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Overcoming Inequality: why governance matters

Teacher Management Issues in Fragile States: Illustrative examples from Afghanistan and Southern Sudan

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Education for All Global Monitoring Report 2009

Teacher Management Issues in Fragile States: Illustrative examples from Afghanistan and Southern Sudan

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1. BACKGROUND AND CONTEXT

Teacher management is a critical governance issue in fragile state contexts¹, and especially those in which the education system has been destroyed by years of conflict and instability. Ensuring there are adequate teachers in the classroom represents a major challenge for governments and education partners. Sustaining these teachers, ensuring their ongoing professional development *and* continuing to expand the teaching force to meet the growing demand for education, whilst being attentive to equity issues in the deployment of teachers to different regions, rural and urban locations, are ongoing governance challenges. Teacher management systems often have to respond to a wide variety of teacher levels and backgrounds, including, for example, volunteer teachers who may not even have completed their own education and experienced teachers returning from refugee camps in neighbouring countries. Especially in situations of economic uncertainty, attracting and sustaining quality teachers depends to a large extent on the government's willingness and capacity to provide regular and decent compensation. Establishing a robust system of teacher compensation is critical to the stabilization of the education system; it can help the government to assert its leadership in this highly symbolic public sector and act as a means for authorities to demand accountability and professional quality of work from teachers. Recent teacher strikes and protests in major cities in Afghanistan related to salary delays and levels indicate how important this issue is for stability. However, typically there are significant challenges for fragile governments related to teacher compensation. The regular payment of adequate teacher salaries requires of a Ministry a consistent flow of significant financial resources – domestic and/or external. Donors - if willing to funding recurrent costs such as teacher salaries *and* trusting of the government's capacity to receive, spend effectively and be accountable for funds - may only do so for a limited time. Furthermore, the very size and wide geographical distribution of the teaching force means that well-developed financial transaction systems are required for equitable, on time distribution of salaries to all teaching personnel in every community.

In contexts of fragility, there is also a particular imperative to ensure that the systems and structures put in place for the different teacher-related functions of education governance are as transparent as possible and are developed and monitored through the active

¹ Although various agencies have made efforts to define and develop specific lists, there is neither one definition of a fragile state nor one definitive list of fragile states (Kirk, 2007). Nor is the term a universally accepted one. This paper uses a broad notion of a fragile state which is unable and/or unwilling to provide basic services for its population. Challenges related to capacity and effectiveness are often complicated by issues of legitimacy and representation. The term 'contexts of fragility' is used interchangeably with fragile states but signals the problematic nature of referring to fragile states as specific entities.

participation of all key stakeholders (including teachers themselves). Education systems – and the teachers and education authorities in particular – have to be seen to be legitimate and accountable to communities as well as responsive to the learning needs of their children. Yet this is a complex task, especially as attacks on schools and teachers may be a feature of the prevailing insecurity and state fragility, as is the case in Afghanistan. Even where schools are not directly attacked, insecurity can have serious implications for teacher management in terms of teacher deployment, teacher attendance and attention to professional duties as well as access to schools by education authorities to provide support and supervision.

This paper focuses on the fragile state contexts of Afghanistan and Southern Sudan in which a number of current teacher management issues are discussed.

2. AFGHANISTAN

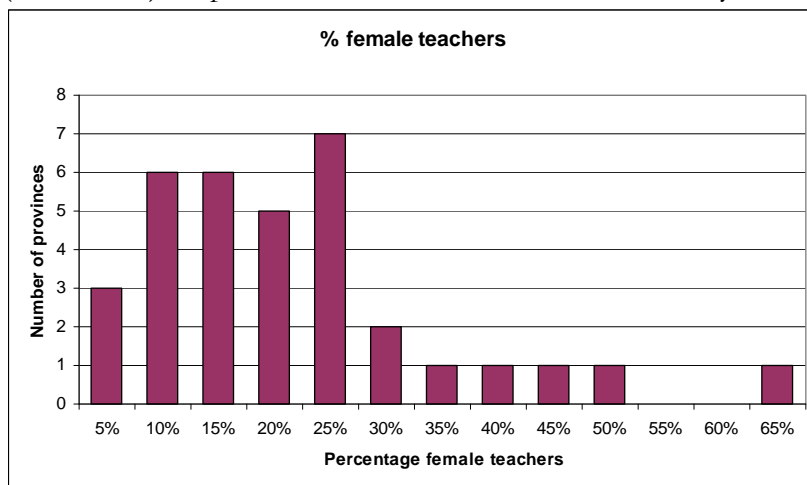
2.1: Teachers and Teacher Management: Current Status

