, teachers and students. Consequently, it was essential that any national data now gathered, post to the war situation, be subjected to a data audit for accuracy. This study was intended to provide Afghan educators and international donor agencies with a reasonable estimate of the extent they can trust the national education data available to them.

Implementation Plan:

The University of Nebraska at Omaha (UNO), prime contractor for the ESSP, in conjunction with USAID decided relatively early in the establishment and expansion of the EMIS that an audit of data accuracy study should be implemented, so that problems in data quality and data flow could be identified and corrected before they became institutionalized.

The project team decided that to conduct an audit of data quality and flow, site visit teams would be sent to a carefully selected sample of schools in each of three provinces. In the schools, the teams would record school level enrollment and teacher supply data, followed by a three month gap, and then recollect a subset of the original data. Additionally, the teams should visit the district education offices responsible for each of the schools and copy the student enrollment and teacher supply data for each sample school in that district. If possible, the teams would then visit the provincial education offices having responsibility for the districts represented in the study and copy district level enrollment and teacher data for the districts in the study and, if available, for each of the original schools in the study.

During the analysis phase of the study, the school level data would be compared with previous data collected and with data at the district level, if available, for those same schools and percent of discrepancy computed. Ideally, this process would then be repeated at the higher levels, comparing the school data at the district level to data for those same schools at the provincial level, where available. The school level data would be progressively summarized at each level and the percent of discrepancy (between each level and the next) calculated. The calculations should be computed by gender and by grade whenever those data are available. Because of the lack of a functioning central authority in Afghanistan, it was anticipated that data flow would be incomplete, but it was decided to, at least, see if the data was being gathered and in what form by central authorities.

The final results of the audit would indicate: (a) the overall percent of discrepancy ("error") between data recorded in the separate data collections at the school level; (b) discrepancies between data available to decision makers at district, provincial, and central levels, where available, and the points in data flow in which error is most likely to be introduced; and (c) the types of flow data in which errors are most likely to be observed (e.g., grade level, boys versus girls enrollment, and student versus teacher data). These findings provide a basis for decision makers to estimate the extent they can rely on the school level and central level enrollment and teacher supply data, and provide an indication of where problems in data quality are introduced in the process of transmission from school to central authorities.

Table 1
Relative Intensity of Teachers' Concerns by Percent
by Gender

Stage	0	1	2	3	4	5	6
Males (n=59)	84.0	70.9	68.5	14.4	10.8	83.9	55.8
Females (n=39)	84.9	68.0	63.2	30.6	45.1	64.3	50.8

0 = Awareness
1 = Information
2 = Personal
3 = Management
4 = Consequence
5 = Collaboration
6 = Refocusing

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Table 2
Relative Intensity of Teachers' Concerns by Percent
by Educational Level

	No.	Educ.	0	1	2	3	4	5	6
	7	10-12	82.43	66.14	60.86	30.29	44.14	63.43	45.00
	20	13-14	82.90	66.50	64.25	26.75	41.75	66.05	50.45
omen	12	15-16	89.75	72.42	62.67	37.25	51.33	61.75	52.25
	39								
	38	10-12	83.74	70.68	68.37	12.13	11.58	82.47	54.76
	16	13-14	86.94	70.19	62.13	17.25	8.00	85.81	52.13
en	5	15-16	76.40	74.40	89.80	22.60	14.20	89.20	75.00
	59								
	45	10-12	83.53	69.98	67.20	15.00	16.64	79.51	53.27
	36	13-14	84.69	68.14	63.30	22.53	26.75	74.83	52.86
al	17	15-16	85.82	72.94	70.65	32.94	40.41	69.82	58.94
	98								

= Awareness
= Information
= Personal
= Management
= Consequence
= Collaboration
= Refocusing

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Table 3
Relative Intensity of Teachers' Concerns by Percent
by Grade Level

	No.	Level	0	1	2	3	4	5	6
	14	1 - 3	82.79	61.29	57.64	24.21	40.21	67.71	56.79
	16	4 - 6	85.31	68.44	66.56	35.69	50.69	68.19	43.38
Women	9	7 - 9	87.56	77.67	65.67	31.56	42.89	67.44	51.33
	39								
	27	1 - 3	86.33	71.00	74.74	10.15	10.52	85.37	52.85
	20	4 - 6	80.95	74.65	69.25	19.45	14.70	83.90	63.75
Men	12	7 - 9	83.75	64.25	53.17	15.58	5.08	80.83	49.00
	59								
	41	1 - 3	85.12	67.68	68.90	14.95	20.66	75.93	54.20
	36	4 - 6	82.89	71.89	68.06	26.67	30.69	76.64	54.69
Total	21	7 - 9	85.38	70.00	58.52	22.43	21.28	75.10	50.00
	98								

0 = Awareness
1 = Information
2 = Personal
3 = Management
4 = Consequence
5 = Collaboration
6 = Refocusing

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Table 4
Relative Intensity of Teachers' Concerns by Percent
by Years of Experience

	No.	Exp.	0	1	2	3	4	5	6
	18	1- 5	81.72	64.94	60.44	26.72	45.50	61.50	54.28
	13	6-10	83.16	69.31	64.23	40.15	44.31	59.54	40.92
	5	11-15	96.60	70.80	65.60	34.20	45.80	76.00	54.80
Women	3	15+	92.30	76.33	70.67	6.66	45.30	81.67	56.00
	39								
	14	1- 5	81.71	64.57	69.29	7.86	5.64	82.57	51.21
	8	6-10	91.00	62.25	68.12	19.25	10.00	87.25	57.62
	15	11-15	81.07	73.73	70.53	14.87	14.87	87.07	59.40
Men	22	15+	84.86	76.04	79.45	16.50	11.68	81.50	55.50
	59								
	32	1- 5	81.72	64.78	55.56	18.47	28.06	70.72	52.94
	21	6-10	86.14	66.62	65.86	32.19	31.24	70.10	47.28
	20	11-15	84.95	73.00	69.30	19.70	22.60	84.30	58.25
Total	25	15+	85.76	76.08	78.40	15.32	15.72	81.52	55.56
	98								

0 = Awareness
1 = Information
2 = Personal
3 = Management
4 = Consequence
5 = Collaboration
6 = Refocusing

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Table 5
Level of Implementation of ECA Instructional Materials

	Bks	Gds	Chts	Glbs	Aids	Bds	Maps
			Percent of Teachers Who Have Materials by Gender				
Males (n=59)	83.1	67.8	89.8	71.2	89.8	40.7	84.7
Females (n=39)	97.4	43.6	79.5	41.0	64.1	30.8	71.8
			Effective Use of Instructional Materials by Gender (5-point scale)				
Males (n=59)	4.59	4.55	3.77	3.45	3.55	4.00	3.76
Females (n=39)	4.32	4.18	4.32	4.23	4.40	3.67	4.11
			Frequency of Use of Instructional Materials by Gender (5-point scale)				
Males (n=59)			4.38	4.12	4.04	4.33	4.00
Females (n=39)			4.33	3.91	4.32	3.83	4.00

Bks = ECA textbooks
Gds = teacher's guide
Glbs = globes
Aids = math and science aids
Bds = blackboards
Maps = maps

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Table 6
Use of ECA Instructional Materials
by Levels of Formal Education

	Bks	Gds	Chts	Glbs	Aids	Bds	Maps
Years							
15-16	4.06	4.67	3.70	3.40	3.92	4.00	3.71
13-14	4.48	4.73	4.28	4.00	4.21	4.27	4.13
12 or less	4.65	4.28	3.87	3.62	3.49	3.63	3.74
13-14 Years of Formal Education							
Male	4.00	3.72	4.00	5.00	4.13	4.57	4.83
Female	4.53	4.43	4.43	3.67	4.13	4.42	4.60

Bks = ECA textbooks
Gds = Teacher's guide
Chts = charts
Glbs = globes
Aids = math and science aids
Bds = blackboards
Maps = maps

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Table 7
Use of Teaching Materials by Grade Level Taught

Grade	Bks	Gds	Chts	Glbs	Aids	Bds	Maps
7 - 9	4.37	4.80	3.75	3.25	3.92	4.67	3.71
4 - 6	4.54	4.37	3.94	3.74	3.79	3.59	3.87
1 - 3	4.45	4.62	4.11	3.83	3.81	3.92	3.97

Bks = ECA textbooks
Gds = Teacher's guide
Chts = charts
Glbs = globes
Aids = math and science aids
Bds = blackboards
Maps = maps

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Table 8
Use of Instructional Materials
by Years of Experience

Years	Bks	Gds	Chts	Glbs	Aids	Bds	Maps
15+	4.70	4.53	3.96	3.75	3.50	4.00	4.00
11-15	4.42	4.40	3.72	3.62	3.72	3.60	3.81
6-10	4.17	4.46	3.94	3.60	4.19	3.00	3.88
1-5	4.53	4.75	4.19	3.76	3.95	4.33	3.83

Bks = ECA textbooks
Gds = Teacher's guide
Chts = charts
Glbs = globes
Aids = math and science aids
Maps = maps

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Table 9
Percentage of Teachers Using Each Variation of
Each Component by Gender

1 = not available
2 = they are displayed, but not used
3 = usually the teacher demonstrates and the students watch
4 = only the teacher and selected students use them
5 = students use them frequently

	n	1	2	3	4	5
			ECA textbooks			
Males	49	0	0	6	29	65
Females	38	0	3	5	50	42
			Teacher's guide			
Males	39	0	0	3	28	69
Females	17	12	0	6	23	59
			Charts			
Males	53	0	0	60	2	38
Females	31	3	0	26	3	68
			Globes			
Males	41	2	0	68	0	29
Females	13	0	15	15	0	69
			Math and Science Aids			
Males	53	4	0	64	2	30
Females	25	0	4	20	8	68
			Blackboards			
Males	24	4	0	42	0	54
Females	12	33	0	0	0	66
			Maps			
Males	50	0	0	62	0	38
Females	28	7	0	25	11	57

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Table 10
Percentage of Teachers Using Each Variation of
Each Component by Grade Level

Grade	n	1	2	3	4	5
			ECA textbooks			
7-9	27	0	0	4	59	37
4-6	51	0	4	2	33	61
1-3	47	0	0	11	40	49
			Teacher's guide			
7-9	6	0	0	0	33	67
4-6	39	10	0	8	18	64
1-3	28	0	0	0	36	64
			Charts			
7-9	23	9	0	48	0	43
4-6	47	0	0	42	4	53
1-3	45	0	0	38	2	60
			Globes			
7-9	9	11	0	56	0	33
4-6	31	0	6	48	0	45
1-3	27	0	7	44	0	48
			Math and Science Aids			
7-9	17	0	0	47	0	53
4-6	46	2	0	43	9	46
1-3	40	2	5	40	2	50
			Blackboards			
7-9	8	0	0	12	0	88
4-6	25	32	0	16	0	52
1-3	15	7	0	33	0	60
			Maps			
7-9	19	0	0	58	0	42
4-6	43	5	0	39	9	46
1-3	44	4	0	39	4	52

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Appendix D

List of Graphs

Graph 1 Stage of Concern by Gender

Graph 2 Dimensions of Effective Teaching by Gender

Graph 3 Components of Effective Teaching by Gender

Graph 4 Dimensions of Effective Teaching by Level of Formal Education

Graph 5 Components of Effective Teaching by Grade Level Taught

Graph 6 Dimensions of Effective Teaching by Grade Level Taught

Graph 7 Components of Effective Teaching by Grade Level

Graph 8 Dimensions of Effective Teaching by Years of Teaching Experience

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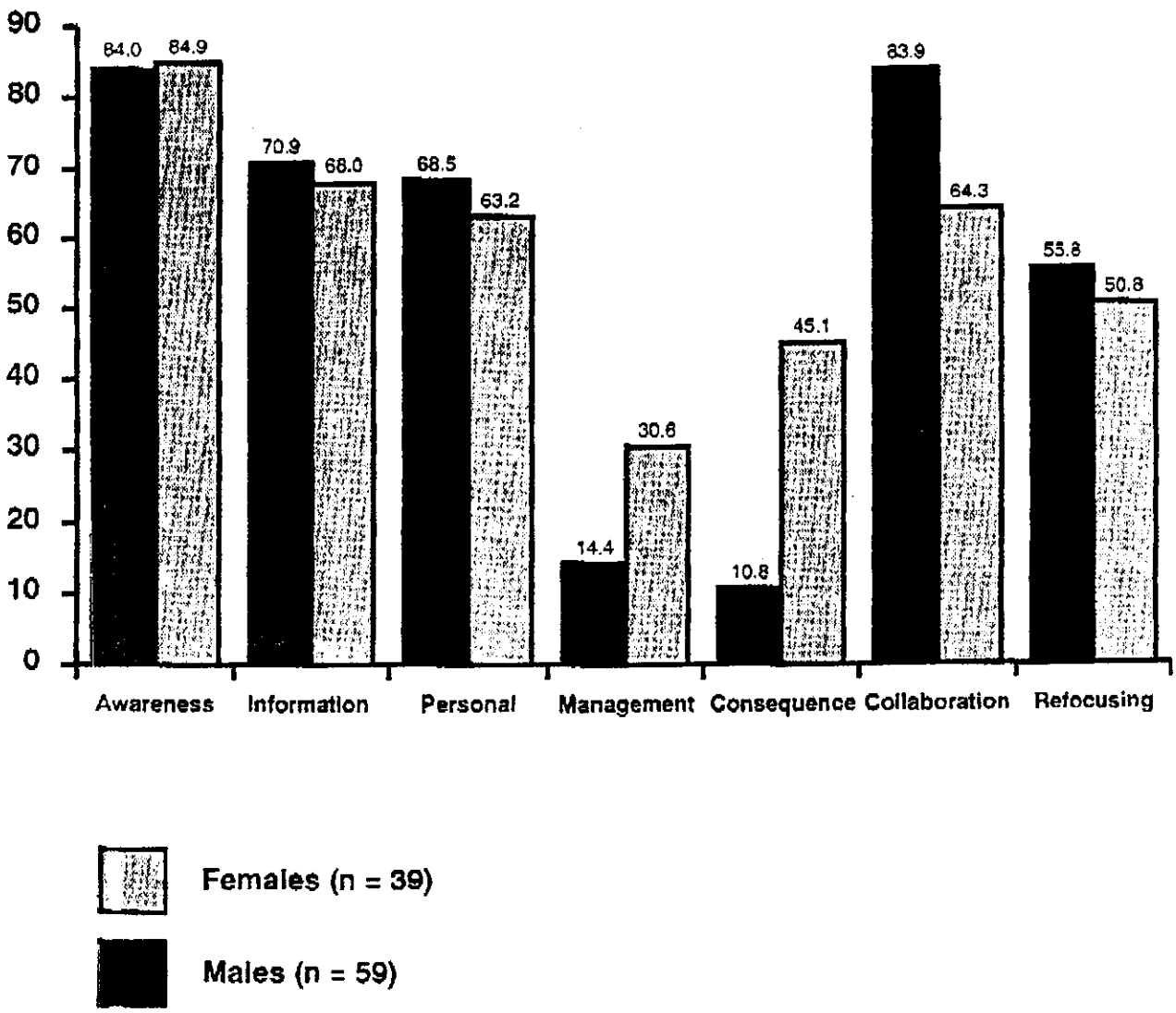
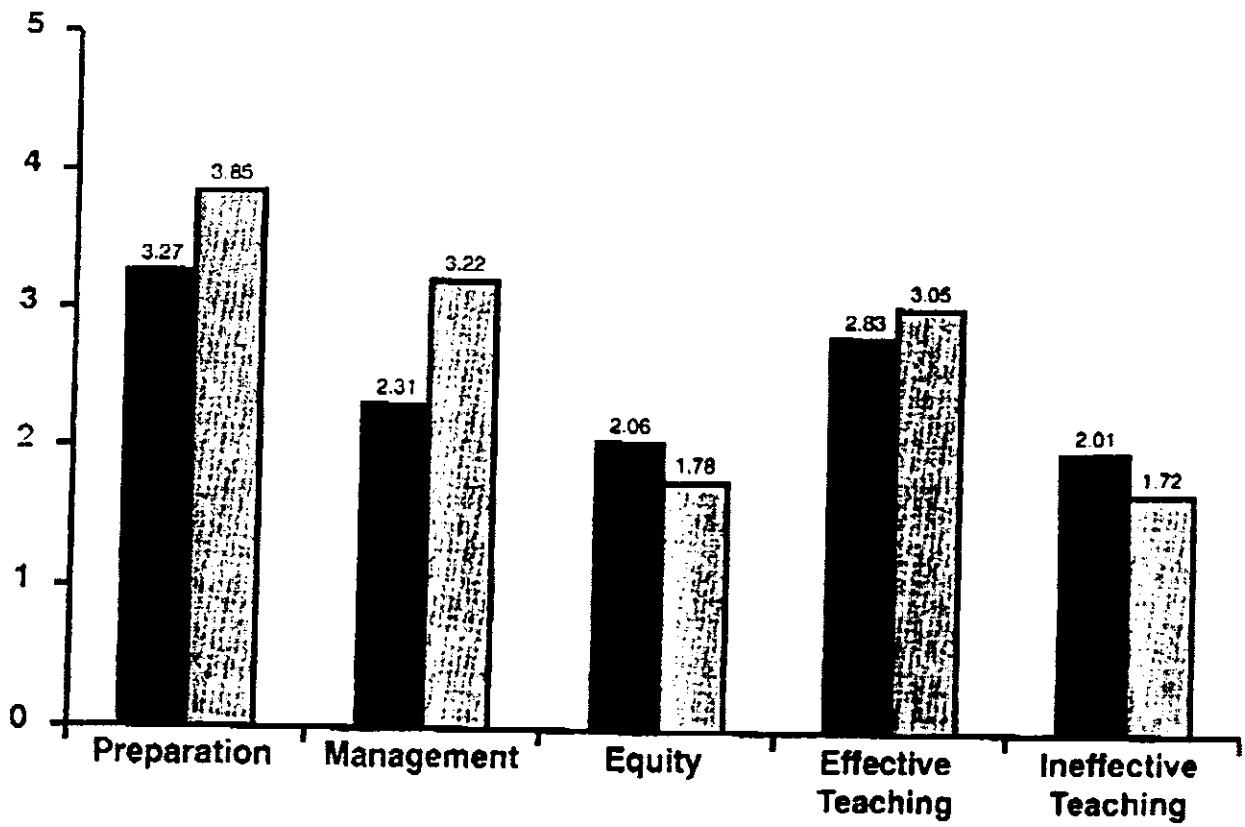
Graph 1
Relative Intensity of Teachers' Concerns by Percent by Gender



