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EDUCATION AND VOCATIONAL TRAINING

IN AGRICULTURE ORIENTED PROVINCES

IN AFGHANISTAN

Bachelor Thesis

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Certification

I hereby declare that this thesis and its intellectual content is my original work unless otherwise referenced.

25th April 2008

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Abstract

Rural education and agricultural knowledge are the keys to combat rural poverty and support peoples lifehood in war affected Afghanistan. Indicators of scholarship such as literacy, students' school enrolment, parity and disparity of indicators according to the gender, rural and urban arrangement of schools and their capacities and amount of teachers and their qualifications plus background situation such as political situation in the given area and geographical conditions are monitored and impeached. For comparison of trends in educational system were chosen two agriculture oriented provinces Kunduz and Logar. Educational trends are compared together in terms of the provinces and confronted with national values. Next to that list of non-governmental organizations operating in the educational sphere and supporting this sector is introduced. Results are interpreted and present situation is confronted with the national goals which were set out in the past.

Key words: education, agriculture, rural, non-governmental organization, literacy

Abstrakt

Vzdělávání v zemědělských oblastech stejně tak jako znalost zemědělské problematiky je klíčem k odstranění venkovské chudoby a podpory živobytí lidí ve válkou zasaženém Afghánistánu. Ukazatele školství jako je gramotnost, zápisy studentů do škol, rovnost či nerovnost ukazatelů dle příslušnosti pohlaví, rozložení škol v oblastech rurálních a městských a jejich kapacity, množství učitelů a jejich kvalifikace a dále politická situace v dané oblasti a geografické podmínky jsou uvedeny a brány v potaz. Pro srovnání ukazatelů ve školském systému byly vybrány dvě zemědělsky orientované provincie Kunduz a Logar. Trendy ve vzdělávání jsou porovnány mezi sebou v rámci obou provincií a následně jsou konfrontovány s národními průměry. Dále je v práci uveden seznam nevládních organizací, které jsou zaměřeny na podporu sektoru školství, operující v daných provinciích. Výsledky jsou vyhodnoceny a současná situace je porovnána s národními cíly, které byly vytyčeny v minulosti.

Klíčová slova: vzdělávání, zemědělství, venkovský, nevládní organizace, gramotnost

List of Acronyms

ADA	Afghan Development Association
ADB	Asian Development Bank
ADF	Afghanistan Development Forum
ALIC	Arid Land Information Center
ASP	Afghan Stabilization Program
CARE	Care International
CBE	Community Based Education
CIA	Central Intelligence Agency
CoAR	Coordination of Afghan Relief
CSO	Central Statistics Office
DED	German Development Service
EFA	Education For All
EMIS	Education Management Information System
FAO	Food and Agriculture Organization
GE	General Education
GRSP	Ghazni Rural Support Program
GTZ	German Technology Cooperation
HEI	Higher Education Institution
IE	Islamic Education
IHE	Institute of Higher Education
IOM	International Organization for Migration
IRC	International Resource Committee
KIRRO	Katachel International Rehabilitation and Reconstruction Organization
MoE	Ministry of Education
MRRD	Ministry of Rural Rehabilitation and Development
NESPA	National Education Strategic Plan for Afghanistan
NGO	Non-Governmental Organizations
NRVA	National Risk and Vulnerability Assessment
NSP	National Solidarity Programme
NSD	National Skills Development

NSDP	National Skills Development Program
PIN	People In Need
PDPA	People's Democratic Party of Afghanistan
PRT	Provincial Reconstruction Team
SAB	Solidarities Afghanistan Belgium
TE	Teacher Education
TEPD	Teacher Education and Professional Development
TTC	Teacher Training College
TTP	Teacher Training Programme
TVET	Technical and Vocational Education and Training
TVI	Technical and Vocational Institutions
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund
US	United States
USSR	Union of Soviet Socialist Republics
WB	World Bank
WFP	World Food Programme

Introduction

Despite the initial enthusiasm and pride about the return to school of six million students, including two million girls, after the fall of the Taliban, the quality and relevance of education continues to be an important concern for parents as well as policy makers.

Likewise, appropriate vocational education, including finding the right match with national human and economic dotation, is critical for Afghanistan's development strategy and for providing individuals with the ability to obtain rewarding employment. Given the faith placed in education by many families, it is likely that new mechanisms (i.e., community-based schools, private schools, contracting for education and non-governmental programmes) will emerge, and these must be understood in the broader national context. The importance of education both for individuals and for the future of Afghanistan makes independent research about current educational policies and practice critical need. Through the accurate data and evaluation essential necessity for people can be analysed and emerge could be focused appropriately.

Afghanistan government counters the commission of reviving the educational sector which is one of the treatments how to advance people themselves. As to the deed that agriculture is daily bread prevailing craft, agricultural learning and understanding is the key how to make the situation bearable and improvable.

Critical shortage of skilled workers should be sustained by enabling education to the one who desires improve and act. Agricultural province is the field of opportunities for creating the net of coursing and refreshing the system of knowledge. This is not easy task but one of the ways to the purpose.

I came to this topic by means of the organization People in Need who is implementing several projects in Afghanistan provinces in different areas such as reducing the effect of deforestation, water and toilet supply and reconstruction of Agricultural Higher Institute in Baghlan province. I focused on the education of Afghans mainly in agriculture oriented provinces of Kunduz and Logar. As the consequence of the chief objective I will point out on the parity or disparity of education needs on offers and try to deduce reasons and effects.

Thesis objective

Afghanistan is a country fundamentally dependent on agricultural production and this thesis would like to discuss the idea that rural education and training at the agricultural institutions can largely influence the level of agricultural production and consequently the total living standards of Afghan people.

The main objective of the thesis is to compare the level of education in two predominantly agricultural provinces of Afghanistan, focusing on agricultural professional training and general education in rural areas, and to analyze the possible causes and consequences of different evolution in the education sector.

Firstly the state of art of Afghan education system will be briefly described in order to acquire a wider insight into the situation. Also the selected provinces will be presented in brief. Then selected indicators (literacy and school enrolment of male and female students and the level of literacy in rural (agricultural) areas and in cities and towns) will be observed in time lines and the evolution will be analyzed. The results will be presented also graphically in order to be more intelligible.

The causes and consequences of different evolution in the selected provinces will be outlined and also some suggestions how to improve the current situation will be presented.

Moreover the thesis is also focusing on presenting the survey of the international non-governmental organizations working in the field of agricultural education, education itself and extension services in the selected provinces. Beside the national education system this is also an important practice how to improve the subsistence of local people.

Methodology

The main part of the thesis is based on review of reasonable literature sources, involving various governmental and non-governmental reports, national standards, scientific articles and databases. The data obtained will be evaluated by means of descriptive statistics and presented graphically.

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2. Islamic Republic of Afghanistan

2.1. GENERAL INFORMATION ABOUT AFGHANISTAN

2.1.1. Short background of history

Ahmad Shah DURRANI unified the Pashtun tribes and founded Afghanistan in 1747. The country served as a buffer between the British and Russian empires until it won independence from national British control in 1919. A brief experiment in democracy ended in 1973 a coup and in 1978 a Communist counter-coup. The Soviet Union invaded in 1979 to support the tottering Afghan Communist regime, touching off a long and destructive war. The USSR withdrew in 1989 under relentless pressure by internationally supported anti-Communist mujahedin rebels. Subsequently, a series of civil wars saw Kabul finally fall in 1996 to the Taliban, a hardline Pakistani-sponsored movement that emerged in 1994 to end the country's civil war and anarchy. Following the 11 September 2001 terrorist attacks in New York City, a US, Allied, and anti-Taliban Northern Alliance military action toppled the Taliban for sheltering Usama BIN LADIN. The UN- sponsored Bonn Conference in 2001 established a process for political reconstruction that included the adoption of a new constitution and a presidential election in 2004, and National Assembly elections in 2005. On 7 December 2004, Hamid KARZAI became the first democratically elected president of Afghanistan. The National Assembly was inaugurated on 19 December 2005 [*CIA; 2008*].

2.1.2. Geography

Afghanistan is located in Central Asia, north and west of Pakistan, east of Iran. Afghanistan resembles an irregularly shaped hanging leaf with the Wakhan Corridor and the Pamir Knot as its stem in the northeast. It encompasses approximately 647,500 kilometers square, stretching 1,240 kilometers from east to west and 565 kilometers from north to south. Afghanistan is completely landlocked. The total length of the borders takes 5,529 kilometers. Country is bordered by Iran, by the Central Asian States of Turkmenistan, Uzbekistan, and Tajikistan, by China, and by Pakistan [*Country Study; 2001*].

