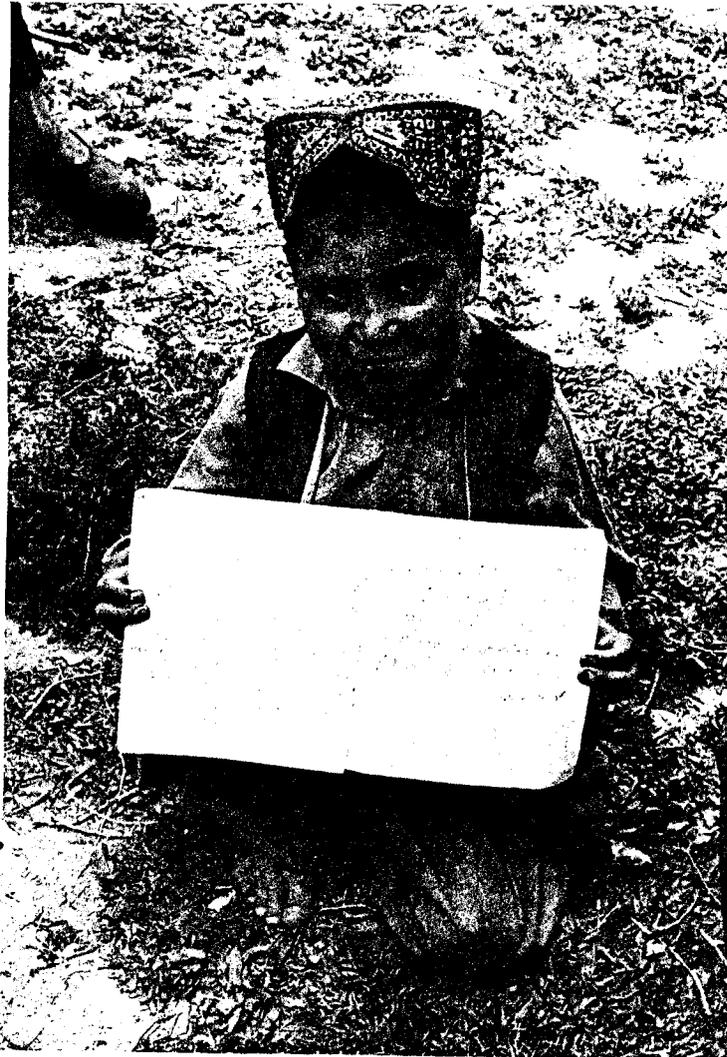


ANDAR SCHOOLS IN GHAZNI PROVINCE

1987 - 1993

EVALUATION REPORT

7 YEARS WITH OPERATION WORKDAY SUPPORT.



October 11.10.1993



Submitted by

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SHAHID MULLAH HAI ABDUL SECONDARY SCHOOL
Kundi village, 2 October 1993



Teachers and pupils outside the school/mosque

"If you want to cultivate for a year
- sow wheat
If you want to cultivate for a decade
- plant trees
If you want to cultivate forever
- educate your children "

Chinese proverb

REPORT FROM MONITORING TEAM TO SCHOOLS IN ANDAR DISTRICT,
 GHAZNI PROVINCE

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Background:

The Norwegian Afghanistan Committee (NAC) initiated a program of support to 42 schools with initially 100 teachers and students during the first half of 1987 in Andar district, Ghazni Province, in the eastern part of Afghanistan.

The Norwegian student organisation Operasjon Dagsverk (Operation a Day work) 1986 donated the money collected that year to be used for education for Afghans in primary, secondary and high schools among refugees in Peshawar and inside of Afghanistan. The bulk of the NAC share was to be spent for the primary and secondary school education in Ghazni.

The location of the project was chosen due to the already existing cooperation between the military commander and political leader of this area, Qari Taj Mohammad of the Harakate Inqelab party, (arguably the dominant party in this province of Afghanistan) and the NAC in the field of assistance from Norwegian medical teams.

Thus a working cooperation existed, and it was possible to send Norwegian doctors and nurses into the area in spite of the relentless war that was being waged there between the Kabul regime forces with (particularly in this area) active support from the Soviet troops.

From most points of view the Qari Taj Mohammad Front had an impressive hand in securing the lives and well being of the Norwegian teams. It should be sufficient to mention that the Soviet regime themselves were heavily represented in the area with a large agricultural project, a village inhabited by Russians, and a major Soviet military presence situated by the large Bandi Sardeh Dam.

This background is necessary to have in mind an understanding of why this locality was chosen for the school project, but also why qualified monitoring was impossible. During this period (1987) it was hazardous even to enter Afghanistan, and accordingly next to impossible to build permanent structures.

During the years from 1987 till more peaceful times came to Ghazni province in 1990/91 the lack of monitoring of course posed a problem. The NAC received lists of schools, names of teachers and students in all the 42 schools and lists of salaries received by the teachers with their signatures. The donations were paid to bank account of the front's representative in Pakistan, Quetta office. Signing of contracts and agreements were made directly with Qari Taj Mohammad himself in Quetta or Peshawar.

Books and teaching materials, reporting books and schemes were purchased from the then Swedish-funded but independent Afghanistan Education Committee (AEC), which in 1988 was taken under the umbrella of The Swedish Committee for Afghanistan (SCA). A significant proportion of the Operation Workday donation was given directly to this organisation, and the cooperation between the NAC and the (A)EC was close.

The only kind of outside monitoring that took place the first four years was through the NAC medical teams who during their stays in the area occasionally visited various schools and reported back to the NAC in Peshawar. The NAC-office in Peshawar had regular meetings with Qari Taj Mohammad and his deputy Engineer Halim where matters were discussed, and problems and shortages were addressed. From the very start shortages of qualified teachers (and accordingly too many mullahs) was mentioned and the NAC was asked to help solving that problem.