The current total national teaching force (as of 2007) numbers 149,417 (MoE, 2008), most of whom are teaching at the primary level. This represents a massive increase compared to the total of only 11,708 primary teachers in 2001, under the Taliban. Teachers and teacher education are a priority for the MoE; ‘teacher education and working conditions’ is one of the pillars of the National Education Strategic Plan 1385-1389 (2006/7-10). Critical issues of teacher numbers, gender, quality and distribution are highlighted in one summary statement: “Number of teachers has grown 7 fold, but only 22% meet the minimum qualifications of Grade 14. Only 28% are female, located primarily in urban areas” (MoE, 2007: 11).

2.2: Critical Teacher Management Issues:

Teacher recruitment, distribution and gender

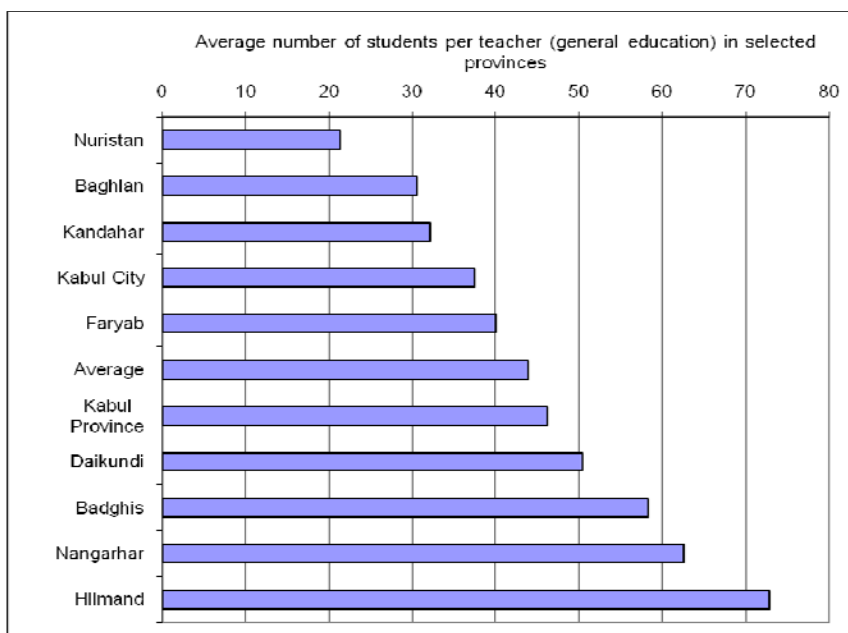
The distribution of teachers across the provinces varies considerably – to some extent in relation to population – and certainly in relation to availability of schools. Kabul Province, for example, has almost 25,000 teachers, whereas Nimroz and Zabul each has less than 800. Overall, women make up only 28% of the teaching force, yet this varies from over 60% in Kabul to only 1% in Uruzgan; in 10 provinces the percentage of women is 10% or less (MoE, 2008). In provinces such as these, where the literacy rates for women are estimated at



only 5.9% (Khost), 5.9% (Wardak) and (4%) Laghman, the local pool of potential women teachers is very small; even among young women (aged 14-25), rates are only slightly higher (6.9%, 8.1% Khost and Wardak) or even slightly lower (3.3% in Laghman)

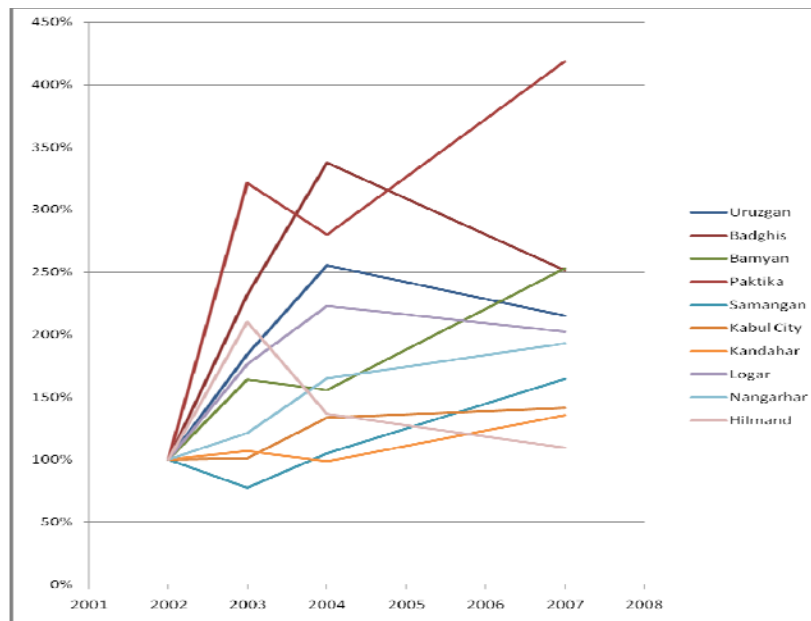
(MRRD, 2006). Security concerns are just one other factor discouraging women from becoming teachers; the lack of access to basic services and limited economic opportunities for other family members in rural communities also deters educated women from relocating from more attractive cities and major towns. The limited mobility and autonomy in career choice and career development of most women, especially in rural areas complicate any planning for a more equitable distribution of teachers.