2.1.3. Regions

The United Nations has defined eight regions for their assistance planning:

Northeast--Badakhshan, Takhar, Kunduz, Baghlan; **North**--Samangan, Balkh, Saripul, Jawzjan; **West**--Faryab, Badghis, Herat, Farah; **East-Central**--Bamyan, Ghor; **Central**--Kapisa, Parwan, Kabul, Logar, Wardak; **East**--Kunar, Nuristan, Laghman, Nangarhar; **South**--Paktya, Paktika, Khost, Ghazni; **Southwest**--Zabul, Uruzgan, Kandahar, Hilmand, Nimroz. Plus Daikondi, Panjshir to thirty four provinces in total.

2.1.4. Climate

The climate is typical of an arid or semiarid steppe, with cold winters and dry, hot summers. The mountain regions of the northeast are subarctic with dry and cold winters. In the mountains bordering Pakistan, a divergent fringe effect of the monsoon, generally coming from the southeast, brings tropical air masses that determine the climate between July and September. These air masses advance into central and southern Afghanistan, bringing increased humidity and some rain.

In the southwest regions a northerly wind, known as the "wind of 120 days," blows during the summer months of June to September. This wind is usually accompanied by intense heat, drought, and sand storms, bringing much hardship to the inhabitants of the desert and steppe lands. Dust and whirlwinds frequently occur at velocities ranging between 97 and 177 kilometers per hour.

Precipitation generally fluctuates greatly during the course of the year in all parts of the country. Surprise rainstorms often transform the episodically flowing rivers and streams from puddles to torrents, nomadic and seminomadic Afghans have also succumbed to the sudden flooding of their camps [*Country Study; 2001*].

2.1.5. Environmental issues

Environmental current issues which should if possible be in the future settled up subsist limited natural fresh water resources and inadequate supplies of potable water; soil degradation; overgrazing; desertification; air and water pollution; and last but not least deforestation where much of the remaining forests are being cut down for fuel and building material [*CIA; 2008*]. True forests, found mainly in the eastern provinces of

Nuristan and Paktiya, cover barely 2.9% of the country's area. Even these small reserves have been disastrously depleted by the war and through illegal exploitation. The forests are in fact in a crisis situation. Area of natural forests, plantations and other wooded land in 1990 estimated in Food and Agriculture Organization - FAO forestry resembled 1,309,000 ha for forest with other wooded land but in 2005 only about 867,000 ha [FAO; 2005] (attachment I).

The plate-tectonic activity in Afghanistan has contributed to the creation of the geologic riches of the country, but has also produced frequent earthquakes; around fifty are recorded each year. Although most of them are relatively mild, the most severe earthquake in recent history occurred on 29 July 1985. Among the natural resources of the country belong natural gas, petroleum, coal, copper, chromium, talc, barites, sulfur, lead, zinc, iron ore, salt, precious and semiprecious stones [Country Study; 2001].

2.2. POPULATION

2.2.1. Population

The CIA estimations made in 2007 notify of the number of population which takes 31,889,923 of dwellers. The age structure of Afghans is reported as: 0-14 years: 45%; 15-64 years: 53%; 65 years and over: 2%.

The population growth rate was estimated to 3%, birth rate - 46 births/ 1,000 people, death rate – 20 deaths/ 1,000 people. Immigrants are quoted to be on zero level. Just in total values references about infant mortality which takes 157 deaths/ 1,000 live births and total life expectancy rate in population at birth is 44 which is quite low level of lifetime period. Another interesting fact about total fertility rate refers on 7 children born/ woman [CIA; 2008].

The population of Afghanistan is very young; 52% is 17 years of age or younger, out of this 16% is pre-school aged children [ADB; 2008].

2.2.2. Social structure

Afghanistan is home to a multiplicity of ethnic and linguistic groups, as well as several sects within Islam and other religions. Historical and geographical factors created and preserved this diversity although varying degrees of cultural assimilation continuously take place and a considerable degree of cultural homogeneity exists.

2.2.3. Ethnic Groups

In 2007, 42% of Afghans were Pashtun, 11% of them are of the Durrani tribal group and 14% of the Ghilzai group. Tajiks make up the second largest ethnic group with 27% of the population, followed by Hazaras 9%; Uzbeks, 9%; Turkmen, 3%; 4% other [CIA, 2008].

2.2.4. Religion

There are two main branches of religious motion, one of them is Sunni Muslim of 80% and Shi'a Muslim 19%, the rest takes 1% [CIA; 2008].

3. Education in Afghanistan

As a result of the most recently approved Constitution of Afghanistan (1382/2003), education is compulsory for all children up to grade nine. Children start their first year of schooling at the age of seven. The Constitution also states that the Government will provide education free of charge up to university level [TEPD; 2004].

3.1. SITUATION TODAY

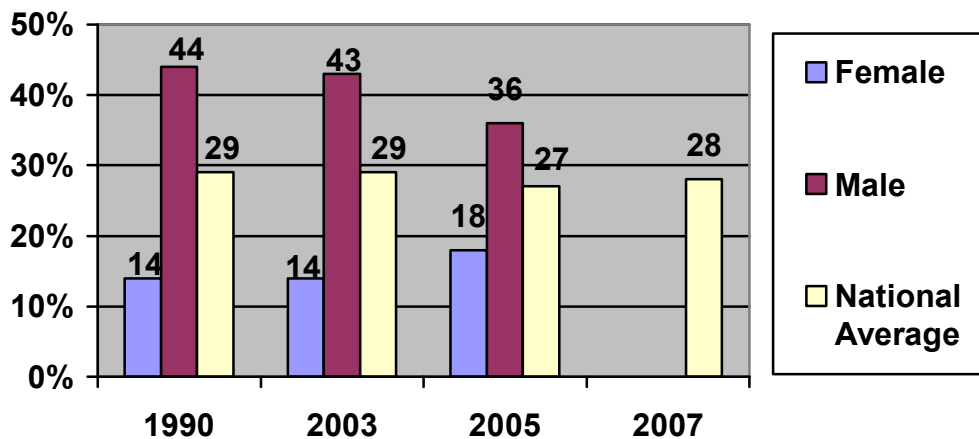
- More than 5.9 million children are enrolled in formal education today nearly 35% of them are girls.
- Still, half of school-age children are estimated to be out of schools with significant gender and provincial disparities.
- Number of teachers has grown 7 fold, but only 22% meet the minimum qualification level of Grade 14 which is the position reached in education. Only 28% are female located primarily in urban areas.
- There is no new curriculum for secondary school. In the last five years since 2007 curriculum development has concentrated on the first six years of school only.
- Although more than 3,500 schools have been built but only 40% of schools have buildings. Thousands of communities have no easy access to schools.
- Thousands of children are being taught in cross-border madrassas where fundamentalism is rampant.
- Nearly 6% of schools have been burnt or closed down due to terrorism in the last 18 months (in 2005).
- Among 30,000 - 40,000 students graduate from high school every year; only one third of them are admitted to universities, the rest join the pool of unemployed. An estimated 11 million Afghans are illiterate.
- In 1385, education (primary & secondary) received 19% of the operating budget, 4% of the core development budget and 7% of the total core and external, operating and development budget [ADF; NESPA 1385-1389; 2007].

3.2. LITERACY

Slightly more than one quarter - 28% of the population (6 years old and above) in the country can read. The urban population has the highest literacy rate 56%, followed by households in the rural areas 23%, while only 6% of the Kuchi can read. The overall literacy rate of women is 18% and that of men is 36%. Female to male literacy ratio is 0.5 for all the population and the Kuchi, 0.4 in the rural areas and 0.7 among the urban population [NRVA; 2005].

Female Literacy rate is higher in Kabul, Balkh and Hirat. These provinces have higher urban resident with high access to female education. The three provinces with the lowest female to male literacy ratio are Zabul, Paktika, and Hilmand. These provinces are highly insecure, traditional and have limited educational facilities [NRVA; 2005].

Figure 1: Male and female literacy in Afghanistan



Source: NRVA, 2003, 2005; UNESCO – EFA 2000; ADB, 2007

3.3. STUDENTS

The mission of the Ministry of Education (MoE) is to combat ignorance and illiteracy and to provide human resources useful for the socio-economic development of Afghanistan through the education system. MoE is responsible for managing and delivering both formal and non-formal education. MoE resolves this means into particular provinces.