In 1991 Teachers Trainers started reporting from the area, and the NAC Health program director Merete Taksdal paid more regular visits.

Today the situation is different. Since early 1993 the NAC has a field office in Ghazni city. The schools are being visited by the School department of the NAC office, salaries are distributed locally through the Directorate of the Andar schools. Monitoring is possible on a much larger scale. There is an ongoing dialogue with the leader of the Directorate Gul Mohammad. The Teachers Training program are just finishing their third year in the area. This year they have compelled 3 courses.

The initial project was originally to be terminated after 5 years. Still, in 1993, more than 6 years after the starting up of the project, it is being run through support from the same donor organisation, Operasjon Dagsverk. The donor organisation will be aware of this fact, (interest rate, cost reductions, etc.) and discussions about future decisions on how to spend the remaining sum and when eventually to terminate the project are on the agenda.

Due to various causes the reporting back to the donor organisation has not been completely adequate. Operasjon Dagsverk requested clarification and explanation into some matters and an overall status report. Kjersti Austdal with the NAC-office in Peshawar then suggested the establishing of an evaluation team to have a more thorough monitoring made. This was supported from the donor side. The evaluation team was put up, and performed the requested monitoring during the period 26. September - 3. October 1993 in Andar district.

Peshawar 6.10.93
Leader of monitoring team

Terje Skauffjord

1. MANDATE OF EVALUATION TEAM

-Terms of reference - Midterm Evaluation - "Operation a Workday"
explained the mandate of the evaluation team as following:

1. PURPOSE OF EVALUATION

- Feedback to the donor "Operation a Workday" (Operasjon Dagsverk, OD) and through them the Norwegian public
- Feedback to the implementor, The Norwegian Afghanistan Committee both for the project, but also for use in the local committees in Norway
- Feedback to Afghan authorities
- To be able to make better schools in the future

2. OBJECTIVES OF EVALUATION

- a) To assess the project status according to objectives stated in the initial proposal to OD:
 - To provide school facilities for primary school students in a country in a state of war
 - To increase the literacy rate
 - To improve the primary education in the area
- b) To assess the implementation carried out by the NAC in cooperation with local authorities:
 - Provision of training materials/stationary
 - Teachers training component
 - Reporting procedures
 - Relationship with/to local authorities
 - Examination of students
- c) To present recommendations for future follow up regarding the following issues:
 - Management
 - Manpower
 - Training of teachers
 - Localization
 - Examination of students

3. TYPE OF EVALUATION

The evaluation is suggested to be a midterm external evaluation to be carried out through the following methods:

- Observation/visits to schools
- Informal interviews
- Structured interviews
- Questionnaires / knowledge assessment among students and teachers school management, school authorities and local

authorities in Andar, Ghazni
- Group discussions

CHOSEN PRIORITIES

The Evaluation team discussed priorities within these terms of reference before setting out for Ghazni. We agreed upon concentrating around the following matters: educational level among students, teachers performance, students and teachers attendance, localization of schools, level of school administration, attitude towards girls education, teachers training courses (how many/what had they learnt), role of Andar school authorities (Directorate and Inspectors team).

Thus we did not operate with a fixed questionnaire to be presented in every school. But as stated above we had our priorities. In addition each school had some problems or strong sides to make it stand out from the others. Accordingly the monitoring took a different direction from school to school. The team members are of the opinion that this flexibility both covers the necessary standard monitoring, but at the same time gives room for attention to the special needs of each school.

2. PARTICIPANTS IN EVALUATION TEAM

The evaluation team had four members with educational background:

- Syed Ibrahim Abdali
Present Coordinator of Literacy program with UNO, University of Nebraska and Omaha, Peshawar, since February 1993.
12.grade Teachers Training College in Kabul, B.A. in Sociology from Delhi University, M.A. from Michigan State University.
25 years of work in Ministry of Education in Kabul.
- Amir Mohammad
Present Chief Officer of Teachers Training Section in The Swedish Committee for Afghanistan (SCA). Engineer from Kabul University, Engineering Faculty. M.Sc in Textile engineering from University of Lodz, Poland.
Worked with education during war times in Paktika province.
Lecturer at Jihad University in Peshawar. In SCA since 1989.
- Abdul Mausoum
Present Deputy Director of Education and Supervisor with Education Department in Ghazni province.
Three years from Teachers Training Institute in Kabul. 1-2 years of studies at Kabul University, Physics and Mathematics.
Former teacher in Qarabagh, Ghazni.
- Terje Skauffjord. Team leader.
Teacher in Secondary school, Oslo, Norway.
M.A. in History, University of Oslo. Former representative of NAC in Peshawar 1987-88.

From the Ghazni field office of the NAC we were assisted by:

- Naqibullah Hambard
He made all necessary arrangements concerning transport, housing, appointments with Governor Qari Taj Mohammad, etc.
- Abdul Zabor
He assisted the Norwegian team-members as interpreter and aide in the monitoring process.

From the NAC Central office in Peshawar:

- Mohammad Adeb
He too assisted the Norwegian team-members with interpretation/translation and aide in the monitoring

From the NAC home office in Oslo Norway:

- Baard Fiksdal
Information officer with the NAC, Oslo. Journalist and M.A. in Social Science. Took part in the evaluation team as journalist.

Implementor and guide for the Evaluation team:

- Kjersti Austdal
Coordinator for Health and Education, NAC Peshawar office.