Given the high numbers of school-aged children, especially girls, who remain out of school, and especially in the rural areas, rapid recruitment and targeted deployment of teachers has to be prioritized. Based on data from 2004, UNESCO Institute for Statistics estimated in 2006 that 171 800 teachers were required to achieve UPE targets by 2015, implying an increase of 152.7% increase on the data on existing teacher stocks available at that time– or an 8.8% annual growth rate (UIS, 2006). The MoE (2007) states that Ministry needs to recruit at least 95,000 teachers over the next five years (based on projections of the rate of expansion in student enrolment and MoE target class size. The rate of expansion required is challenging enough; even more so is ensuring that the deployment of new teachers is matched to patterns of exclusion from education – particularly so to meet the demand for education for girls and for rural communities. Net enrolment figures at primary level show wide variation across the country – from, for example 37.42% in Baghdis to 104.74% in Nimroz. There are also significant differences in the extent of the gender disparities in enrolments: Hirat, for example has a primary NER of 93.96% for boys and 82.73% for girls, whereas Zabul has 104.72% for boys and only 12.31% for girls (MoE, 2008). There are also wide variations in the average student-teacher ratios (calculated from MoE 2008) across the provinces, ranging from less than just over 20 students per teacher in Nuristan to over 70 in Hilmand. The average is 44, however, given that this data also covers secondary education (constituting only 17.24 of the total school population), the average number of students in primary grade classes is likely to be far higher.



The MoE asserts that many thousands of teachers have been recruited already and that financing for an additional 10,000 teachers has been committed from the Ministry of Finance on an annual basis (MoE, 2007), but it is not clear exactly where these teachers have recruited been deployed, nor how many are women. Comparing MoE data from 2002, 2003 and 2004 with that of 2007², the numbers of teachers has increased in each province since the fall of the Taliban, but the rates and patterns of expansion vary widely, as does the starting point (ie the number of teachers in 2002); in Kabul for example, there were already 12,816, compared to only 459 in Badghis.

Patterns of increases in teacher numbers in selected provinces 2002-2007.



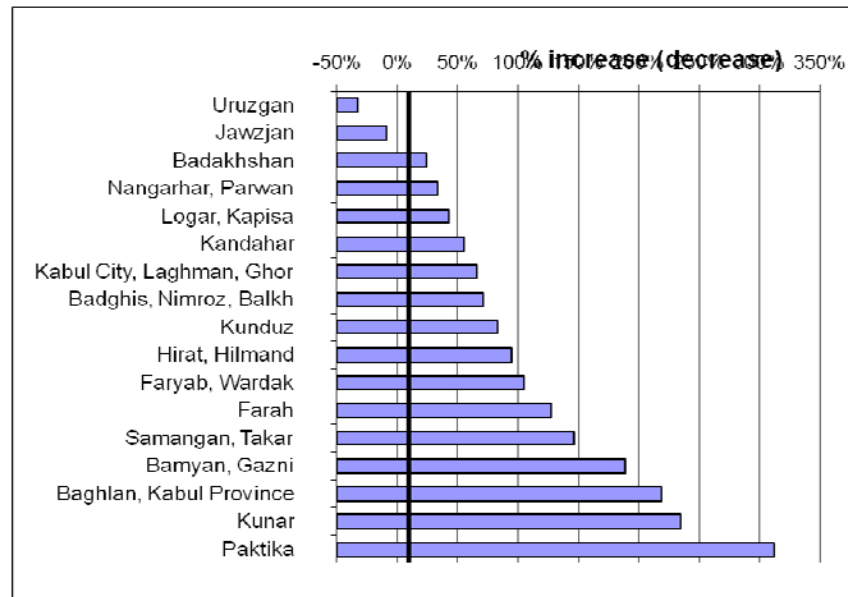
For example, teacher numbers in Hilmand and Jawzajn rose by only 9% and by 15% in Nimroz, whereas in Kunar and Paktika they increased by 164% and 319% respectively. As indicated in the graphs below, a number of provinces experienced an initial rapid increase in teacher numbers after 2002, only to have that number drop off to the current level.