The responsibility for formal education is limited to:

- General Education – GE, (Grade 1 to 12)
- Islamic Education – IE, (Grade 1 to 14)
- Teacher Education – TE, (Grade 10 to 14)
- Technical and Vocational Education - TVE (Grade 10 to 14)
- Community Based Education – CBE, (Grade 1 to 6)

[MoE, Summary Survey Report; 2007].

3.3.1. Formal Education

There are about 5,950,455 students registered in MoE and Community Based Education schools delivering primary and secondary education. Of these, 95% are GE; 1.5% is IE; 0.2% is Teacher Training (TT) and 0.2% Technical and Vocational students. There are 158,482 (2.6%) students registered in CBE classes *[MoE; 2007]*.

3.3.2. Non-Formal Education

Non-formal education is confined to literacy training (9 months course equivalent to Grade 4 entry) for out-of-school children and adults. There were 280,000 students enrolled in literacy courses across the country in nearly 5,000 classes at the time of the survey *[MoE; 2007] (attachment II)*.

3.4. INSTITUTIONAL AND PHYSICAL INFRASTRUCTURE

3.4.1. School Capacity

Nationwide, there are a total of 9,476 schools. GE has 9,062 schools: 5,024 primary; 2,506 lower secondary and 1,532 higher secondary schools. There are 336 Islamic Schools; 34 TTC and 44 Technical Vocational Schools (of the latter, 17 are in Kabul City alone) [MoE; 2007].

3.4.2. Urban and Rural

Of the 9,062 GE schools, 17% are found in urban areas and 83% in rural areas. These schools support total student populations of 35% in urban areas and 65% in rural areas respectively.

Of the 336 Islamic schools, 21% are in urban areas and 79% in rural areas. These schools support a total student population of 91,362 of which 28% are in urban areas and 72% are in rural areas [MoE; 2007].

For the urban areas, school facilities are often over crowded and schools function on a shift system. Some schools in Kabul have up to four shifts a day (four times three to three and half hours). This shift system is also sometimes used in other schools to provide segregated learning opportunities for girls and boys [TEPD, 2004].

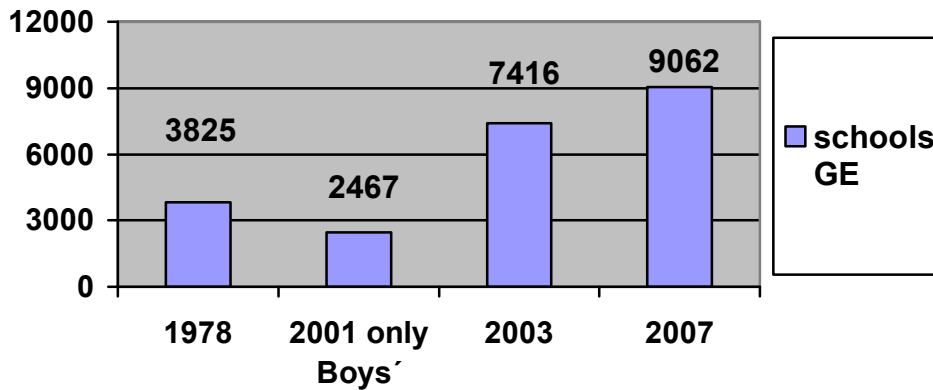
3.4.3. Primary, Secondary

Within the GE programme of the primary schools there are 36% male, 15% female and 49% mixed; of the lower secondary there are 34% male, 15% female and 51% mixed schools; and in higher secondary there are 49% male, 15% female and 36% mixed schools.

Considering the large number of students enrolled in the primary grades (more than 82%), the number of primary schools seems very low (less than 56%). This is because majority of lower secondary schools provide primary education and majority of higher secondary schools provide lower secondary and primary education [MoE; 2007].

Approximately one third of the estimated 3,600 primary schools is supported by NGOs - covering about 10% of the estimated primary school population in rural areas in the eastern and northern parts of the county [ADB; 2003].

Figure 2: General Education schools overview



Source: CSO, Afghanistan Statistical Yearbook, 2004; MoE, 2007

3.4.4. Infrastructure

The national average of number of students per classroom is 135 in GE and 112 in IE that indicates quite essential need of rooms and buildings [MoE; 2007]. Organization People in Need is involved in building and reconstructing of schools in some province. In Baghlan there was and Agricultural High School built. This is very helpful for wide surrounding of the students and for whole Afghan community. In Logar there will be some efforts to continue in this project of school and facilities providing in the future. Secondary the number of laboratories, computers and other electronic aids are not critical but for proper initiation of students into scientific topics are elemental. Water and sanitation needs are as well the matter of interest of PIN which implemets several humanitarian projects of this sight in Afghanistan (*attachment III*).

3.4.5. Refugees

Large number of Afghans is living as refugees in countries neighbouring to Afghanistan, including an estimated 3 million emigrants in Pakistan, over 2 million in Iran and smaller numbers in Central Asia and India. In the year 2000, over 100,000 Afghan children were officially registered in Iranian primary schools (47% girls); 44,000 in secondary schools and over 350 at university. A similar situation exists in Pakistan where some 150,000 students (30% girls) attend refugee schools [UNESCO; 2003].

3.5. SCHOOL ENROLMENT

3.5.1. Primary, Secondary and Tertiary Enrollment

Early Childhood Education is the initial stage of organised instruction designed primarily to introduce very young children to a school-type environment. Such programmes are designed for children aged at least 3 years.

Primary education (grade 1-6; age level from 6 to 12) is education at first level. The main function is to provide the basic elements of education at elementary or primary schools.

Lower **secondary** (grade 7- 9; age level from 12 to 15) and higher secondary (grade 10-12; age level from 15 to 18) is education at the second level and the main function is to provide general or specialized instruction at middle, secondary, or high school, teacher training school, and vocational or technical schools. This level of education is based on at least four years of instruction at first level.

Among the **tertiary** education belong Youth, Adult, Vocational and Technical Education and Teacher Education and Training [*MoE; 2007*].

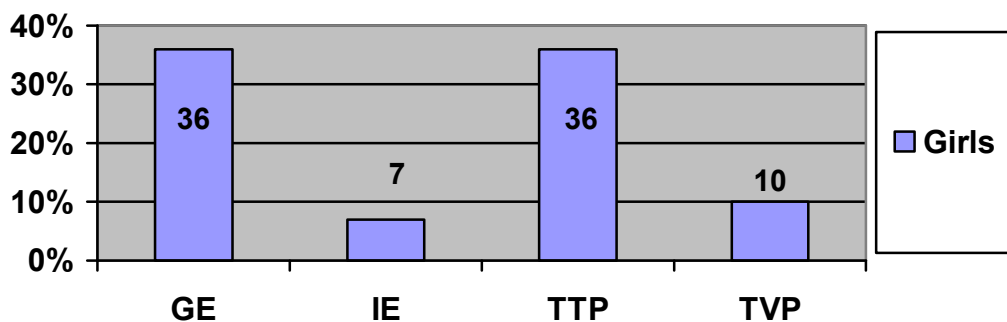
Depending on the location of the school, students may continue to attend co-educational classes until grade 12 or until the end of primary school. In other areas, the community is not willing to allow girls to go to class in a school that ever has boys at the school, even in a different shift. In areas such as this families will not allow their girls to go to school unless they have a female teacher that is known and trusted by the community.

There are three different career paths for students: religious studies, academic studies or vocational training. Most students will have to decide which path to take once they graduate from grade nine. Only students who decide to follow an academic path have the opportunity to graduate and be considered for either Teacher Training College (TTC) or an Institute of Higher Education (IHE) [*TEPD; 2004*].

