GIRLS EDUCATION PROJECT, AFGHANISTAN
REPORT TO CIDA – DECEMBER 2012
Acknowledgement

BRAC gratefully acknowledges the contribution of all those who were involved in different stages of implementation of the “Girls Education Project”, a CIDA financed project.

Sincere and committed supports of Ms. Sue Wiebe, First Secretary (Development), Embassy of Canada who looked after the project on behalf of the CIDA and provided all forms of support on time that helped the project function smoothly.

The Country Representative of BRAC Afghanistan, Khondokar Ariful Islam deserves special thanks for his useful advice and suggestions that helped in keeping the project running smoothly.

BRAC Afghanistan appreciates and expresses its heartfelt thanks to all the Technical Task Force (TTF) members of BRAC, and the Ministry of Education (MOE) and CIDA for their inputs who made this project a great success.

BRAC Afghanistan is immensely grateful for the roles played by the MOE particularly HE Deputy Minister Mr. Sediq Patman, Ms. Susan Wardak, Director General TED and Ms. Himada Nizami Basic Education Director who constantly provided technical inputs and supports during the entire period of project implementation.

Finally, BRAC wishes to extend its gratitude to the officials of provincial and central departments of the MOE whose active participation, enthusiasm and curiosity to enhance achievements of the project aims have made the project a success in terms of completing its anticipated activities and achieving impact.

BRAC Education Program

BRAC
Kabul-Afghanistan
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1. Executive Summary

BRAC aimed to support the government of Afghanistan’s efforts to achieve education for all (EFA) through the ‘Girls Education Project’ (GEP) funded by CIDA in 2006. The project aimed to provide educational opportunities to children who are otherwise not served or poorly served by the mainstream education system, working collaboratively with the Afghan government, particularly to improve girls’ education.

The GEP promoted gender equality by increasing the enrolment and completion of girls in primary school education, promoting female teachers in primary education and developing the capacity of teachers in government-run formal schools through extensive training and support.

The project tackled some of the major obstacles to education for girls in Afghanistan which included long distances to schools, lack of security, conservative attitudes towards education and restrictions on girls’ mobility, poverty, male preference, lack of female teachers and the widespread custom of marrying girls at a very early age and being taken out of school.

The project was successful in achieving its outcomes, namely;

1. Increased enrolment and completion of girls in community-based primary education
2. Increased number of female teachers at the primary level
3. An improvement in the general quality of primary education in Afghanistan
4. Increased capacity of local NGOs in supporting community-based primary education
5. Increased capacity of the Afghan MOE

Further details of outcomes are to be found in the table on pages 10-11.

There were three main areas of activity

1. Provision of education through community based schools
2. Enhancing the quality of education available
3. Developing the capacity of local NGOs to provide community based education.

The project faced a number of significant challenges, particularly the entrenched mindsets regarding education of girls and their role in society, the recruitment and retention of female
teachers, threats of violence in some areas of Afghanistan, and the practical difficulties surrounding construction of schools in remote areas.

BRAC’s approach was multi-pronged, working closely with communities, Ministry of Education and local NGOs, building capacities at all levels. Involving community and religious leaders and education patrons helped shape the community’s attitudes towards girls’ education e.g. their support of school construction, supporting girls to continue education in the government system. BRAC learnt that increasing girls’ access to education had a wider impact on their families and communities who valued their children’s education e.g. they could now read for parents, opening families up to the world outside.

BRAC also learnt that gender sensitive strategies needed to be considered throughout e.g. the introduction of Mothers’ Forums provided women only spaces allowing women much greater participation in their daughters’ education.

Targeted training, refresher courses and provision of teacher-learning materials had a positive impact on the quality of teaching and learning. Strengthening the capacity of education authorities at provincial and district levels in the areas of planning, supervision and monitoring was essential in ensuring quality education being upheld widely at BRAC and government schools. Local NGOs, who have well-established relationships with communities, play a key role in enabling girls in remote parts of Afghanistan to access education.

Targeting out of school adolescent girls with life skills and vocational training gave young out-of-school women the confidence and skills to contribute financially to their families, thus increasing their status and voice in both families and communities.

BRAC would like to thank CIDA, the Government of Afghanistan, the Ministry of Education, and all the many communities, teachers, officials, NGOs and other stakeholders, too many to list, who collaborated in increasing access to quality education, particularly for girls, across Afghanistan.

2. Abbreviations

CIDA    Canadian International Development Agency
CBS    Community Based School
CBFS    Community Based Feeder School
CBALS    Community Based Accelerated Learning School
DED    District Education Director
TED    Teacher Education Directorate
EFA    Education for all
GEP    Girls Education Project
MOE    Ministry of Education
PO    Program Organizer
SMC    School Management Committee
3. Contribution Agreement

BRAC’s education program in Afghanistan aims to provide educational opportunities to children who are otherwise not served or poorly served by the mainstream education system. In 2002, BRAC opened 24 schools in Afghanistan; targeting primary girls, a group the previous regime had denied the opportunity for formal schooling.

BRAC aimed to support the government of Afghanistan’s efforts to achieve education for all (EFA) in Afghanistan through the ‘Girls Education Project’ funded by CIDA in 2006. The project focused its efforts on working collaboratively with the Afghan government to improve girls’ education. BRAC signed a contribution agreement on 22nd December 2006 with CIDA under Project Number A-033096 GL Acct / CC/ Fund 52302 / 4125 / 0300.

The GEP addressed some of the major obstacles to education for girls in Afghanistan which included long distances to schools, lack of security, conservative attitudes towards education and restrictions on girls’ mobility, poverty, male preference, lack of female teachers and the widespread custom of marrying girls at a very early age and being taken out of school.

3.1 Goal:
To promote gender equality through provision of basic education.

3.2 Objectives:
The overarching objective of the project was to establish community-based schools that will supplement the efforts of the MOE in Afghanistan. The GEP aims to promote gender equality by increasing the enrolment and completion of girls in primary school education, promoting female teachers in primary education and developing the capacity of teachers in government-run formal schools through extensive training and support.

3.3 Activities:
1. **Increase access of girls to education through feeder and CBALS schools**
   1.1 Mapping of school locations to assess the numbers of CBS schools needed to cover the non-school children within and outside the catchment areas of formal schools.
   1.2 Establish Community Based Feeder Schools (CBFS) and Community based Accelerated Learning Schools (CBALS) following the new education policy of the MOE.
   1.3 Develop the capacity of CBFS and CBALS by providing training to new teachers in light of new education policy of MOE for CBS.
   1.4 Ensure all sorts of necessary supplies for the students and teachers of CBS schools.
1.5 CBS schools to be supervised, monitored and assessed by BRAC and School Management Committees (SMC) of the Hub1 schools.

1.6 Promote adolescents’ continuous education and enhance life skills knowledge through the Adolescent Reading Center (ARC) scheme.

2. **Enhance continuing education opportunities for girls through quality enhancement**

2.1 Assist local education authorities to establish SMCs for Hub schools if not already existing and train members.

2.2 Support SMCs to develop school enhancement plans.

2.3 Provide teachers training, supervision and monitoring of the activities of Hub schools to enhance the quality of teaching.

2.4 Provide financial support to expand number of classrooms and other supports based on the school enhancement plans developed by SMCs and Hub schools.

3. **Develop the capacity of local NGOs to be involved in CBS implementation**

3.4 **Expected Results:**

- **At the outcome level:**

  1. Increased enrolment and completion of girls in community-based primary education

  2. Increased number of female teachers at the primary level

  3. An improvement in the general quality of primary education in Afghanistan

  4. Increased capacity of local NGOs in supporting community-based primary education

  5. Increased capacity of the Afghan MOE

- **At the output level:**

  1. 4,000 community schools established and operating with the support of the local community (3,000 managed by BRAC; 1,000 managed by other Afghan NGOs with BRAC support).

  2. At least 120,000 students, over 80% of them girls, receiving community-based primary education.

  3. 4,000 female teachers hired, trained and supported with appropriate skills and materials to provide quality education in all BRAC CBSs.

  4. 5,000 Government school teachers trained, 1,000 of whom will be Head Teachers.

  5. 200 ARC sand 2,000 adolescent members will provide training on life-skills and income generating activities.

  6. 930 low cost classrooms will be constructed

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1Hub school is a term that is used by MOE to refer to government schools.
3.5 Time Frame:
The duration of the GEP project was four years (2006-2010). The project period was then extended to December 2011. The project continued to December 2012 with no cost extension approved by CIDA.

3.6 Location:
The project was to reach communities in 11 provinces of Afghanistan, covering communities in these provinces. These provinces were Herat, Balkh, Jawzian, Samangan, Parwan, Kapisa, Kabul, Nangarhar, Lagman, Helmond and Kandahar.

In 2009 the work area was extended to another nine provinces as requested by the Basic Education Department of MOE. The new Provinces were Ghazni, Wardak, Bamyan, Ghor, Daikundi, Khost, Nuristan, Paktya and Kunar along with the 11 provinces.