Public Health nurse. 5 1/2 years in Mali and Sudan, Africa as relief aid-coordinator and nurse.

Important assistance and background information in the planning of the evaluation trip was rendered by
- Khurshid Noori
Section leader of Education with the NAC office, Peshawar
B.A. in Education from University of Kabul

ASSISTANCE AND COOPERATION

The team would also like to express their gratitude to the Governor of Ghazni province Qari Taj Mohammad, Director of the Andar School Authority Gul Mohammad and NAC staff members in Ghazni and Peshawar for their kind cooperation and assistance.

3. FACTS ABOUT TRIP

The team left Peshawar before lunchtime Sunday 26. September. We stayed overnight in Miramshah, and proceeded to Ghazni the following day through Khost, Gardez and Zurmat. We arrived in Ghazni in the night of Monday 27. September.

Tuesday 28. September

The following day we joined with Abdul Mausoum and took off to Mirai Highschool. There we met with Director Gul Mohammad, the headmaster of Miraji school Haspat Khan and a couple of other members of the board.

We stayed the whole day in this school. Half of the time was spent discussing with Gul Mohammad. The other half we monitored the school.

Wednesday 29. September

The Evaluation team split into two teams. One team (Abdali, Skauffjord, Fiksdal, Zaboore) visited Mangoor school. Afterwards the team visited Qari Taj Mohammad in the Governors house for mutual discussions and information, and an interview.

The other team (Amir Mohammad, A. Mausoum, Austdal, Adeeb) visited Rashidkhel, Joie 4 and Joie 6 schools. We stayed for the night in the NAC-compound in Chardiwal, where there is a hospital supported by NAC.

Thursday 30. September

Part of the first team (Skauffjord, Austdal, Fiksdal, Zaboore) were present at the Teachers Trainers course ceremony. The teachers received diplomas after having completed the course. Abdali and Adeeb visited Zakoore school, and the four of us joined them in Zakoore school, since the ceremony took place in a mosque near by.

Abdali, Austdal and Adeeb then visited Kundi school. Skauffjord and Zabor went to Ali Beg school. Amir Mohammad and Mausoum who composed the other team this day visited Shamsi, Sardeh Ulya and Sarfaras Qala schools.

Friday 1. October

The team were guests for lunch at Qari Taj Mohammads kala in the Tanai area. Also present were four of Qari T.M's religious advisers, (maulawis).

On the same day the team visited the historical tomb of Sultan Mahmoud of Ghazni and saw the famous one thousand year old minarets. After lunch the artificial lake Bande Sardeh and the Chardiwal Dam were visited.

Saturday 2. October

One team (Mausoum, Amir Mohammad and Austdal) visited Alizai and Narmai schools. A second team visited schools in Ushnoon and Qarisgai. Fiksdal and Adeeb visited Alamkhel school both for monitoring and journalistic purposes.

Saturday 2.- Sunday 3. October

Return to Peshawar via Gardez, Khost, Thall.

4. CONCLUSIONS IN BRIEF

Under Chapter 5 are the conclusions made by the team for each of the matters we monitored. Here are some of them in brief.

NUMBER OF SCHOOLS AND LOCALIZATION

We have no reason to believe that the number of schools registered is not correct. There is still some confusion as to the exact position/village of some schools. This is due to the fact that schools have had at least two different names, one used locally and one used by the school authorities/NAC. After introducing the new system with 16 schools with approximately the same number of branches this has initially added a little extra to the confusion. Some schools keep their name but move from mosque to mosque.

ANDAR SCHOOL AUTHORITY

The school authorities under Gul Mohammad have a real interest for education and seem to be in a positive process. The responsibility given to them through having them pay the salaries has given them more importance and authority.

Still more activity and more guidance of the teachers from the Directorate is wanted and will be encouraged. The distance between Miraj and the schools situated in other corners of Andar district is too long. Still lots of material and books packed and sent for the various school do not reach their destination. Attaching the Teachers Trainer staff more directly to the Andar school Authority will be of great help.

Running schools in the area is certainly a difficult task, and Gul Mohammad should not be shameful to admit that there are shortages in their performance, and thus try to play down or hide problems that exist.

Both the Directorate and especially the Inspectors need a more exact description of how to perform their jobs. They are willing, but they need guidance. As things are today most inspectors do not play any significant role.

TEACHERS PERFORMANCE

We see a tendency towards younger teachers with education replacing the elder ones, who in most cases are mullahs. The lack of qualified teachers in the area has been a drawback. The religious teacher can teach well in their subjects. But especially when it comes to science, mathematics, history etc. they do not have much to offer. Also their teaching methods tend towards repetitive rehearsals.

Beyond doubt the Teachers Training courses have meant a lot to the local teachers. These courses must be continued so that every teacher has the chance to attend several courses. Among the teachers staff there are some quite old ones, who should be asked to retire. There are qualified people in the area to take over.

STUDENTS LEVEL

Compared to surveys from schools in refugee camps in Pakistan, many of the students in Andar are on the same level. Amir Mohammad who has experience from both kinds of school has noted that students in 4. grade were able to write easily and were able to perform the four arithmetic operations. Students of grade 6 knew about fractions, percentage and reading a poem as a poem.

Not all schools had such comparatively high level, there were also classes with a rather poor performance and some average. Generally schools with less educated teachers and an administration that did not function well, had the poorest performance.

GIRLS

Actually we saw no girls in the ordinary classes in any of the schools. Gul Mohammad told us that they had tried to concentrate the girls in three schools. But we did not see them. We were told that girls got education several places, either in private homes in the afternoon or in the mosque. Some families who did have their girls in school had moved to Ghazni city or Kabul. Some girls had shifted to the two existing girl schools in Ghazni city (the amount of girl students in these schools were increasing from day to day we were told).