Graph 2
Dimensions of Effective Teaching by Gender

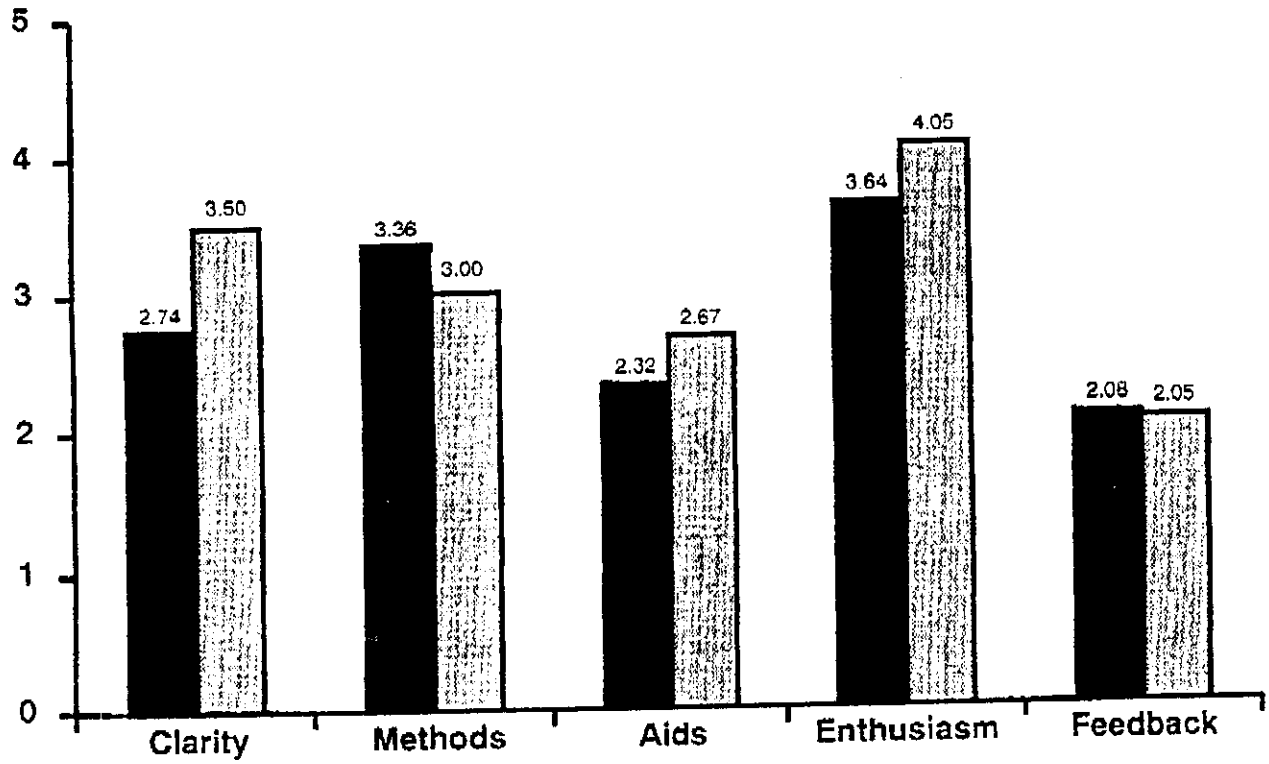


1 = None
2 = Slight Amount
3 = Moderate Amount
4 = Considerable Amount
5 = Great Amount

females (n=39)

males (n=59)

Graph 3
Components of Effective Teaching by Gender

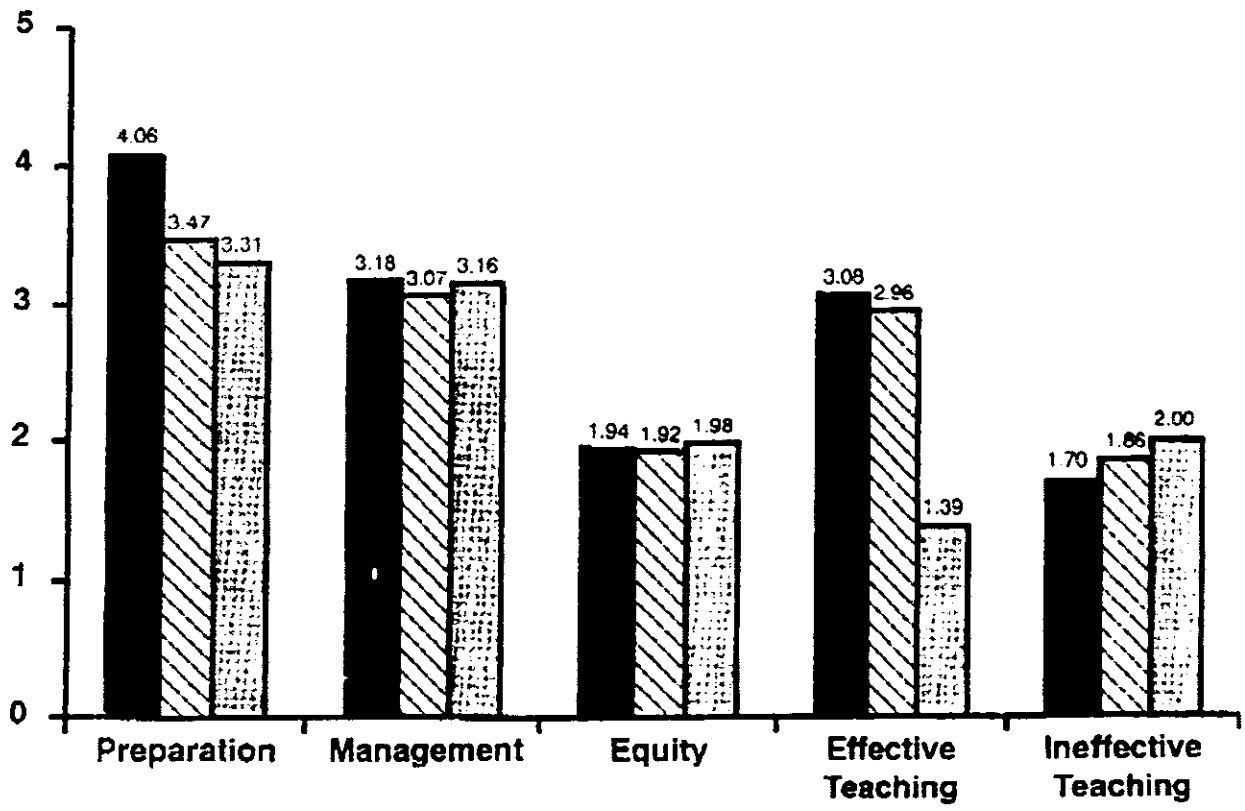


1 = None
2 = Slight Amount
3 = Moderate Amount
4 = Considerable Amount
5 = Great Amount

females (n=39)

males (n=59)

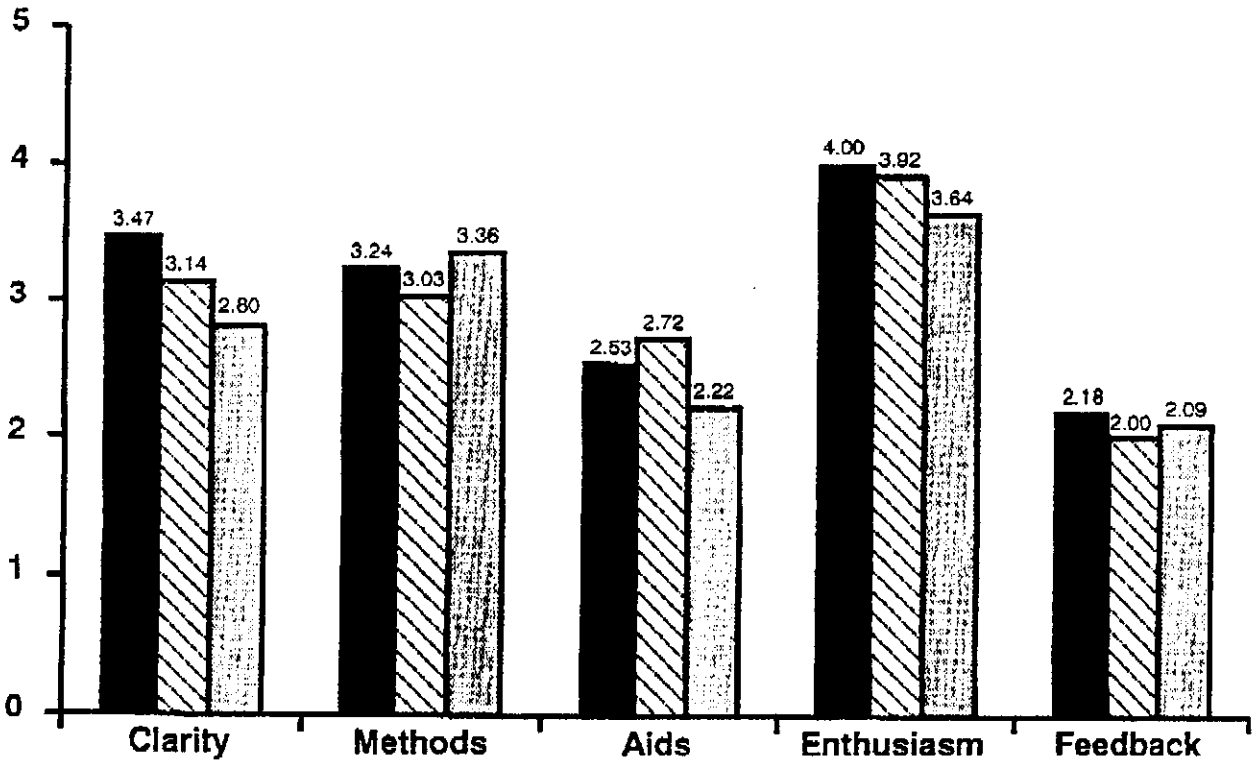
Graph 4
Dimensions of Effective Teaching by Level of Formal Education (n=98)



1 = None
2 = Slight Amount
3 = Moderate Amount
4 = Considerable Amount
5 = Great Amount

12 years or less
13-14 years of education
15-16 years of education

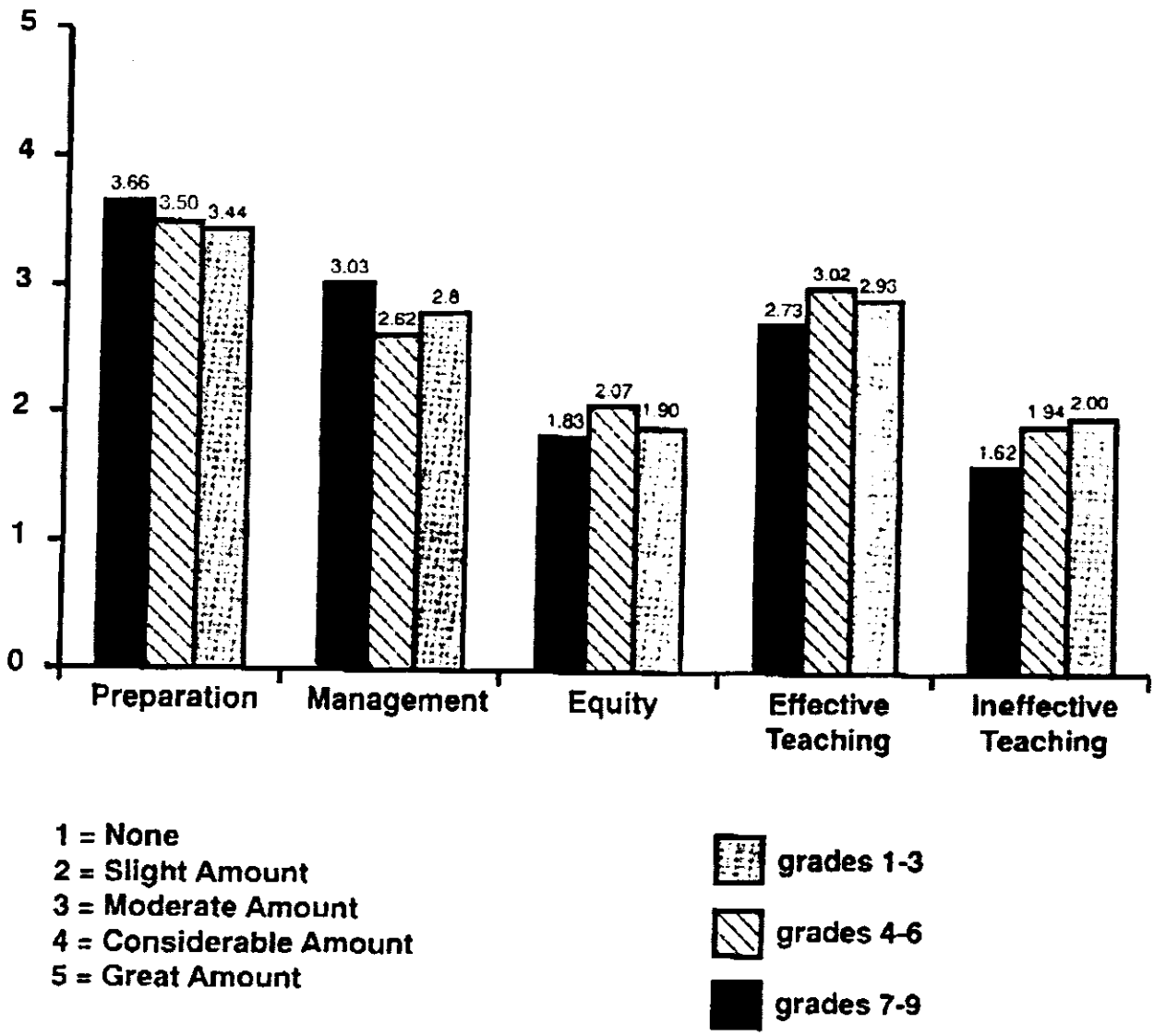
Graph 5
Components of Effective Teaching by Level of Formal Education (n=98)



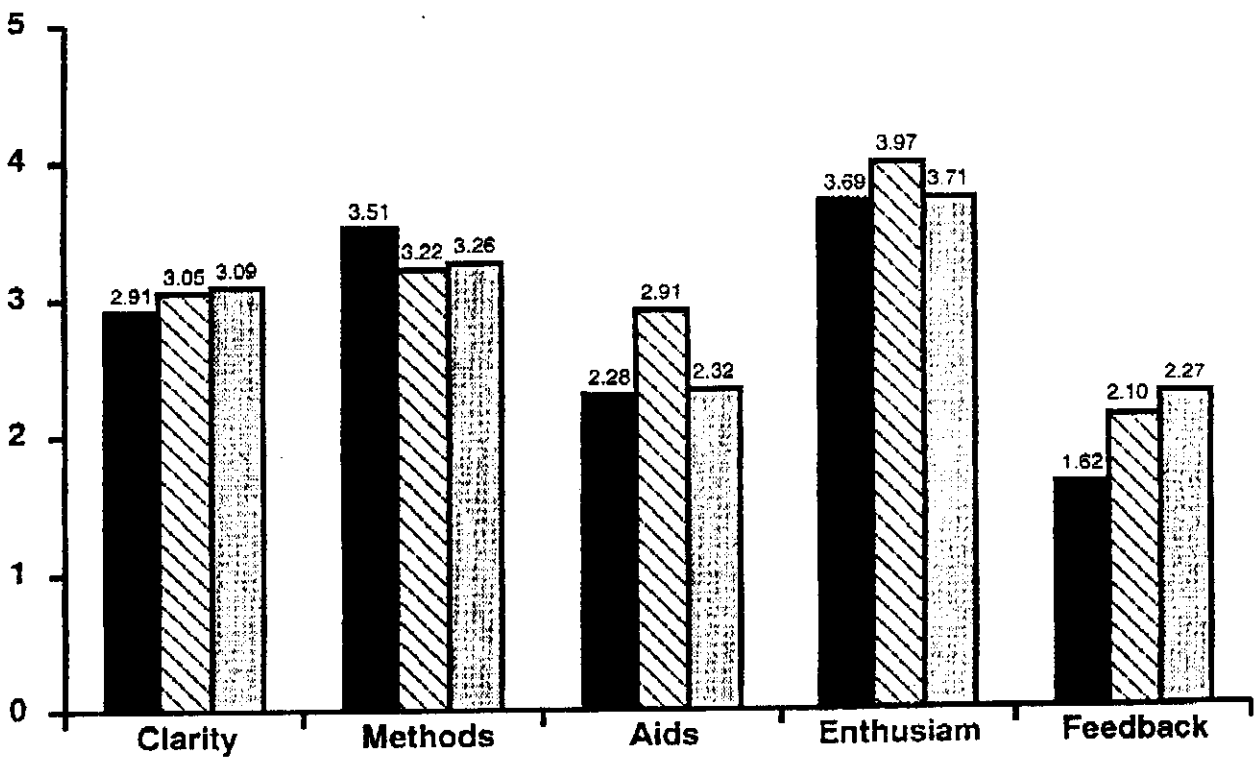
1 = None
2 = Slight Amount
3 = Moderate Amount
4 = Considerable Amount
5 = Great Amount