A more detailed project description is contained in Appendix A and B
Amendments to the original agreement are contained in Appendix C.
### 4. Targeted Interventions Achieved

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Achievement indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Output level</strong></td>
<td><strong>Outcome level</strong></td>
</tr>
<tr>
<td>Community based school established</td>
<td>4,621 schools (CBALS: 2,469 CBFS: 2152) established</td>
</tr>
<tr>
<td>Student enrolment and graduation</td>
<td>144,329 students, 84% of them girls, enrolled in CBSs. A total 115,374 graduated students, 84% girls</td>
</tr>
<tr>
<td>Promotion of women as teachers</td>
<td>4,300 females employed as BRAC CBS teachers</td>
</tr>
<tr>
<td>Capacity development of 4,000 CBS teachers; basic pre-services training</td>
<td>4,000 CBS teachers received basic teacher’s training</td>
</tr>
<tr>
<td>1,000 CBSs with 30,000 students who continue through grades IV and V</td>
<td>1,146 CBSs with 33,190 students who continued through grades IV &amp; V (Grade IV: 9,135 and Grade V: 24,055)</td>
</tr>
<tr>
<td>Capacity development of the staff through training</td>
<td>513 staff received basic teacher’s training (OMC: 513 and ToT: 501)</td>
</tr>
<tr>
<td>Classroom construction</td>
<td>634 classrooms constructed; 609 provided to the Education Department and community, 15 are using as CBS for 2nd phase. (296 less classrooms constructed due to a sharp scarcity of land)</td>
</tr>
<tr>
<td>Quality enhancement of public schools through providing training on INSET-1</td>
<td>857 government school teachers received training on INSET-1 (Female 368 &amp; male 489)</td>
</tr>
<tr>
<td>Quality enhancement of public schools through providing subject based training on English, science and, mathematics</td>
<td>4,744 teachers received training: 1,219 teachers in English; 1,110 teachers in math; 908 teachers in chemistry; 900 teachers in biology; 323 teachers in physics; and 284 primary government teachers in pedagogy. 334 Master Trainers (111 Female) taught to conduct these trainings.</td>
</tr>
<tr>
<td>Adolescent Reading Centers (ARC)</td>
<td>221 ARCs established with 6,028 members</td>
</tr>
<tr>
<td>Capacity development meetings/workshops with Shuras.(^2)</td>
<td>13,278 SASC members attended the capacity development workshops/meetings.</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Capacity development of local NGOs</td>
<td>58 local NGOs involved in CBS operation</td>
</tr>
<tr>
<td>Workshops with NGOs heads and personnel</td>
<td>Workshops held with 94 NGO heads and personnel in attendance</td>
</tr>
<tr>
<td>School operated by local NGOs</td>
<td>956 schools established in remote areas of Afghanistan (CBALS: 526 and CBFS: 430)</td>
</tr>
<tr>
<td>Research, evaluation and new initiatives</td>
<td>90 schools with 1,260 students covered under research and evaluation</td>
</tr>
<tr>
<td></td>
<td>Evaluation of the subject based training provided by BRAC to government secondary school teachers</td>
</tr>
<tr>
<td></td>
<td>Assessment of effectiveness of BRAC’s CBS program in Afghanistan</td>
</tr>
<tr>
<td></td>
<td>24 Pilot pre-primary schooling for 5-6 year old children</td>
</tr>
<tr>
<td></td>
<td>Social and financial literacy in 52 CBSs</td>
</tr>
</tbody>
</table>

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\(^2\) Shuras are the formal SMCs formed by the MOE. The previous name of this committee was the School Advisory Supportive Council.
5. Girls’ access to education in Afghanistan

5.1 Context
Children in Afghanistan are disadvantaged in their educational opportunities compared to their peers in different parts of the world. Lack of opportunities for education and the disruption caused by war, migration, and economic hardships have created an entire generation struggling with a dysfunctional education system. Girls especially must overcome significant social and cultural barriers to receive a full education.

Primary school completion rate for boys is 32%, against 13% for girls in Afghanistan.³ At secondary level, only 1 girl attends school against 3-4 boys.⁴ The impact of low enrollment and retention rates for girls is poor levels of education including a lack of knowledge of life-skills and awareness of rights. Literacy rates for young women aged 15-24 is 18%, compared to 50% for young boys, with gender inequality as the status-quo. This inequality perpetuates a society in which girls lack self-awareness, confidence and ultimately empowerment to engage in society. BRAC’s Girls Education Project specifically targets girls to ensure that they do not continue to be disadvantaged and left behind in the education process.

Considerable barriers to girls’ education are due to practical concerns over safety, resources and the availability of qualified teachers and school buildings. Female teachers have been scarce in Afghanistan. During the Taliban years, just as girls were banned from attending schools, women were not allowed to work. Therefore, there was a lag during which women were not receiving training as teachers. BRAC found that in 2008, women represented 29% of the teachers in the country.⁵ The shortage of qualified female teachers is understood to be

³ Nationwide figures for 2008.
⁵ Assessment of BRAC CBS Program in Afghanistan, December 2011, p.7
a key reason for girls’ non-attendance in school owing to parental preference for female teachers.

Parents are also less likely to send their daughters to primary school when they face issues of inaccessibility, insecurity and poverty. Children living in rural areas must walk long distances to reach the nearest government school, and most parents view this as a security concern. The GEP aimed to provide practical solutions to these issues, and so locations were chosen with students’ walking distance taken into account. Sites were chosen to reach students in some of the most remote areas in Afghanistan.

5.2 Community Based Schools
The overall objective of the GEP has been to supplement the efforts of the MOE in Afghanistan in order to increase enrolment of girls, promote female teachers and develop capacity and skills of primary school teachers.

BRAC identified its students by carrying out door-to-door surveys to identify eligible children in 79 districts of 20 provinces.

BRAC selected sites for school by mapping the need to cover the non-school attending children within and outside the catchment area of government schools. BRAC undertook awareness raising workshops at province and district levels; carrying out school mapping with government schools to cluster them together. Each BRAC CBS is established under a government school which becomes the Hub school. All CBS students are registered with the government school according to MOE policy, creating a strong link between the community and the Hub school. This ensures that after graduation at the CBS, students can go on to study in the nearby government Hub school.

BRAC CBSs have a strong focus on promoting quality primary education and placing ownership of these schools within the community. Local people are involved in school operations with School Management Committees comprised of parents and village locals. Monthly parents meetings allow parents to be involved in their children’s education and to take responsibility. Ultimately the idea was to mainstream the CBS graduates and hand over the schools back to the communities at the end of the project.

There were two types of school systems within the GEP. The **Community Based Feeder Schools** were aimed at girls and boys aged 7-9. The objective was to develop the children’s education in such a way that they can enter the formal schools after the completion of their course. The Feeder Schools cover three grades of the primary school curriculum in two years and then students continue their education from grade IV in government schools. The **Community Based Accelerated Learning Schools** were established for girls aged 10-15 who had stopped, or never attended school during the Taliban period. There was a need to provide an education that emphasized accelerated learning with flexible delivery spaces to address the overwhelming problem of adolescent girls who had missed the opportunity to attend school. BRAC offered girls the opportunity to “catch up”, and for their age-group cohort to be mainstreamed into government secondary school.
Table 1. School Operations of Community Based Schools

<table>
<thead>
<tr>
<th></th>
<th>Target students</th>
<th>Progress by December 2007</th>
<th>Progress by August 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Community Based Feeder Schools established (CBFS)</td>
<td>1,850</td>
<td>469</td>
<td>2,152</td>
</tr>
<tr>
<td>Number of Community Based Accelerated Learning Schools (CBALS)</td>
<td>2,150</td>
<td>532</td>
<td>2,469</td>
</tr>
<tr>
<td>Total number Community Based Schools established</td>
<td>4,000</td>
<td>1001</td>
<td>4,621</td>
</tr>
<tr>
<td>Students enrolled in CBFS</td>
<td>60,000</td>
<td>14,354</td>
<td>70,710</td>
</tr>
<tr>
<td>Students enrolled in CBALS</td>
<td>60,000</td>
<td>30,536</td>
<td>73,619</td>
</tr>
<tr>
<td>Total number of student enrolled</td>
<td>120,000</td>
<td>44,890</td>
<td>1,44,329</td>
</tr>
<tr>
<td>Number of Community Based Feeder Schools Completed intended courses</td>
<td>-</td>
<td>-</td>
<td>1866</td>
</tr>
<tr>
<td>Number of Community Based Accelerated Learning Schools Completed intended courses</td>
<td>-</td>
<td>-</td>
<td>2155</td>
</tr>
<tr>
<td>Total number Community Based Schools Completed courses</td>
<td>-</td>
<td>-</td>
<td>4021</td>
</tr>
<tr>
<td>Students graduated in CBFS</td>
<td>-</td>
<td>-</td>
<td>57,190 students, of them 38,628 girls</td>
</tr>
<tr>
<td>Students graduated in CBALS</td>
<td>-</td>
<td>-</td>
<td>58,184 all girl students</td>
</tr>
<tr>
<td>Total number of total students graduated</td>
<td>-</td>
<td>-</td>
<td>115,374 students, 96,812 girls</td>
</tr>
</tbody>
</table>

4,621 Community Based Schools (CBS) with 143,329 students enrolled.
115,374 graduated and of them 70-75% students are now in mainstream government schools. 4,300 females are employed as CBS teachers.
Hosniawas educated in a BRAC Community Based School. She now studies in grade 6 in a secondary school in the district of Parvan. She has high ambitions and wishes to become a doctor in the future.

Table 2 shows the number of children reached by the CBSs during the project time span of 2007-2012. During the GEP project cycle of 2007-12, BRAC established 4,621 schools and ensured the enrolment of 143,329 students. Table 1.1.2 shows the disaggregation of boys and girls who enrolled in CBSs during the project, according to province, and a clear emphasis on girls’ enrolment and education being prioritized by the GEP.

Table 2. Gender mainstreaming in CBS schools, by province

<table>
<thead>
<tr>
<th>Province</th>
<th>No. of Boys</th>
<th>No. of Girls</th>
<th>Province</th>
<th>No. of Boys</th>
<th>No. of Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kabul</td>
<td>3,788</td>
<td>22,557</td>
<td>Ghazni</td>
<td>84</td>
<td>523</td>
</tr>
<tr>
<td>Kapisa</td>
<td>1,436</td>
<td>9,902</td>
<td>Wardak</td>
<td>78</td>
<td>758</td>
</tr>
<tr>
<td>Parwan</td>
<td>1,646</td>
<td>10,320</td>
<td>Ghor</td>
<td>82</td>
<td>548</td>
</tr>
<tr>
<td>Samangan</td>
<td>1,360</td>
<td>6,926</td>
<td>Kunar</td>
<td>79</td>
<td>525</td>
</tr>
<tr>
<td>Balkh</td>
<td>3,748</td>
<td>14,066</td>
<td>Khost</td>
<td>36</td>
<td>273</td>
</tr>
<tr>
<td>Jawzian</td>
<td>1,279</td>
<td>9,766</td>
<td>Nuristan</td>
<td>37</td>
<td>274</td>
</tr>
<tr>
<td>Herat</td>
<td>5,511</td>
<td>14,897</td>
<td>Paktya</td>
<td>69</td>
<td>545</td>
</tr>
<tr>
<td>Nangarhar</td>
<td>2,492</td>
<td>22,482</td>
<td>Daikundi</td>
<td>89</td>
<td>513</td>
</tr>
<tr>
<td>Lagman</td>
<td>228</td>
<td>3,301</td>
<td>Bamiyan</td>
<td>39</td>
<td>268</td>
</tr>
<tr>
<td>Kandahar</td>
<td>542</td>
<td>2,584</td>
<td>Total number of students</td>
<td>22,758</td>
<td>121,571</td>
</tr>
<tr>
<td>Helmand</td>
<td>129</td>
<td>549</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.3 Interactive resources

In both CBFS and CBALS, children were placed in classes of no more than 35 students. Classes were conducted with students sitting in U-shaped semi-circles on mats. There was little furniture but brightly colored posters, maps, charts and vocabulary decorated the walls. Wall Magazines - short writings produced in group activities - were mounted onto the walls to make the classrooms an interactive and engaging environment. The diagram below shows the children’s preferred classroom activities taken from a sample of students.