We know that the Governor is in favor of girls education and have no reason to believe that Gul Mohammad and his staff are of another opinion. But they need help to solve this problem, due to the traditional pashtun thinking in the area and the damage that the communist regime did to education of girls. Separate buildings and female teachers must be discussed.

ABSENCE, DROP OUT RATE AND EXAMS

The absence rate in the various schools varied from 80 to 25 percent. (These percentages are only approximate, not exact) Average seemed to be around 50 percent. These figures do not tell the whole story though. In some schools they keep the records of the enlisted students long after (even years it seems) they quit. In other schools they erase their names from the attendance books if they are absent for more than a month.

One school had more students than enlisted due to newcomers who had moved into the village recently. Accordingly these students must have left another school. Another school had a heavy drop out rate. Apparently this was due to the fact that they were farsi-speakers and were taught in pashtu.

Apparently in some of the schools students registered in the books more or less automatically pass the examination. Comparing the exam results with the number of students who have actually attended school according to the books, one can find examples of schools where more students pass the examination than those who attend to school.

SCHOOL BUILDINGS

Among all the schools we visited there was only one actual school building, Miraj Highschool. All the other schools were in mosques, outside mosques or in private buildings. Some villages, like Mangor, did have an existing school building that had been damaged during the war and needed a new roof.

The need of proper buildings and classrooms is evident. For the teachers and Headmaster things are even more complicated when you have nowhere to keep stationary, books etc. Using the local mosque creates problem. Not all villagers and mullahs like their mosque to be occupied every day. Parents want their children to go to school in the mosque in their village, not the neighbor village. Thus the school leads a nomadic life between maybe three different neighboring mosques. Proper school buildings would most probably make the drop out and absence rates fall drastically.

Imagine a relatively small mosque with a hundred students packed together inside, six or nine classes sitting two and two together, all having various subjects where at least some of the lessons have to be performed with some volume to the voices. Most of the "new" schools are located in villages where they had schools before the war.

MAIN STRENGTH OF SCHOOLS IN ANDAR

The school system built up in the area during the late 80-ies must have a rather strong basis. During times of war the combined military and civilian organisation lead by Qari Taj Mohammad and the rigid structure of the society saw to it that the schools were being run. QTM had the support from the local clergy and influential persons in the area.

During the worst periods of war there was not much for the children to do, playing and outdoor life was restricted, agricultural activity was down to a minimum. The children were available, even girls, and they were sent to school. In this respect running schools during war times was somehow paradoxically an easier task (i.e. when the bombs were not raining!).

Now normal life has returned. The agriculture has top priority, every family hand is needed. Every kind of activity is again taking place. The local pashtun tradition of family life is active again. From this point of view there was a heavy chance that school would lose out.

To a certain degree it has. Drop out level is high in the higher grades, and the attendance in some schools is very low, in times of harvest especially.

But the schools are there. There are still thousands of students. The teachers standard is improving. Much thank to the Teachers Training course but also due to new teachers moving into the area and the Andar Education directorate emphasis on employing new teachers. The school system survived the transformation from war to peace. The backing up from QTM and Andar leaders is still there. There is a school administration

which is trying to improve its performance and ability to lead, although it still needs support and guidance. There is real enthusiasm to be found both among many of the students and teachers. There are many classes with a standard that can be compared to that of the refugee camps.

MAIN WEAKNESSES

First of all is the lack of proper school buildings. It is no joke for children in these areas who easily fall sick to sit outside for hours in the cold season and not much better to sweat in the sun, though maybe partly shaded by a tree. Only one proper school building exists. It is also difficult for the headmaster to administrate such a school.

Secondly the educational level of the teachers must be increased. Young teachers with education must replace the older ones. There is a correlation between high dropout rate, high absence on the one side and poor teachers on the other side. Also lack of professionalism with the local administration (headmasters) is an important factor.

Thirdly there should be more guidance and support from the school authorities to the various schools. During the month teachers and headmasters attend to their task in the villages, seeing the school authorities only on payday. Most of them do not feel that attention is paid to their numerous problems and requests. Also books and teaching materials disappear somewhere between the school authorities and the local schools.

At the moment the girls are not to be seen in the ordinary classes in Andar schools at the moment. From our point of view that is a major weakness.

The dropout level and absence are evident weaknesses. From a Norwegian point of view the numbers look perilously high. But compared to other schools in Afghanistan Andar schools come out above average. These problems would be drastically reduced if there had been improvement concerning the three first points mentioned above.

5. LIST OF RECOMMENDATIONS TO ANDAR SCHOOL AUTHORITIES

The following proposals from the Evaluation team have been sent to the Directorate of Andar school authorities:

- Gul Mohammad, director
- Maulawi Mohammad Khan, deputy director
- Maulawi Abdul Basir
- Maulawi Jan Gul
- Maulawi Abdul Ghani
- Maulawi Habibullah

1. Most of the schools in the area are situated in mosques. In order to minimize the disturbance during teaching, one should try to separate grades 1, 2 and 3 to another location in the same village.
2. At the same time there must be one teacher for each of these 3 classes in every school.
Thus for schools with classes 1-3 there must be 3 teachers. For schools with classes 1-6 there must be 6 teachers + headmaster (7)
3. According to well established principles of education students in grade 1-3 are not to study any second language. Only in the 4. grade this may start.
4. Young and qualified teachers should be employed. If not the less qualified teachers should be trained. (There were teachers who had passed 70 years of age).
5. If building is not available, provide the school with tents.
6. The Directorate should make better use of the 10 inspectors under the leadership of Abdul Qayum. For one thing inspectors must be trained more to fulfil their task. The teachers in the local schools need frequent guidance and encouragement in their daily work. Many headmasters also need guidance to improve their administrative task.
7. All students in one school must have the same books. One should not mix and give the students books of different origin (e.g. in some classes some students had books from UNO, others had books from another publisher)
8. There is still some confusion concerning localization and name of schools. This is due to the natural fact that some schools are moved from one mosque to another. Even some schools ambulate regularly between 2-3 mosques so as to satisfy the wishes of the villagers, who all want the school to be in their village, so that their children do not have to walk far. Some of these schools retain the same name although they ambulate between the villages, other schools are renamed when

they move. Branches are closed down due to low number of students and merged with other branches (e.g. Niazullah).