3.5.2. Overview by Gender

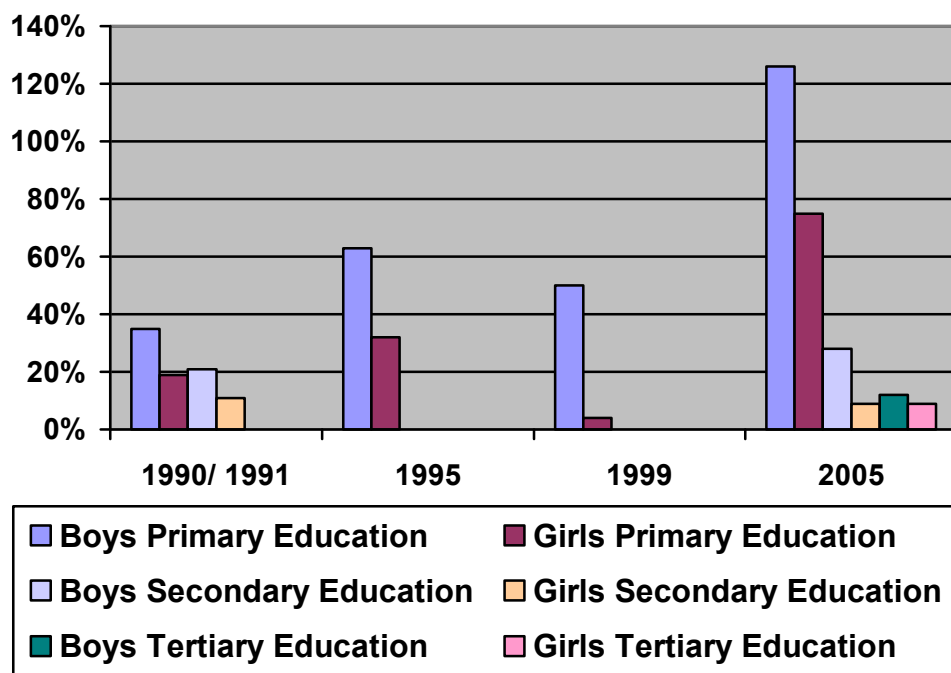
Overall, the student population is approximately two-thirds male. In 1386/2007 there were 64% male students and 36% female students. This ratio persists across both the GE and Teacher Training Programmes- TTP. But in IE, girls make up only 7% of the total student population and 10% of the Technical and Vocation stream [MoE; 2007].

Figure 3: Girls enrolment in specific types of schools



Source: MoE, 2007

Figure 4: Gross enrolment in primary, secondary and tertiary education



Source: UNESCO, 2002 (support reconstruction); UNESCO - statistics, 2005

3.5.3. Higher Education

The body that regulates and controls all public Higher Education Institutions is the Ministry of Higher Education (MoHE). All public higher education institutions in Afghanistan have little to no autonomy and they are subject to rigid administrative regulations and rules [WB; 2007].

Higher education began in Afghanistan in 1932 with the establishment of the College of Medicine in Kabul. Currently, there are 91 colleges in the country.

There are three types of higher education facilities that offer teacher training and education studies. These include pedagogical institutes (now phasing out), Institutes of Higher Education (IHE) and Universities.

Higher education requires as minimum condition of admission the successful completion of education at the second level or evidence of the attainment of equivalent level of knowledge [WB; 2007].

The last quarter century has been a catastrophe for Afghanistan. The physical infrastructure for higher education, classrooms, dormitories, libraries, laboratories, and farms were destroyed. After this period of devastation, everything is being reconstructed and reconstituted [ALIC; 2007].

List of Pedagogical Institutes and Institutes of Higher Education

University of Education; Badakhshan HEI; Peagogical Institute in Faryab; Jawzjan HEI; Baghlan HEI; Kunduz Pedagogical Institute; Parwan Pedagogical Institute; Herat Institute of Higher Education [TEDP; 2004]; Kapisa Pedagogical Institute; Samangan Pedagogical Institute [CSO; 2004 – 2007].

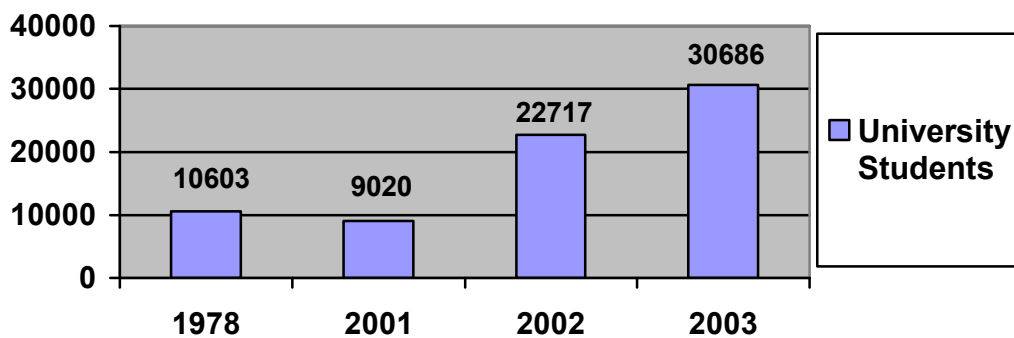
3.5.4. Universities

Academic and higher technical education opportunities were well-developed by 1978. The first college of Medicine opened in Kabul in 1932 and later faculties were joined to form Kabul University in 1946; women were admitted in 1960; and all faculties were brought to a central campus in 1964. Kabul University extended its facilities by opening the Nangarhar Faculty of Medicine in Jalalabad in 1963 which formed the nucleus of Nangahar University in 1964 which has been called

the Nangahar Islamic University since 1992. In addition, over the years increasing numbers of students, male and female, studied abroad [PIN; 2007].

Most higher education institutions were still functioning in 1996, albeit in severely damaged physical facilities, with next to no textbooks, libraries or laboratories, and hampered by underqualified staff. The Taliban exclude women from universities in areas under their control [PIN; 2007].

Figure 5: Overview of university students by years



Source: CSO, Afghanistan Statistical Yearbook, 2004

List of Universities in Afghanistan

Kabul University (1946); Nangahar University (1964); Balkh University (1986); Alberony University; Herat University (1988); Kandahar Univesity (1991); Paktia University; Khost University; Takhar University; Bamyán University; Abdulah Abni Masoud University [CSO, 2004 – 2007]

List of universities and Higher institutes oriented to education and agriculture see attachment IV.

3.5.5. Technical and Vocational Education and Training

The development of Technical and Vocational Education and Training (TVET) is an Essentials cornerstone for the recovery process and poverty reduction in Afghanistan.

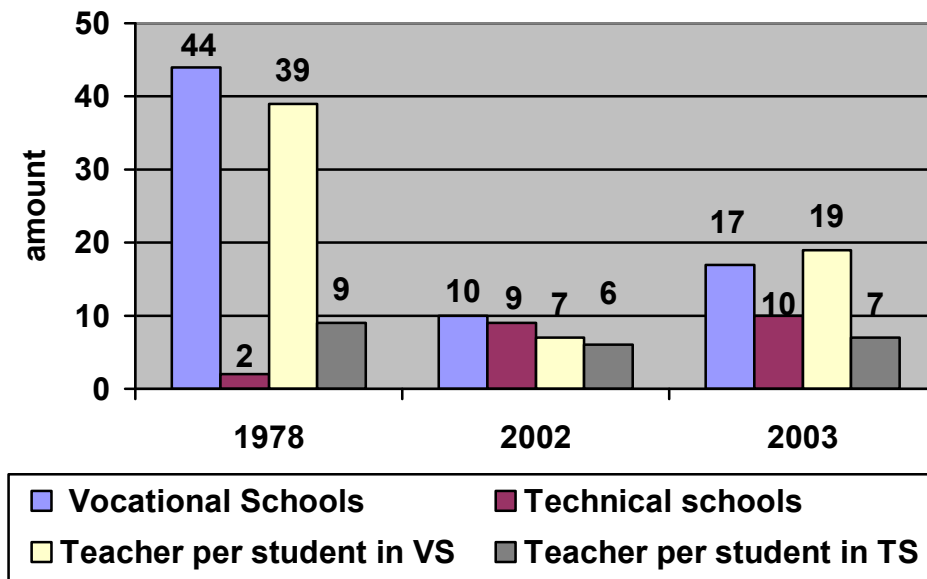
The Afghan labor market currently faces an acute demand for skilled and semi-skilled people in order to manage with the rapid pace of reconstruction, even though unemployment levels are high in the country. This is restraining reconstruction at

several levels and is likely a factor in local instability. The current TVET physical infrastructure is virtually destroyed and teaching methods are rooted in the past.

Existing curriculum offered in the Technical and Vocational Institutes (TVIs) is not focused on the needs of the labor market and has little relevance to modern, high skill trades.