Students were provided with learning aids to support the development of their literacy and numeracy skills. The project received text books for grades IV and V donated by the MOE at no cost. Additional learning materials such as story books were created by the BRAC Material Development Unit to engage the students as creative and critical learners and to develop their awareness around social and ethical values. All materials were in accordance with the MOE’s national curriculum. BRAC’s Material Development Unit also developed teachers guide to help the teachers diversifying activities. Students received stationary provided for by the project.

Beside the Afghan curriculum, students learned about their rights and social responsibilities including environmental awareness. Combined with an education of math, science and literacy, this offered an empowering life tool for these young boys and girls. The extra curriculum developed by BRAC facilitated an interactive and participatory environment in school. Students were encouraged to participate in classroom activities through pair and group work. One common technique was to divide children into groups of varied abilities, so that stronger students could help the weaker ones. The weaker students were encouraged to present back to the rest of the class in order to strengthen their ability. Such teaching approaches developed students’ capacity to work in teams, negotiate with their peers and solve problems.

5.4 Student retention

According to a survey of school drop-outs conducted in 2009 by the Afghan Human Rights Commission, 14.7% of girls reported a lack of female teachers as the reason for them
leaving school early. While progress was swiftly made in enrolling girls in school after the fall of the Taliban, efforts to hire, train and retain female teachers in Afghanistan were slower. In 2008, 5.8 million children were enrolled in school, up from 4.9 million in 2004. Yet the number of teachers only rose from 121,000 to 142,000 in the same period. BRAC worked to address this by employing and training a strong cohort of female teachers. Building on the capacity and quality of teaching in CBS schools, BRAC catered for the rising number of students, particularly girls, who enrolled into BRAC schools. The GEP supported the retention of these girls so that they could filter into government schools in years to come.

5.5 Teacher Selection

As per the GEP contribution agreement, one female teacher per school was recruited and trained by BRAC. Preference was given to teachers who had graduated from secondary school and/or received at least nine years of schooling. As far as possible, BRAC employed teachers from the local community, helping to establish strong relationships and respect between teachers, parents and students. During the project, BRAC recruited a total of 4,300 teachers in 20 provinces, all of whom were female.

5.6 Quality of Teaching

Training of teachers is one of the strengths of BRAC schools. All CBS teachers attended a 12 day comprehensive basic training and a three day orientation course before beginning teaching. In addition, BRAC conducted done-day refresher trainings every month and special training in the case in case of less qualified teachers. Grade-change training and

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7 Intili and Kissam *Op cit* founded in High Stakes Girls Education in Afghanistan’, Joint Program, 2011
subject based training were also provided. With new materials or methods developed by the Material Development Unit, BRAC conducted additional training to disseminate these.

Table 3. Number of CBS teachers who received training

<table>
<thead>
<tr>
<th>Number of teachers receiving training</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>One day monthly refresher training</td>
<td>1,001</td>
<td>2,654</td>
<td>3,483</td>
<td>2,541</td>
<td>1,145</td>
<td>1,269</td>
</tr>
<tr>
<td>Comprehensive basic training</td>
<td>1,001</td>
<td>1,700</td>
<td>1,410</td>
<td>68</td>
<td>35</td>
<td>645</td>
</tr>
<tr>
<td>Grade-change training</td>
<td>1,001</td>
<td>2,654</td>
<td>3,483</td>
<td>2,541</td>
<td>1,145</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Basic teacher training enables teachers to become more aware about child development and about participatory teaching methods. The training includes education for teachers around child protection issues including gender sensitive training around sexual harassment.

BRAC’s senior management team carried out assessments of teachers’ performance along with Quality Assurance Specialists (QAS), identifying problems and helping to find solutions. BRAC involved the SMCs for monitoring activities and appropriate feedback to keep the project and the students learning on track. In addition, BRAC’s internal monitoring system and monitoring by the MOE to ensure their standards of teaching quality are met.

“*In my life, I firmly believe that I have some extraordinary talents to do something constructively for others. BRAC brings me this opportunity to develop myself. I hope I could fulfill my dreams.*"

Hasina (pictured), 24, a former BRAC student now in public school teacher, Jabelseraj, Parwan

### 5.7 Students and teachers handed over to government schools

Eighty-eight per cent of CBS graduates continued their education in government schools. 102,091 students were admitted into government schools after completion of CBS. Of these students continuing in education, 85,282 are girls. The positive impacts vis-à-vis the training of CBS teachers has wider impacts on the quality of teaching in government schools. With the close of the CIDA funded project, BRAC is providing information about CBS teachers to
the local education authorities so that they will be considered as teachers in the government system. This will enhance the teaching quality in schools across the country by utilizing teachers trained to a high standard by BRAC who use innovative teaching methods.

5.8 Efficiency and cost-effectiveness
BRAC ensured efficiency and cost-effectiveness by building on the capacity of local female teachers, and supporting local leaders and parents to mobilize communities around school management. Local buildings and donated government textbooks were used where possible to keep costs down. Natural resources and environment-friendly teaching materials were used as far as possible.

BRAC constructed 634 low-cost classrooms during the program with a cost of approximately $60 per student year. Schools construction is an investment since schools can be used by the community and the local education authorities for many years after the project for educational and community purposes.

5.9 School Management Committees
Active community participation is necessary to support an environment where girls are likely to stay in school. Involving the wider community in the education system plays an important role in shaping positive attitudes and opening up opportunities for girls’ education.

Community interaction, mobilization and participation are guiding approaches for BRAC. When setting up the CBS, BRAC organized meetings with local people to create awareness of the positive impacts of girls’ education. BRAC invited community members into SMCs including community leaders, elders and parents, and CBS teachers. Committees were made up of seven members including at least two women. The committees worked closely with school teachers and BRAC staff to address various school needs, tackling societal barriers to girls’ education and managing school and community affairs. SMCs also acted to foster support from the wider community and a sense of the community’s stake in the sustainability of the school and girls retention there. Over time the committees began to take a leadership role in response to girls’ educational welfare.

The involvement of parents and community leaders in school management also acted as a pressure group to influence access providers and local government. Interaction with local government vis-a-vis their monitoring and supervision of CBSs meant local people were participating in political processes that affected them and their children.

During the GEP project, 3,212 SMCs were formed across every community where the GEP was implemented. BRAC arranged awareness raising workshops and meetings for the community leaders and influential people to sensitize them about their roles and responsibilities around girls’ education. As well as this, monthly parents’ meetings and forums between teachers and parents took place to keep parents involved in their children’s progress at school.
The inclusion of local people in SMCs was found to be so effective because community participation created a supportive and enabling environment for girls’ education, one in which girls can continue to attend school after the CIDA funded program ends. However, a significant challenge encountered by BRAC was the limited number of local women joining committees. Only 28%- less than a third - of SMC membership was female. This can be explained by cultural norms which create barriers for women, including mothers, to participate in activities outside of the house. Gender discrepancy in SMC membership meant fewer women were participating in community decisions around schooling, which meant a loss of opportunity for mothers to engage, support and add value to their daughters’ education.

5.10 Learning and interventions
BRAC responded to the challenge of women’s involvement in SMCs by creating women only Mothers’ Forums. These provided space for women to participate without having to fear the
social repercussions of mixing with men publicly. Local women in the community attended monthly meetings to assist in supporting their children’s education. The Mothers’ Forums gave local mothers a space to discuss and develop their ideas about girls’ education and the social issues hindering that education. Women’s participation in local politics was also enabled by visits of female representatives from the Community Development Councils to take part in the Mothers’ Forums. Mothers become advocates for their own daughters’ education.

Table 5 Membership and Activities of Mothers’ Forums

<table>
<thead>
<tr>
<th>Membership and activities</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Mothers forum</td>
<td>1,466</td>
<td>4,233</td>
<td>4,014</td>
<td>2,533</td>
<td>1,739</td>
<td>620</td>
</tr>
<tr>
<td>Number of Members</td>
<td>34,355</td>
<td>90,073</td>
<td>88,043</td>
<td>46,132</td>
<td>33,891</td>
<td>17,728</td>
</tr>
<tr>
<td>Number of meetings conducted</td>
<td>3,262</td>
<td>10,168</td>
<td>12,659</td>
<td>10,678</td>
<td>5,140</td>
<td>1,379</td>
</tr>
</tbody>
</table>

5.11 Impacts and Learning

In the unstable context of the Afghani education system, the GEP has been able to deal with the demands of enrolling girls in school and ensuring they stay there. BRAC has impacted the education sector by reaching out-of-school girls and putting them into education. Older girls who did not continue their education after CBS graduation were given non-formal opportunities to continue their education. This Adolescent Reading Centers (ARCs) are established by the GEP offered vital life skills and additional learning opportunities for girls aged 14 and upwards who did not continue in government schools.

A survey of 335 participants in four provinces revealed the positive attitudes towards the program and towards girls’ education. The assessment took place in the fourth year of the GEP in 2011, when the project was well under way. An overwhelming majority of community members reported that the CBS provided students and their families with positive changes. Participants agreed that BRAC listened to the SMCs suggestions, and most significantly they agreed that educating girls mattered. The survey indicated that BRAC schools are well regarded in the community and that the enhancement of girls’ opportunities is having a positive impact on students and their families. Communities recognized the value of girls’ education and the model of community participation meant that local people were actively supporting the empowerment of girls in their communities.

8 Community Development Councils are community committees formed by the Ministry of Rural Rehabilitation Development (MRRD) under its National Solidarity Programme (supported by World Bank) to engage the community people to prepare and implement community development plans.