A system is needed where these changes are quickly registered by the Directorate, and the list of schools is currently corrected according to the latest situation.

9. If teachers are moved from one school to another, and the number of teachers in the school is changed, it is natural and necessary, but then the NAC should be given the corrected list.
10. There are quite naturally numerous problems and difficulties in running so many schools. The ones mentioned above (8 and 9) are but two, and we do not blame the Directorate. You are doing a good job. Thus we feel you can be more open about existing problems, so that we can discuss them and solve them together.
11. We think that the Teachers Trainers, who are doing a good job in the area, might be able to assist the Directorate and Inspectors in dealing with the difficult tasks that come to a leadership of so many schools. We will address the Management of the Teachers Trainers requesting them to act as advisers and a professional resource for you.
12. We know that you are trying your best to motivate the villagers to send their children to school. Maybe there is still some more to be done, when it comes to making the villagers understand the importance of school, and make them feel that this is their school, the village school.
For future times when there maybe less or no more support from the NAC, a close relationship between teachers-schools-villagers is of major importance. Will the local population be willing to take part in repair work, assist their children with some materials, etc.?
13. To help running the schools, would it be an idea to employ some kind of peon? A person who could keep order concerning school materials, go and ask for students who are absent from school, etc.?
14. We are concerned about the fact that very few girls go to school. Some girls get education outside of regular school building, private or in mosques, some of the girls that used to go to schools like Mangor have started going to the girl schools in Ghazni city. In the ordinary classes we did not see any.

We are aware of most problems linked to this question. At the same time we know that you, Qari Taj Mohammad and most teachers are in favor of female education, and many of the villagers too. We think a proposal from villagers and teachers in Zakoori is worth discussing to improve the

situation for girls, so that they can have their equal right to education fulfilled:

- Separate school or separate buildings for the girls.
- If necessary employ female teachers.
- Maybe concentrated in the schools you said did have girls like Mangor, Zakoori and Kundi.

15. The NAC consider employing one person at the NAC field office in Ghazni to assist you, and make the distance between Peshawar and Andar smaller when it comes to reporting, more frequent dialogue, distribution of books/materials, etc.
16. At Mangor school they had not received any farsi books, although they were sent from Peshawar. Both Mangor and Nani schools have farsi-speaking students according to the teachers. In Nani they said they had sent several requests for farsi books but not received so far. We are confident that you will deal with this misunderstanding so that the farsi-students receive the correct books.
17. We suggest that the Directorate discuss introduction of a reward system. The students with the best results are rewarded with e.g. a religious book, a pencil or some other stationary.

These 17 points we hand over as proposals to you, the Directorate of the Andar Schools under Gul Mohammad. We advise the NAC and the Directorate to discuss them and find solutions.

To avoid any kind of misunderstanding: We have seen a lot of good teaching, we have seen many good school, especially Miraj and in Sardeh. We think you are doing a good job in running all these 16 schools with branches. Still we propose some points to enable you to make things even better.

Syed Ibrahim Abdali
 Amir Mohammad
 Abdul Mausoum
 Terje Skaufjord, team leader (sign.)

6. MONITORING

a) LEADERSHIP OF ANDAR SCHOOLS

The importance of the ex commander now Governor of Ghazni, Qari Taj Mohammad in establishing the schools must not be underestimated. He has shown a real interest in promoting education in war times when it was easy to put priority to other areas.

As life returned back to normal peacetime, there seemed to be a tendency among the villagers to concentrate on their normal peacetime activities, agriculture, making an income, doing all kind of jobs related to the home, also for the school children. But this tendency of putting down the importance of school has been turned it seems. The last year there has been a positive trend in the Andar schools. We believe the positive attitude of QTM has played a role here.

The School Authorities of Andar, the Directorate are also a positive factor in many ways. They want to do adducent job. They were obviously proud of their only Highschool, Mirai, and the standard and enthusiasm developed there. They do visit schools, and they do have meetings with headmasters. But they seem to lack some of the right tools to give the local schools the necessary guidance and input.

The distance seems to be long from Mirai to some of the other schools, both some that are geographically close and some that are far away from Miraj. The Director Gul Mohammad was not aware of some of the shifting of localization that had taken place with some schools.

The Inspectors have not dug out a role for themselves. Some visit schools regularly, some once a year. One school had not seen any inspector and the headmaster did not know his name.

Some schools who received inspectors only had the idea that this was some kind of control. The Inspectors are on the payroll, so their role must be discussed and restructured after discussion with the Directorate.

b) TEACHERS STANDARD

From the start in 1987 till recently the majority of the teachers have been mullahs, and most of the other teacher didn't have sufficient education. Due to the high standard of the Norul Madrasa, a higher religious school found in Ghazni, the level of these mullahs is better than the common Afghan mullah.