As for women teachers too, numbers have increased greatly since 2002; the current number of over 39,000 representing more an almost 80% increase compared to the 21,992 women teaching in 2002. Again, however, the rates of increase vary across provinces – and in Uruzgan and Jawzjan there have even been decreases (by 33% and 9 % respectively). Interestingly, however, percentage-wise, both Kunar and Paktika have experienced the greatest growth in women teacher numbers too: by 235% and 313% respectively, figures which are similar to their overall teacher growth patterns. This means that unlike other provinces where women teacher numbers have decreased or increased only slightly whilst male teacher numbers have increased more significantly, the rate of growth in women

² With the caveat that although data from 2002-2005 was provided by the Department of Planning, MoE, in 2005, the accuracy of the data cannot be confirmed. The issue of ‘ghost teachers’, on which the new Minister of Education has been active, is likely to have affected accuracy, as was the limited capacity of the education system at that time to collect and compile accurate data from all parts of the country.

teacher supply has kept pace with the overall growth in teacher supply. At the same time, the fact that these provinces were starting at such low numbers of women teachers in 2002 (40 and 24 respectively) – and in particular very low rates of girls’ education - are strong arguments for a more proactive strategy to increase women teacher numbers.

Percentage increase/decrease in women teachers between 2002 and 2007



A number of MoE initiatives aim to address the gender and regional disparities of teachers, such as a recent \$60 scholarship payable each month to women entering 2 year pre-service teaching programmes and for an additional year in a teaching position, subject to criteria such as GPA and attendance. Budgets have also been allocated for dormitory buildings for female students in all provinces and there is a new financial incentive proposed for the Teacher Training Colleges (TTCs) that enrol women. Programmes such as land lease and housing finance for women teachers in remote areas have been proposed (MoE, 2007), but not yet tested, and the MoE has even suggested paying three times the average salary to enable and encourage women to relocate from big cities to the remote areas with her family and husband; if a suitable candidate then her husband could also be hired as a teacher.

Teacher compensation

The Afghanistan Reconstruction Trust Fund (ARTF)³ Recurrent Window facility allows for the regular payment of salaries for government employees across different sectors, and unlike in other fragile state contexts, has ensured the availability of funds to pay teachers. However, the decentralization of teacher management shifts much of the responsibility for the budgeting and administration of teacher management to the provincial level, at which the

³ ARTF is pooled fund established in May 2002 as a coordinated financing mechanism for the Government’s recurrent budget and priority reconstruction programs and projects. Since its commencement of operation, the ARTF has successfully mobilized US\$ 2.3 billion in grant contributions from 27 bilateral donors (World Bank, 2008)

timely and transparent distribution of teacher compensation is impacted by very limited capacity. The World Bank and EQUIP have recently funded provincial advisory and monitoring positions to work with local counterparts on efficient and transparent procedures for payment.

Teacher salaries have gradually increased to a current range between \$32 (for a grade 12 teacher with no experience) to \$88 (for a teacher with a master's degree and 40 years experience); the average teacher salary is approximately \$74 per month, which includes a meal allowance and recent pay rise. Yet such salaries are not attractive compared to other forms of employment in Afghanistan, and especially with recent increases in the cost of food. Delays in the receipt of the salary, especially in remote areas, are an additional deterrent, complicating strategic planning for rapid, needs-matched expansion of the teaching force. Recent (May-June 2008) announcements of a substantial raise to \$130 to \$400 have been made, but this is a longer term aim, dependent on various factors, including the implementation of public administration reforms coordinated by the Civil Service Commission.

Building a comprehensive system of teacher education

Afghanistan has had no comprehensive system for teacher education for many years and schools have relied on teachers with little or no professional training; currently 31% of teachers have completed less than 12 years of education (MoE, 2008). In the past, NGOs have been the main providers of in-service teacher training and support, but now the MoE has been keen to take on a leadership role in teacher education and to plan for a comprehensive, high quality system of teacher education with inter-linked pre-service and in-service programs. At the same time it has to address the urgent, pressing needs for large scale, rapid expansion of education provision and therefore for rapid teacher recruitment and deployment, *and* for immediate improvements in the quality of instruction. The Teacher Education Program (TEP) is an initial MoE led-effort to provide a core programme of in-service training now being rolled out through a massive cascade model by NGO education partners, through District Teacher Training Centres in 11 provinces. This is now being followed up by TEP Inset 2, a more comprehensive, content-focused follow-up programme which is about to be launched.