9 The evaluations took place in a few communities of the GEP in four provinces: Kabul, Nangarhar, Herat and Balkh.
Women only Mothers’ Forums opened up spaces for women to participate freely in the community structures for the CBS schools and support the education of their daughters. Furthermore, the greater number of female teachers in government schools is likely to attract more girls into school and give them positive role models. This shift is normalizing gender parity within the educational system, creating an environment where students who see male and female teachers doing the same job. Female teachers offer young Afghani girls positive role models to aspire towards.

**CBS graduates in Secondary school KhaledlBneWalid in Parwan**

6. Enhancement of continuing opportunities for girls

BRAC established 4,621 schools during the GEP project cycle with 144,329 students enrolled. BRAC has placed over 102,091 CBS graduates into government schools after their completion in BRAC schools, 85,282 of whom were girls. This demonstrates that the GEP has been successful at keeping girls in education, including in remote areas of Afghanistan.

BRAC has worked closely with the Afghan government and local education authorities to support the training of local teachers as well as establishing SMCs and Mothers’ Forums. By reaching out to wider stakeholders, the GEP has supported the capacity and quality of government schools, mobilized community support around the schools and has enabled widespread educational opportunities for girls across Afghanistan.

6.1 Complementing government schools

Most teachers in Afghanistan still rely on rote learning and memorizing teaching methods, so BRAC created a student-oriented training for government school teachers and principals to address this. This was the largest and most visible aspect of GEP’s capacity-building intervention.
In January 2008, based on a needs assessment of quality teaching in mainstream secondary school by the MOE, BRAC included a new component in subject based training under the GEP with the permission of CIDA. BRAC also provided training to government school teachers to develop their capacity to follow MOE policy for general education. Its major effort was subject-based training (mathematics, biology, physics, chemistry, English) for primary school teachers in districts where GEP was operating, and for head teachers at higher levels. Some of this effort was in in-service training (called INSET-1\(^{10}\)) through MOE’s Teachers Education Program (TEP).

Table 6. Government teacher trainings

<table>
<thead>
<tr>
<th>Types of training</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSET-1 Trainings</td>
<td>368</td>
<td>489</td>
<td>857</td>
</tr>
<tr>
<td>Subject based training</td>
<td>1,402</td>
<td>3,342</td>
<td>4,744</td>
</tr>
<tr>
<td>Educational development training</td>
<td>88</td>
<td>196</td>
<td>284</td>
</tr>
<tr>
<td>Total: government school teachers</td>
<td>1,770</td>
<td>3,831</td>
<td>5,601</td>
</tr>
</tbody>
</table>

“Each District Education Director, principal and their teacher representatives agreed that the training has been a success, and that the training should be continued and expanded for teachers in all provinces and include additional subjects”.

-Evaluation of the BRAC training program for government secondary school teachers

BRAC engaged a group of national and international subject specialists to develop training module manuals and teaching technologies in five subject areas. The completed materials were submitted to the MOE for approval. BRAC then set up a Master Trainer\(^{11}\) Programme to train teachers from government secondary schools in subject based teaching. School principals selected teachers to participate according to both the specific subject needs of the school, and the needs of teachers to improve their teaching knowledge and quality. Of the participants, approximately one third was women. Subject-based training was delivered for two weeks during school vacations at nearby BRAC offices. GEP provided the trainees the teaching guides that accompany the course, and provided transport for the female teachers. GEP staff noted that there were logistical problems around assembling the trainees every day for two weeks from distant communities.

\(^{10}\) INSET-I training is a general training for teachers while INSET-II focuses on specific subjects as secondary level

\(^{11}\) From the best subject based teachers from different province, BRAC developed Master Trainers as a resource person to train the other teachers. These Master Trainers went on to facilitating training of other teachers in their provinces
6.2 Results and Learning
The teachers interviewed were highly satisfied with this training. It upgraded their technical knowledge in their subject, and gave them methods for more effective teaching. Although the training does not have specific units on pedagogy, it incorporates participatory teaching techniques into the subject matter. For example, science teachers learnt to involve the students in conducting experiments, instead of just describing them.

According to participants, the training program was helpful in increasing teacher confidence. BRAC found that the subject based training helped teachers and students in mainstream schools interact and connect better in the classroom. There was praise for the student-centred teaching methodologies which is some cases, was completely new to teachers. There was general agreement that students became more interested in the subject and their performance benefited as a result of the student-oriented methodology. The subject-based training was both effective and relevant to the needs of secondary schools and their teachers.

6.3 A regional case study: Teachers Training in Kandahar
Kandahar region is well known in Afghanistan for its extremely conservative and volatile environment. The mobility of females in the public sphere is often severely restricted. The table below compares the region with the national levels of literacy and school enrollment and shows the stark difference of educational opportunities for boys and girls where literacy rates for girls is 1.3% compared to a national average of 11.4%.

Table 7: Levels of literacy and enrollment in Kandahar compared to national levels

<table>
<thead>
<tr>
<th></th>
<th>Kandahar</th>
<th>National level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female literacy rate for girls 16 and older (%)</td>
<td>1.3</td>
<td>11.4</td>
</tr>
<tr>
<td>Girls to boys enrollment ratio for ages 6 to 12</td>
<td>0.41</td>
<td>0.69</td>
</tr>
<tr>
<td>Literacy rate for girls age 16 and older (%)</td>
<td>7.3</td>
<td>25</td>
</tr>
<tr>
<td>Enrollment rate-age 6-12 (%)</td>
<td>10.8</td>
<td>46.3</td>
</tr>
</tbody>
</table>

12 Evaluation of the BRAC Training Program for Government Secondary School Teachers, p.28
As part of rebuilding the education sector in Kandahar, the Afghani government committed its efforts to address the needs of government schools and teachers in the region. A number of new teachers were recruited for running national schools in the region but they faced huge problems in conducting classes and addressing the needs of the students.

The local governor and Provincial Education Directorate made a request for CIDA to support education in the region. CIDA and BRAC as implementing partners agreed to amend their contribution agreement to include components in subject based and educational development training for primary and secondary government schools in this province (see Appendix 2, amendment 3). Despite the security challenges\(^\text{13}\), BRAC provided subject based training to government school teachers in Kandahar province. Table 6.3 below shows the number of trainings per year, disaggregated by gender.

### Table 8. Subject-wise training: gender disaggregated, in Kandahar Province

<table>
<thead>
<tr>
<th>Subject based training</th>
<th>Male teacher participants</th>
<th>Female teacher participants</th>
<th>Total</th>
<th>Ratio, male to female</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>271</td>
<td>18</td>
<td>289</td>
<td>15.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>328</td>
<td>41</td>
<td>369</td>
<td>8.1</td>
</tr>
<tr>
<td>Biology</td>
<td>235</td>
<td>13</td>
<td>248</td>
<td>18.1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>237</td>
<td>15</td>
<td>252</td>
<td>16.1</td>
</tr>
<tr>
<td>Physics</td>
<td>37</td>
<td>8</td>
<td>45</td>
<td>5.1</td>
</tr>
<tr>
<td>Primary</td>
<td>194</td>
<td>88</td>
<td>282</td>
<td>2.1</td>
</tr>
<tr>
<td>Total</td>
<td>1,302</td>
<td>183</td>
<td>1,485</td>
<td>7.1</td>
</tr>
</tbody>
</table>

\(^{13}\) Kandahar is one of the most volatile provinces in Afghanistan. Most of its districts are controlled by the Taliban, especially in rural areas where many government schools remain closed.
“After getting training from BRAC, I can make lessons more interesting for my students and they performing better in science. I found ways to connect better with students and peers.” Fresta, a public school teacher in Kandahar.

Although the number of female participants in the secondary school subject training was low, 88 out of 192 women received primary school training. Half of the newly recruited primary school teachers were women, which in a very traditional and conservative context is a significant achievement.

6.4 Learning from Kandahar
The BRAC CBS model has made a significant impact in Kandahar in a relatively short, three year period. Bringing women into positions of responsibility as teachers and supervisors progresses women’s empowerment and girls are accessing school in a province that is less progressive in its attitudes towards women. However the enabling of job and role model opportunities for women in Kandahar is however much more challenging than in the other provinces where the GEP was implemented. Given the shorter span of time in a particularly conservative, unstable area, the figures are evidence of progress towards greater equality. BRAC’s aim during this project was not to completely change communities’ mindsets regarding girls’ education and empowerment, but to bring about some small changes in the context they are working.

Subject Based Master Trainers (biology subject) with Expatriate trainer

6.5 Problem Solving: retention
One of the biggest challenges for the GEP has been retention of adolescent girls in school at the point where they graduate from the CBALS project. Poverty, accessibility and attitudes around women’s position in society continue to be obstacles that are heightened as girls
become older. BRAC found that after completion of community schools, significant numbers of CBALS graduates did not continue their education, commonly because they are expected to become involved in their family’s livelihoods. In rural areas of Afghanistan especially, girls are expected to engage in income activity to contribute to family income e.g. carpet weaving. BRAC responded by offering a non-formal education that combines life-skills opportunities and livelihood training for adolescent girls.

Marriage of adolescent girls is also a significant factor in girls dropping out of school, particularly in rural areas. Nationwide, 39% of girls are married by the time they are 18.\textsuperscript{14} BRAC found that mothers faced difficulty in when trying to delay a daughter’s marriage, and in keeping her at home until she reached the legal age for marriage (16 years in Afghanistan).

\textbf{6.6 Adolescent Reading Centers}

Adolescent Reading Centers (ARCs) counter these trends by providing life skills and learning opportunities for adolescent girls in a non-formal setting. They provide these girls, commonly CBALs graduates, with a way of continuing to learn even if they are unable to continue their schooling.

The ARCs aim to socialize underprivileged girls by enabling them to interact with their peers. They develop life skills as they are encouraged to discuss issues affecting them, working together to discuss solutions. Girls are supported to become more self-aware, confident and empowered within their communities. ARC provides learning on issues such as hygiene, reproductive health, rights and responsibilities, empowering these young women to develop their thinking, e.g. their perceptions of how they see themselves and their roles as young women within their communities. The training includes human rights, women’s legal rights

\textsuperscript{14}UNICEF, ‘The State of the World’s Children in 2012 : children in an urban world’
such a sin inheritance, education on reproductive health and issues such as gender based violence.

Recognizing that the empowerment of young girls is not possible without support from the family, activities included training in income generating activities e.g., tailoring or embroidery and entrepreneurship. Generating income for their families gives girls a stronger voice in their homes.