Recently newly educated, young teachers have come to Andar, and other educated teachers have moved to the area. There has been reported to be many more educated persons in the area. These should be encouraged to start teaching. Some say that the salary is too low, and that they make better money running businesses, etc. But there are not too many job opportunities in the area, so others are happy to have a job, although the salary is low.

The teachers standard in languages (pashtu and farsi) and religion are generally good, not at all satisfactory in science.

The problem for the old teachers is that they follow the old

fashion mechanical teaching of reading and rehearsal. This can be boring to students, and many of those who do not drop out of school physically, don't pay the teacher much attention.

The new teachers have learnt the value of student activity.

c) TEACHERS TRAINING COURSE

For three years now Teachers Trainers have been holding courses in the area. In a few schools almost all teachers have attended at least one course. In other schools only one teacher has been to a course. We met teachers who were very enthusiastic about the courses, and wanted more training. Especially are they happy to receive training in Mathematics and Science subjects.

Course 3 for 1993 just finished when the evaluation team was inside the area. There is a total agreement between all persons involved that these training courses must continue.

d) STUDENTS LEVEL AND EXAMINATION

Not knowing what the general level would be in an Afghan school, the task of testing the level of the students in the various subjects was left to the Afghan team members. There is a close correlation between the teachers level in the subject and the level the students obtain. Better teachers with better teaching methods will help improving the standard of the students.

Thus in many schools the students performance in Pashtu and Dari was generally quite good. The writing of the calligraphy was varying from excellent to weak. Mathematics was of high standard in many schools. Science was not taught at all in several schools. Though there were some schools where these subjects were taught well, this is obviously a very weak point.

Examination charts from most schools show that most students pass examination. Only a very few are failed. In Mangor school there were total correspondence between the number of students that had passed the examinations last year and those that were enlisted in the schools. But the attendance books showed that many of these students hardly seemed to be present this year, at least had suddenly 40 percent quit school after last years exam? Probably not. Examination is a standard procedure that is done well in a few schools, but in other schools some teachers said openly that they didn't like to fail anybody. One said that the inspector had asked him not to fail certain students.

There is a lot to be said and done about this matter. But the Evaluation Team didn't pick this out as a major matter this time. More important is the quality of what they actually learn.

There must be an improvement, but only when the administration has been strengthened somewhat is this task possible to address. The teachers and headmasters believe they receive less salary if they fail many students.

e) STUDENTS ATTENDANCE AND DROP OUT LEVEL

There was no time to make a full statistical analysis of the drop out percentage or absence percentage in the various schools.

The main thing is to register that there is a very high drop out level. There are almost always fewer students in the higher grades than in the lower. And taking into consideration how much fewer secondary (7-9) school/classes there exist, the dropout is dramatic.

Here are a list of reasons that can give some explanation as to why students drop out and are absent from school:

- There is no proper school building. For those in the lower grades it can be quite tough to sit on the ground in cold weather.
- The teachers are not well qualified and their teaching is poor
- Parents and family see the necessity of being able to read and to write. But after e.g. 4. grade they know this, and then they should rather work than go to school. They must generate some income to the family, or take their share of the family jobs.
- The distance to the nearest school is often very long. We heard many examples mentioned as to why some pupils had stopped going to school. The restructuring of the school system has had a few bad side effects in that sense when schools have been closed down.
- Many children suffer from illnesses. Some are more or less constantly sick, feel weak, and have difficulties in functioning in school.

Dropout level and absence are not worse than in other schools in Afghanistan, at the moment. Rather the contrary.

f) CURRICULUM, BOOKS AND TEACHING MATERIALS

The curriculum is a fixed matter. Thus we did not ask about that. The NAC has sent books so there should be one to each student in all subjects. The exception is 9. grade, where books are short.

In many schools all children had books. But time and again the teachers complained that they had not received enough books. Somewhere books disappear on the way from Peshawar to Ghazni.

A few schools had plenty of stationary, like Zakoori, whereas in other schools they seemed to have little of everything.

Only one school, Nani, was reported to have received the charts, posters, textbooks, maps, etc. in woven cloth from the UNO, very nice teaching material. We did not ask for it, but it was not to be seen at any other schoolwalls than in Nani.

g) LACK OF GIRLS ATTENDANCE

We did not see one girl in any of the schools. We were told by Gul Mohammad the first day that they had concentrated the girls into four schools: Mangor, Kundi, Zakoori and Ali Beg.

We believe, after questioning, that girls did get some form of education in Mangor and Zakoori at least. It was said that they were taught both privately and in the mosque in the afternoon, or at night.

In one school alone, Mangor, 23 girls are enlisted in 5. grade only, and there are also girls enlisted in 4. grade. Asked why there were no girls enlisted in 1, 2 and 3. grade the headmaster answered quite frankly that nowadays the parents were not forced by Qari Baba (nickname of QTM) to send the girls to school. Thus the fathers had decided to keep them at home.

If we are to believe this, force from QTM did pressure quite a few families to send girls to schools. Now life is back to normal. QTM is Governor of Ghazni, and is not controlling what is going on in Andar schools closely anymore.

We believe that QTM is following the schools closely, and he was reported to have been to some villages telling people about the importance of school recently.

QTM has repeatedly stated that he is absolutely in favor of girls education, they should have equal opportunity. He is not the only person with authority saying this.