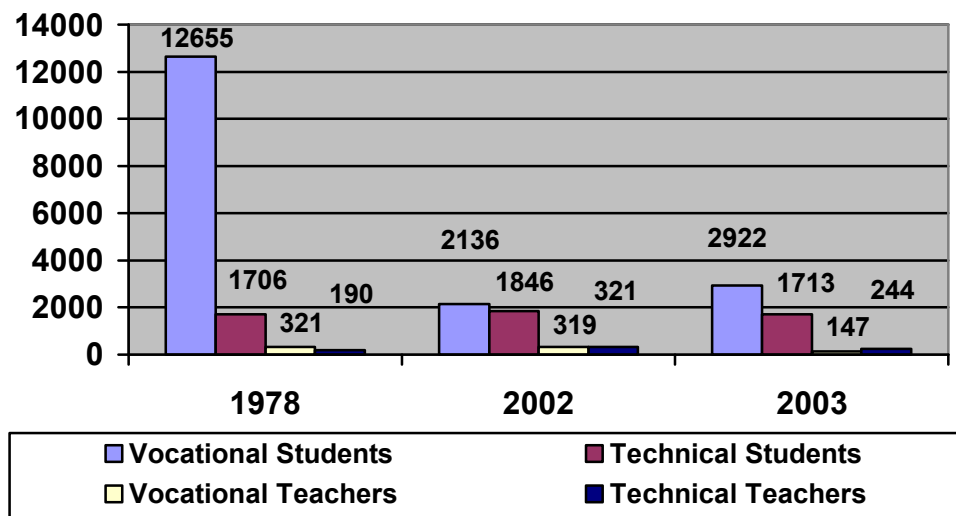
In response, in 1383, the government created the National Skills Development (NSD) and Market Linkages Program (NSDP) to facilitate socio-economic recovery. Ministry is a member of the Steering Committee for this program. Teachers are poorly qualified and many have had little exposure to changes in technology or other advances in their field. Currently, there are only 674 TVET teachers for the whole of Afghanistan. The very low participation of girls raises issues related to the social constraints they are facing and the relevance of the training opportunities offered to them [NESPA; 2007].

Figure 6: Overview of Technical and Vocational Schools by years



Source: CSO, Afghanistan Statistical Yearbook, 2004

Figure 7: Overview of Technical and Vocational students by years



Source: CSO, Afghanistan Statistical Yearbook, 2004

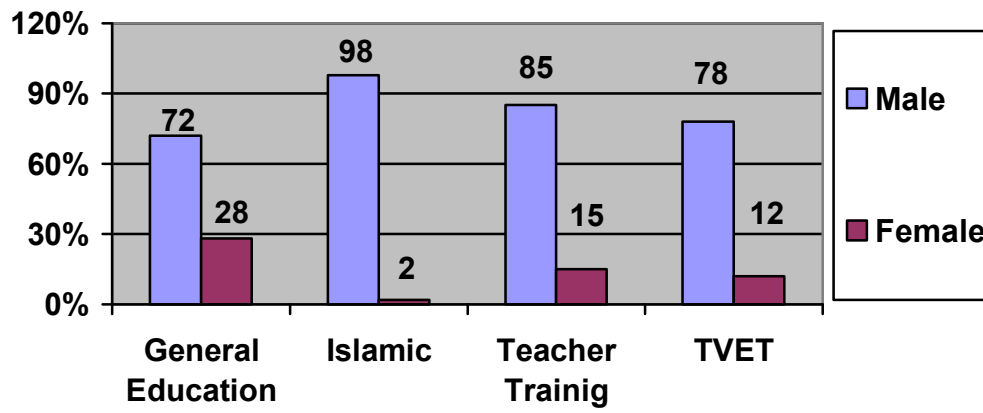
3.5.6. Teacher Training

Afghan women have always been attracted to the teaching profession because it is regarded as a culturally acceptable career for women. After the war began in 1978, however, many qualified teachers, male and female, opted for resettlement abroad. NGOs seek to fill this gap, but because of limited allocations of funds, salaries are mostly months in arrears, trained male teachers often prefer to work as day laborers while female teachers, even before the Taliban banned women from schools, worked without pay, or stayed at home.

There were 26% female teachers in 2003 [CSO; 2004]. Now it is only 14%. In 2004 there were 19 teacher training colleges [TEDP; 2004].

The total number of teachers is 149,417. Of these, 78% are employed in GE. GE teachers are 72% male. IE employs 2% of the total number of teachers, who are 98% male. There are 420 teachers employed in TT (85 % male) and 862 teachers in Vocational and Technical (78% male). In addition, 2,153 teachers are employed in the MoE Central Office, provincial and district departments [MoE; 2007] (attachment V).

Figure 8: Teachers overview by gender in types of schools



Source: MoE; 2007

4. Education in Agriculture Oriented Provinces

Raised agricultural productivity which creates stimulus for non-farm investment, developing rural infrastructure, and supporting access to development skills and financial services will allow individuals, households and communities to participate productively in the economy. As agriculture represents the major source of income for majority of households in both provinces, rural development is a key element of progress. It is important to focus on the way how to improve peoples' knowledge through the uplifting of educational and agricultural skills. My effort was to find the information about the educational situation and literacy in the provinces and point out on the relevance of rural development and educational programmes in their results on the time lines. In addition to this the list of organizations supporting the effort of this rise is prefaced for both provinces.

4.1. PROVINCIAL PROFILE OF KUNDUZ

4.1.1. General information

Kunduz province is located north of Afghanistan and borders with Tajikistan. This province also neighbours with Baghlan, Takhar, Balkh and Samangan provinces. Kunduz covers an area of 7,827 km². Three quarters of the area is made up of flat land while about 12% is mountainous or semi mountainous terrain. The province is divided into 7 districts these are Kunduz - provincial center, Hayrati Imam Sahib, Ghala Yal, Char Darah, Ali Abad, Khan Abad and Dast-i-Archi. The provincial capital is Kunduz center which has a population of about 247,450 inhabitants. The level of economic hardship in Kunduz is relatively low [*MRRD; NABDP; 2006*].

Kunduz has a total population of 773,387 with gender distribution almost 50% to 50%. From them 69% people live in rural areas. The main industry in the province is the manufacture of cotton in the Spinzar textile factory which is located in Kunduz city [*MRRD; NABDP; 2006*].

4.1.2. Agriculture and Rural Development

Agriculture is a major source of revenue for 66% of households in Kunduz province. Seventy percent of rural households and 30% of urban households own or manage agricultural land or garden plots in the province.

However 58% of households in the urban area earn some income from trade and services. Around 14% of households in rural areas and 20% of households in urban areas earn income through non-farm related labor. Livestock also accounts for income for 28% of rural and 21% of urban households [MRRD; NABDP; 2006].

The most common crops grown in garden plots include fruit and nut trees and grapes. Other important field crops grown in the province include wheat, rice, watermelon, melon and maize. The two major industrial products are cotton and sesame. This province does not have any profits admitted from poppy cultivation.

This province can be considered to be quite safe. Army conflicts are taking place more on the south.

4.1.3. Education

Ensuring good quality education and equitable access to education and skills are some of the important ways how to raise human capital, reduce poverty and facilitate economic growth.

4.1.3.1. Literacy

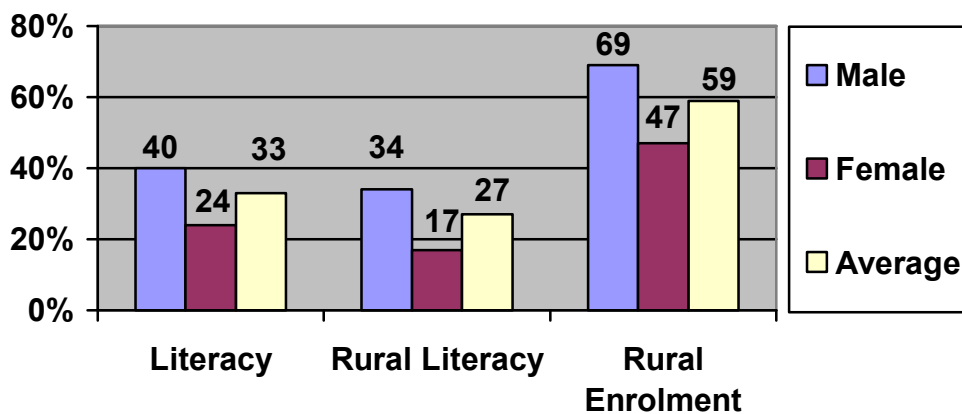
The overall literacy rate in Kunduz province is 33%; however, while 40% of men are literate, this is true for only around 24% of women. The Kuchi population in the province has particularly low level of literacy with just 1% of men and 0.1% of women able to read and write [MRRD; NABDP; 2006]. At the same time it is very difficult to find the right numbers because Kuchi are nomads and it is very hard to say into which province they actually belong. I will not include this part of habitants into the characters below.