There have also been significant developments in pre-service education, with donor support for the construction of 38 Teacher Training Colleges (TTCs) across all provinces. The pre-service curriculum has been updated and re-written and in April 2008 was introduced to all the lecturers of the Teacher Training Colleges. The roll out is planned for the new institutions although there is some concern that the program of study is a more university-oriented, content-heavy program, to be delivered through lecture. This does not address the needs of the majority of teachers who teach at the primary level (over 80% of the total number of students are enrolled in Grades 1-6), for pre-service preparation on, for example, classroom management and teaching methodologies for active, child-centred learning.

These developments in the teacher education system are encouraging, but the numbers are still challenging and it is clear that with so many children still out of school, and so many more teachers required across the country, a pre-service model alone is inadequate. There are

currently 14,294 pre-service students in Teacher Training Colleges (35.1% of whom are female), almost all of whom are in Grades 13 and 14. However, drop off between Grade 13 and the graduating year is high and if all current 5192 Grade 14 students graduate and enter teaching (which is highly unlikely), this adds only just over 3% to the existing teacher workforce (MoE 2008). Furthermore, equitable deployment across the provinces is not likely given that over 20% of the current students – and almost 40% of the women - are in Kabul City. Some provinces do not yet have pre-service teacher training cohorts (Zabul, Nuristan, Ghor and Paktika).

2.4: Innovation:

Integration of community-based school teachers

Within the framework of the National Education Strategic Plan, the development of the MoE Community based Education Policy has paved the way for agreements regarding the systematic integration of community-based schools, students and teachers into the government system. This has particular implications for teachers who, having been compensated by the community - largely on an ad hoc basis with small cash or in-kind contributions – now have the possibility to be included onto the payroll. Moreover, this process facilitates the inclusion into the system of teachers who, although perhaps not fully qualified, are nonetheless trusted by the communities and experienced at providing basic (following MoE curriculum guidelines) education to the children of their remote communities. The prospect of regular teacher compensation and the status that goes with it, serves to sustain the teachers who are otherwise often subject to social and economic pressures to use their time in other ways. Ultimately this should help to stabilize the provision of quality education in remote areas.

Approximately 35% of the primary teachers working within the Partnership for Advancing Community Education in Afghanistan (PACE-A)⁴ teachers were already on the MoE payroll as these classes are already partially integrated into the MoE system., or because they were already also teaching in an MoE school In collaboration with the MoE PACE-A devised a step-by-step process to complete the required administration for registration as teachers of – PACE-A community-based teachers. Each province used different teacher registration forms, although the data required on each teacher was quite similar. PACE-A staff worked with the provincial MoE officers to understand the process and then collected the necessary information from each teacher including signatures and photos. This was a massive undertaking, taking three months to complete, but recent results are encouraging: agreements have been reached to integrate 600 (out of a total number of 1315 PACE-A teachers in September 2007) new teachers onto the payroll as of March 2008, with letters from the Minister for each of the provinces with a list of teacher names. However, the pay scale entry point of the teachers will be determined at the province level, and has not been clearly defined, nor has the long term career development process. The Minister of

⁴ Partnership for Community Education in Afghanistan (PACE-A) PACE-A is a partnership of four international NGOs: CARE (lead agency), International Rescue Committee (IRC), Aga Khan Foundation (AKF) and Catholic Relief Services (CRS). It is funded by USAID for five years. Each NGO works in their own geographic area delineated by provinces. Presently, PACE-A operates in 16 of the 34 provinces of Afghanistan. All four NGOs use the same approach and share standardized training modules and processes.

Education has agreed to pay them for only one year, and beyond this period, it is stated that the teachers will need to upgrade to a grade 12 level in order to remain on the payroll.