12 years or less
13-14 years of education
15-16 years of education

Graph 6
Dimensions of Effective Teaching by Grade Level Taught
(n=98)



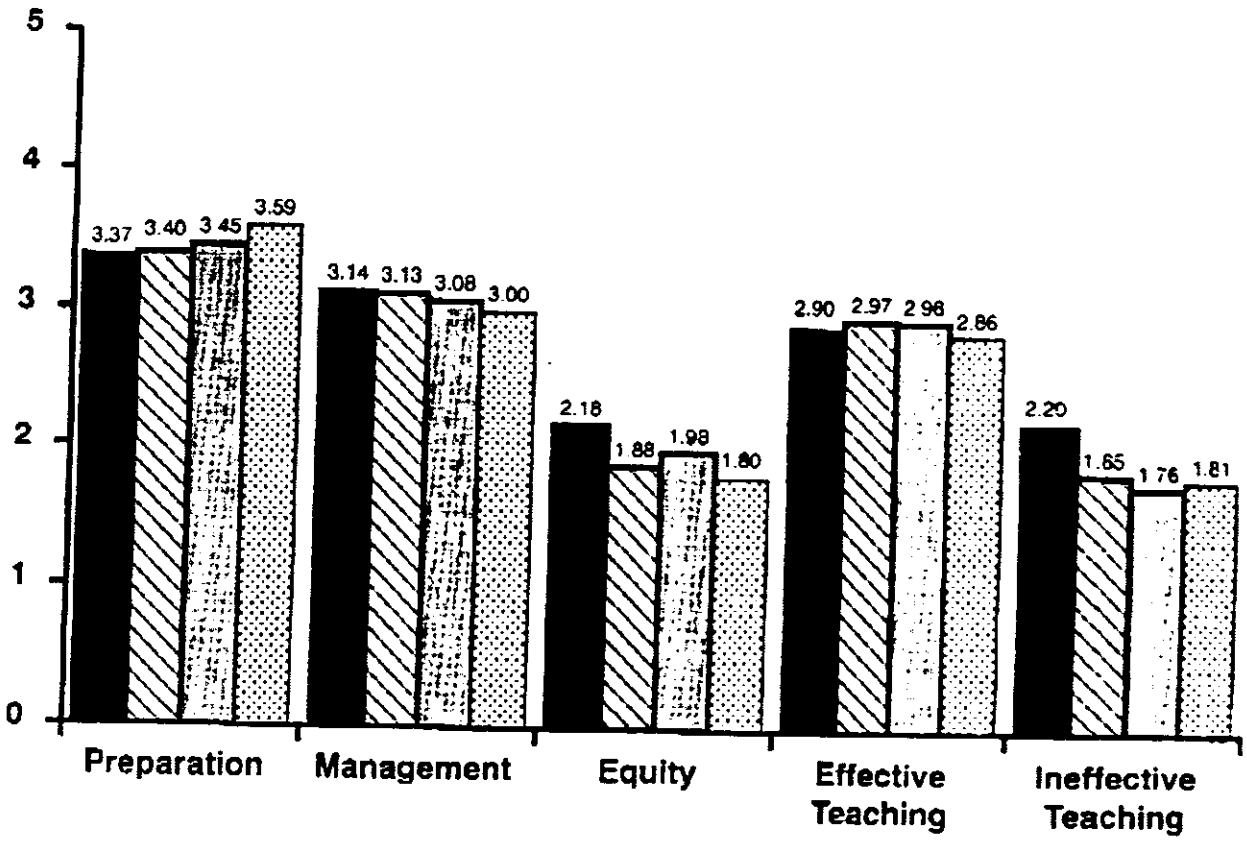
Graph 7
Components of Effective Teaching by Grade Level Taught
(n=98)



1 = None
2 = Slight Amount
3 = Moderate Amount
4 = Considerable Amount
5 = Great Amount

grades 1-3
grades 4-6
grades 7-9

Graph 8
Dimensions of Effective Teaching by Years of Teaching Experience (n=98)



1 = None
2 = Slight Amount
3 = Moderate Amount
4 = Considerable Amount
5 = Great Amount

1-5 years
6-10 years
11-15 years
15+ years

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Special Study VIII

Audit of Data Accuracy

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Introduction:

One of the main reasons education officials sometimes are reluctant to use educational management information system (EMIS) data in education planning and decision-making is their concern over the quality of the data available to them. If EMIS is to be an important part of education planning, it is important that educational leaders have a reasonable estimate of the extent that they can rely on the national data available to them through the EMIS, and that they identify constraints on collection and flow of the data obtained from the schools. Data quality and data flow are the two main reliability issues. Data must be sufficiently accurate, timely, and interpretable to be useful in policy formulation, planning and management of the education system. Low data quality often or, at least, perceived low data quality has been a more severe problem besetting national level education data systems than advocates have wanted to acknowledge. Very little attention typically has been given to assessing the user confidence in the quality of the data available to them or the accuracy of user's judgements about data quality. Reliable information on data quality has been a serious constraint on data use in national level management and policy formulation. This, particularly, has been the case in the Afghanistan situation because of the cross-border nature of the program and the many difficulties associated with data collection as the result of security and access constraints. Good data, i.e., reliable data, is the necessary ingredient to improved efficiency of the educational system. Inaccurate data, or perceived inaccurate data, can contribute to inappropriate decisions and inefficient allocation of scarce resources. This is especially the case relative to education in Afghanistan. Because of 15 years of war in Afghanistan, the pre-war data is no longer reliable and the data made available by the Kabul regime government was mostly misstated; thus, creating a data void on schools, teachers and students. Consequently, it was essential that any national data now gathered, post to the war situation, be subjected to a data audit for accuracy. This study was intended to provide Afghan educators and international donor agencies with a reasonable estimate of the extent they can trust the national education data available to them.

The Afghanistan Context:

After nearly 15 years of war and strife, Afghanistan today is a country faced with situations and conditions that are roughly analogous to that which existed more than a century ago, it is divided by regional interests and power centers, it is badly in need of credible and stable leadership, it is less developed than its neighbors, and competing external forces are seeking to advance their agendas by playing various Afghan sectors off against each other.

These factors are compounded by others that make the creation of a stable society seem insurmountable. A decade and a half of war in Afghanistan has destroyed most of the development achieved in the preceding century. Large caches of portable and relatively sophisticated weaponry in the hands of competing forces are a legacy of that war.

An environment exists in Afghanistan wherein many of the traditional elements of social stability and resiliency have been shunted aside. A massive drug trafficking industry, created during the war, seeks to subvert institutions which would be able to reduce the effectiveness of its operations.

Millions of Afghans who spent the last decade as refugees outside their country still need to be repatriated. Many will never return, comprising a part of a brain drain to the West of many of Afghanistan's most able and highly trained citizens.

Each of the various ministries is controlled by different parties; some function, others do not. The Ministry of Education and/or Interim Ministry of Education has probably been more effective in program delivery and avoidance of party politics than the other Ministers. Education has always been a high value of the Afghans and thus has helped facilitate the cooperation which has existed among the parties in education.

Within the context of this background the United States Agency for International Development (USAID), since the Fall of 1986, has provided educational/humanitarian assistance to Afghan citizens, the primary focus being the controlled areas inside Afghanistan and, to a more limited degree, the refugees who were returning to Afghanistan. It was within this context of Afghanistan uncertainties that a comprehensive framework for EMIS was developed and implemented through the Education Sector Support Project (ESSP), and the need to study the reliability of data collection and accuracy if overall development and planning was to be achieved in Afghanistan.

Implementation Plan:

The University of Nebraska at Omaha (UNO), prime contractor for the ESSP, in conjunction with USAID decided relatively early in the establishment and expansion of the EMIS that an audit of data accuracy study should be implemented, so that problems in data quality and data flow could be identified and corrected before they became institutionalized.

The project team decided that to conduct an audit of data quality and flow, site visit teams would be sent to a carefully selected sample of schools in each of three provinces. In the schools, the teams would record school level enrollment and teacher supply data, followed by a three month gap, and then recollect a subset of the original data. Additionally, the teams should visit the district education offices responsible for each of the schools and copy the student enrollment and teacher supply data for each sample school in that district. If possible, the teams would then visit the provincial education offices having responsibility for the districts represented in the study and copy district level enrollment and teacher data for the districts in the study and, if available, for each of the original schools in the study.

During the analysis phase of the study, the school level data would be compared with previous data collected and with data at the district level, if available, for those same schools and percent of discrepancy computed. Ideally, this process would then be repeated at the higher levels, comparing the school data at the district level to data for those same schools at the provincial level, where available. The school level data would be progressively summarized at each level and the percent of discrepancy (between each level and the next) calculated. The calculations should be computed by gender and by grade whenever those data are available. Because of the lack of a functioning central authority in Afghanistan, it was anticipated that data flow would be incomplete, but it was decided to, at least, see if the data was being gathered and in what form by central authorities.

The final results of the audit would indicate: (a) the overall percent of discrepancy ("error") between data recorded in the separate data collections at the school level; (b) discrepancies between data available to decision makers at district, provincial, and central levels, where available, and the points in data flow in which error is most likely to be introduced; and (c) the types of flow data in which errors are most likely to be observed (e.g., grade level, boys versus girls enrollment, and student versus teacher data). These findings provide a basis for decision makers to estimate the extent they can rely on the school level and central level enrollment and teacher supply data, and provide an indication of where problems in data quality are introduced in the process of transmission from school to central authorities.

These activities were planned by working with a group of Afghan educators from the research and planning and monitoring units of UNO/ESSP. The group met on approximately six occasions to discuss design, review instrumentation, and formulate the logistical plans for conducting the study. The work of the group was somewhat constrained by low morale when, in the second week, approximately 30% of the ESSP staff (well over 100 people) were notified of the termination of their employment effective that month, as part of the phase-out of ESSP.

The decision to continue with the study at a time that ESSP would be phasing out was based on two considerations. First, results of the study would help document the level of data accuracy of the information gathered under the UNO/ESSP activities for USAID and other donors, who may wish to continue support for elements of the ESSP program. Before most donor agencies commit funds, they typically require some level of data quality and education sector review. This study, in combination with data collection and analyses which have previously been completed by ESSP, provides key information for these reviews.

The plan formulated with the reference group was to: (a) pilot a Phase II data collection as a special study, and (b) tie the data accuracy study to the pilot of the Phase II instrument. This consolidation of data collection efforts was intended to keep data collection manageable within the reduced time frame and staffing levels of ESSP. Visits were also made to district and provincial level offices to review the type of enrollment and teacher supply data transmitted in order to begin to look at data flow. A relevant data collection instrument was developed (See Attachment 1).

Data Presentation and Results:

Presented in the tables (See Attachment 2) are the actual student enrollment and teacher supply data gathered during the Phase II (P2) pilot data collection and the follow-up study (S8) data collection conducted approximately three months later. The student and teacher data were aggregated for grades 1-6 and grades 7-12, separately. Three provinces and 11 districts, Nangarhar (6 districts), Laghman (3 districts) and Konar (2 districts), were included in the sample. Ten data collection teams were utilized to collect the initial school level data plus three teams went to the district and provincial level directorates to review the data being gathered at these levels.

There was good consistency in data collection at the school level, especially for grades 1-6. As shown in Attachment 2, the grade 1-6 school level data indicated the following:

a. For Nangarhar province, the initial grade 1-6 student enrollment for the sampled schools was 35,786 and the follow-up enrollment was 39,196. This represented a 9.53 percent

change. In reviewing the school data, it was noted that the majority of the change was due to an increase in student enrollment in the schools in Jalalabad province, especially the Jalalabad City schools where enrollments were increasing because of the refugee influx. Relative to staffing, there was very little change in the number of teachers as the initial grade 1-6 teacher supply was 1,013 and the follow-up supply was 1,022 for a .89 percent change.

b. For Laghman province, the initial grade 1-6 student enrollment for the sampled schools was 9,177 and the follow-up enrollment was 9,350 for a 1.89 percent change. For the teacher supply data, again there was only a small change as the initial grade 1-6 teacher supply was 277 and the follow-up supply was 267 for a 3.61 percent change. Laghman's data, both student and teacher, was very consistent, with little discrepancy between the two data collections.

c. For Konar province, the initial grade 1-6 student enrollment for the sampled schools was 4,004 and the follow-up enrollment was 4,494 for a 12.23 percent change. In reviewing the information, it was noted that the majority of this change was due to an increase in enrollment in Asadabad district, especially the Imam Bokhari School in Kerallah village, a suburb area of Asadabad City. There was very little change in the number of teachers as the initial grade 1-6 teacher supply was 136 and the follow-up supply was 134 for a .73 percent change.

d. Across the three provinces, for grades 1-6, the average discrepancy for student enrollment was 7.88 percent and for teacher supply 1.74 percent, indicating excellent data accuracy between the two data collections. The small differences noted were mostly due to some changes in the Jalalabad City area and in Asadabad City where there were some increases in the primary school student enrollments.

Relative to the secondary schools, grades 9-12, there was a greater variation between the initial data collection and the follow-up data. As noted in Attachment 2, the grade 7-12 data indicated the following:

a. For Nangarhar province, the initial grade 7-12 student enrollment was 10,583 and the follow-up enrollment was 13,806, which represented a 30.45 percent increase. In reviewing the information, it was noted that the majority of this change was again due to an increase in enrollment in the schools in Jalalabad province, especially Jalalabad City. In particular the Lycee Nangarhar school increased in enrollment from 3,215 to 6,153, which was the majority of the change. There was very little change in the number of teachers as the initial grade 7-12 teacher supply was 453 and the follow-up supply was

451 for a .44 percent change.

b. For Laghman province, the initial grade 7-12 student enrollment was 1,778 and the follow-up enrollment was 1,902, which represented a 6.97 change. The major change in Laghman province was in number of teachers, as the initial 7-12 teacher supply in the sampled schools was 92 and the follow-up supply was 145 for a 57.61 percent change. In reviewing the data, it was noted that this change was consistent throughout the secondary schools in the province, although greater in Mehterlam, the provincial center. As noted, the number of secondary teachers had increased between the two data collections in Laghman.

c. For Konar province, the initial grade 7-12 student enrollment was 592 and the follow-up enrollment was 623, which represented a 5.23 percent change. The change in Konar province was in the number of secondary teachers, similar to Laghman province, as the initial 7-12 teacher supply in the sampled schools was 14 and the follow-up supply was 18 for a 28.56 percent change. In reviewing the data, it was noted that this change was mostly due to the lycee Mohammadia in the provincial capital of Asadabad.

d. Across the three provinces, for grades 7-12, the average discrepancy for student enrollment was 14.22 percent and for teacher supply, 28.87 percent. As noted earlier there were greater variations in the secondary schools, students and teachers, as both were increasing significantly especially in the city centers of Jalalabad (Nangarhar), Asadabad (Konar), and Mehterlam (Laghman).

Overall, the reliability in data accuracy was very good, especially at the grade 1-6 level. The variations at the 7-12 level, as noted, were mostly due to increasing student enrollments and teacher supply, especially in the city centers. See Attachment 3 for a bar graph showing the percentage differences for students and teachers by province and overall.

Relative to the data flow issue, district offices were, for the most part, non-functional and schools were reporting to the provincial offices, although even at the provincial directorate offices, data were incomplete, especially in Laghman and Konar. Nangarhar province had some records, as the schools were again beginning to register their schools and report their data to the directorate. The data were not sufficient to do a comparative analysis; consequently, it is recommended that the data flow issue be examined again at a later date as the government continues to re-establish itself and becomes functional.