BRAC has maintained the following components of the ARC under GEP:

1. Up to 25 girls meet in groups twice a week.
2. ARC provides courses to adolescent girls dealing with topics such as reproductive health, early marriage, legal rights, HIV/AIDS and hygiene education.
3. Meetings with communities including parents to generate support for girls’ rights
4. Income generation /livelihood skills training for adolescent girls.

Table 9. Province-wise ARC operation and members

<table>
<thead>
<tr>
<th>Province</th>
<th>Number of ARCs (2007-12)</th>
<th>Number of ARC members (2007-2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kabul</td>
<td>33</td>
<td>887</td>
</tr>
<tr>
<td>Kapisa</td>
<td>22</td>
<td>633</td>
</tr>
<tr>
<td>Parwan</td>
<td>22</td>
<td>651</td>
</tr>
<tr>
<td>Samangan</td>
<td>15</td>
<td>447</td>
</tr>
<tr>
<td>Balkh</td>
<td>40</td>
<td>1,025</td>
</tr>
<tr>
<td>Jawzian</td>
<td>23</td>
<td>561</td>
</tr>
<tr>
<td>Herat</td>
<td>28</td>
<td>806</td>
</tr>
<tr>
<td>Nangarhar</td>
<td>38</td>
<td>1,018</td>
</tr>
<tr>
<td>Total</td>
<td>221</td>
<td>6,028</td>
</tr>
</tbody>
</table>

**6.7 Achievements**
Under GEP, BRAC established 221 ARCs catering for 6,028 girls, most of whom are BRAC CBALS graduates. Life skills’ training was provided to 2,166 members and livelihoods training to 1,591 members.

A central achievement of the ARC program has been economic and social improvements for adolescent girls, as well as confidence to socialize with their peers. In safe spaces for girls, the project increased the visible acceptance of adolescent girls in public society, empowered them to advocate for changes in social attitudes and norms. After the girls received practical training on life skills, they commonly shared these with their family members, benefiting the communities around them. They also went on to earn, to contribute financially to their families, having increased decision making power at family level.
6.8 Challenges and Learning
BRAC was able to overcome barriers to ARCs by establishing strong relationships between the ARCs and the local communities. The first meeting with the village elders and other influential members helped BRAC to raise the confidence of the community members which in turn helped the girls to come to the centers to socialize and learn. As with the CBS, ARCs are located close to the girls’ homes, making them accessible and giving girls every practical reason to attend.

BRAC learnt that the challenge is not to bring about complete social changes in attitudes around girls’ position in society and their right to education, but to bring about some small, real changes for a few. The ARC component of the GEP is allowing these changes in small steps in rural parts of Afghanistan.
7. Developing the capacity of NGOs

Involvement of local NGOs in facilitating community-based education proved to be an effective strategy for developing the models for girls’ education. This was particularly crucial in insecure and remote areas of Afghanistan which BRAC could not easily reach. Working with small NGOs, BRAC supported local ownership and the future capacity of educational programs in Afghanistan. Promoting the GEP model means that non-governmental capacity for girl’s education will not end when the GEP comes to a close.

BRAC worked in partnership with local NGOs to scale up the delivery and develop the sustainability of its own GEP. Ultimately, as these organizations mature, they take on more responsibility for development activities in Afghanistan. However, building the capacity of local NGOs in a country with weak infrastructure came with significant challenges.

7.1 Problem solving and lessons learnt

One of the challenges that the GEP faced in respect to working with local NGOs was that many did not have sufficient experience, skills or resources to implement efficient community-based schools. Many do not have offices, let alone rigorous finance or operations systems and lack funding and capacity. BRAC stepped in to support selected NGOs to take steps towards providing effective community mobilization and education services through training and other practical assistance.

BRAC worked to increase the robustness of local NGOs operating structures through accounts training. BRAC provided operational costs and other capacity development training, specifically supporting local NGO workers to develop their capacity to implement the CBS, introducing strong feedback mechanisms to ensure best practice. Partner NGOs received material and technical support in the form of including orientation and training for staff and teachers, supervision and monitoring, school materials including textbooks and supplementary reading materials and teaching aids.

BRAC focused its attention on female headed NGOs who put girls’ education and empowerment at the center, sharing opportunities for development of effective CBSs for girls’ education. Workshops were held in the provinces in training centers including learning about girls’ education in Afghanistan, child rights and participatory teaching methods as well as opportunities for community mobilization and support.

Working in partnership with local NGOs, BRAC has expanded the reach of the CBSs. In total BRAC worked with 58 local NGOs, providing training to their staff. Table 3.1.1 shows the number of the outreach of partnerships and their achievements for education in terms of enrollment and graduation with 30,612 students reached.
Table 10. School operations run by local NGOs

<table>
<thead>
<tr>
<th>Activities</th>
<th>Trend by Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007</td>
<td>2008</td>
</tr>
<tr>
<td>Provinces covered</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Partnership with local NGOs</td>
<td>20</td>
<td>48</td>
</tr>
<tr>
<td>Schools Operations under NGO partnerships</td>
<td>200</td>
<td>622</td>
</tr>
<tr>
<td>Students enrolled under NGO partnerships</td>
<td>6,738</td>
<td>13,477</td>
</tr>
<tr>
<td>Students graduated under NGO partnerships</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of NGO personnel who received trainings</td>
<td>12</td>
<td>28</td>
</tr>
</tbody>
</table>

7.2 Working in partnership with ECCAW: a case study

BRAC has worked closely with the Educational and Cultural Centre for Afghan Women (ECCAW) to support them to implement their own CBSs. ECCAW works to empower girls by teaching them about their rights and mobilizing them to improve the quality of life in Afghanistan. It was established in 2005 by Dr. Homa Shamim.

ECCAW operates CBSs in rural areas where no government schools existed and currently has 20 schools with 620 students, 90% of whom are girls. It also runs a training program for government high school teachers on management, leadership, English language and IT skills. These are run in a small classroom in the Kabul headquarters, located above a retail rug shop. In addition there is a Leadership Development Program for young women students, referred by their High School teachers.

One of the leadership instructors is 19 year old Sahar Salehi. Sahar is Afghani but was brought up in Pakistan. Her family returned to their home in Kabul in 2001 after the fall of the Taliban and she has been able to study to obtain a degree in English from Rana University. Her plan is to attend Kabul University to earn a law degree.

These figures are for the element of the GEP in partnership with local NGOs, and do not contain the number of BRAC only run-schools.

The number of partner NGOs peaked in 2009, because partnerships were of a stipulated course that did not necessarily span the duration of the GEP. Therefore numbers of partnerships declined as the project was being phased out.
Sahar was hired by ECCAW to teach English language and leadership classes in the Leadership Development Program, a six month program for girls aged 14-16 years. It aims to advance the position of girls to become leaders and educators in their communities. Sahar dreams of becoming a leader in her own community and one day to become Afghan Minister of Women Affairs. She realizes she will have to work hard and study, an option that was not available young women in Afghanistan just a few years previously.

“I will only work for women and girls. They suffer hardships and economic and social problems”.

Organizations like ECCAW are empowering Afghani girls like Sahar by supporting their educational and professional development and allowing them to dream. Sahar is a role model herself to the younger girls she teaches. Whilst ECCAW’s founder Dr. Shomin readily acknowledges the challenges ahead for NGOs enabling girls’ education “shortages of money, cultural limitations relating to women in Afghan society, and a shortage of female teachers”, she expresses a quiet confidence in the future of women in Afghanistan. With talented young Afghan women like Sahar at her side, it is hard to doubt her.

7.3 Challenges and learning
Working in partnership with NGOs means that at every level, from community upwards, Afghani people are participating in, learning from and owning the CBS projects. However there are significant challenges to overcome. As well as capacity and resources, security can be a major issue. There are significant threats to NGO workers, especially females, and prominent women working for women’s empowerment can be particularly vulnerable to violence. One of BRAC’s partner NGOs who was implementing a CBS program in Helmand province was killed in transit to Kabul. Civilians, particularly women, remain under threat as extremist elements of Afghani society continue to act violently to curtail women’s rights.
Before starting any activity in a new area, BRAC consults and seeks consent from local elders and leaders in order to reduce the possibility of risk. BRAC has decided not to continue operating in very risky areas.

Girls' Leadership Program participants, run by ECCAW, with adolescent girls from High Schools in Kharir District, Kabul. The young women are at an educational trip to the National Gallery in Kabul where they were leaning about the history of Afghanistan. Dr. Shamim Homa and Sahar, one of the young women mentors are both present (top row, seventh and eighth from the right). BRAC provides leadership skills, English lessons, IT and sports opportunities for these girls, in partnership with ECCAW.

7.4 Collaboration with Government
The Afghan government has made access to EFA one of its main priorities. BRAC has maintained a strong relation with the MOE, allowing learning to be shared between the two service providers. A major aim of the GEP was to engage with government in contributing to the improvement of mainstream education. A number of cooperative ventures have been successful and helped create solid relationships with government counterparts, particularly at local and regional level. These included government teachers’ trainings, recruitment of Provincial Liaison Officers (PLOs), capacity building training of government officials and learning visits to Bangladesh by government officials.

In 2008, BRAC organized five month long training courses for the MOE early on, in the implementation of the GEP, focusing on education management, English language and computer proficiency. These were delivered to 20 senior government officials at the MOE as an initiative to enhance institutional capacity. The five month course on education management focusing on Early Childhood Development was also provided to another 20 education officials and teachers in 2010. The training was held at BRAC Centre, Bangladesh with assistance from the Training Division of BRAC Bangladesh.

BRAC also organized education monitoring training for the officials of the Teacher Education Directorate (TED) also at the MOE. In addition, in 2011, BRAC provided training on
monitoring and supervision to 28 province level MOE monitors and also deployed six Provincial Liaison officers in Kabul, Jawzian, Samangan and Kandahar Provinces at the end of December 2011. These officers provide the necessary support to provincial level education directors and set up linkages among CBS providers, local Shura members, and the MOE. As described earlier, BRAC has worked alongside the MOE to enhance the capacity of community based education, and has ensured smooth coordination and cooperation at all levels of the developing education sector.