3. SOUTHERN SUDAN

3.1: Teachers and Teacher Management: Current Status

In the absence of accurate data, estimates of current teacher numbers range from 12,000 to 25,000 (MoEST, 2008), although a survey of Public Sector Personnel conducted in November 2005 identified a total of 7802 teachers (Computer Feeds Ltd. & Ecotech Consultants 2006). The skills levels of the current teaching force for which there have been no formal entry requirements, is also very varied; most professional development is in the form of short workshops, and only 16% of teachers had tertiary education qualifications and degree. Language-wise, there are teachers working in English and Arabic, and yet their skills in both are low. Equity is also a particular issue in Southern Sudan; teachers are concentrated in a few counties, mostly in the south and schools, especially secondary schools, are scarce in many of the remote counties. Women represent only 7% of teachers and very few of the education officials (JAM Sudan, 2005). Recruiting and training the estimated 25,000 additional teachers required by 2011 is only part of the challenge for the MoEST; ensuring that they that they are representative of women and diverse ethnic groups and are then equitably deployed with the necessary professional support and supervision to meet the demand for quality education in all States is equally so . Years of conflict and unregulated, ad hoc 'bush schools' mean there are significant differences in teachers' current workloads; teaching hours may range from seven to 35 per week, six to nine months of year (JAM Sudan, 2005). Standards setting for professional accountability and performance of teachers are now critical for education authorities, and the management of the current diversity of job expectations.

3.2: Key Teacher Management Issues:

Rapid increasingly teacher numbers

There are currently four existing regional teacher training institutes (TTIs) in South Sudan, which, even if operating at capacity could only produce about 2,500 new teachers a year and to upgrade the skills of around 8,000 more. However, this is far below the target 25,000 needed to reach even the proposed 50 percent gross enrolment target for 2011. Long term planning to increase the capacity of the pre-service and in-service training systems are critical – including, for example the establishment of a network of decentralized teacher training and support through, for example resource centres and school clusters, supported by learning methodologies such as radio. In the short term, however, supplementary programmes have been planned to match some of immediate demand, including, for example, recruiting volunteer teachers from the diaspora and neighbouring countries.

Establishing a payroll and teacher management system

Although the funds are available for teacher salaries, there is currently no system for systematic payment and career development for teachers in Southern Sudan. Payments made

in 2007 had a flat rate for all teachers irrespective of experience and level of education. The lack of a comprehensive database on teachers complicates planning for system expansion, including teacher education. Critical equity issues related to teacher deployment and concentration are also difficult to address in the absence of adequate data on current teacher supply and accurate calculations of capacity for development of future capacity.

Managing teacher return

Whilst the potential of experienced and qualified teachers returning from neighbouring countries and from the north is very positive in terms of increases in teacher numbers and quality, it is also highly challenging for the MoEST to manage. Teachers in Ethiopia, Uganda and Kenya, many of whom had no prior teaching experience and only became teachers in the refugee context, have received different pre-service and in-service training; they have also been teaching quite different curricula in the three different systems. Inside Sudan very little is known about the experiences and capacities of these teachers, but nor do these teachers know very much about the evolving education system in Southern Sudan, including the new curriculum. For teachers returning from the north, there is the additional challenge of language; they have been trained and working in Arabic rather than in English. Additional complications relate to equity. Some education officials are concerned that the qualified, experienced teachers will head to the most developed areas, and will not be interested to locate to areas of need; there are also complications in terms of ethnicity, with concerns that certain ethnic groups will be disadvantaged by a lack of returning teachers. As teachers return, and should be placed in jobs in which they can use their skills and experience, this should not overshadow the commitment that has been shown by the many volunteer teachers who, loyal to the SPLM/SPLA, remained in Southern Sudan during the conflict and even with little education, training or professional support, taught as best they could.

3.3: Initiatives/ Innovations

Teacher headcount

The MoEST recognizes the critical need to establish basic systems to manage information about teachers and to manage the payroll; it is key to GoSS' basic education priority for 2009-11. Any such system requires basic information, yet in Southern Sudan basic information on teacher numbers, location and background is not readily available. With the target of payrolling all practising teachers by June 2008, a comprehensive teacher headcount was carried out across 10 states in Southern Sudan starting in March 2008. The overall goal was to "establish systems to pay hard working teachers on time and accurately, so that pupils more reliably receive education of better quality". This was in the context of a situation in which teachers were not paid accurately or on time in 2007, parents and children complained absent teachers and "ghost" teachers, and about the consequences of large classes; direct embezzlement is also reported as widespread (MoEST, 2008). The exercise involved a complex coordination of teams in each State, with enumerators trained and sent out to collect the data, supervised by a manager. Results of the headcount are expected in June 2008.

Mapping of refugee teachers

The rapid return and integration of these teachers remaining in refugee camps and settings in Uganda, Kenya and Ethiopia is one strategy for increasing the number and quality of the teaching force in Southern Sudan that was the subject of a forum held in June 2007, hosted by the MoEST and the International Rescue Committee (MoEST & IRC, 2007). For the first time, the MoEST was able to obtain comprehensive data on the numbers of teachers, and the type of teacher education programmes in the countries of exile. With such information in hand, education officials from the central and State levels were able to work with partners such as the IRC, UNICEF, UNHCR, Jesuit Refugee Services (JRS), International Organization for Migration (IOM) and representative refugee teachers, to strategize on how to ensure the most effective return and reintegration processes .