Discussion and Conclusion:

A major reason for the non-use of quantitative data in many countries is decision makers' lack of confidence in the accuracy and trustworthiness of the data available to them, and instead an apparent over reliance on influence from their peers, or informal comments by friends and relatives. The results of the present study, however, found that, for the most part, the reliability of the data gathered was more accurate than had been anticipated. Results served as a caution against too quickly generalizing assumptions about data quality in the Afghanistan situation, as results of the present study documented a reporting system that appears to yield better data than potential users realized, especially at the grade 1-6 level (7.88% discrepancy for students and 1.74% discrepancy for teachers). At the secondary level there was more variation (14.22% discrepancy for students and 28.87% for teachers) as enrollments were increasing, especially in the city centers. Data flow information was incomplete as the government offices were still mostly non-functional. While education data in Afghanistan may be flawed by some basic collection procedures at a school and/or at the district/provincial level because of lack of commander or headmaster interest, lack of understanding of the data questionnaire, and/or lack of specific value to the school; this study found higher overall levels of consistency between what was reported in the first survey and what was found at the school level in the follow-up survey than expected. Discrepancies, where found, were mainly due to increasing enrollments. However, it is unlikely that data collection will be improved meaningfully until the local data providers see more value or consequences in the data provided. Possibly the flow of resources to the school should be tied to information contained in the survey, so that forms have to be completed before supplies, salary, or some other commodity is released to the school. Also, more attention to sharing data results with the schools might be useful, as most headmasters have little idea of who uses the data and for what purpose.

At present, a primary use of the education management information system seems to be in securing donor funds. Increasingly, donor agencies are placing demands on recipient governments to justify the need for funds with arguments that draw heavily on quantitative analyses of the current and projected status of the target sector. This certainly is and was a factor in the USAID sponsored Education Sector Support Project.

Such factors, however, do not diminish the importance of improving information as a strategy for improving the efficiency of an education system. Rather the factors help keep the contribution of data to decision making in perspective - as a necessary but not sufficient condition of improved resource allocation. In actuality, the impact on education efficiency depends on the care and planning that goes into the design and implementation of the donor funded activity based on the data. EMIS and an efficient

resource allocation system are essential to education sector planning and Afghanistan was no exception. It was most encouraging to find that in spite of the many uncertainties in the Afghan situation, including access and security problems in addition to some data collection issues, that the accuracy of the data was overall quite reliable. This speaks well for the value of education to the Afghans and an overall commitment to providing quality data even in the most difficult of all situations.

Attachment 1

SPECIAL STUDY # 8

(Audit of Data Accuracy)

1. School Name & Address:

ID CODE

School Name: _____ [ ]

Street/Village: _____ Town/District: _____ [ ]

Sub-district: _____ Province: _____ [ ]

Summer : _____ Winter : _____

2. School Location: (This part will be completed by the monitor)

a. Direction from the village/town; please circle the appropriate direction: (South North East West)

b. Village/town-school distance by Kilometer: _____

c. Amount of time (Hour/minute) to reach school: _____

d. Fill in the table below to show school's geographical location

	GEOGRAPHICAL LOCATION		
	Degree	Minute	Second
Latitude			
Longitude			
Altitude (optional)			

3. Student Enrollment:

Put the number of students under each respective grade

GRADE	1	2	3	4	5	6	7	8	9	10	11	12
No. of Boys												
No. of Girls												

36

4. Teachers:

a. Please specify how many teachers are engaged in teaching each grade grouping and what are their numbers in each major subject area. Fill in the table below to respond to the above question.

(Please make sure not to count the same teacher in more than one subject area).

GRADE	No. of Teachers Per Subject Area									
	LANGUAGES		SCI/MATH		S.STUDIES		ART/PH.ED		CIVICS	
	M	F	M	F	M	F	M	F	M	F
1 - 3										
4 - 6										
7 - 9										
10 - 12										

b. Did any teachers leave this school or any teachers newly employed by this school within the last two months?

Yes:_____ No:_____

If yes, please puth the number of:

Teachers left the school :_____

Teachers newly employed by the school:_____

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Attachment 2
Audit of Data Accuracy

SCH NAME	Students S8(1-6)	Students P2(1-6)	Students S8(7-12)	Students P2(7-12)	Teachers S8(1-6)	Teachers P2(1-6)	Teachers S8(7-12)	Teachers P2(7-12)
NANGARHAR								
Jalalabad								
LYCE FARM HADA	790	937	240	232	19	23	21	16
LYCE CHAKNORI	3453	2942	1458	1480	67	75	51	60
MIA OMAR (1)	3719	3262	1042	1028	71	62	42	46
MIA OMAR (2)	3810	2998	425	352	109	103	22	29
LYCE DILAI	1057	940	667	473	40	41	32	45
LYCE NASWAN NO.2	1972	2130	551	585	51	48	34	30
LYCE NANGARHAR	1536	942	6153	3215	27	27	73	72
MOTAWASITA QASABA	1493	2241	24	26	60	59	2	2
NASRAT MANZANI SCHOOL	3634	2858	317	421	109	107	21	20
MOTAWASITA ABDUL WAKIL	2659	2366	438	586	40	44	16	19
District Subtotal	**24123**	**21616**	**11315**	**8397**	**593**	**589**	**315**	**339**
Bati Kot								
BARI KAB	525	531	49	54	13	10	4	3
MOTAWASITA CHARDAI	763	426	92	58	24	15	5	4
ABTIDAYA ANBAR KHANA	252	250	0	0	6	8	0	0
HAZRAT AMIR HAMZA	1160	135	173	0	23	3	8	0
DAGA BATI KOT	242	248	0	0	6	5	0	0
SHOR NAMI	428	459	0	0	11	16	0	0
District Subtotal	**3370**	**2049**	**314**	**112**	**83**	**57**	**17**	**7**
Rodat								
ROGHANI	1661	665	0	0	17	16	0	0
DAH DAD	435	1734	0	0	42	40	0	0
BARO	1852	852	35	40	25	22	4	4
HISARAK MAZENA	084	1227	219	220	32	32	9	8
DAR HADRO	0	0	302	257	0	0	14	14
District Subtotal	**4032**	**4478**	**556**	**517**	**116**	**110**	**27**	**26**
Kama								
LYCE QALA AKHOND	433	494	120	61	17	19	13	10
ABTIDAYA NASWAN QALAKHON	206	135	0	0	7	7	0	0
MOTAWASITA ZAKHEEL	241	129	0	4	13	9	0	1
District Subtotal	**880**	**758**	**120**	**65**	**37**	**35**	**13**	**11**
Soukh Rode								
LYCE AMAR KHEL	831	886	524	394	24	28	23	19
ABTIDAYA NASWAN CHARBAGH	146	137	0	0	8	8	0	0
LYCE FAQRULLAH	0	0	155	190	0	0	9	8
ABTIDAYA ZAKOR SULTANPOR	559	503	0	0	18	15	0	0
ABTIDAYA FATEH ABAD	399	385	0	0	13	14	0	0
LYCE ZAIDEEN SABET	608	736	136	184	16	18	11	10
MOTAWASITA KAKRAK	359	363	32	53	12	12	4	4
ABTIDAYA SULTANPOR ALIA	234	248	0	0	11	7	0	0

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Attachment 2
Audit of Data Accuracy

SCH NAME	Students S8(1-6)	Students P2(1-6)	Students S8(7-12)	Students P2(7-12)	Teachers S8(1-6)	Teachers P2(1-6)	Teachers S8(7-12)	Teachers P2(7-12)
(Nangarhar Continued)								
ABTIDAYA NASWAN SULTANPO	134	129	0	0	0	0	0	0
ABTIDAYA BAKHTAN	774	778	0	0	19	19	10	9
MOTAWASITA CHAR BAGH SAF	774	716	303	322	21	22	0	0
ABTIDAYA QARIA MUROOF	247	352	0	0	11	11	0	0
District Subtotal	**5065**	**5233**	**1150**	**1143**	**153**	**154**	**57**	**50**
Behsud								
MOHAMADI SAHIB ZADA LYCE	982	958	283	283	24	53	15	14
SAHAR ABAD MOTAWASITA	744	694	68	65	16	15	7	6
District Subtotal	**1726**	**1652**	**351**	**348**	**40**	**68**	**22**	**20**
Province Total	**39196**	**35786**	**13806**	**10583**	**1022**	**1013**	**451**	**453**
LAGHMAN								
Mehtarlam								
LYCE SHAHEED HABIBRAHMAN	860	1085	234	229	26	24	16	19
SHAHEED NIAZ MOHAMMAD	1040	720	55	13	17	18	8	3
MEHTERLAMAK	621	685	67	24	25	20	13	9
KHOWAJA SAHIB	412	380	69	65	14	24	8	3
LYCE ROSHAN	686	776	506	525	15	20	17	14
MOTAWASITA NO (1)	525	607	110	106	19	17	10	3
LYCE SHAHEED RUHULLAH	830	808	145	130	25	28	17	11
TAJROBAWI	609	686	215	250	19	19	10	5
ALI KHEL	485	535	87	75	13	21	7	0
District Subtotal	**6068**	**6282**	**1488**	**1417**	**173**	**191**	**106**	**67**
Qarghai								
MANDAWAR	660	769	82	76	15	11	2	3
District Subtotal	**660**	**769**	**82**	**76**	**15**	**11**	**2**	**3**
Alishing								
LYCE ALISHENG	595	314	40	33	14	13	12	6
ABTIDAYA MAHAMMADIA QALA	218	208	0	0	6	7	0	0
ABTIDAYA HAZRAT ABOBAKER	150	212	0	0	7	8	0	0
MOTAWASITA SAMAR KHEL	315	231	35	45	12	8	1	3
ABTIDAYA MIA ABDUL KARIM	493	389	0	0	18	11	0	0
LYCE MIA ABDUL KARIM	0	0	180	155	0	0	12	10
MOTAWASITA ISLAMABAD	404	350	60	34	9	10	6	2
ABTIDAYA ABDULLAH BIN MOS	125	268	0	0	6	9	0	0
MOTAWASITA BABA WALI	322	154	17	18	7	9	3	1
District Subtotal	**2622**	**2126**	**332**	**285**	**79**	**75**	**34**	**22**
	[illegible]	[illegible]	1002	1778	267	277	145	92

Attachment 2
Audit of Data Accuracy

SCH NAME	Students S8(1-6)	Students P2(1-6)	Students S8(7-12)	Students P2(7-12)	Teachers S8(1-6)	Teachers P2(1-6)	Teachers S8(7-12)	Teachers P2(7-12)
KUNAR								
Asadabad								
SHAIKH JAMILRRAHMAN	212	287	0	0	6	5	0	0
IMAM BOKHARI	697	360	65	0	8	8	1	0
LYCE MOHAMMADIA	120	108	558	515	4	14	17	7
DARUL YATAM KHAIRIA	139	59	0	0	6	4	0	0
DARUL YATAM KONAR	269	217	0	0	8	9	0	0
BIBI KHADIMI	218	223	0	0	6	6	0	0
BIBI ZAHRAH	109	111	0	0	3	2	0	0
ABDULLAH BIN MOSUOO	205	137	0	0	5	2	0	0
HAZRAT OMAR FAROOQ	42	166	0	0	2	6	0	0
District Subtotal	**2011**	**1668**	**623**	**515**	**48**	**56**	**18**	**7**
Chawki								
IBTIDAYA MOLAVI M. AMIN	173	161	0	0	6	7	0	0
ABTIDAYA DARUL RAQAM	246	229	0	0	6	12	0	0
ABTIDAYA SHAHEED ZALME	94	93	0	0	6	4	0	0
ABTIDAYA HAZRAT FAROOQ	298	375	0	0	8	9	0	0
MOHAMMAD BIN QASIM	151	150	0	0	8	6	0	0
IMAM ABUHANIFA	114	129	0	0	7	6	0	0
MAHAZ BIN JABLE	88	83	0	0	3	2	0	0
JABER BIN ABDULLAH	137	129	0	0	4	4	0	0
JAMIA IMAM MUSLIM	176	145	0	0	7	6	0	0
SHAHEED MOLOVI ABDULMATIN	156	156	0	0	7	7	0	7
MOTAWASITA OLOM ISLAMIA	729	571	0	77	17	11	0	0
HAZRAT BILAL	121	115	0	0	7	6	0	0
District Subtotal	**2483**	**2336**	**0**	**77**	**86**	**80**	**0**	**7**
Province Total	**4494**	**4004**	**623**	**592**	**134**	**136**	**18**	**14**

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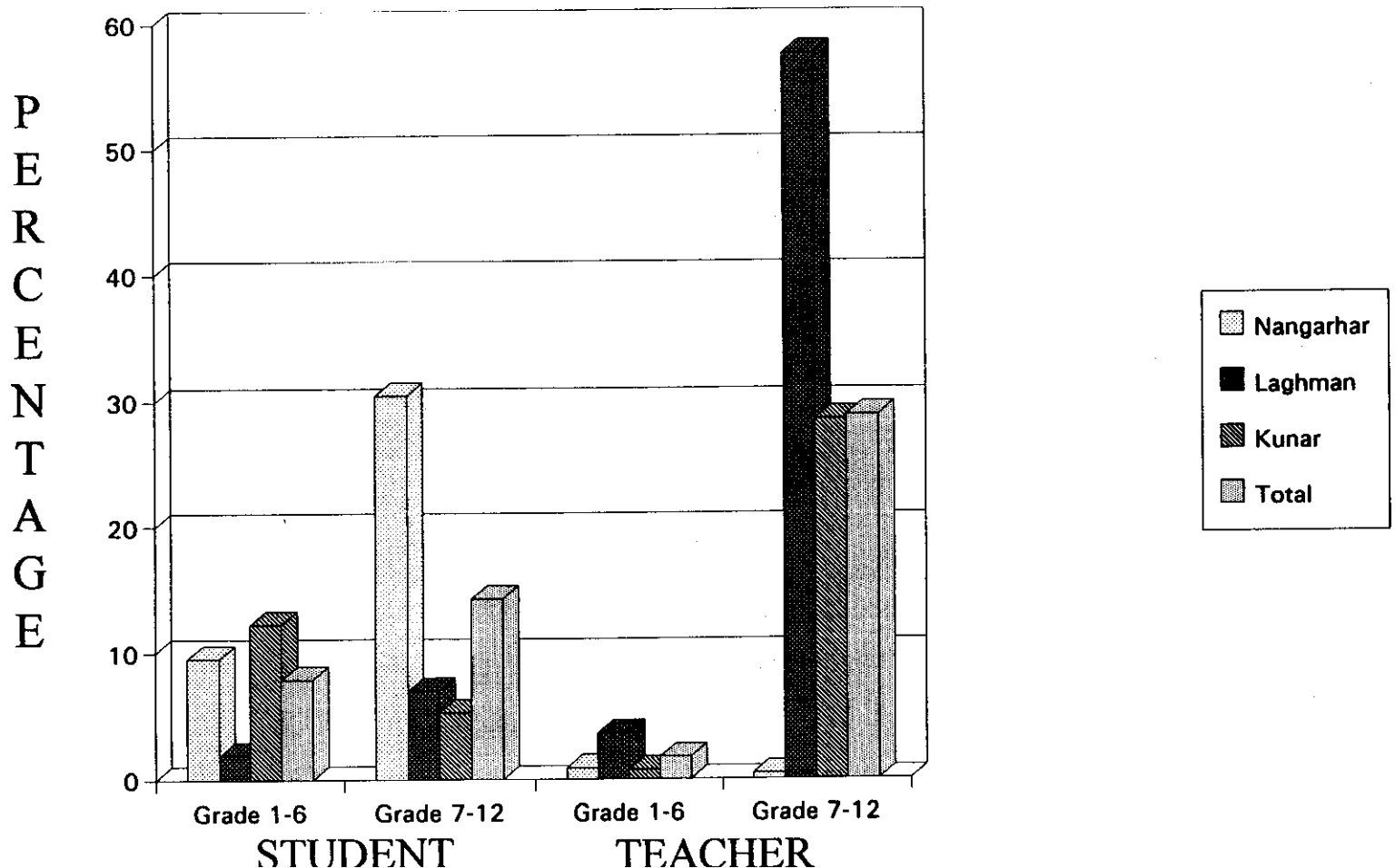
ATTACHMENT 3

UNO/ESSP
Research & Planning

Final Report
June 1994

STUDENT AND TEACHER DATA ACCURACY

Percentage Difference Based on Three Months Time Duration in Data Collection



PART THREE

PHASE II PILOT STUDY

Phase II Pilot Study

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The educational management information system (EMIS) being developed for Afghanistan was designed to be phased in over five years, with each phase collecting additional information. The phased strategy was implemented to: (a) avoid overwhelming schools with data requests, (b) keep the data collection responsibilities of project staff manageable during a time of competing demands on their time, and (c) help ensure that the data which are collected are fully analyzed and appropriately presented to decision makers before additional data are collected. Phase I data collection, which emphasized basic information on the number of schools, teachers, and students being served, was carried out successfully and its results presented in a two volume report. Data were collected on 28 provinces with only Kabul remaining because of access difficulty due to unstable conditions. This study piloted the Phase II data collection instruments and procedures and, in doing so, moved the EMIS to the next step of development. At the same time, some study data were collected which allowed for a special follow-up study on data accuracy.