8. Gender Equality

8.1 Community support of girls’ education

Under GEP, BRAC delivered 5 years of quality education to 144,329 students. Eighty four per cent were girls; many were from remote areas in Afghanistan where girls have little access to education. Gender considerations have been consistently at the forefront of the program with opportunities and access for girls central to every component from teacher selection, curriculum materials, to Mothers’ Forums. Within the CBS curriculum, girls learnt about their rights as well as developing their critical thinking and practical skills. This has allowed the girls to develop strategies to address everyday problems and is empowering young women to go on to participate with their peers and more actively within their communities.

In addition to increasing girls’ access to education, the GEP has directly supported women’s capacity as leaders and participants. A gender analysis of field staff demonstrates a high percentage of female program organizers, women teachers, female trainers, and women headed NGOs. Table 8.1 demonstrates the leadership of women across the project and a gender breakdown of its membership. All CBS teachers were female and 45% of Master teacher trainers were women, supporting women’s development within the educational system. The number of women involved in the program has enabled the GEP to contribute to the overarching goal - promoting gender equality through the provision of education.

Table 11: Percentages of women involved in the GEP

<table>
<thead>
<tr>
<th>Participants</th>
<th>Percentages of women and girls involved in the GEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girl students</td>
<td>84%</td>
</tr>
<tr>
<td>CBS teacher recruitment</td>
<td>100%</td>
</tr>
<tr>
<td>Program Organizers</td>
<td>100%</td>
</tr>
<tr>
<td>Team Leader</td>
<td>30%</td>
</tr>
<tr>
<td>Master Trainers</td>
<td>45%</td>
</tr>
<tr>
<td>Members of Mothers Forum</td>
<td>100%</td>
</tr>
<tr>
<td>Women headed NGOs</td>
<td>17.2% (10 out of 58)</td>
</tr>
<tr>
<td>Project office (based in Kabul)</td>
<td>22% (2 out of 9)</td>
</tr>
</tbody>
</table>
The CBS model has promoted gender equality in the communities where BRAC works in a wide sense. Community participation in school planning proved vitally important to address local obstacles that impact on girls’ enrolment and retention. Local women played a central supporting role as participants in SMCs and Mothers’ Forums, and enabled the gradual shifting of thoughts around gender roles. Promoting the status of women as teachers has also been key to changing how women are perceived in Afghan communities. BRAC found that CBS teachers appreciated their new professional opportunity and recognized the positive impact it was having in their lives as well as the girl students they were working with.

8.2 Achievements in promoting gender equality

- **Access to education for deprived girls in rural areas:** The focus of the GEP has been on getting girls into education, especially girls who had no access to schooling. BRAC designed schools in such a way as to make them female friendly and ensured ease of access for girl students by placing schools near to communities and employing local female teachers. BRAC minimized gender disparity at primary level by working closely with communities to ensure that girls attended the CBS.

- **Life-skill and livelihood development opportunities:** The ARC provided adolescent girls who do not return to government schooling a safe, secure place to continue their learning, to socialize and to discuss issues they face in their daily lives, and to develop life skills such as peer support and problem solving. The ARC also provided adolescent girls with the tools for decision making and economic independence. The vocational training component supported adolescent girls to become self-sufficient through income generating opportunities. By giving them a small stake in the labor market, young women gained new respect and status in the eyes of the community.

- **Educated girls advocate for education:** Girls learnt about their rights and developed skills to express themselves during peer discussions. They have become increasingly able to participate in wider community discussions and activities because of the practical skills and confidence gained during the CBS and ARC. They are literate and educated and therefore respected more in their families and communities. They have learned to communicate their needs and to debate and advocate for changes they would like to see in their communities.

- **Employment and training for women teachers in rural areas:** Female teachers were recruited to reassure parents that their girls were under the supervision of women in a gender sensitive society. The placement of local schools meant not only that they were accessible for girls but that local women had the opportunity to train as teachers giving them livelihoods and recognizing women’s talents.

- **Quality training of teachers:** Significant numbers of women teachers including those who have gone to government schools have benefited from extensive training and enhanced teaching methods. Female teachers received targeted support to maximize their confidence and contribute within Afghan society.

- **Women’s involvement in educational process:** Women were supported as important stakeholders and community participants in the SMCs. The Mothers’ Forums provided a vital opportunity for local women to be involved in discussion and decisions around girls’ educational needs. Women who participated in these groups have been able to grow in confidence and take part in family and community decisions in a male-headed society.
• **Building capacity of female-headed NGOs:** Under the GEP, BRAC supported female-headed NGOs that are working to promote girls’ opportunities and the empowerment of women in Afghanistan. Promoting the status of women headed NGOs and supporting their capacity has enabled a larger movement of locally owned women-led development in Afghanistan and is helping to achieve higher standards of gender equality. Promoting women’s and girl’s rights, and awareness of these rights is helping Afghan society move towards gender equality more widely.

8. **Environmental Concerns**

Environmental issues are strongly considered when BRAC sets up any new project. They are also a concern for the Afghan government. With funding coming in from a number of donors for education programs, pressure for a quick turnaround in opening new schools means building them at an ever-increasing pace.

The MOE employed some regulations in 2006 which the GEP has been careful to adhere to. According to the school standards setup by the MOE, regulations are as follows: 17

<table>
<thead>
<tr>
<th>MOE Regulations</th>
<th>How the GEP has adhered to them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site selection for primary schools</td>
<td>Community Based Feeder School 3 km far from government schools in the village</td>
</tr>
<tr>
<td>Number of students per class and school</td>
<td>CBS class size is between 25 – 35 students</td>
</tr>
<tr>
<td>Size and structure of school</td>
<td>CBS school buildings are single stories with sufficient outing system which ensures common disaster mitigation and earthquake resistance.</td>
</tr>
<tr>
<td>Social equity and quick delivery</td>
<td>Community participation encouraged through SMCs who took lead roles and monitored construction of schools</td>
</tr>
</tbody>
</table>

17 Ministry of Education, ‘School standards: Policies, Codes, and Designs’
9.1 Construction of schools

The GEP used existing buildings wherever possible and kept building infrastructure to minimal levels so there were few environmental impacts. BRAC constructed 634 low-cost classrooms within the five year project period. Taking into account the total costs of classroom construction, the cost per student was approximately $60 per year for a 3 year course. Schools can be used for many years after and were handed over to the community after the project.

Sites were chosen to provide education in areas where there were no pre-existing school buildings and on land donated by community members. BRAC received necessary permission from the local education departments before beginning site selection, design and construction. Locally available materials such as bamboo and mud were used to construct simple buildings. Furthermore, BRAC used low-cost, environment-friendly teaching materials once schools were up and running.

Community participation is always integral to school construction and an important part of community mobilization. This increases community members’ commitment to maintaining the upkeep of the schools. The SMC took the lead in engaging the community around school construction and actively monitored the construction work.

Environmental monitoring was built into the project's monitoring systems and BRAC International regularly assessed the environmental impact of its programs. All school buildings were single storied with sufficient outing systems which ensured common disaster mitigation and earthquake resistance.

A School building constructed in Herat where more than 250 CBS graduates are Enrolled (Leisa Fateh)

9.2 Successes- handing schools over to the community

At the end of the program BRAC has handed over the majority of its schools to the MOE. A total of 499 classrooms are now in the hands of local education departments and 120 are using by the community. This will allow the MoE to continue to advance the education of girls
and boys by providing quality teaching in built-for-purpose schools. Furthermore, 15 GEP constructed classrooms are being continued as CBSs in Phase II. These schools are being operated by the community, allowing for the continued participation and local ownership of children’s education. This reveals the real success of the program in building local capacity to support girl’s educational opportunities.

9.3 Other environmental concerns

BRAC schools provide access to safe drinking water. All classes have access to community sanitary latrines which will ensure safe sanitation practice and contribute to better environmental health.

BRAC believes that a big part of educational investment is raising students’ awareness of their environment. The CBS curriculum includes positive environmental learning for the children around issues such as litter and sanitation. The GEP also includes health and hygiene education as part of the life skills curriculum which increases students’ knowledge of healthy personal and environmental practices. Students are taught to respect their environment and enjoy and take pride in their local ecosystems. Through wider engagement with their parents and communities, these children will influence their parents and communities on these issues.

9. Learning: Challenges and Opportunities

BRAC has undergone significant learning during the five year duration of the GEP. In a country which has experienced decades of violence and instability and suffers from severe poverty and poor infrastructure, delivering any education project will come with significant barriers. However, there are also real opportunities for positive impact around primary education opportunities in Afghanistan. BRAC has worked to overcome these to find the opportunities for promoting gender equality.

10.1 Challenges and strategies to overcome them

Major challenges identified during the project included; an under-appreciation for girls’ education; a deficiency of suitable female teachers; teachers dropping out once they had been recruited, girl-student retention; lack of quality teaching and learning materials, and a shortage of suitable land for constructing new classrooms. As the project progressed and BRAC developed various leanings around it, the program developed various strategies to deal with challenges or problems encountered.

- Conservative mindsets regarding girls’ education particularly in more rural communities has been a major barrier to girls attending school. Measures to promote community participation such as the SMC and Mothers’ Forum to involve parents, local Shura and local education departments, has meant that communities have become more open and involved in the process. Community advocacy and awareness raising workshops on issues of child rights and sexual harassment were implemented to promote positive attitudes towards girls’ education, so people work together to secure girls’ safety- a key concern of parents. A significant learning was that recruiting locally respected female teachers encouraged parents to send their daughters to schools. BRAC found that parents did not initially put much faith in schooling for girls but when they witnessed the quality of the education and impact
In recruiting female teachers, BRAC was faced with a scarcity of educated women. BRAC responded by recruiting comparatively less well educated women and supporting their development through extensive teacher training. CBS teachers were supported throughout the duration of the program with various ‘refresher’ and targeted trainings provided to maintain a high quality of education. BRAC learnt that female teachers performed well when given the tools and the self-confidence to carry out well-regarded jobs in their communities.

BRAC found that teacher drop-out rates were significant due to staff members migrating and female staff stopping work to marry. Furthermore, social attitudes put women in a difficult position if they remain unmarried and in the workplace. They can be threatened by extremist religious groups. The strategy undertaken to combat teacher dropouts included individual counseling with teachers and staff. More widely the promotion of women as community role-models and income-generators is supporting a shift towards positive attitudes around women’s roles. A 2011 assessment of the program put CBS teacher drop out at only 7.6% which is very low taking the external factors for dropping out into consideration.