Data provided by UNHCR officers at the forum gave an idea of the strength of the teaching force outside the country; for example, in Kakuma camp, Kenya, alone, 215 primary teachers have been trained and certified by GOK at Kakuma Teachers Training College plus 33 teachers specialized in ECD. There are 25 secondary school teachers (although without official certification). Data is more difficult to determine in Uganda as students and teachers are integrated into government schools.

As per the recommendations from the Forum, a thematic working group on teacher return and reintegration was established later in 2007, with leadership from a new UNHCR Education Officer, complemented by an UNHCR-seconded (via Norwegian Refugee Council (NRC)) technical advisor to MoEST. The latter has a mandate to open a return and reintegration desk. To consolidate this initial data collection, an important follow up has been a commitment from the Working Group partners to the development of a common network on teacher data (ongoing activity, 2008).

A cross border meeting (organized by MoEST and UNHCR) was held in Uganda in November 2007. This meeting highlighted again recurring challenges: the very low entry level for returning teachers and teacher accommodation. Possible returnees are also concerned about the lack of basic services, including health and quality, recognized education.

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Annex: Statistical Data (unless otherwise stated from MoE, 2008)

Table 1: Male and female teachers in Selected Provinces, 2007

Province	Male teachers 2007	Female teachers 2007
Uruzgan	1,481	45
Badghis	1,019	135
Bamyan	2,359	606
Badakhshan	6,785	2,446
Baghlan	6,504	1,641
Balkh	4,891	4,806
Parwan	4,537	691
Paktia	2,308	119
Paktika	3,025	99
Panjshir	734	171
Takhar	4,760	1,421
Jawzjan	2,028	1,434
Khost	2,863	110
Daikundi	1,192	521
Sar I pul	2,242	751
Samangan	1,382	367
Kabul City	5,608	12,504
Ghazni	4,192	937
Ghor	2,399	106
Faryab	3,880	1,344
Farah	1,592	407
Kapisa	2,126	291
Kandahar	3,822	357
Kunduz	3,345	1,147
Kunar	2,810	134
Laghman	2,544	211
Logar	1,749	335
Nangarhar	5,655	692
Nimroz	398	299
Hirat	5,993	3,990
Hilmand	1,299	259
Wardak	2,893	222
Kabul Province	2,438	708
Total	103,047	39,461

Table 2: Net Enrollment Ratio at primary level by Gender per Province (1386)

Province Eng.	Primary Male	Primary Female	Primary Total
Uruzgan	64.93%	9.85%	38.60%
Badghis	51.52%	22.25%	37.42%
Bamyan	57.77%	42.36%	50.28%
Badakhshan	79.57%	73.53%	76.65%
Baghlan	76.86%	56.70%	67.18%
Balkh	82.81%	62.43%	73.00%
Parwan	74.05%	45.88%	60.33%
Paktia	82.73%	29.24%	56.96%
Paktika	78.36%	24.58%	52.46%
Panjshir	57.06%	36.67%	47.24%
Takhar	72.82%	56.64%	65.01%
Jawzjan	78.93%	55.56%	67.62%
Khost	125.04%	56.25%	91.97%
Daikundi	65.00%	42.63%	54.28%
Zabul	104.72%	12.31%	60.36%
Sar i Pul	53.32%	33.50%	43.79%
Samangan	62.70%	32.53%	48.19%
Ghazni	64.24%	35.81%	50.54%
Ghor	58.21%	28.66%	43.96%
Faryab	73.53%	55.40%	64.78%
Farah	58.57%	28.50%	44.14%
Kapisa	80.26%	40.45%	60.82%
Kandahar	59.65%	16.73%	39.05%
Kunduz	69.95%	48.64%	59.64%
Kunar	91.17%	64.22%	78.21%
Laghman	85.99%	64.67%	75.75%
Logar	81.67%	41.52%	62.23%
Nangarhar	92.24%	59.97%	76.72%
Nuristan	58.07%	43.47%	51.02%
Nimroz	118.60%	89.83%	104.74%
Hirat	93.96%	82.73%	88.50%
Hilmand	54.88%	8.78%	32.78%
Wardak	77.53%	31.18%	55.17%
Kabul Province	60.71%	45.37%	53.40%