Purpose:

The present study was designed as an initial collection of the Phase II data, which included the following first and second order indicators.

PHASE II DATA COLLECTION

First Order Indicators (data collected from the schools)

Inputs
- Number of classes per school
- Amount of other instructional aids (chalkboard, chalk, teachers guide, etc.)
- Number of teachers who received training in new curriculum

Process
- Single versus double sessions
- Number of instructional days per year
- Number of instructional minutes per week

Outputs
- Student attainment scores
- Number of students passing each grade
- Number of students repeating each grade
- Number of students dropping out at end of year

Second Order Indicators (data developed from the school level data)

Inputs
- Average classes per classroom
- Average students per class (class size)
- Percent teachers trained to implement new curriculum

Outputs
- Overall progression rate
- Overall repetition rate
- Overall attrition rate
- (these are indicators of internal efficiency)

These data provided information about class size, availability of instructional materials, instructional time, student attrition and repetition by grade and gender, and some indicators for use in the analysis of educational efficiency.

Methods and Procedures:

This pilot of the Phase II data collection was limited to 90 schools. The headmaster of each school was asked to complete both Phase I and Phase II data forms. Data collectors also used geopositioners and determined latitude and longitude of each school and recorded it on a data form so a school mapping of Afghanistan could be completed.

Winter vacation schools were closed at the time of this study, so only Summer vacation schools were used. A total of 90 Summer vacation schools were identified in Nangarhar, Konar and Laghman provinces. Ten data collection teams (two persons each) were utilized. Nine schools were visited by each team.

A combined Phase I and Phase II data form (see attachment 1) was prepared, finalized and translated into Dari and Pushto. Data collection teams left for the schools on mid-December 1993 and completed their data collection by the end of December. The combined Phase I and II data were coded and entered to the computer and analyzed during the Spring of 1994.

To encourage headmaster cooperation, an incentive was provided to each participating school. This incentive included cloth textbooks, tarps, tents, instructional aids and administrative materials. These items were received with appreciation by the school personnel.

Data Analysis and Presentation:

The data were analyzed in two stages. For the first stage, appropriate first and second order Phase II indicators were computed. See Attachment 2 for the results of the Phase II indicators. The main findings were as follows:

a. There was an average of 18.1 classes per school. Nangarhar had the highest average with 27.2 classes per school and Konar the lowest average with 6.5 classes per school.

b. The number of instructional aids such as chalkboards, chalks and teachers guide, were insufficient when compared to the number of classes (1,593) and number of teachers (2,090), needing the aids.

c. Of the 2,090 teachers in the sampled schools, 1,627 (77.8%) of the teachers had received training in the use of the new curriculum.

d. Seventy seven (87.5%) of the schools had single sessions. The remaining 11 (12.5%) of the schools, which were mostly in Nangarhar, had double sessions.

e. The average number of instructional days per year was 201. There was little variance among the three provinces. Konar had the highest average with 222 days per year and Nangarhar the lowest with an average at 194.9 days per year, mainly because of the presence of more double session schools. The average instructional minutes per day was 235.4. There was little deviation among the three provinces with Laghman the highest at 251.1 minutes per day and Nangarhar the lowest at 224.1 minutes per day. All were within the standard of the Ministry of Education (MOE).

f. From a total number of 63,887 students scheduled for examination, 45,200 (70.7%) passed, 12,566 (19.7%) failed and repeated and 6,112 (9.6%) left the school (dropped out).

g. The average number of students per class (class size) was 40.1. The range varied from 31.7 students per class in Konar to 42.8 students per class in Nangarhar, which is within the class size limits set by MOE.

At the second stage, the Phase II data were analyzed in conjunction with data from the Phase I portion of the survey. For example, using enrollment data in combination with attrition and repetition data allowed for a more accurate estimate of student flow rates through the education system. See tables and charts presented in Attachment 3 and Attachment 4. Some of the findings were as follows:

a. Total student enrollment increased from 53,878 to 63,724 in the surveyed schools of the three provinces (Nangarhar, Laghman and Konar). This was an 18.3% increase.

b. The percentage of female enrollment remained constant in Nangarhar, but the percentage of female teachers increased from 13.04% to 19.09%. Little change was observed in the other two provinces (Laghman and Konar), as the number of female students and teachers remained within 1% of the initial figures.

c. Actual female enrollment in the targeted schools of the three provinces increased from 6,853 to 7,840 students, an increase of 14.4%, with the majority of this increase occurring in Nangarhar province.

d. Parallel to the increase of students in the surveyed schools, the number of teachers increased from 1,724 to 2,090, an increase of 21.2%. The total number of female teachers increased from 170 to 293, an increase of 72.3%. The increase in female teachers was mostly in Nangarhar province.

e. Although the total number of textbooks distributed in the schools had increased from 82,768 books to 124,331 books, the number of books per student remained about the same. This was due to the increase in student enrollment. Only in Konar did the ratio increase, 2.62 books per students to 5.68 books per student.

f. The study indicated that the number of schools with girls increased from 18 to 20 schools during the three month period between the two phases of data collection (Phase I survey and Phase II pilot test).

Summary and Conclusion:

A national Phase II data collection was planned, but due to an early project termination and time constraints the study was altered from a national survey to a pilot. The study was conducted in 88 selected schools in the three provinces of Nangarhar, Laghman and Konar. The data was collected using a questionnaire technique and conducted by trained surveyors. The Phase II indicators are shown in Attachment 2 and a comparison of the two sets of data (Phase I and Phase II pilot) is presented in Attachment 3 and Attachment 4. The data showed an obvious increase in student enrollment, number of female as well as male teachers, number of female students, and the availability of more textbooks. A progressive trend, as shown in the results of the two data collections, was indicative of the fact that under more stable conditions enrollment for both genders will increase, more teachers

will be trained, and more books and instructional materials will be distributed.

Poor record keeping at the school level and incompleteness in the transferring of the records to the higher educational authorities were constraints hindering the availability of more complete attainment scores on the students and the gathering of better information on student flow.

Attachment 1

UNO SCHOOL SURVEY FORM

(Phase: I & II)

ID CODE

1. School Name & Address:

School Name: _____

Street/Village: _____ Town/District: _____

Sub-district: _____ Province: _____

Summer : _____ Winter : _____

2. School Location: (This part will be completed by the monitor)

a. Direction from the village/town; please circle the appropriate direction: [South North East West]

b. Village/town-school distance by Kilometer: _____

c. Amount of time (Hour/minute) to reach school: _____

d. Fill in the table below to show school's geographical location

	GEOGRAPHICAL LOCATION		
	Degree	Minute	Second
Latitude			
Longitude			
Altitude (optional)			

3. Student Enrollment:

Put the number of students under each respective grade

GRADE	1	2	3	4	5	6	7	8	9	10	11	12
No. of Boys												
No. of Girls												

4. Teachers:

a. Please specify how many teachers are engaged in teaching each grade grouping and what are their numbers in each major subject area. Fill in the table below to respond to the above question.

(Please make sure not to count the same teacher in more than one subject area).

GRADE	No. of Teachers Per Subject Area									
	LANGUAGES		SCI/MATH		S.STUDIES		ART/PH.ED		CIVICS	
	M	F	M	F	M	F	M	F	M	F
1 - 3										
4 - 6										
7 - 9										
10 - 12										

b. Please identify the status of your teaching personnel from the table below and put their numbers according to their gender.

TEACHERS QUALIFICATION	No. of MALES	No. of FEMALES
Teachers attended and/or graduated from Grade (9) or below		
Teachers attended and/or graduated from Grade (10/11/12)		
Teachers attended/graduated from grade(13/14) Teacher Training Colleges		
Teachers attended and/or graduated from (1st/2nd/3rd/4th yrs) university		
Teachers attended/graduated from grade 12/13/14 Theology(frml/infrml)Instits.		

5. TextBooks:

a. What is the Language of Instruction in your school? Please specify by checking a box:
[Dari:_____] [Pashto:_____]

b. Fill in the table below by estimating the number of textbooks and the instructional language of textbooks your school has in each grade grouping.

GRADE	LANGUAGES		SCI/MATH		S.STUDIES		ART/PH.ED		CIVICS	
	D/P	Othr	Dari	Pas.	Dari	Pas.	Dari	Pas.	Dari	Pas.
1 - 3										
4 - 6										
7 - 9										
10 - 12										

c. Has your school received ECA books? "Yes":_____ "No":_____

♦ Monitor comments: _____

6. Administrative Staff: (Principal, Assist. Principal(s), & headmaster(s) only)

Please specify your status in the table below.

POSITION	Gender		Years of Experience	Years of Education	Do You Teach?	
	M	F			Yes	No

7. Classrooms:

Does this school have a building? "Yes":_____ "No":_____

If Yes, please put the total number of classes and classrooms in your school.

# of Classes	
# of Classrooms	

♦ Monitor comments: _____

_____

8. Instructional Aid:

a. The following table contains information about instructional aids. Please put the amount of each item that your school possesses in the right places.

Item Name	How many
Chalkboard	
Chalk (box)	
Teacher Guide	
Maps	
Charts	
Science/Math Kits	
Library books	

b. Does Your School have laboratory Materials?

Yes:_____ No:_____

9. Teacher Training:

Has any of your teaching personnel received training in the new curriculum? Yes:———— No:————
If yes, please indicate the exact number of teacher(s) who received training by UNO/ESSP. Please give your response based on the following grouping, in the table bellow.

Gender	Grades			
	1-3	4-6	7-9	10-12
Male				
Female				

10. School Session:

Does your school operate in more than one session?

Yes:———— No:———— If yes, please check the appropriate boxes:

Single ☐ Double ☐ Triple ☐

11. Instructional Time:

a. What is the total number of instructional minutes per day in your school? ————

b. What is the total number of instructional days (excluding Fridays & holidays) per year in your school? ————
(You can take this information from a teacher's register)

12. Student Attainment & Achievement:

The following table contains information about student attainment and achievement. Please fill in the table by putting the exact number of students falling in each category.

Grade	1		2		3		4		5		6		7		8		9		10		11		12	
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
* Number of Passers																								
* Number of Repeaters																								
* Number of Dropouts																								

* Note:

Passers : Students passed from the previous year and attending this year.
Repeaters: Students repeating a grade in the current year.
Dropouts : Students who attended school last year and did not return for a grade this year.

♦♦♦

Monitor's Name & Signature   Principal/Headmaster's Name and Sign.

______________ ______________   ______________ ______________

DATE: ____/____/1993

Attachment 2
Phase II Data Indicators
Pilot Results)

PHASE II DATA COLLECTION	PROVINCES			TOTAL
	Nangarhar (41 sch.)	Laghman (26 sch.)	Konar (21 sch.)	(88 sch.)
FIRST-ORDER INDICATORS				
INPUTS				
Number of classes per school	avg. 27.2	avg. 13.1	avg. 6.5	avg. 18.1
Amount of other instructional aids				
chalkboard	358	89	98	545
chalk (box)	116	50	118	284
teachers guide	68	57	33	158
Number of teachers who received training in new curriculum versus teachers did not receive training (trained/untrained)	1295/224	251/170	81/69	1627/463
PROCESS				
Single versus double sessions (single/double)	31 / 10	26 / 0	20 / 1	77 / 11
Number of instructional days per year	avg. 194.9	avg. 195.5	avg. 222	avg. 201.5
Number of instructional minutes per day	avg. 224.1	avg. 251.1	avg.237.8	avg. 235.4
OUTPUTS				
Student attainment score	n.a.	n.a.	n.a.	n.a.
Number of students passing	32880	9096	3224	45200
Number of students repeating	9624	2118	824	12566
Number of students dropping out at end of year	5248	813	60	6121
SECOND ORDER INDICATORS				
INPUTS				
Average classes per classroom	4.0	3.6	1.0	3.1
Average students per class (class size)	42.8	35.3	31.7	40.1
% teachers trained to implement new curriculum	85.2	59.6	54.0	77.8
OUTPUTS				
Overall progression rate (% passing)	68.9	75.6	78.5	70.7
Overall repetition rate (% repeating)	20.2	17.6	20.0	19.7
Overall attrition rate (% dropping out)	10.9	6.8	1.5	9.6

Attachment 3

Phase II Pilot Test Compared with Phase I Data

NANGARHAR School Statistics

Phase 1

Total School enrollment by Province	: 39114
% Female enrollment by province	: 15.94 %
Student-teacher ratio by province	: 30.73
% Teacher by subject by province	
Civics	: 17.75 %
Social	: 13.04 %
Science	: 15.63 %
Language	: 15.95 %
Art	: 4.32 %
Grade (1-3)	: 33.31 %
% of qualified teachers by province Attended or grauated from	
Grade 9	: 2.78 %
Grade 10 /11 /12	: 62.36 %
Grade 13 /14	: 19.63 %
Grade 15 /16	: 10.20 %
Civics	: 5.02 %
% of female teachers by province	: 13.04 %
Textbooks per student ratio	: 1.71
Teacher-classroom ratio	: 1.04
% of schools with building	: 46.34 %
Female enrollment by province	: 6236
Total # of teachers by province	: 1273
# of Civics-teaching teachers	: 226
# of Social-teaching teachers	: 166
# of Science-teaching teachers	: 199
# of Language-teaching teachers	: 203
# of Art-teaching teachers	: 55
# of Grade (1-3) teaching teachers	: 424
# of teachers Grad./Att. Grade 9 & below	: 36
# of teachers Grad./Att. Grade 10 /11 /12	: 807
# of teachers Grad./Att. Grade 13 /14	: 254
# of teachers Grad./Att. Grade 15 /16	: 132
# of teachers Grad./Att. Civics	: 65
# of female teachers by province	: 166
Total # of textbooks by province	:66853
# of teachers in schools with building	: 250
# of classrooms by province	: 240
# of total schools by province	: 41
# of schools with building	: 19
# of schools with girls	: 13

Phase 2

Total School enrollment by Province	: 48073
% Female enrollment by province	: 15.60 %
Student-teacher ratio by province	: 31.65
% Teacher by subject by province	
Civics	: 14.88 %
Social	: 10.34 %
Science	: 15.73 %
Language	: 15.80 %
Art	: 4.87 %
Grade (1-3)	: 38.38 %
% of qualified teachers by province Attended or grauated from	
Grade 9	: 5.96 %
Grade 10 /11 /12	: 58.85 %
Grade 13 /14	: 20.09 %
Grade 15 /16	: 11.86 %
Civics	: 3.24 %
% of female teachers by province	: 19.09 %
Textbooks per student ratio	: 1.70
Teacher-classroom ratio	: 1.22
% of schools with building	: 46.34 %
Female enrollment by province	: 7498
Total # of teachers by province	: 1519
# of Civics-teaching teachers	: 226
# of Social-teaching teachers	: 157
# of Science-teaching teachers	: 239
# of Language-teaching teachers	: 240
# of Art-teaching teachers	: 74
# of Grade (1-3) teaching teachers	: 583
# of teachers Grad./Att. Grade 9 & below	: 92
# of teachers Grad./Att. Grade 10 /11 /12	: 908
# of teachers Grad./Att. Grade 13 /14	: 310
# of teachers Grad./Att. Grade 15 /16	: 183
# of teachers Grad./Att. Civics	: 50
# of female teachers by province	: 290
Total # of textbooks by province	:81797
# of teachers in schools with building	: 341
# of classrooms by province	: 279
# of total schools by province	: 41
# of schools with building	: 19
# of schools with girls	: 16

Phase II Pilot Test Compared with Phase I Data

LAGHMAN School Statistics

Phase 1

Total School enrollment by Province	: 9849
% Female enrollment by province	: 2.07 %
Student-teacher ratio by province	: 30.97
% Teacher by subject by province	
Civics	: 9.43 %
Social	: 10.06 %
Science	: 12.26 %
Language	: 11.64 %
Art	: 7.23 %
Grade (1-3)	: 49.37 %
% of qualified teachers by province Attended or grauated from	
Grade 9	: 15.29 %
Grade 10 /11 /12	: 55.66 %
Grade 13 /14	: 17.74 %
Grade 15 /16	: 5.50 %
Civics	: 5.81 %
% of female teachers by province	: 0.31 %
Textbooks per student ratio	: 0.31
Teacher-classroom ratio	: 0.68
% of schools with building	: 23.08 %

- -

Female enrollment by province	: 204
Total # of teachers by province	: 318
# of Civics-teaching teachers	: 30
# of Social-teaching teachers	: 32
# of Science-teaching teachers	: 39
# of Language-teaching teachers	: 37
# of Art-teaching teachers	: 23
# of Grade (1-3) teaching teachers	: 157
# of teachers Grad./Att. Grade 9 & below	: 50
# of teachers Grad./Att. Grade 10 /11 /12	: 182
# of teachers Grad./Att. Grade 13 /14	: 58
# of teachers Grad./Att. Grade 15 /16	: 18
# of teachers Grad./Att. Civics	: 19
# of female teachers by province	: 1
Total # of textbooks by province	:3059
# of teachers in schools with building	: 51
# of classrooms by province	: 75
# of total schools by province	: 26
# of schools with building	: 6
# of schools with girls	: 1