But wartime recipes are not working any longer. Now the whole question about girls attendance must be addressed again from a new angle. The cooperation from Gul Mohammad is needed to make a plan for restructuring of girls education. Maybe separate buildings and female teachers is the solution. Here is work to be done, and it cannot be started without support from the local villagers.

f) FARSI SPEAKERS

Andar is predominantly a pashtu area. Teachers at Nani school openly said that they felt discriminated against as farsi speakers. NAC has long time ago sent farsi books to Mangor school, since this school already was registered as being in a farsi community. But we now discovered that the same goes for Nasi village. Nasi school was unusual in the way that there were more students present than in the attendance book! We wonder if this is due to the fact that it is a farsi school, and there has been an influx of farsi speakers from other villages.

On the other hand we felt that at Farsi school parents maybe took their children out of school due to the fact that they were taught with pashtu books.

Tradition in Afghanistan before the war was to chose a standard language for each district; the major language spoken, and utilize this for all schools in the district.

OTHER OBSERVATIONS

We made many other observations as well, but there are limits to how long such a report can be. Readers who miss some elements or are eager to discuss stuff from this report, are welcome to contact any of the team-members.

Responsible for writing this part of the report; Terje Skauffjord

APPENDIX : Statistics from schools visited in Andar district,
 Ghazni province (28.9 - 2.10 1993)

	Name school	Location	Branches
1	Shahid Mawlavi Qadirdad High School	Mirai village. 1 - 9 grade 28.9.93	
2	Mullah Nooh Baba Secondary School	Oshnoon village. 4 - 9 grade 2.10.93	1) Litef village (1-3 grade) 2) Abdul Hamid village (Qarisgai) 2.10.93
3	Aclo Baba Secondary School	Alizai village 2.10.93	
4	Shahid Mawlavi Sultan Mohammed Secondary School	Zakoori village 30.9.93	1) Gabri village 2) Qala Shir village
5	Shahid Mullah Abdul Hai Secondary School	Kundi village 30.9.93	1) Ali Big - village (1-6 grades) 30.9.93 2) Chahir village
6	Shahid Abdul Ahad Akunzada Secondary School	Rhashid Khil 1-9 grade 29.9.93	1) Scheshi village (2 classes)
7	Qari Abdul Malik Khan Secondary School	Joie 4 (grade 6-9) 29.9.93 Mullah Ghullan village (grade 1-5)	1) Joié 6 village grade 1-6 29.9.93 2) Sardeh Ulia grade 1-6 30.9.93
8	Shahid Mawlavi Mohammed Reza Primary School	Shamshi village 30.9.93	1) Changah village
9	Shahid Mawlavi Baba Fazil Mohammed Primary School	Khani Wasat	1) Qala Yaro 2) Nazar Khan

10	Shahid Mullah Abdul Aziz Primary School	Sarfarez Qala 30.9.93	1) Chardewali (Mulla Salim Baba)
11	Shahid Mullah Amir Khan Primary School	Alam Khil village 1-6 grade 2.10.93	1) Bilal Khil (Ghenan)
12	Shahid Abdul Rahman Primary School	Zurmati/ Qadam Khel	1) Khanan- village
13	Shahid Qari Sahib Primary School	Nani- village 2.10.93	
14	Shahid Sultan Mohammed Akunzada Primary School	Bashi- village	1) Baata- village 2) Qala Haje
15	Hazrat e Bilal Primary School	Narmai- village 2.10.93	
16	Shahid Mullah Sarder Khan Primary School	Mangoor village 29.9.93	

EXPLANATION

* Number of pupils registered in the attendance book - or / the number registered as present and then our counting "present."

** NAC has employed three teacher trainers (TT) and from 1991 they have each year offered different courses or seminars to the teachers in Andar district.

*** Teachers level are based upon professional background, physical status (age; several were above 70 with obvious eyesight and hearing problems) and pupils level and interest to attend school (drop out and absence)

**** Pupils level are based upon tests eg:
 - 1 class can recognize letters and figures
 - 4 class can read and write and then the understanding of what they have read. (SCA ed tests used for evaluating of pupils level).
 - 8 class english (second year with english), easy conversation about name, age, family etc.
 - E.g. in science they were asked about the provinces of Afghanistan, and to mention five ending up with N.

Pupils level - LOW not able to answer the test.
 - ACCEPTABLE/GOOD answers satisfactory on the test
 - VERY GOOD they answer easy the tests.

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Name of school : 1 Shahid Mawlavi Qadirdad High School.
1 - 9 grade (also called lycee)

Location : Mirai village/ Andar/Shelgar district center.

Team and date : All. 28.9.93

No of teachers : 2 headmaster and 16 teachers.

No of student register : 459

Grade *	No registered/attendance book	No present
1	15	10
2	28	13
3	23	15
4	20	9
5	43	9
6	53	19
7	155 (2 classes)	37
8	160 (3 classes)	43
9	63 (2 classes)	21

Absence Children helping the family with the grape harvest.
 Season for wedding, that effect the presence in the lower grade
 (food and fun). Many student absent because of illness.
 "One people doesn't know the value of education".
 School building: The school is settled in the old school building
 repaired by support from NAC (1992 -1993).

Teacher trainers (TT) course **: Most of the teachers had
attended one or several. They wanted to have more courses.

Teachers level ***: Good; two qualified teachers were recently
employed. Most of the teachers had good qualification and
experiences. Practiced the teaching methods learned at the TT
course.

Student level ****: Good; pupils in grade 4 could read and write
easily. Students wanted to continue education/school.
Problem shortage : Lack of text book for grade nine.

Attitude to girl education : No girls because they were gathered
in Kundi and Mangoor schools.

Administration ability : The school had well kept administrative
documents and books.

Other: The teachers tried their best to motivate for school, the
students had to see the advantage themselves for attending
school. Those who attend school regularly are motivated for
learning and not forced like before.
Generally the education level was good as a whole.