Suitable and effective teaching–learning materials were not readily available in Afghanistan, which has had a significant effect on the quality of education. BRAC’s Material Development Unit has designed and developed teaching–learning materials in consultation with the MOE, to enhance the quality of teaching. These are now being used as materials in the schools handed over to local educational authorities.

Violence directed at female teachers and students is a significant ongoing issue in parts of Afghanistan. As a result of this threat, girls and teachers are afraid to go to school. In conservative areas, teachers reported having to hide their professional activities and keep a low profile. As a strategy to respond to the security situation, BRAC maintained frequent contact between the concerned bodies, including community members, SMC and SASC members, teachers and students. In an effort to create awareness of how to respond to security threats, an operational manual was developed for use by schools and local communities.

The construction of classrooms was also a serious problem due to lack of suitable land in many chosen communities. BRAC overcame this problem by involving the local education departments, SASC and other community influential bodies. These assisted in locating suitable sites for classroom and school construction.

The salary expenditure for Afghan nationals exceeded the amount allocated in the budget. This was due to the decision to improve the capacity of Afghan nationals so that they could take on more responsibilities. Although the number of Afghan employees increased more than expected during the project period, BRAC at the same time decreased the number of expatriates each year to sustain a rate of expenditure within the project’s allocated budget.
10.2 Opportunities
The following are a number of suggestions of strategies that BRAC would consider developing if GEP continues in the future.

- Mentoring programs in public schools could be developed to reduce the dropout rate for girls e.g. addressing issues such as child marriage which is a significant reason for girls’ dropping out of school early. Child marriage needs to be addressed in advocacy programs in the wider context of shifting attitudes about girls’ position in society.
- Subject based training for government secondary school teachers has been proven as an effective way to raise the capacity of low performing teachers in key areas of the curriculum. This could be implemented more widely in non-BRAC schools to improve the quality of secondary education countrywide.
- BRAC provided successful training for school teachers in government schools but this could be extended to school principals and education providers at district and government level. This would include targeted training sessions, sharing of learning and best practice between CBS and non-CBS schools etc. Sharing on learning in the field would help the MOE refine its policies and practices across the board.
- BRAC teachers received smaller salaries than government school teachers due to spending controls so that GEP reached as many children as possible. For future projects, increasing salaries would prevent experienced BRAC trained teachers leaving for better paid positions at government schools.
- Significant community demand for girls’ education has also been created within and outside of BRAC’s defined working areas. For the limited number of schools allocated for construction, it was not possible for BRAC to cater to all of the needs of the communities. Participants also requested the CBS continue to higher grades. There is clear potential to scale up the provision of community based education to meet demand.

10.3 Lessons learnt
- Increasing enrolment of girls in basic education through a community based and owned project has had a remarkable impact on girls’ educational opportunities, and on the communities themselves. Many BRAC educated girls are now the only members in their families who are literate and can help their parents to read and write, opening the parents to the world outside.
- The linkage between each government Hub school and the CBS is effective in increasing community participation and giving girls an educational opportunity of their own. This system is crucial in supporting girls’ enrolment and ensuring that girls stay in school to receive a quality education.
- Gender sensitive strategies must be a priority. Only when Mothers’ Forums opened up spaces for women only, did women start to participate freely in the community structures for the CBS schools. The ARC provided a similar participatory and safe space for adolescent girls. BRAC needs to think about gender considerations across the board if it wants to promote women and girls’ participation in all its programs.
Afghani students value the education opportunities given to them. In a survey conducted by an external consultant, former CBS students reported that they enjoyed attending BRAC schools and valued the impacts of their education. The 2011 CBS assessment found that students desired the social and professional opportunities that the GEP provided. One of the reasons they gave was that they wanted their communities to be proud of them. Being educated meant being open-minded, understanding the world better and being able to live in peace with other cultures. These were all the values the students wanted to acquire through education.

Targeting out of school adolescent girls with life-skills and vocational training through ARC has been effective in empowering them when schooling is not possible. Offering livelihoods training paves the way for young women to gain the confidence and skills to start self-financed small enterprises.

Teachers training and regular refresher courses are integral to building up the skills of teachers who are initially less educated. The provision of specially designed teacher-learning materials alongside government text books has a positive impact on the quality of teaching and enhances students’ performance.

Support from the community is essential in the construction and running of schools. It is an effective strategy to increase girls’ access to education, to promote local ownership and community participation.

Involving community and religious leaders and education patrons helps shape the community’s attitudes towards girls’ education. The CBS is a good advocacy tool for education. BRAC found that the local Mullahs were advocating for girls’ education.

Strengthening the capacity of education authorities at the provincial and district levels in the areas of planning, supervision and monitoring, has been essential in ensuring quality education being upheld widely at GEP and government schools.

Partnerships with local NGOs in CBS’ implementation have played a very necessary part in reaching the remotest areas of rural Afghanistan. In many provinces and districts the security situation is such that it is very difficult for BRAC to work in these areas. Building the capacity of local NGOs which have established relationships in the communities becomes a much more effective way for implementing the CBS program in those communities.
Appendix A. Project Description

Community-Based Feeder Schools (CBFS) targeted children aged seven to nine years and covered three grade levels of the primary school curriculum in two years (Grade I in 7 months, Grade II in 8 months and Grade III in 9 months).

Classes were made up of 30-35 students, 70% of whom were girls. Classes were held six days per week, three hours a day for an average of 270 days per year. The project aimed to enroll approximately 60,000 students and hire and train 1,850 teachers for Feeder schools.

Community-Based Accelerated Learning Schools (CBALS) provide accelerated basic education to out-of-school adolescent girls. They targeted adolescents aged 10-15 years and covered up to 4/5 levels of the primary school curriculum in 2/3 years.

25-30 girls were in each class. Students had the option to enter level 5 or higher in a formal school upon graduation from a CBALS. The project aimed to enroll approximately 60,000 students and hire and train 2,150 teachers.

Schools established in this project functioned as satellite classes of the nearest formal/government school and were supervised by the SMC of the Hub school. All CBS students of these classes received registration from this Formal school.

In line with the MOE’s Position on CBS, the teachers were hired and trained by BRAC Afghanistan and registered through the National Teacher Registration Initiative. Preference was given to teachers who had graduated from secondary school (grade XII), but all teachers were required to have had at least nine years of education. Teachers were selected from and approved by among the local community.

A learner-centered and participatory teaching-learning approach was supported in the BRAC schools through extensive training of teachers. In line with the MOE’s position on CBS, schools in this project used the national curriculum for primary schools. Additional standardized teaching and learning materials were used to ensure the quality of education at the BRAC supported schools. BRAC developed lesson distribution plans, supplementary teaching materials and teaching-learning manuals to aid CBS school teachers.

Teachers assessed the performance of each student on a continuous basis through frequent evaluation.

The teachers of CBSs participated in a 15 day pre-service basic training course. BRAC conducted in-service trainings for both CBS teachers and teachers of the government schools in the area. The project aimed to provide training to a total of 4,000 CBS teachers and 5,000 government school teachers, 1,000 of who were to be government school Principals.

BRAC schools were supported by a 5-member SMC made up of parents, community leaders, and school teachers. At least two members of the committee were female. Additionally monthly meetings were held for mothers of the students and female representatives from the Community Development Councils (CDC) who was encouraged to play an active role in the educational activities of their locality.

Under the agreement, BRAC was to facilitate the construction of 1,500 classrooms at low cost. Later on in the project, it was decided that only 933 classrooms would be constructed due to land scarcity and high cost of construction materials.
The project involved a number of Afghan NGOs operating CBSs. BRAC provided support for these NGOs in the areas of management, accounting and monitoring. The level and nature of support are outlined in the Project Implementation Plan. A total of 1,000 schools were proposed to be operated by Afghan NGOs.

The project also was to launch 200 ARCs for the adolescent girls who graduate from the CBAL schools but are not continuing to formal schools or who have dropped out of the formal schools. ARCs took place in the school buildings and were open after school hours 2 days a week for 3 hours a day. The project aimed to train a total of 400 adolescent participants as trainers who in turn provided training to approximately 2,000 adolescents in Life Skills. There was one female Program Organizer (PO) for every 15 ARCs.

BRAC has a formal Memorandum of Understanding with the MOE for this project and worked closely with the MOE to ensure the CIDA-funded schools of this project were tied to the government’s education system.

The GEP mitigated security risks by locating schools centrally within the communities, and involving the community in the establishment, maintenance and ownership of the schools.

GEP is a gender-specific project. A minimum of 80% of the children targeted were girls. All CBS teachers and school supervisors were female. A focus of this project was also to be to sensitize communities regarding the value of educating girls.

BRAC ensured community support was a key feature of the project. This was an effective mechanism for the protection of girls, teachers and schools against security threats, and ensured local leadership and ownership of the project and its benefits.

Preprimary students handed over to Samsapur Secondary School, Nangarhar
Appendix B. Research and New Initiatives

The project has a provision for carrying out research and evaluation functions so as to help ensure the quality of education and access to educational opportunities for girls in both schools and communities.

As a part of this research and evaluation, the project has carried out an Assessment of Basic Competency (ABC) and an analysis of barriers to girls’ education in Parwan and Balkh Provinces, encompassing 90 schools and 1,260 students total. In Parwan Province research was conducted on 840 students from 60 schools, while in Balkh it was conducted on 420 students from 30 schools. The report of this research has been prepared with key findings listed below:

- About 56% of the students attained basic competency and 64% attained literacy.
- Roughly 75% of the students attained reading, writing, numeric and life skills criteria.
- Students who attended school before enrolment in BRAC schools were more likely to attain writing skills only.

For assessing the program performance, BRAC conducted two evaluations on the need for assessments of the Community Based Schools and subject based training.

Ms. Miriam Bailey highlighted the need for assessments of the subject based training for public school teachers in her evaluation report, and Mr. Christophe Legries assessed the BRAC CBS program in Afghanistan, the results of which have been shared with the Ministry of Education officials and CIDA.

Moreover, CIDA also conducted a midterm evaluation of GEP. CIDA appointed an evaluation team comprised of Mr. Peter Hoffman, Mr. Dale Posgate, Mr. Shafiq Qarizada and Ms. Palwasha Ahmadi.