Phase 2

Total School enrollment by Province	: 12045
% Female enrollment by province	: 0.00 %
Student-teacher ratio by province	: 28.61
% Teacher by subject by province	
Civics	: 14.73 %
Social	: 9.74 %
Science	: 15.68 %
Language	: 14.01 %
Art	: 4.04 %
Grade (1-3)	: 41.81 %
% of qualified teachers by province Attended or grauated from	
Grade 9	: 4.38 %
Grade 10 /11 /12	: 65.69 %
Grade 13 /14	: 17.76 %
Grade 15 /16	: 3.65 %
Civics	: 8.52 %
% of female teachers by province	: 0.00 %
Textbooks per student ratio	: 1.37
Teacher-classroom ratio	: 0.90
% of schools with building	: 34.62 %

- -

Female enrollment by province	: 0
Total # of teachers by province	: 421
# of Civics-teaching teachers	: 62
# of Social-teaching teachers	: 41
# of Science-teaching teachers	: 66
# of Language-teaching teachers	: 59
# of Art-teaching teachers	: 17
# of Grade (1-3) teaching teachers	: 176
# of teachers Grad./Att. Grade 9 & below	: 18
# of teachers Grad./Att. Grade 10 /11 /12	: 270
# of teachers Grad./Att. Grade 13 /14	: 73
# of teachers Grad./Att. Grade 15 /16	: 15
# of teachers Grad./Att. Civics	: 35
# of female teachers by province	: 0
Total # of textbooks by province	:16448
# of teachers in schools with building	: 84
# of classrooms by province	: 93
# of total schools by province	: 26
# of schools with building	: 9
# of schools with girls	: 0

Phase II Pilot Test Compared with Phase I Data

KONAR School Statistics

Phase 1

Total School enrollment by Province	: 4910
% Female enrollment by province	: 8.41 %
Student-teacher ratio by province	: 36.92
% Teacher by subject by province	
Civics	: 12.78 %
Social	: 9.77 %
Science	: 9.02 %
Language	: 7.52 %
Art	: 2.26 %
Grade (1-3)	: 58.65 %
% of qualified teachers by province Attended or grauated from	
Grade 9	: 3.68 %
Grade 10 /11 /12	: 30.15 %
Grade 13 /14	: 12.50 %
Grade 15 /16	: 13.24 %
Civics	: 40.44 %
% of female teachers by province	: 2.26 %
Textbooks per student ratio	: 2.62
Teacher-classroom ratio	: 0.13
% of schools with building	: 61.90 %
Female enrollment by province	: 413
Total # of teachers by province	: 133
# of Civics-teaching teachers	: 17
# of Social-teaching teachers	: 13
# of Science-teaching teachers	: 12
# of Language-teaching teachers	: 10
# of Art-teaching teachers	: 3
# of Grade (1-3) teaching teachers	: 78
# of teachers Grad./Att. Grade 9 & below	: 5
# of teachers Grad./Att. Grade 10 /11 /12	: 41
# of teachers Grad./Att. Grade 13 /14	: 17
# of teachers Grad./Att. Grade 15 /16	: 18
# of teachers Grad./Att. Civics	: 55
# of female teachers by province	: 3
Total # of textbooks by province	:12856
# of teachers in schools with building	: 25
# of classrooms by province	: 199
# of total schools by province	: 21
# of schools with building	: 13
# of schools with girls	: 4

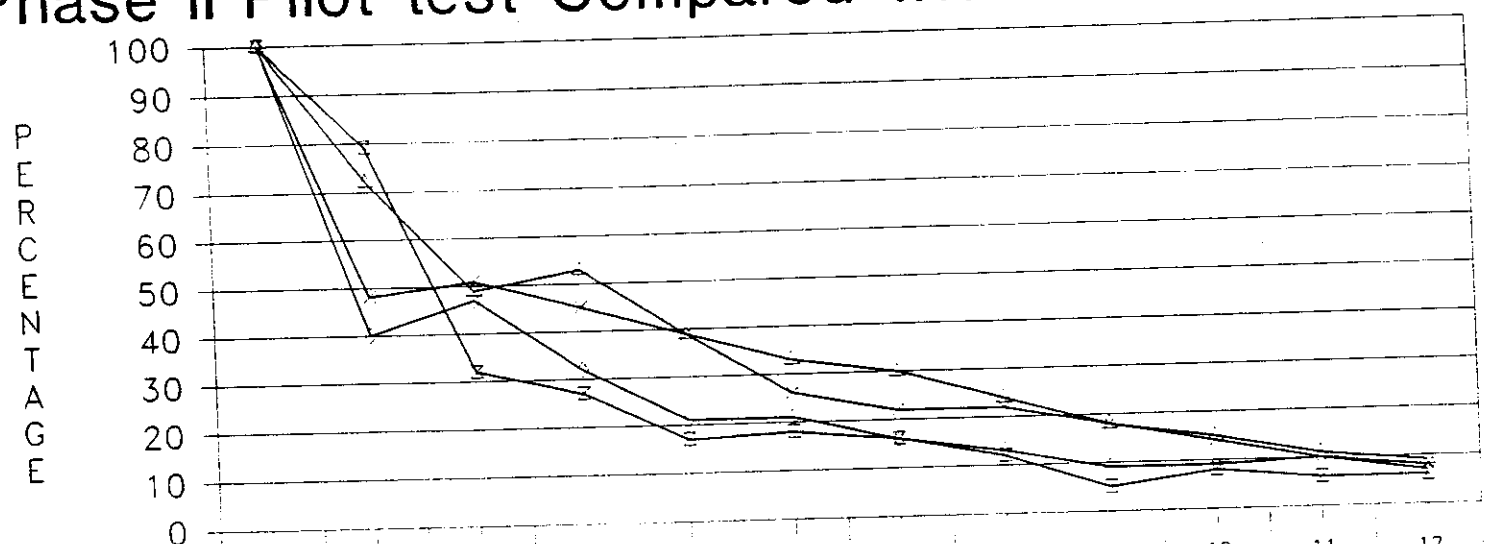
Phase 2

Total School enrollment by Province	: 4596
% female enrollment by province	: 7.44 %
Student-teacher ratio by province	: 30.64
% Teacher by subject by province	
Civics	: 22.67 %
Social	: 6.00 %
Science	: 10.00 %
Language	: 9.33 %
Art	: 0.67 %
Grade (1-3)	: 51.33 %
% of qualified teachers by province Attended or grauated from	
Grade 9	: 5.33 %
Grade 10 /11 /12	: 36.00 %
Grade 13 /14	: 12.67 %
Grade 15 /16	: 14.67 %
Civics	: 31.33 %
% of female teachers by province	: 2.00 %
Textbooks per student ratio	: 5.68
Teacher-classroom ratio	: 0.35
% of schools with building	: 57.14 %
Female enrollment by province	: 342
Total # of teachers by province	: 150
# of Civics-teaching teachers	: 34
# of Social-teaching teachers	: 9
# of Science-teaching teachers	: 15
# of Language-teaching teachers	: 14
# of Art-teaching teachers	: 1
# of Grade (1-3) teaching teachers	: 77
# of teachers Grad./Att. Grade 9 & below	: 8
# of teachers Grad./Att. Grade 10 /11 /12	: 54
# of teachers Grad./Att. Grade 13 /14	: 19
# of teachers Grad./Att. Grade 15 /16	: 22
# of teachers Grad./Att. Civics	: 47
# of female teachers by province	: 3
Total # of textbooks by province	:26086
# of teachers in schools with building	: 48
# of classrooms by province	: 139
# of total schools by province	: 21
# of schools with building	: 12
# of schools with girls	: 4

Attachment 4

Boy/Girl Progression Percentage in Nangarhar Province

Phase II Pilot test Compared with Phase I Data

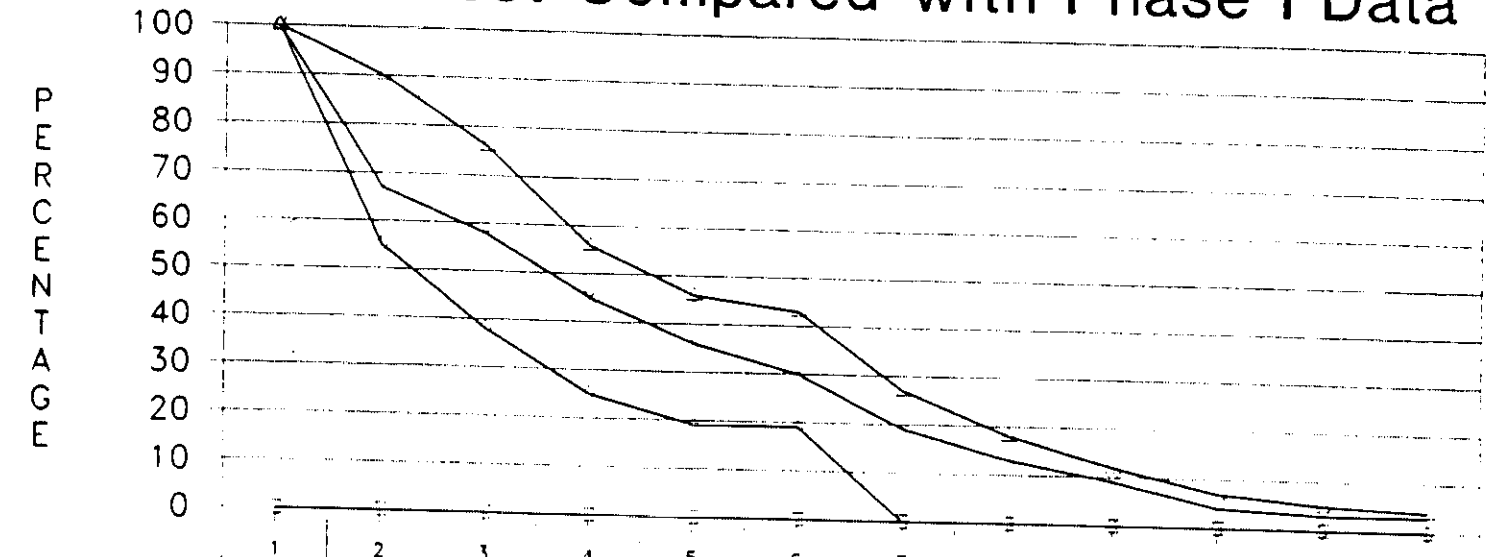


	1	2	3	4	5	6	7	8	9	10	11	12
Boys # Phase 1	8193	3933	4145	3667	3192	2161	1804	1798	1435	1106	821	623
Girls # Phase 1	1917	762	895	619	398	398	315	248	176	180	189	139
Boys # Phase 2	8960	6475	4402	4773	3501	2925	2652	2112	1597	1364	967	847
Girls # Phase 2	2297	1824	724	621	399	414	374	272	115	179	142	137
Boys % Phase 1	100	48	51	45	39	26	22	22	18	14	10	8
Girls % Phase 1	100	40	47	32	21	21	16	13	9	9	10	7
Boys % Phase 2	100	72	49	53	39	33	30	24	18	15	11	9
Girls % Phase 2	100	79	32	27	17	18	16	12	5	8	6	6

Boys % Phase 1 — Girls % Phase 1 — Boys % Phase 2 — Girls % Phase 2

School Statistics in Nangarhar Province April 20,1994

Boy/Girl Progression Percentage in Laghman Province
Phase II Pilot test Compared with Phase I Data



	1	2	3	4	5	6	7	8	9	10	11	12
Boys # Phase 1	2497	1664	1436	1126	900	747	472	316	218	98	86	85
Girls # Phase 1	80	44	30	20	15	15	0	0	0	0	0	0
Boys # Phase 2	2487	2248	1888	1383	1152	1073	676	440	308	171	115	104
Girls # Phase 2	0	0	0	0	0	0	0	0	0	0	0	0
Boys % Phase 1	100	67	58	45	36	30	19	13	9	4	3	3
Girls % Phase 1	100	55	38	25	19	19	0	0	0	0	0	0
Boys % Phase 2	100	90	76	56	46	43	27	18	12	7	5	4
Girls % Phase 2	0	0	0	0	0	0	0	0	0	0	0	0

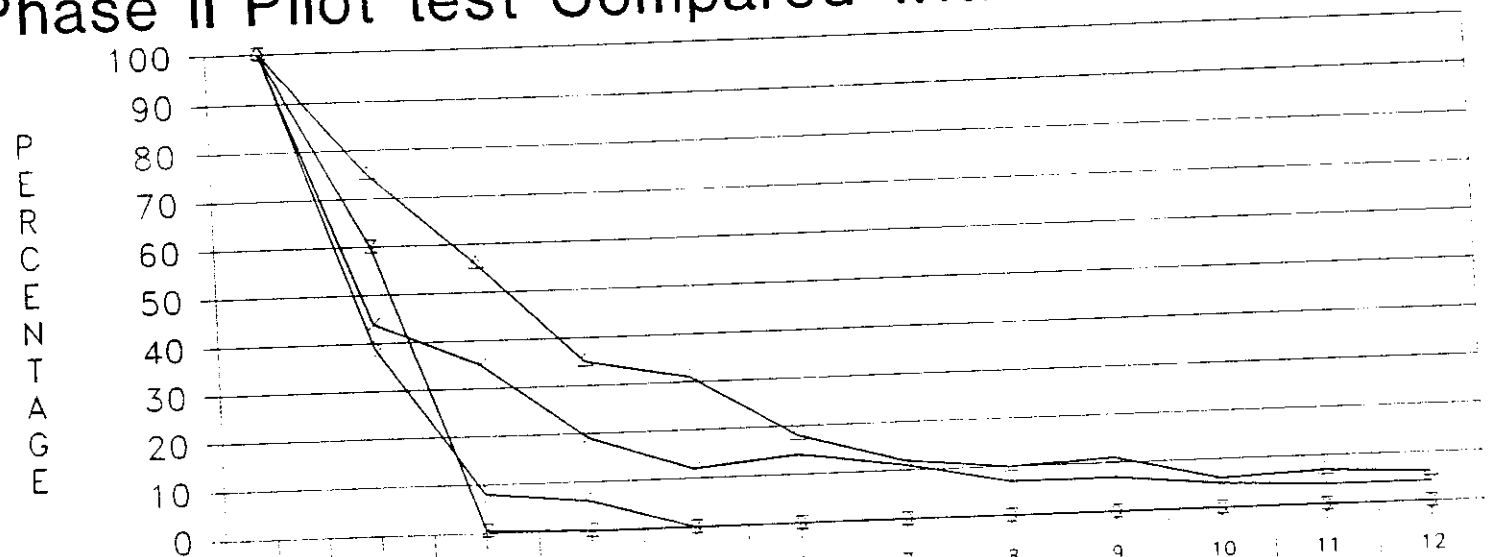
Boys % Phase 1 — Girls % Phase 1 — Boys % Phase 2 — Girls % Phase 2

School Statistics in Konar Province

April 20,1994

Boy/Girl Progression Percentage in Konar Province

Phase II Pilot test Compared with Phase I Data



	1	2	3	4	5	6	7	8	9	10	11	12
Boys # Phase 1	1714	761	602	323	206	245	188	128	120	80	70	60
Girls # Phase 1	269	106	22	16	0	0	0	0	0	0	0	0
Boys # Phase 2	1162	877	655	401	358	209	134	120	123	70	80	65
Girls # Phase 2	213	128	1	0	0	0	0	0	0	0	0	0
Boys % Phase 1	100	44	35	19	12	14	11	7	7	5	4	4
Girls % Phase 1	100	39	8	6	0	0	0	0	0	0	0	0
Boys % Phase 2	100	75	56	35	31	18	12	10	11	6	7	6
Girls % Phase 2	100	60	0.47	0	0	0	0	0	0	0	0	0

Boys % Phase 1 — Girls % Phase 1 — Boys % Phase 2 — Girls % Phase 2

School Statistics in Konar Province

April 20,1994

PART FOUR

HOME SCHOOL PILOT PROGRAM

HOME SCHOOL PILOT PROGRAM

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Background

In 1992 USAID/Afghanistan requested UNO/ESSP to develop a strategy for addressing gender equity in the Afghan education context. A report for Equity Improvement Within ESSP was developed by Rihani of Creative Associates International, Inc. (CAII). In April 1993 El-Sanabary, also of CAII, completed a report entitled Framework for Achieving Gender Equity in Afghan Education. As a follow-up to these papers, in May 1993, a pilot home school project for women adult literacy was established by ESSP and, in November 1993, a pilot primary home school project for grade 1, boys and girls, was also established.

UNO/ESSP's previous experiences in primary education and adult literacy were useful in developing the home school projects. Ten pilot adult literacy home schools were established, six in Peshawar and four in Quetta, and three pilot primary home schools were established, all in Peshawar. The schools were located in close proximity to the UNO/ESSP offices, allowing easy access for staff. The use of education materials, implementation of curriculum and application of teaching methods were closely monitored and evaluated. Modifications and improvements were made as required. This pilot approach allowed for testing of the project components under various conditions and for necessary adjustments to be made before implementation inside Afghanistan. From the experience gained in establishing the home school pilot projects in Peshawar and Quetta, UNO/ESSP was well positioned to implement the next phase of the home school project in the urban areas of Afghanistan and then to move the project to the rural areas. It is recommended that any agency undertaking a home school project follow a similar type of phased implementation plan.