Literacy in rural areas for Kunduz takes 27% as a provincial average where there are 17% of women and 34% men (literacy and primary education). Kunduz has quite close gender balance across the country [NRVA; 2005].

4.1.3.2. Enrollment

In rural areas of Afghanistan Kunduz belongs to the group of provinces with highest rate of enrolment of both boys and girls which takes 59% rather girl's enrolment 47% which is very high rate and boys with 69%. With regard to overall Kunduz is province with one of the highest enrolment 62% for both gender, rather 52% for girls and 69% for boys [NRVA; 2005].

Figure 9: Literacy and school enrolment in Kunduz



Source: NRVA, 2005

4.1.3.3. Schools

General Education

Overall there are 252 primary and secondary schools in the province catering for 214,793 students. Boys account for 63% of students and 82% of schools are boys' schools [MRRD; NABDP; 2006].

Higher Education

Kunduz province also has a number of higher education facilities. The Higher Education Institute of Kunduz has faculties of Social Sciences, Science and Training and Education. In 2005 there were 592 students enrolled at the university 56% men and 44% women. Of those, 135 students were in their first year, 90 men (67%) and 45 women (33%).

There is also an Agricultural Vocational High School with 6 teachers catering for a total of 116 students, all of whom are men, and a Commerce girl's school with 75 female students. In 2005, 12 students graduated from the commerce school. There is also a TTI which had 212 students in 2005, 67% of whom were men and 33% women. Six hundred new teachers graduated from Kunduz teacher training institute in 2005, including 36% women and 64% men [MRRD; NABDP; 2006].

4.1.3.4. Teachers

There are nearly 4,970 teachers working in schools in the Kunduz province, one quarter of who are women [MRRD; NABDP; 2006].

4.1.4. Organizations

In addition to the activities of government agencies, a number of national and international organizations play an active role in promoting development in the province. For example 12 UN agencies are currently involved in reconstruction and development projects in different parts of the province [MRRD; NABDP; 2006]. Some of the agencies connected with the educational providing are mentioned in the table below.

Figure 10: International and National Non-Governmental Organizations in Kunduz

Organization	Full name	Project
GRSP	Gahzni Rural Support Program	Construction of educational buildings, construction of combined drinking water and sanitation facilities, agricultural projects, capacity buildings
DED	German Development Service	Educational projects, construction of the educational buildings (primary and high schools), capacity building

GTZ	German Technology Cooperation	Infrastructural projects (city and highway roads building up), capacity building, commerce and industry, educational projects (building primary and high school facilities), teacher trainings, community development, drinkable water projects
KIRRO	Katachel Int. Rehabilitation and Reconstruction Organization	Educational projects, building schools, capacity building
ADA	Afghan Development Association	Construction of educational building (primary and high school)
ASP	Afghan Stabilization Program	Construction of educational building (primary and high school)

United Nations Organizations in Kunduz

Agency	Full name	Project
IOM	International Organization for Migration	Capacity building, construction of educational buildings, emergency assistance
UNICEF	United Nations International Children's Fund	Educational projects, construction of educational buildings (primary and high school buildings), community development projects

Source: MRRD; NABDP; 2006

4.2. PROVINCIAL PROFILE OF LOGAR

4.2.1. General information

Logar Province is surrounded by province of Kabul from the north, Nangarhar from east, Paktia from south and Wardak and Ghayni from the west. Its area is 3955 km² which represents 0.7% of area of Afghanistan. The province is separated into seven districts. The center of the Logar is Puli Alam, other districts are Mohammad Agha, Khoshi, Baraki Barak, Charkh, Azra and Kharwar. Considering the neighbourhood of Kabul most people utilize the opportunities offered by this province and travel to work and school there.

The security situation in Logar Province is considered to be good except of Karwar district regarding to security problems that sometime appear there [MRRD; NABDP; 2006]. But recent incidents that happened in Logar with connection to Czech Reconstruction Team cannot be considered to be peaceful not even safe. Missions connected with this are risky.

Population of Logar makes in total 326,100 people from whom approximately 49% are men and 51% are women. From this amount 72% people live in rural areas and 18% in the cities. Most of the habitants are Pashtuns and the minority is created by Tajiks [MRRD; NABDP; 2006].

Agriculture is the storey post of the people's livelihood and forms the main source of living. Almost 85% of people stick at agriculture. Industry have no tradition in this province neither in history. Situation changes by opening the mine in district Mohammad Agha where should be created 10,000 working places [MRRD; NABDP; 2006].

4.2.2. Agriculture and Rural Development

Most important agricultural crops are nuts, grapes and vegetable. Farmers of Logar are growing wheat, maize, onion and potato. They also have fruit orchards of apple, apricot and rainfed almond. Farmers are drying the grape and apricot therefore, the price of these products is low in the market. Cow milking, sheep, goat and chicken are having important role in their daily diet since there is no market. Regarding supply of

agriculture services, development activities and marketing there is a big gap. In this province no confessed profit is gained from poppy cultivation [MRRD;NABDP; 2006].

4.2.3. Education

Ensuring good quality education and equitable access to education and skills are some of the important ways to raise human capital, reduce poverty and facilitate economic growth. Anyway there are still schools in Logar where children learn under the tents or in the opened air.

4.2.3.1. Literacy

There is 21% people who can read and write, of them 31% are men and only 9% are women. The Kuchi population in the province has particularly low level of literacy with only 6% of men and no women able to read and write. It is driven by the fact that Kuchi migrates and even if children (boys) attend the school in summer months, winter months they attendance is occasional [PIN; 2007].

4.2.3.2. Enrollment

On average 22% of children between 6 and 13 are enrolled in school, however, again the figure is around 30% of boys and 13% of girls [MRRD; 2007].

According to the data, girls create quarter of total students [MoE; 2007].

4.2.3.3. Schools

Figure 11: Types of schools and gender disparity in Logar

Basic schools		Higher schools		Islamic schools ¹	Total
Boys	Girls	Boys	Girls		
97	45	22	3	8	175

Source: PIN; 2007

¹ These are the schools officially admitted. There some others that function upon minorities.

The amount of schools raised from 168 (in 2006) to 175 (in 2007) for all primary, secondary higher and islamic schools. In all districts there are 89,812 students from them 25% are girls and 75% boys. The basic schools teach grades 1 - 8 and higher schools usually grade 9 – 12. Some schools are combined so girls sometimes attend boy's schools [PIN; 2007].

Nowadays there are 68 classrooms in CBS which work out of system of MoE. This system works on the community paid costs for teachers and school functioning² [PIN; 2007].

Important problem in Logar is lack of Secondary and any Higher Agricultural School because population is engaged in agriculture. This is the problem which should be partly solved by the PRT team that is delegated in Logar.

In Pole Alam Teacher Training Centre offers two types of training:

- Training for teachers who absolved grade 12, this takes two years.
- Short period training for teachers governed by NGO [PIN; 2007].

Rural and urban

Primary schools are located in village for 35% of students, secondary schools for more than 20% of students and high schools for only 6% of students [PIN; 2007].

²CARE supported schools by material and operating costs. Beside that there are 32 schools and 68 CBS were provided. These schools are for grades 1- 6, most of the students attend grade 1-3, this is good for small pupils who do not have to travel long distances to schools.

Second organization supporting qualification raise by short term training is CoAR. Through this training passed 730 people.

UNICEF provides studying requisities for schools students. Beside this supports 63 CBS and 70 learning courses for women [PIN; 2007].

4.2.3.4. Teachers

Logar counts 2,239 teachers from whom 18% are female and the rest are male teachers. Next table will enclose the ratios and amounts of students and teachers [PIN; 2007].

Figure 12: Teachers and students gender disparities

Teachers			Pupils		
Men	Women	Total	Boys	Girls	Total
1837	402	2239	67257	22555	89812

Source: PIN; 2007

Least developed district in Logar is Kharwar where in whole district there are three teachers who absolved grade 12 and the rest of the classword is provided by less educated people [PIN; 2007].

There seems to be a problem of the quality of composition of the teaching staff. The scarcity of female teacher leads to the point that some parents refuse to send their daughters to school where men teach. Absence of skilled teachers is obvious. Some of teachers gained only short training how to lead the schooling [PIN; 2007].