Comments on Project Evaluation Report by CIDA in Year 2010:

- The Girls’ Education Program will work as a foundation of any future GEP in promotion of basic education, especially girls’ education.
- Future GEP should focus on CBS programming.
- GEP will place more emphasis on establishing CBFS rather than CBLASs due to their better integration with formal schools.
- GEP’s training program for formal school teachers is valuable and effective.
- Future GEP will supplement MOE efforts in the attainment of MDGs and EFA goals.
- GEP trainings significantly help in the shaping of Afghanistan’s future.
- GEP maintains a pro-active human resource policy for recruiting and training Afghan managers.
- The GEP has fulfilled, and should continue to do so, the role of INGOs to support the MOE by improving access to the formal schooling system.
- In a future phase the GEP will ensure a flow-through school where students enter and graduate on a continuous basis.
• BRAC should seek a separate basis for funding and operating the ARCs and pre-primary schools.

Comments on the Evaluation of Subject Based Teachers’ Training by BRAC Appointed Research Team in 2010

• Training Program is a success and should be continued and expanded.
• BRAC has an effective cadre of Master Trainers.
• In the classes of the BRAC trained teachers, teaching and learning has improved.
• BRAC Training materials complement the government textbooks and are relevant to the improvement of teaching and learning.
• There is a national need for this kind of training, which now has a proven record.
• The program will be continued and will include more subjects.
• The time for the subject based teacher training program is to be extended by at least a week.

Findings on assessment of BRAC CBSs by BRAC Appointed Research Team in 2011

• BRAC’s CBS model is well suited to operate in a community-based society and within the specific, unstable Afghan context. It impacts the education sector by reaching out-of-school students and re-educating between 80-85% of them, facilitating their transition to government schools through a sustainable and efficient system.
• The project brings changes to parents and communities; literacy changes lives by developing skills and knowledge.
• GEP brings changes within families by facilitating discussions on responsibilities and rights, especially relating to gender issues.
• By providing basic skills and quality education and by involving parents and communities as active partners, the programme develops awareness of education issues. There is a cascade effect: children advocate for education as much as parents (especially mothers) and community members. This results in an increase in enrolment rates and in debates regarding girls’ education at the family and community levels. In some aspects it may also advocate for formal education institutions adopting different teaching and school management strategies and methodologies.

AFLATOUN Financial Literacy:
The AFLATOUN Network is a participative and inclusive network of organizations that bring the program to children and providing high quality Social and Financial education to children in countries around the globe.

Children aged 6-14 years take part in the Aflatoun program to develop an understanding of and respect for the world. At the heart of the Aflatoun concept is the belief that children are important change-makers in their homes and communities and can break the inter-generational cycle of poverty. Children are individuals capable of making sense of, and influencing, the world around them. “Inspiring children to socially and
economically empower themselves and become agents of change in their own lives and for a more equitable world.”

Creating saving mind-set and practices, and developing social responsibilities among the children is necessary in building a cooperative environment for social and financial development in the society. Establishing this type initiative in the society will increase respects with each other’s by maintaining effective and cordial social bond. The Aflatoun program is delivered by local partners at the country-level as they best understand the local context.

Aflatoun found BRAC as one of the largest non-governmental education provider in Afghanistan who has skilled to ensure Aflatoun strategy in context of Afghanistan. One of the new initiatives under the GEP project was a partnership with Aflatoun that includes the action-oriented thought leader in child, social and financial education in developing and improving curricula materials.

Through these core elements children were learnt and practiced social values and norms, social rights and responsibilities. BRAC implemented this initiative in 42 schools covering 1,199 students most of them were girls' in 6 different provinces of Afghanistan i.e Kabul, Parwan, Balkh, Samangan, Herat and Nangarhar.

By implementing Aflatoun, BRAC was able to instigate social and behavioral change for children at school. The following outcomes were observed during the reporting period.

- Retention rate of children in schools increased
- Social and behavioral change of teacher, parents and friends (explain how, what are the changes.)

Pre-primary Schools Operations:

Compared to the three levels of education viz. primary, secondary and tertiary, pre primary is new. Adherents of pre-primary schooling believe that effects such as cognitive and school readiness.

Expanding and improving comprehensive education for early childhood especially most vulnerable and disadvantage children, the Afghan Ministry of Education emphasized to introduce pre-primary/ early childhood education (ECE) in Afghanistan. The legal framework for ECE is provided in the Afghanistan Education Law. Article 2 states…. The main objectives of this law are….to ensure and develop pre-school education in accordance with the needs of the country’s children.19 Opportunities for pre-primary education in Afghanistan are extremely limited but early childhood development is necessary for children’s future in education. Quality pre-primary education enables children to enter school ready to learn. The official entry age for BRAC pre-primary classes was 5-6 years.

BRAC established 24 pre-primary schools with 730 students (540 girls) in two (2) provinces under the GEP to supplement efforts by Ministry of Education to promote early childhood development. These students are now continuing on in their respective formal schools.

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19 Article 2, point 10, The Education law of the Islamic Republic of Afghanistan, Ministry of Education, Decree#56, Islamic Year 1387.
Appendix C. Amendments to the original agreement

- Amendment 1 provides for certain changes to the Project Description (Part B), and the Financial Terms (Part D) dated 5th July 2007.

  b) The actual and reasonable costs, not exceeding nine hundred and twenty seven thousand Canadian dollars (CDN$ 927,000.00), related to Office expenses, materials, reproductions, travel and living expenses, Government school teacher training, workshop of SMC members, capacity development of NGO’s and facilitating support for initiatives of the MOE as identified and approved by CIDA and as agreed to by an exchange of letters.

- Amendment 2 provides for certain changes to the Specific Terms and Conditions (Part A), and allows for certain changes to the Financial Terms (Part D) dated 23rd February 2008.

  a) Field Operations is AMENDED and REPLACED by the following:

  Actual and reasonable costs, not exceeding two million one hundred and eighty one thousand Canadian dollars (CDN$2,181,000.00), including: Salary and benefits of Program Manager, Zonal Manager, Material Developer (Expatriate and Afghan), Logistics Manager (Afghan), MIS and Monitoring Officer, Regional Manager (Expatriate and Afghan), Master Trainer, Accountant, Monitor, Provincial Liaison Officers based in the MOE, Service Staff and Staff Training and Development; furniture, equipment and office supplies; bokery (heater), transport including diesel and motorcycle.

  All other terms and conditions of the Agreement shall remain unchanged.

- Amendment 3 provided for certain changes to the Articles of Agreement, extends the period by twelve (12) months, increases the financial limitation by four million five hundred and five thousand Canadian dollars (CAN$ 4.505.000.00), provides for certain changes to the Budget dated 30th August 2010.

  Output 4- Subject based training in Kandahar
  Output 5- Operation cost for 1000 schools (Extension for grade IV and V)

- Amendment 4 provides for certain changes to the Articles of Agreement, extends the Agreement period by five (5) months and provides for certain changes to Part B-Project Description dated 15th September 2011

  In the Articles of Agreement, Article 8- Unless sooner terminated as provided for in Agreement, the Agreement shall remain in effect until 31st August,2012, All project activities are to be completed by 30th April,2012

  In Part B-Project Description, Article 24 Project Reporting, under paragraph “End of Project Reporting Requirements” AMEND the words “March 1st, 2012” and REPLACE them with the words “1st June, 2012.”

- Amendment 5 provides for certain changes to the Articles of Agreement, extends the Agreement period by four (4) months and provides for certain changes to Part B-Project Description dated 30th April 2012.
In the Articles of Agreement, Article 8- Unless sooner terminated as provided for in Agreement, the Agreement shall remain in effect until December 31st, 2012. All project activities are to be completed by 30th August, 2012.

In Part B-Project Description, Article 24 Project Reporting, under paragraph “End of Project Reporting Requirements’ AMEND the words “1st June, 2012” and REPLACE them with the words “31st October 1st, 2012.”

- **Amendment 6:** This Amendment No. 6 allows for certain changes to the Articles of Agreement, extends the Agreement period by one (1) month and provides for certain changes to Part D – Financial Terms (revised August, 2010).

Therefore the parties here to agree on the following:

1 In the Articles of Agreement, Article 8 – Duration is AMENDED and REPLACED with the following:

Duration: Unless sooner terminated as provided for in Agreement, the Agreement shall remain in effect until 31st January, 2013. All project activities are to be completed by 31st December, 2012.
## Appendix D. Financial Report

<table>
<thead>
<tr>
<th>Amount received from CIDA December 2012</th>
<th>Amount (CAD$)</th>
<th>Total Amount (CAD$)</th>
</tr>
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<tbody>
<tr>
<td>Disbursements from CIDA</td>
<td>18,624,900</td>
<td>18,624,900</td>
</tr>
<tr>
<td>Interest earned from Bank deposit</td>
<td>8,213</td>
<td>8,213</td>
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<tr>
<td>Amount receivable</td>
<td>377,651</td>
<td>377,651</td>
</tr>
</tbody>
</table>

**Total amount received from CIDA (CAD$)** 19,010,764

<table>
<thead>
<tr>
<th>Breakdown of expenses</th>
<th>Budget amount (CAD$)</th>
<th>Actual Expenses (CAD$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. School Establishment &amp; operating costs</td>
<td>10653243</td>
<td>11920476</td>
</tr>
<tr>
<td>B. School rooms construction costs</td>
<td>1,114,909</td>
<td>1,195,066</td>
</tr>
<tr>
<td>C. Adolescent Reading centers establishment &amp; operating costs</td>
<td>238,629</td>
<td>233,392</td>
</tr>
<tr>
<td>D. Quality enhancement of public schools</td>
<td>1,102,342</td>
<td>1,035,656</td>
</tr>
<tr>
<td>E. Subject-based training in Kandahar</td>
<td>702,944</td>
<td>320,833</td>
</tr>
<tr>
<td>F. Operation costs of 1000 schools grade 5</td>
<td>2,687,839</td>
<td>1,781,358</td>
</tr>
<tr>
<td>G. Innovation Program and Research &amp; Evaluation</td>
<td>136,866</td>
<td>136,775</td>
</tr>
<tr>
<td>H. Costs for Provincial Liaison Officers</td>
<td>109,559</td>
<td>138,222</td>
</tr>
<tr>
<td>I. Payment to AAE &amp; Capacity development of MoE</td>
<td>671,097</td>
<td>624,264</td>
</tr>
<tr>
<td>J. Overhead</td>
<td>1,587,573</td>
<td>1,624,722</td>
</tr>
</tbody>
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**Total Expenditure (CAD$)** 19,005,000 19,010,764