Table 3: Average student teacher ratios in general education in selected Afghan Provinces, General Education, 2007

Province	Total students	Total teachers	Student/teacher ratio
Nuristan	27,067	1,269	21.32939
Badakhshan	247,322	9,231	26.79255
Paktika	91,887	3,124	29.41325
Parwan	154,991	5,228	29.64633
Baghlan	248,487	8,145	30.50792
Panjshir	27,768	905	30.68287
Bamyan	91,724	2,965	30.93558
Kandahar	134,251	4,179	32.12515
Uruzgan	49,960	1,526	32.73919
Sar I pul	98,191	2,993	32.80688
Jawzjan	117,883	3,462	34.05055
Wardak	113,414	3,115	36.40899
Kabul City	677,974	18,112	37.43231
Balkh	363,623	9,697	37.4985
Takhar	232,304	6,181	37.58356
Kunar	114,756	2,944	38.97962
Zabul	42,494	1,080	39.3463
Farah	79,652	1,999	39.84592
Faryab	209,231	5,224	40.05188
Samangan	71,248	1,749	40.73642
Laghman	115,232	2,755	41.8265
Kapisa	102,301	2,417	42.32561
Paktia	103,022	2,427	42.44829
Ghor	108,669	2,505	43.38084
Logar	93,082	2,084	44.66507
Kabul Province	145,402	3,146	46.21805
Ghazni	237,557	5,129	46.31644
Nimroz	32,380	697	46.45624
Kunduz	210,895	4,492	46.94902
Daikundi	86,395	1,713	50.43491
Khost	151,354	2,973	50.90952
Hirat	517,409	9,983	51.82901
Badghis	67,190	1,154	58.22357
Nangarhar	397,271	6,347	62.59193
Hilmand	113,565	1,558	72.89153
Totals /average	5675951	143323	43.92434

Table 4: Women teacher and total teacher numbers, 2002, 2003, 2004, 2007 (2002-204 data supplied by MoE, Department of Planning, 2005)

Province	Total WTs	Total Ts 2002	Total WTs 2003	Total Ts 2003	Total WTs 2004	Total Ts 2004	Total WTs 2007	Total Ts 2007
Uruzgan	67	710	169	1306	0	1812	45	1,526
Badghis	79	459	106	1064	185	1549	135	1,154
Bamyan	210	1172	263	1921	337	1823	606	2,965
Badakhshan	1972	4460	2613	6609	1383	7242	2,446	9,231
Baghlan	514	4099	766	4615	1359	7022	1,641	8,145
Balkh	2812	5645	2952	6684	2596	8170	4,806	9,697
Parwan	506	3926	342	3567	650	4861	691	5,228
Paktia			207	1916	172	1766	119	2,427
Paktika	24	746	241	2397	27	2090	99	3,124
Panjshir					127	830	171	905
Takhar	574	2873	808	4919	1523	4588	1,421	6,181
Jawzjan	1575	3209	1707	3990	1523	3929	1,434	3,462
Khost			9	1431	18	1702	110	2,973
Daikundi					47	546	521	1,713
Sar I pul			779	1906	427	2103	751	2,993
Samangan	149	1062	159	821	228	1117	367	1,749
Kabul City	7556	12816	8726	12912	12021	17097	12,504	18,112
Ghazni	338	3167	790	3162	825	4252	937	5,129
Ghor	63	2061	107	2793	75	2465	106	2,505
Faryab	657	2373	895	2738	917	3882	1,344	5,224
Farah	179	1075	251	1522	361	1690	407	1,999
Kapisa	204	1573	435	3982	360	2584	291	2,417
Kandahar	230	3088	462	3295	267	3039	357	4,179
Kunduz	627	3035	1029	4136	1142	4275	1,147	4,492
Kunar	40	1117	213	1696	119	2385	134	2,944
Laghman	127	1341	212	1789	207	2519	211	2,755
Logar	234	1031	316	1819	454	2299	335	2,084
Nangarhar	519	3290	435	3982	814	5421	692	6,347
Nimroz	176	607	452	986	270	810	299	697
Hirat	2047	5427	1884	7077	3646	9324	3,990	9,983
Hilmand	130	1425	340	2997	159	1947	259	1,558
Wardak	106	2172	221	2364	143	2814	222	3,115
Kabul Prov.	225	1586	291	1766	635	3015	708	3,146
Zabul	17	588	50	1001	28	1028		
Nuristan	35	967	35	967	63	919		
Totals	21992	77100	28265	104130	33108	122915	39306	142,508