4.2.4. Organizations

Figure 13: International and National Non-Governmental Organizations functioning in Logar

Organization	Full name	Main activities
IRC	International Resource Committee	NSP and Educaiton, Teacher Training Programme
COAR	Coordination of Afghan Relief	Education and Agriculture programmes
CARE	Care International	Education and Solidarity programmes, Income Generation and Shelters, Community Based Schools

Malteser	Malteser Foreign Aid Department (UNHCR Implementing Partner)	Vocational Trainings and Wages for Work Projects
SAB	Solidarities Afghanistan Belgium	Basic Education, Agriculture and Vocational Trainings
SARS	Sena Association for Rehabilitation Services	Shelter and Vocational Training

United Nation Agencies

Abbreviation	Full name	Main activities
UNICEF	United Nations International Children's Fund	Education, Children Protection, Water and Sanitation, Health and Emergencies
WFP	World Food Programme	Food for Education, Support for Schools
UNHCR	United Nations High Commissioner for Refugees	Shelters, Vocational Trainings and cash for work
UNFPA	United Nations Family and Population Agency	Midwifery School in Puli Alam Emergency Maternity Clinics

Source: MRRD; 2006

5. Comparison of the Results

The most informed estimates [UNESCO EFA; 2000] indicate that Afghanistan's education indicators are among the worst in the world, with girls and rural populations particularly disadvantaged.

In this chapter there will be both provinces compared together and with national average then consequences and further progress will be deduced.

In general from geographical point of view Kunduz province is two times larger than Logar and has twice as much inhabitant. This is important for making appropriate conception of proportions. In Kunduz 69% of people live in rural areas whereas in Logar it is 72% [MRRD; 2006]. These provinces can be really considered to be truly agricultural provinces.

5.1. Literacy overview

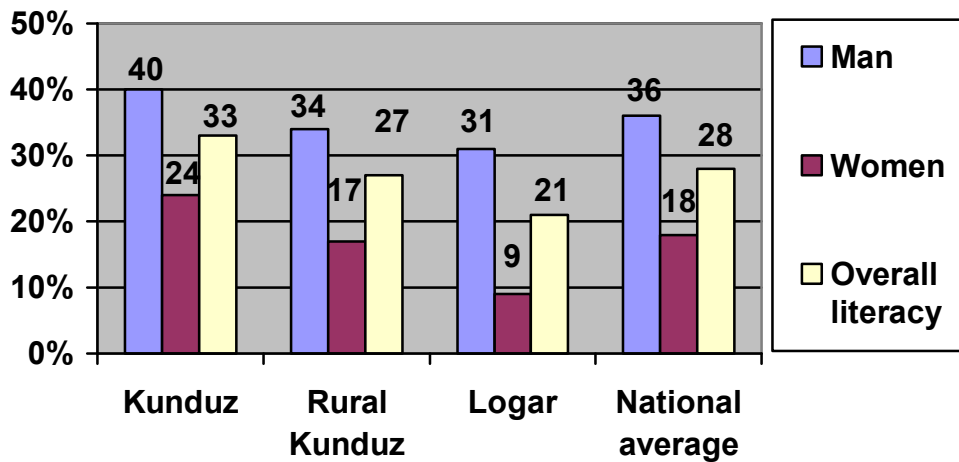
From the educational point of view the literacy in both provinces does not differ dramatically. Important fact is that in Kunduz there are many non-governmental organizations operating for longer time period and therefore the results are more positive for this area.

Literacy in Kunduz takes 33% from which 40% are men and 24% women. Data collected from the rural areas tells that rural literacy is 27% from which 34% are men and 17% women.

For Logar it takes 21% overall literacy rate from which 31% are men and only 9% are women. Data for literacy in rural areas are not available [NRVA; 2005].

Literacy in overall Kunduz is quite good in comparison to national numbers, rural literacy shows also quite high virtues. Main worth comes to the organizations operating in Kunduz but also governmental effort cannot be neglected. Situation in Logar is not so bright for women but is quite close to the national average literacy.

Figure 14: Overview of literacy in provinces and their rural areas



Source: MRRD, 2006; PIN, 2007; NRVA, 2005

National Education Strategic Plan for years (1385- 1389/ 2006- 2009) brings forward the vision of 8 million illiterate Afghans which represents 25% of people. From that emerges that literacy should rise on 75% until 2009 [NESPA; 2007].

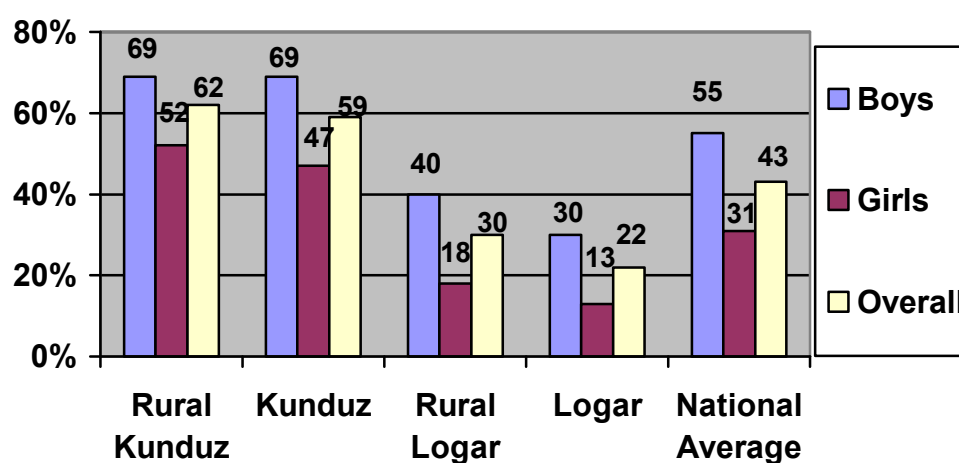
Next to this Millenium Development goal has an ambition to achieve universal primary education for both girls and boys by 2020. In the opinion of proposers the task is daunting, but potentially achievable [UNDP; 2005].

Suggestion to these ambitions is to strengthen the teacher staffing and qualification and support school buildings in appropriate way, to enable people education and literacy.

5.2. Enrolment overview

In all-round Kunduz there are quite high values of overall enrolment for both genders which take 62%; from that 69% for boys and 52% for girls. Next to this data for rural areas in Kunduz shows 59% for both genders, for boys it is 69% and for girls 47%. This is touching mainly children of 6 – 13 years old. Data for school enrolment in rural areas in Logar were 30% in total, whereas 18% are girls and 40% of boys are enrolled. In overall province it is 22% for both genders, from this 13% of girls enrolled and 30% of boys.

Figure 15: Overview of enrolment in provinces and their rural areas



Source: MRRD, 2006 – provinces; UNESCO, 2005 – statistic, national average

From the results above can be said that in comparison of rural areas to the overall provincial situation rural areas in Logar has higher enrolment than in whole province, this is not valid for Kunduz where is the situation better than in Logar overall. Gap between the enrolment of boys and girls is still keeping its level that is not getting smaller. The fact is that children which are getting older have smaller chance to learn reading and writing, this chance is biggest for the pre-school children.

Strategic Plan has ambitions for year 2009 that there should be enrolled 7,7 million children in schools from which there should be 60% girls in general primary education and for boys 75% respectively [NESPA; 2007].

In this case suggestions are common with those for literacy visions. There cannot be higher enrolment when there is not enough school facilities and teachers qualified enough.

5.3. Schools capacity and gender distribution overview

Kunduz province counts 215,713 students from which 63% are men and 37% women. Logar counts 89,812 students from which one quarter are girls and three quarters boys. With regard to the fact that Kunduz has almost twice as much habitants than Logar we can estimate from the numbers given above that in Kunduz 28% of population are students and in Logar 27% of population students.

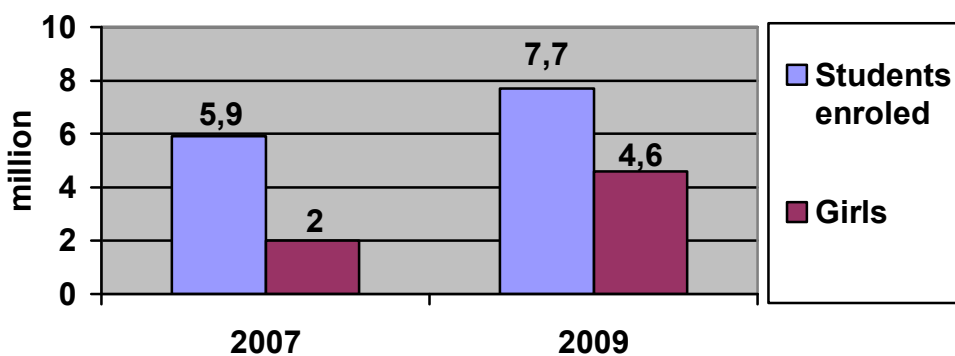
This trend is quite same but there must be respect to the fact that people from Logar commute for their jobs and schools to more developed Kabul which is located next to Logar and offers more opportunities. This amount of people and students is not covered up in the figures and it is hard even to find out this amount.