Documented is a description of the home school pilot projects. In both the design and implementation of this pilot project, care was taken to allow for the importance of the Afghan culture and the traditional role of females. The implementation of these two pilot projects and UNO/ESSP's experiences over the last eight years has made it one of the forerunners in the field of education in Afghanistan.

Objectives

There were two objectives as follows:

1. **To develop, field test and modify, as required, an adult literacy home school model, educational materials, and curriculum as a framework for a low-cost project design for Afghanistan.**

2. **To develop, field test and modify, as required, a primary home school model, educational materials, and curriculum as a framework for a low-cost project design for Afghanistan.**

Implementation Strategy

1. **Management.**

The UNO/ESSP team leaders had primary responsibility for conceptualization and implementation of the home schools. The day to day directions were provided by local coordinators and supervisors. The coordinators/supervisors provided the training, guidance and support to the teachers in areas related to classroom teaching, including classroom management, use of instructional materials and teaching methods. The schools were observed and visited weekly, including methodologies used by the teacher and obtaining of student perceptions. Questions were regularly asked of the students to ensure they were learning the material being presented. When necessary, the teacher was conferenced during the break and/or after class to offer suggestions and recommendations for adjustments in the school and in application of materials, methods, and implementation of new ideas. The classroom was regularly observed to ensure that the suggestions were acted upon by the teacher. During the weekly visits, the supervisor exercised the clinical/coaching method and completed an observation form which was reviewed by the teacher. After returning to the office, the observations were recorded, and suggestions and recommendations noted for future reference.

The supervisor encouraged the teachers to write their experiences in a log book each day--this information was then used in future training programs and, in some cases, included in the teachers' manual. Teachers were also encouraged to cut out newspaper clippings to use in class to ensure relevancy and interest in current news events. Teachers were also provided opportunities to observe each other in the classroom and then discuss their observations.

A teacher's meeting with the supervisor was held twice a month to discuss their work, share new ideas, and discuss any problems. The lesson plans were collected by the supervisor and referenced the next day after they were checked.

In establishment of the pilot home schools several important points were identified and are included for future reference:

a. The importance of the community organizer in being able to understand the politics of the community and to work with the community to resolve conflicts.

b. The importance of the community organizer/supervisor in being able to effectively work with the teacher.

c. The variance of time needed to establish the home school and the need for implementing agencies to be flexible.

d. The importance of the community to be in agreement and to work as one body before the establishment of the home school.

e. The importance of the support of the Mullah, elder, commanders, and influential people in the community.

f. The teacher must possess the ability and training necessary to adapt to a home school environment.

g. The community must take the responsibility for the home school; the community organizer's role is best limited to facilitator.

The above points are critical, but not exclusive, to the success of a home school program. As a further reference of what is needed for establishing a home school program, both the Primary Home School Pilot Project - Final Report and Female Adult Literacy Home School Project - Final Report should be reviewed (see references).

2. **Schedule.**

The adult literacy home schools were typically scheduled in the afternoons for two hours, 2:00 - 4:00, five days a week. The schedule was as follows:

Sunday	2:00-2:55 Dari	2:55-3:05 Break	3:05-4:00 Civics
Monday	2:00-2:55 Math	2:55-3:05 Break	3:05-4:00 Civics
Tues.	2:00-2:55 Dari	2:55-3:05 Break	3:05-4:00 Civics
Wed.	2:00-2:55 Dari	2:55-3:05 Break	3:05-4:00 Civics

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Thurs.	2:00-2:55 Dari	2:55-3:05 Break	3:05-4:00 Civics

The program ran for six months for the basic course and an additional three months for the advanced course.

The primary home schools typically operated two hours and fifteen minutes daily, five days a week. The schedule for the morning classes was:

9:00 - 9:30	Civics
9:30 - 10:00	Language
10:00 - 10:15	Break
10:15 - 10:45	Science
10:45 - 11:15	Math

The schedule for the afternoon classes was:

1:30 - 2:00	Civics
2:00 - 2:30	Language
2:30 - 2:45	Break
2:45 - 3:15	Science
3:15 - 3:45	Math

One morning session ran from 8:00 - 10:15. When the days were longer and warmer, the school hours were slightly extended to accommodate the time needed for teaching a complete lesson in one class period. The time needed to teach the lessons (30-45 minutes) varied according to subject. It was observed that participants in the morning classes tended to exhibit more energy and class participation was better. The primary school classes were only able to run for six months because of a project phase-out.

3. **Students.**

In the adult literacy class, the students ranged in age from 8 to 40 with a majority of the students in the 15-20 year range. Most of the remaining students were above 20, only a few were in the 8-11 range. About 80 percent of the students were single or widowed, all were female, as specified in the conditions for the program. The teacher reported that all the students were dedicated, enthusiastic and presented no discipline problems; they were happy for the opportunity to learn. Class size ranged from five to nine. All participants were from the extended family or immediate neighborhood for each of the homes where the schools were held.

In the primary home school, there was a girl/boy mix of 40 percent girls and 60 percent boys. The ages ranged from five to 12 years with most in the five to seven year range. Class sizes were larger with one class at 45. This class was

ultimately sub-divided into two groups. A majority (60 percent) of the students' fathers were unemployed, several had died fighting during the war, and all of the mothers were unemployed except one. All students lived within a two to 10 minute walk from their home school.

4. **Schools.**

All of the adult literacy home schools were opened in homes of the students with all students coming from the compound in which the school was located or a neighboring house. The classroom size varied from quite small (approximately six by four feet) to a somewhat larger room (nine by twelve feet). Several of the schools were located on verandas of the homes and had no windows, only curtains, while others had windows but covered by curtains. In only one school did the teacher open the curtains for ventilation. One school used a fan provided by the home while others used fans provided by UNO/ESSP. Without fans it would have been difficult to conduct classes as temperatures rose above 100 degrees fahrenheit. Rooms quickly took on the atmosphere of a classroom once posters were displayed on the walls, although in all cases, but one, the posters were removed each day following the class. The rooms were clean and well organized, blankets from UNO/ESSP covered the floor in all but two schools where the family provided carpets for the floor. Only in one school did the students have chairs. Noise from outside the classroom presented a problem at several of the schools. Because of cultural restrictions, teachers could not talk loud enough to compensate for the noise. Two schools were in an area where some construction was taking place which accounted for the noise.

The primary home school classrooms were kept simple in view of the objective of the project to test the applicability of the home school design for implementation inside Afghanistan. Funding resources are minimal, thus schools in Afghanistan must learn to operate with minimal financial support and few resources. UNO/ESSP tried to keep all aspects of the pilot project as simple as possible to maximize development of a low-cost educational program.

Two primary schools were located in rooms in homes, just off the courtyard. Although during the rainy season the roads to the schools were muddy, once inside the rooms the students had a conducive atmosphere for learning. The schools had carpets or blankets on the floor for warmth and a few cushions against the wall which were used when visitors came. There were windows in the primary home schools which allowed light to enter the rooms. The access to light/windows was a difference between a class for children (boys and girls) and a class for adult women. Posters produced by UNO/ESSP were placed on the

walls. In one school a curtain divided a large room and one half was used for the school. One room was approximately 8' X 8'. There was some noise from other rooms, but this did not seem to distract the students. The teacher stood in front of the room approximately three feet from the students. In another school, the room was approximately 10' X 12'; this room could have accommodated four to five more students if enrollment increased. The teacher stood in front of the room approximately five feet from the students. In both schools, the children sat in rows on the carpet. Except for the blackboard supplied by UNO/ESSP, which hung in the front of the room, there was no other furniture.

The teacher used the blackboard quite often and encouraged the children to walk to the front of the room and write answers to the questions on the blackboard. The teacher asked questions of the students and instructed them to stand in front of the class to give their response. This allowed the students to move and kept their attention on the subject matter. During the break, the children went to their homes for a snack and to use the bathroom.

The third school was located approximately one-third mile from the road. The classroom was in a home of a commander from the area. The room was approximately 12' X 6' and accommodated 38 students. There was some light through a small window and the door opening. It was difficult for the students in the back of the room to see the blackboard. Student participation was limited because there was not sufficient space for the students to walk to the front of the class. A tarpaulin and a mat for the floor were supplied by the commander. There was a chair and a blackboard in front of the room. Posters were displayed on the walls.

5. **Curriculum and Materials.**

For the adult literacy home schools, lesson plans were developed each morning by the individual teachers. Homework was given on material covered during class; the amount depended on the level of the students and the time students had available for homework. The homework was checked the next day by the teacher. The adult literacy book developed by UNO/ESSP was used for reading, some writing and math. The teachers' guide, which accompanied the adult literacy book, provided a basis for the development of the daily lesson plans. The teachers developed supplemental materials for the math and writing classes. A book and pamphlet was used in the civics class. The language class was usually divided between reading and writing; on days when reading was too comprehensive, writing was done the next day. Writing automatically incorporated some reading. Teachers used a variety of methods to teach the curriculum, and a

conscientious effort was made to integrate the student-centered approach. Periodic tests were administered for math, reading and writing. Tests were given every 4-6 weeks. UNO/ESSP supplied the following materials for each student; pen, pencil, notebooks (2), slate and chalk. The teacher was given a tape holder, tape, eraser, pencil, board markers, colored pencils, and markers. UNO/ESSP also supplied a tarp and blankets for the floor, in some cases. Each student and teacher was given an adult literacy book and teachers were given the teachers' guide. There were several teaching aids developed and supplied by UNO/ESSP; a white board, an alphabet chart, a felt poster with letters and numbers, a small felt board with alphabet letters, cloth storybooks for supplementary reading and several cloth posters including a calendar, number chart and the five times chart. The UNO/ESSP teacher aids were supplemented with a variety of materials developed by the teachers; i.e., bundle of sticks for counting, and picture and number cards made from white paper supplied by UNO/ESSP.

The curriculum for the primary home schools was developed by the UNO/ESSP instructional design staff and consisted of math, science, social studies and language. The social studies and science curricula were being introduced for the first time into the Afghan primary schools (grade 1-3).

Language. The orientation guide developed by the language department was used by the teacher during the first week. The teacher used this guide to talk with the students about the school, what to expect, what was expected from them, and how they should conduct themselves. In the second week, the teacher began using the teachers's guide to teach the alphabet. The students would speak, read, and write the letters of the alphabet. The blackboard, in the front of the room and, the students' slates were used during this week. In the third week the teacher passed out the students' textbooks which had 16 units. Each unit had six lessons, one for each day of the week. The stories in these books were read by the teacher. The teacher asked the students to identify the key words which used the letters they had learned. The topics covered during the 16 weeks of language were: listening, sound recognition, speaking, spelling, grammar, handwriting, creative writing, study strategies, decoding, thinking strategies, comprehension and literature. Because the language and social studies curricula were integrated, some of the sub-topics related to social studies were covered in the language textbook used during the first 16 week period. Some of these sub-topics were: water, sky, historical fiction, poetry and animals. During the last 16 weeks of grade 1, the social studies textbook replaced the language textbook. For homework, students were asked to review what they learned in class and to write words with those sounds.

Social Studies. As indicated, the social studies and language curricula were integrated, using the language textbook during the first 16 weeks and the social studies textbook during the second 16 weeks. The members of the UNO/ESSP language and social studies department worked together in developing the language and social studies textbooks. There were 14 units for grade 1 social studies. Each unit had six lessons with each lesson designed to be taught in a one hour session. After five lessons, there was a one hour review session. Some of the sub-topics of the social studies curriculum were: people and families, you as an individual, families do things together, respect towards parent, and you grow and learn. Continual development of the basic skills (reading, writing, listening, speaking) were a part of the social studies class. Homework was given based on the days lesson.

Science. There were 51 lessons in grade 1 science covering selected topics in earth science, life science, and physical science. Some of the concepts taught were: creation of the universe, living and non-living things, planet, people, animals, land, moving things and force and work. Sub-topics included were: plant characteristics, body parts, what plants need to grow, land forms, soil and simple machines.

Math. The grade 1 math curriculum consisted of 121 lessons and was developed to cover the following concepts: number and number theory, and whole number options and measurements. The topics taught were: counting, addition, subtraction, length, weight or mass, volume, time and money. Some of the sub-topics were: counting from 1-99, column addition, mental addition, column subtraction, local units of measure, time units, hour and identifying coins and bills. The teacher gave homework based on material covered in class that day.

Instructional Materials. The teachers' guide activities were structured as follows: objective, pre-teaching, teaching, implementation, challenge and evaluation. Lesson plans were developed by the individual teachers each day based on the Teachers' Guide. The lessons were reviewed by the supervisor of the program. The supervisor checked the lesson plans during the weekly visits.

The teachers in the pilot project were given a trunk, blackboard, notebook, log book, posters, pencil and chalk. Teachers' guides were given for each course and cross-referenced to the material in the students' textbooks. Each student was given a textbook for language, science, social studies and math. In language class, the textbook was a storybook that the teacher used to teach words. A cloth school bag containing the textbooks, pencil, notebook, slate, chalk, eraser and sharpener were given to each student. Science and math kits and posters that reinforce what was

being taught from the textbook was distributed to the teachers for use in the classroom. These materials were produced by UNO/ESSP. The initial materials and textbooks were printed in Dari. Twelve cloth books for general reading at different levels (both in Dari and Pashto) were produced by UNO/ESSP. These storybooks were distributed for use in the language program. In addition, eight functional reading cloth books, each carrying a different message such as health, nutrition, hygiene and child care, were produced by UNO/ESSP and distributed to the schools.

An important objective of the pilot project was to use the resources from within the community to the extent possible; thus, dependency on resources from outside the community were minimized to help to ensure project sustainability. It was envisioned that schools inside Afghanistan would have to function with a minimum of supplies and equipment.

Exercises throughout the textbooks allowed the teachers to continually determine the level of attainment each student achieved. Upon completion of the textbooks, students would be prepared to enter grade 2.

Teachers and Teacher Training

Six of the adult literacy teachers, all female, were from Kabul where they had lived and received their education. The other four teachers, also female, were from central Afghanistan but had received their education in Kabul. The ages of the teachers varied from 21 to 40 and teacher experience ranged from two to 24 years. All had at least one year of teacher training college and several had graduated with bachelor degrees. In addition to a 10 week UNO/ESSP teacher training program on psychology and learning and teaching methodologies, all of the teachers participated in a specialized two week training session on how to teach adults. These classes lasted for two hours each day during the first week and three hours each day during the second week and included some time for participants to do practice teaching. The emphasis of the training program was on how to teach adults and to develop a daily lesson plan. A 38 page training manual developed by the coordinator, who had several years of experience and training in the area of adult literacy, was used during the two week training session. The training program was conducted by the coordinator with a demonstration lesson on civics by the supervisor.

For the primary schools project, initially 10 teachers (three women and seven men) were selected to receive training. All were experienced teachers and had participated in the UNO/ESSP ten week teacher training program and a six week followup supervisor training practicum on how to conduct seminars. They had also traveled to Quetta, Jalalabad and Kabul to train teachers from these areas. Three of the teachers were selected for the initial

primary program (two women and one man). Because the teachers all had extensive training in teaching methodologies, only a three day session of specialized training was necessary for the primary home schools. These three days were concentrated on developing an understanding of the course content and the methods used in the teachers' guides. Time was allotted for the teachers to do some practice teaching using the materials. The sessions ran from 9:00 a.m. to 4:30 p.m. daily for the three days. The specialized curricular for the grade 1 home school was introduced at that time by the various subject specialists.

Monitoring and Reporting

The pilot adult literacy home school project provided opportunity for continual development and improvement of the reporting, monitoring and evaluation procedures. The forms developed for the classroom and supervisors' visits and the training manual and supervisors manuals were refined and upgraded as feedback from the participants was received. Monitoring of the project was done on a daily/weekly basis and adjustments made. Formative and summative evaluations were conducted by the UNO/ESSP research and planning office and the results are included in this report.

Similarly the pilot primary home schools forms and manuals were refined and upgraded as feedback from the participants was received. Adjustments and improvements were made in the program on an on-going basis. Additionally, formative and summative evaluations were completed by the UNO/ESSP research and planing office. Some preliminary student attainment results are included in this report. Project documentation was compiled and is available for future use in further development/implementation of the home school program in Afghanistan.