In Kunduz from 252 schools of GE there are 82% of them for boys and 18% for girls; from 592 schools of HEI there are 56% boys students and 44% are girls; in Agricultural Vocational High school, there are only boy students. There are also several Commerce girls' classes and Teacher Training Institute where 33% of students are girls.

School distribution in Logar counts 142 schools of GE, from them 32% are girl's schools and 68% boy's. From 25 HEI schools 12% create girl's schools and 88% boy's. There are 68 Community Based Schools and one Teacher Training Institute. No Agricultural High Schools are present in Logar nowadays.

Ambitions of the government for school facilities in overall Afghanistan reach for „75% of school-age children within reach of a school with significantly reduced gender and provincial disparities and next to this „over 90% of our schools have buildings, with appropriate facilities for girls and boys [NESPA; 2007]. This should be efforts for year 2009 but in 2007 there were only 40% of schools with buildings.

Figure 16: Visions of enrolment in overall Afghanistan



Source: MoE, NESP, 2007

5.4. Teachers

There are 25% women teachers from 4970 in Kunduz where student/ teacher ratio is 44 students: 1 teacher. In Logar there are 18% women teacher from 2239 and the ratio students/ teacher is 40 students/ 1 teacher. In this area there are no prominent differences between the provinces. Trend of female teacher decreases and should be more supported because it may appear as one of the reasons why parents do not send their children to school and also this career is typical for women in these areas and could help women to incorporate into society.

Vision of teacher situation in 2009 is that „70% of teachers have passed a competency test, 40% of teachers are women with proportionate allocation in urban and rural areas [NESPA; 2007]. According to the fact that in 2007 22% of teachers meet minimum qualification level of Grade 14 the goal of 70% is quite far from realization and should be sustained by more Teacher Training Colleges in the provinces.

5.5. Comuting and school accessibility

In Kunduz amount of students who have to travel outside their village for primary students is 76%, for secondary students 92% and high school students 98%. For the distances more than 10 km which is necessary to travel amount of primary students is 10%, secondary students 31% and high schools students 48% [PIN; 2007].

In Logar 80% of students have to travel less than five kilometers to reach their closest primary schools and 66% of student have to travel up to the same distance to reach their nearest secondary schools [PIN; 2007].

In the statistics of not attending school the reasons brought out were for Kunduz that from 53% the school is too far; from 23% there are no separate schools; from 8% there are no adequate facilities

and other reasons such as domestic work and teacher's gender in lower ratios are brought out [CSO; 2004].

For Logar these statistic tells that from 37% children do not attend school because of inadequate facilities; from 32% the school is too far [PIN; 2007]; from 16% it is not necessary and other reasons such as security reasons, no separate schools and domestic work [CSO; 2004].

In total from the comparison above we can say that educational opportunities are better in Kunduz province and it mainly given by well working infrastructure and educational institutions. This province has advanced opportunities for education for women but it does not reach the overall goals of the government. In my opinion the stress should be given to the agricultural trainings and courses in rural areas for farmers and people of higher age. Next to this school capacities should be strengthened in rural areas so that literacy could develop primarily for women.

Logar province is more agriculture oriented, bigger amount of people live in rural regions and therefore more attention should be given to the agriculture oriented schools and centers. Beside the need of agricultural higher institution with regard to the main way of living of the people there is also need for qualified teachers and women support in this area. There is some effort form the side of Czech Republic to involve in this questions but it is still in progress. Any help will be accepted with truthful thanks.

6. Conclusion

Intention of this thesis was to characterize the educational situation in two agriculture oriented provinces with the aspect on rural level of literacy. The phenomenon of illiteracy in Afghanistan is one of the most glaring problems in this war affected country. This may cause the struggling inside of the nation if the situation does not invert to better end point due to governmental organs and international interest. We can understand these threats more merely by the knowledge of the country itself and the contemporary state inside of it.

Beside the acute need of financial means and their appropriate distribution, rural poverty could be eradicated also by non-monetary instruments such as education and understanding the problematic of soil exploitation. Among insisting imperfections in Afghanistan agriculture belongs deforestation which is one of the most serious environmental problems of present world.

According to the effects caused by soil exploitation such as decreased yields of the crops, erosion of the land and retentive ability of countryside, agricultural knowledge is essential for people's living and their descendants.

In educational sector Afghanistan is far from the goal of basic education for all with the general stress for girl's lecturing and rural support. Enabling education to girls is the way how to support women's engagement into society according to the postulates of Afghan traditions. The education is the key for unification of all ethnic groups in Afghanistan.

This work also confirmed that there are not enough literal and statistical sources for evaluating and comparison of agricultural trends and indicators in more detailed way according to the particular areas in punctual. Reparation of the educational sector will need not only reform and international interest plus cooperation but also comprehending of local people of this problem and need. Many particular topics of this thesis deserve its own elaboration and therefore accurate description and integration into such a broad and complex problematic.

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9. Attachment

Attachment I.:

Characteristics of forest and other wooded land

FRA 2005 categories	Area (1000 hectares)					
	Forest			Other wooded land		
	1990	2000	2005	1990	2000	2005
Primary	-	-	-	-	-	-
Modified natural	1,309	1,015	867	-	-	-
Semi-natural	-	-	-	-	-	-
Productive plantation	-	-	-	-	-	-
Protective plantation	-	-	-	-	-	-
Total	1,309	1,015	867	-	-	-

Data source: FAO, *Global Forest Resources Assessment 2005*.

Attachment II.:

Figure 10: Summary of Formal and Non-Formal Education Opportunities

Type of schooling	Target group	Formal or Non-formal
Formal School (Grade 1-12)	School age children from 7 years	Formal (MoE)
Accelerated Learning	School age children who have missed some years of school but who plan to resume their education	Formal (MoE, some training from NGOs)
Home-based Schools	School age children, often girls, who cannot go to a formal school but wish to continue their education	Formal (MoE, NGOs, community)
Literacy Programmes	Overage children or adults who have a limited or no education and who will not be able to return to the formal education system	Non-formal. Non examinable (MoE Department of Literacy, NGOs, community)

Source: *TEPD; 2004*

Attachment III.:



A makeshift school on the outskirts of Kabul; due to 23 years of wartime destruction, tents, homes, and the outdoors serve as schoolrooms.



A dilapidated school in Kabul; some 80% of Afghanistan's school buildings are damaged or destroyed.

Attachment IV.:

List of Universities connected with Educational Training or Agriculture

		Number of Students				
University	Specialisation	2002	2001	2000	1978	Province
Kabul University	Training & Education	218	13	6	-	Kabul
Nangahar University	Agriculture	425	215	132	197	Nangahar
	Training & Education	30	8	1	244	Nangahar
	Pedagogies of Nangahar	279	95	85	-	Nangahar
Education University	Science, Social Science, Literature, Sport, Roshan	1,520	219	-	-	
Herat University	Agriculture	175	62	-	-	Herat
	Pedagogies of Herat	218	2	-	-	Herat
Alberony University	Agriculture	32	-	-	-	
Abdulah Abni Masoud University	Training & Education	27	15	-	-	
Kandahar University	Agriculture	14	42	-	-	Kandahar
	Training for Teachers	-	-	-	-	Kandahar
Balkh University	Agriculture	16	8	-	-	Balkh
	Training for Teachers	148	-	-	-	Balkh
	Pedagogies of Balkh	-	-	-	-	Balkh
Pedagogies		60	51	-	-	Badakhshan

of Badakhshan						
Pedagogies of Kunduz	Social Science, Science, Literature	146	-	-	-	Kunduz
Pedagogies in Parwan	Science, Literature, Social Science	445	220	-	-	Parwan
Pedagogies of Faryab	Social Science, Science	162	-	-	-	Fariab
Khost University	Agriculture	13	-	-	-	Khost
	Training & Education	-	-	-	-	Khost
Pedagogies of Samangan	Science, Social Science, Literature	34	-	-	-	Samangan

Source: CSO, Education and human resources development, 2004 - 2007

Attachment V.:



Women are especially eager to resume their education; these women in Kabul are studying English.

Attachment VI.: Without comment



Poster for the Back to school campaign