Learning Differences - Adult and Children

As the childhood and adulthood periods are different, the learning process for children and adults is different. In order to achieve greater success in implementation of the home school concept, it is important to summarize the characteristics and experiences which are different between young literacy learners and adults. These learning differences must be incorporated in the training and teaching techniques employed. The following list of 12 learning criteria is presented to show some of these differences:

1. Children are sent by their parents to school.	1. Adults decide for themselves to come to school.
2. Children learn directly from the teachers.	2. Adults in addition to their teacher, learn from each other.
3. Children learn faster. If they don't practice, they will soon forget.	3. Adults learn slowly and forget slowly.
4. Education is a regular part of the daily program of children.	4. Education for adults is only part of their daily program.
5. The subject is the focus of learning for children.	5. For adults solving the problem is the focus of learning.
6. There is no sequence in the oral language of the children, they do not yet use their language to transfer thoughts.	6. Adults have sequence in using oral language and they use it for transferring ideas in society.
7. Children learn for the future.	7. Adults learn for the present condition and want to use the information immediately.
8. Teacher decides the learning process of children.	8. Adults decide for themselves what to learn and what to read.
9. In the teaching of children the thought and experience of the child are not used as much.	9. On the contrary, the personal thoughts and experiences of the adults are used in the learning process.
10 Children are dependent on others.	10 Adults are independent.
11 Children can spend several hours in school each day.	11 Adults cannot spend much of their time in the class because they are very busy.
12 A learning motivation for children is the satisfaction of the parents in making a better future.	12 Learning motivation for adults is becoming literate and using their literacy knowledge.

Evaluation Results

Presented in the next several sections are formative and summative evaluation results which were compiled on the home schools. Included are two illustrative descriptions of the home school classroom environment, some teacher comments about the program, and student performance data on the adult literacy and primary home schools.

1. Two Sample Descriptions - Adult Home Schools.

Home School 1: 8 June 1993

There were four girls approximately between the ages of 12 and 18 years old in this home school class. The girls all had chairs in which they were seated in one row facing the teacher. The teacher had easy access to the students as well as her materials and marker board. We, the visitors, sat on the floor behind the students on cushions. One mother sat with us during our stay. The room was a moderate size room. Three to five additional students could fit comfortably in the room with this group.

The teacher showed a picture and then introduced the letter "t". The teacher said the letter and then asked the class to say "t" in chorus. She asked a student to find the letter on the alphabet chart, which the student did correctly. The teacher traced the letter with her finger and said the sound of the letter. The students repeated what the teacher said. The teacher drew the letter on the marker board. The students wrote the letter on their individual slates. The teacher monitored each student and praised the student when she responded correctly. The teacher asked the students to make a letter on their slates and then to hold up their slates. The teacher praised the students for forming the letter correctly. Next, the students had to find the letter in the literacy book which was on page one. The teacher asked one of the students to tell her other words that started with the "t" sound. The student responded with three words. The teacher showed a picture of a teapot and asked questions about the teapot. She asked if the students use these things? If they did used them, for what purpose?

The teacher then introduced the "b" letter by showing a picture and then writing the letter under the picture on the board. The teacher asked a student to find the letter on the alphabet chart and to trace the letter, which the student did correctly. The teacher went through the same steps of teaching the "b" letter as she did with the "t" letter. The steps were: a)the teacher introduced the letter by showing a picture of word that begins with the letter being taught, b)a student found the

letter on the alphabet chart, c) the teacher pronounced the letter, d) the students repeated the sound of the letter with a choral response, e) a student traced the letter, f) the teacher wrote the letter on the marker board, g) the students wrote the letter on their slates, h) the teacher monitored the work of the students and praised them, i) the teacher asked questions of the students which were applicable to their lives, j) the teacher reviewed the concepts that were taught during the class, and k) the teacher gave a homework assignment.

Notes: The teacher's strengths were many. She interacted with the students, modeled what she wanted them to learn, monitored their work, gave praise where appropriate, provided the foundation and opportunities for the students to be successful, presented a well prepared lesson, and related the information to their lives and how it would be applicable.

Home School 2: 8 June 1993 - 3:20 p.m.

Six girls were in attendance: five sisters and one sister-in-law. They were approximately between the ages of 16-18 years old. They all sat on the floor in a row in a room in the home. The lighting was adequate. The windows and doorway were covered. Four to six more students could comfortably fit in the room with this group.

The teacher asked for a word that began with the letter "b". The students responded with many words that started with the letter "b". The teacher modeled writing and pronouncing the letter then asked the students to write on the slates. She walked around and monitored each students's work. The teacher taught the students how to make small and capital letters. The teacher showed the letter on a flash card, said the sound, had the students say the sound, and then practiced the sound with them. She wrote the letter on the board and asked the students what words begin with the letter. She showed them how to make a small letter and a capital letter.

Whenever the students interrupted her teaching with a question or a comment, she patiently listened to them and answered them. The teacher praised and commented on each students's work.

Notes: The teacher appeared to be doing a good job with the students. The students were progressing through the alphabet quite rapidly. This class had started on May 16th and the students had already learned almost all of their alphabet letters. The teacher appeared to be teaching the students at a rate of learning that was appropriate to their level. More information would be needed to determine if the pace was the best. The students were very attentive and responded to the teacher. The teacher modeled, monitored, and gave positive reinforcement to the students.

Suggestions: More opportunities to check the students to see how well they were retaining the information throughout the lesson would be helpful. The use of exercises where the students have to select the correct answer using discrimination between two or more letters would also strengthen the reinforcement.

2. **Teacher Interviews - Adult Home Schools.**

. **Have you taught prior to teaching in the adult home school? If yes, are there any differences between teaching in your previous school and teaching in the adult home school?**

The unanimous answer to prior teaching experience and differences in regular school and adult home school was - YES. Differences noted included: Teaching needs to be very basic. I could not speak English with my students. I had 25 students before, now I have 5. The adult students learn more slowly and need more help than younger students. They expect more respect and need more attention in order not to become discouraged. There are chairs and tables in schools but non in home schools. The children do not have any other responsibilities - their minds are more active than adults. Adults are more experienced and they realize and remember more quickly. We need to be more kind to adults, otherwise they will become discouraged. Some methods used in regular schools are not useful for an adult home school, like role play.

. **Which instructional techniques were you using in the adult home school?**

Unanimous answer - Repetition, question and answer, demonstration, and lecture. Others were paired work, silent reading and discussion.

. **What diagnostic tool was used to identify the students' knowledge during the first week of the adult home school classes?**

They were evaluated orally because they were completely illiterate and could not read and write. Some were asked to write the letters of the alphabet and to count and then write numbers.

. **What is the average amount of time you spend preparing your lesson for the next day?**

The consistent answer was 90 minutes. Some said it varies according to the subject. Dari and math, where materials are needed, take more time then civics.

- **How many students do you think should be in an adult home school class?**

  Answers ranged from a minimum of 5 to a maximum of 20. One-half of the respondents said 5 minimum, 11 maximum.

- **Do you think the teaching methods that you learned in the Literacy Training Course were appropriate for the adult learners?**

  The methods taught were both useful and good. They were question and answer, demonstration, lecture and repetition. One response included that a detailed lesson on teaching methods would have been helpful.

- **How will you know at the end of the course if your students are literate?**

  A unanimous answer - testing and evaluation.

- **What do you think is the purpose of home school instruction?**

  To make women literate. To teach the daughters of these families who do not allow their daughters to go to school even though they wish to be literate.

- **What are the benefits of having a supervisor?**

  She helps solve problems and shares personal experiences. It also has a positive effect on the students when she visits.

- **What would you like the supervisor to do that would assist you in your teaching in the home school?**

  Help solve problems and suggest materials and aids to assist in teaching, analyze and evaluate my teaching.

- **Is the two hour block of time a good timeframe to work with the female adult learners?**

  Just right - any shorter and they would not have time for the whole lesson; any longer would interfere with family responsibilities. If more students are added, then we might need one-half hour more.

- **Why do you think your students were successful?**

  They were interested in learning. The materials and methods were effective. They attended regularly. The students felt relaxed and at home by being so close to their house.

- **Do you think adult home schools should be continued in the future?**

  Yes, it is very useful for the women who are not allowed by their men to go out of the house. It is the best way to educate women who, because of cultural and environmental conditions, can not learn away from home.

- **After your supervisor observed your teaching, what feedback did you receive?**

  We met together and discussed the methods I used and she gave me suggestions. Also problems were discussed in the twice monthly meetings.

- **What suggestion would you give a teacher teaching in an adult home school for the first time?**

  She must be patient and friendly and relate the lessons to their daily lives. She needs to be strict about attendance and being on time. The rules need to be made clear on the first day. She must make a plan and then implement it. The materials needed should be prepared and used at the proper time. Take the tests seriously. Talk to the family or the owner of the house immediately after a problem has occurred. The amount of homework should not exhaust the students. Share with the students the benefits of literate people and literacy.

- **What would be the best program for preparing teachers to teach adults in the home schools?**

  A seminar lasting from one to two months related to literacy and including teaching methods in detail. It should be specific and to the point.

3. **Student Performance - Adult Home Schools.**

The supervisor and teachers were the key factors in the success of this program. In many instances, they talked with the families, encouraging them to allow their daughters to continue attending the home school, even though they were needed at home. They also encouraged the parents to allow their daughters to continue their education in formal schools. Three students are now enrolled and two others have applied for admission to formal schools. Five of these girls, ages ranging from 10 to 14 years, had never attended any type of school before enrolling in the Home School program.

The students were dedicated, asking the teachers for more work and continued schooling. Eight students who had never been to school before, formal or informal, and their families are

requesting that the home school program continue so the girls can receive more education. All these students averaged 92 per cent or more in their overall test scores. They have not been given permission by their families to attend other schools.

One of the students became engaged because the boy wants a literate wife; both he and his family want the girl to continue receiving education in the Home School.

A student left school to have a baby and returned after one week, encouraged by both her husband and in-laws to continue her education.

One of the students received a marriage proposal because the family wants a daughter-in-law who can read--their son is illiterate.

A 40 year old student who had never attended school except for seven months in her home seven years ago, where she learned to read and write the alphabet and read numbers to 100, completed the six-month course and received 100 per cent in all her tests. She had to leave the course because her daughter got married and she had increased responsibilities at home.

A 38 year old woman who had received one year of schooling in her home 30 years ago (learning to read the alphabet and count to 50 orally) completed the six-month course with tests scores averaging 93 per cent. She had to leave after six months because she was a widow and had to seek employment.

Of the 30 students who completed the six-month course, 14 students had never received any education (formal or informal) prior to enrolling in the adult literacy program; four students went to Mosque schools; four students received education in the home; and eight students received some formal education--however, there was no significant difference in their overall tests scores. This was probably due to the fact that most of the students had been out of school for periods from two to thirty years and the retention level was negligible.

Fourteen students had never attended a school before, formal or informal, signifying that the home schools can reach students that otherwise would not have the opportunity to attend school. Home schools are more acceptable to families because of the controlled environment; they feel the women will not become too liberated or corrupted by outside influences. Once students enroll in the home school, the idea of education for women becomes more acceptable. Five students who had never attended a school, formal or informal, have been given permission by their families to enroll in a formal school.

Briefly described is an analysis of the eight students who did not complete the six-month course:

- o three students returned to live in Afghanistan shortly after the course began;
- o three students left the Home Schools after approximately four months to enroll in formal schools (two in class three and one in class four);
- o one student left because she was sick due to a pregnancy; and
- o one student contacted typhoid and became very ill.

Lastly, a description is included of the four students who left after completing the six-month course:

- o one student left because she is a widow and had to seek employment;
- o one student left for delivery of a baby--she would like to continue in the Home School program;
- o one student's daughter got married and she had to stay home because of the increased amount of house work; and
- o one student had to leave the school because her husband became ill and she had to take care of him.

The adult literacy curriculum served a dual purpose:

- o the curricula provided the means to enable students to become literate; and
- o the curricula provided the basis to enable students to enroll in a formal school at a higher level.

Notes: Due to the war, a large number of students missed the opportunity for education and are too old to enroll in the lower classes of the primary school. This curricula allowed them to enroll in the formal school at a higher level which is more acceptable for their age group.

The six-month course curricula was judged to be equivalent to grade 3 and the nine-month course curricula judged equivalent to the level of grade 4 of the formal Afghan school curricula. The equivalency judgement was made by four senior Afghan educators, two women and two men.

Constraints. A pre-entrance written test was not given so evaluation of level of attainment was difficult to assess. Admission was based on an interview.

The tests were criterion-based using the material from the textbook and were not developed according to any standard level of literacy attainment.

The tests were administered by the classroom teacher, thus the influence the teacher had on the testing process is unknown.

The tests were developed by the coordinator in consultation with the teachers with the objective of making them sufficiently easy so students would not be discouraged. This is a sound objective; however, a final standard test to ascertain their level of attainment needs to be administered at the time of course completion. Some further suggestions are as follows:

- The expanded math curricula developed by the adult literacy teachers should be formalized and further developed.

- A formalized "test of knowledge" should be administered before students enroll to determine reading level. This could be a progressive test--students who pass the first level could be tested at the next level, etc.

- A formalized test should be given at the end of the course, possibly using the "test of knowledge" given at the time of enrollment.

- The final test should not be administered by the classroom teacher.

- The classroom teacher should be informed of the **results** of the "test of knowledge" so she is aware of the level of each student. She should not be given the "test of knowledge" if it is to be used at a later date.

- For a two-hour school day, the ideal number of students per class is ten. A smaller number does not enable the teacher to implement a wide variety of teaching methodologies (such as group work) and a larger number would inhibit effective teaching because of the short class periods.

4. **Student Performance - Primary Home Schools.**

Included are some student, parent and supervisor/coordinator comments along with the student exam results.

Student Observations:

- Students were observed coming to the school thirty minutes before the school started.

- When students received their school bag and learning materials, they were so happy.

- When students received their exam results, they again were very happy.

- At the closing of the school, students were saying, "we do

not want to be dismissed from the school as we would like to come to school every day".

- Students were asking when the school would start again?

- One day there was a heavy rain and the students asked the supervisor, "Sir, is our teacher coming?" The supervisor said, "maybe or maybe not". The students said, "Sir, please say to our teacher to come, we have performed our homework."

Parents Comments:

- One of the parents who was an educated person was attending a neighbors birthday party and was heard to say, "Two children of mine are going to the home school. Recently, I found out that they were learning and not just memorizing because when I was reading the newspaper, my children could read some words in the newspaper. I prefer the home school to other schools because the teaching is good."

- A mother whose child recently enrolled in the home school said, "My son was in another school before. At that time we had lots of problems with him; for instance, he did not like to go to school and when we pressed him, he cried and said that instead of going to school he went to his uncle's house and when school dismissed, came home; when the time for school came, he got so sad and some times he got sick; and he did not do his homework and he did not show any interest for learning. Since he enrolled in this home school, he wakes up early in the morning and says "Mother bring me breakfast, I'm going school, "and his face is happy. He does his homework. He likes to learn. We have no problems anymore with him. I have nothing to say except thank you very much."

- One day a friend whose child was in the home school said, "Oh my friend, I will tell you an interesting story, my child is gathering other children around himself and teaching them what he learned at home school. I am so proud of him and when people see him teach their children, they appreciate it very much."

- A father of a child in the home school said; "My daughter is in the home school, I took her to the bazaar yesterday to buy her shoes. When we reached to the road and went to cross, my daughter said - "father, my teacher told us in the class how to cross the road, we have to look right and left carefully and when the vehicle is far, then we should cross the road". This made me very happy. Home schools not only are facilitating reading and writing but also preparing the

children for a safe and successful life."

- o A father was asked by a neighbor how his son was doing in the school? The father said, "My son is fantastic and do you know what he does? He always has a pencil and notebook in his hands, almost all the time. He writes the names of his body parts, his clothes and the home furniture. He is going to the yard and he writes the names of vegetables, fruit trees and vehicles, and the names of his uncles and friends. He has lots of interest to read and write. He is learning a lot." The man was thankful to his teacher for his son's good work and for helping the learning abilities of his son.

Supervisor/Coordinator Comments:

- Potential teachers from the local communities should be identified, though inexperienced, training can be provided.
- If we take these inexperienced teachers under training, you can make them into home school teachers. This saves transport money and salaries.
- The local teacher and/or community should be willing to provide a room; thus, you are not faced with any space problems and local commitment is better.
- Teachers should be trained to establish a wholesome relationship with the people of the community.
- Teachers should invite parents to sit in the classroom and see how they teach the children.
- When the teacher faces any problems with the children, the teacher should invite the parents to come and discuss the situation.

Exam Results:

No.	Home Schools	No. of Students	Ave. Gr. Total
1	Tahkal No. I	19	70.07
2.	Tahkal No. II	20	70.00
3.	Gharib Abad Ghali No. I	19	75.83
4.	Gharib Abad Ghali No. 4-5	11	81.50
	Total:	69	74.35

The primary home schools started on 15 December 1993 and ended on 12 May 1994. The students had been at school for five months prior to the ESSP program phase-out. The normal school year is nine months, yet the home school students finished the program during the five months of home school. All 69 students passed on to grade 2 upon completion of the program. Results from the pilot program of the four schools represented outstanding work and indicated well for the primary home school system. Every effort needs to be made to further expand, refine and test the home school system inside Afghanistan.

Summary and Conclusion

Overall, the pilot home schools were very successful; receptivity by the local communities was excellent with good interest and active participation by students and teachers alike. The pilot programs are well documented and have indicated positive results. The next phase should be the implementation of pilot programs inside Afghanistan, urban and rural, with continued monitoring and documentation of all activities. The home school concept is one which is culturally acceptable to Afghanistan. It is a community-based program with excellent potential; sustainability and transportability can be attained with minimal cost and training. Every effort needs to be made by interested agencies to further develop and extend the home school concept throughout Afghanistan.

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