N

Name of school : 2 Mullah Nooh Baba Secondary School 4-9 grade

Location: Oshnoon village.

Branches: 1) Litef village (not visited, 1-3 grade)
2) Abdul Hamid school in Qarisgai village (1-3 grade) 2.10.93

Team and date: Terje, Zaboora and Abdali 2.10.93.

No of teachers: 16 (2 teachers 12 grade and 14 private / religious studies)

No of student registered: 300

Grade No present

4	44
5	20
6	25
7	16
8	12
9	9

Absence: Due to poor teachers student dropped out.

School building: 4,5 and 6 grade were sitting outside and 7,8 and 9 grade inside a mosque.

TT course : No participation.

Teachers level: Low except for islamic subjects. Some teachers/mullahs were old, above 70 years.

Student level: Mixed acceptable and low Level in 4, 5 and 6 acceptable, but weak/low in 7,8 and 9 grade.

Problem shortage: Lack of qualified teachers, in upper grade no science subjects were taught. Asked for peon.

Administration ability: Inspector comes once a month. Attendance book seemed to be very correct. Showed a high absence (did not try to hide anything)

Other comment : All student had blackboards.



Name of school:2 Mullah Nooh Baba Secondary School 1-3 grade

Location: Abdul Hamid school in Qarisgai village

Team and date: Terje, Zaboora and Abdali 2.10.93.

No of teachers: 3

Grade	No in attendance book	No present
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1	28	7
2	8	9
3	17	17

Absence: Some pupils were not registered, but attended school.
High drop out, partly due to longer way to school?

School building: Outside under the shadow of trees, no mutts

TT course: All teachers had participated in TT course.

Teachers level: Good .

Student level: Good, (one pupil seemed to be mentally retarded).

Administration ability: They had a plan. Some pupils had to wait
for next year to be registered.

Name of school :3 Aclo Baba Secondary School

Location: Ali Zai village, Qala Abdul Rahman Munshi.

Team and date: Mausoum, Amir Mohammad and Kjersti 2.10.93

No of teachers: 1 headmaster and 16 teachers

No of student register: 281

Grade	No attendance book - present	No present (counted)
1	34 - 20	9
2	33 - 22	19
3	20 - 12	11
4	34 - 27	24
5	30 - 20	16
6	18 - 13	13
7	17 - 13	12
8	13 - 12	6
9	9 - 4	4

50% of registered pupils had attended to mid term examine.

School building in a private qala witch had separate rooms for each class.

TT course: All had participated in the teacher trainer course. It was said that the TT course had improved the level of the education (more active learning) and the teachers wanted more courses.

Teachers level: Acceptable. 1 headmaster and 16 teachers of whom 4 were new and qualified.

Student level: Acceptable.

Problem shortage: Lack of 9th grade books.

Administration ability: The headmaster was very active and his administration ability good. The school was inspected twice a month by Mullah Abdul Ghani.

Other information: This school had merged with three other schools; Khamal Khil, Ghilzai and Khadu Khil.

Name of school : 4 Shahid Mawlavi Sultan Mohammad Secondary School

Location : Zakoori village

Branches : 1) Gabri village 2) Qala Shir village.

Team and date: Abdali, Adeb, and Terje 30.9.93

No of teachers: 8

No of student registered: 153

Grade	No present
1	12
2	13
3	14
4	19
5	18
6	22
7	32
8	14
9	9

Absence was said to be high because of low economical status, family problem and diseases.

School building: Private qala (owner in Pakistan) two classes outside. The school is too small. The community could not help building a school because they are very poor.

TT course : All had participated several times. "Teacher trainer seminar was very good"

Teachers level: of 8 teachers; 2 had high school diploma, 1 religious high school and 5 mullah. 3 of the teachers participated in the TT course. One qualified teacher had been assigned recently.

Student level: Acceptable.

Problem/shortage: Main problem; qualified teachers. If the owner return from Pakistan there will be no school building. 9 grade lack text-book. Teacher complain of their salary.

Administration ability: The teachers shifted classes from time to time. The plan of teaching seems to be somewhat poor. Inspector Mawlavi Khan Mohammad visits the school once a month.

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Name of school :5 Shahid Mullah Hai Abdul Secondary School

Location : Kundi village

Branches: 1) Ali Big - (1-6 grades) 30.9.93 an 2) Chahir village

Team and date: Zaboor and Terje 30.9.93

No of teachers: 1 headmaster and 7 teachers.

Grade	No attendance book - present	No present (counted)
1	18 - 10	9
2		5
3	20 - 9	3
4	20 - 6	6
5		3
6		7
7		2
8		2
9		1

Absence: 14 pupils from 7,8 and 9 grade sent to Experiential School; Trade school - mechanic.

School building: One room in a private house for all classes.

TT course: Three of the teachers been to the TT course.

Attitude to girl education : Three girls used to come, now they are not here. 2 are sick and 1 has gone to Ghazni. Girls were in 1 and 2 grade. Their parents did not allow them.

Video taken.

Name of school: 5 Shahid Mullah Abdul Hai Secondary School

Location: Ali Big village 1 - 6 grade.

Team and date: Abdali, Adeb and Kjersti 30.6.93

No of teachers present: 1 headmaster and 5 teachers.

Grade No registered No present

1		6
2		3
3		5
4		4
5		6
6		6

School building: One room in a mosque

TT course: Some of them had participated several times. The TT-courses were good but they still needed more training.

Teachers level: 2 of the teachers had participated in the TT course this year. One of the teacher had shifted to another school.

Student level: Acceptable in religious subject, language; dari and Pashto, but rather weak in science.

Problem /shortage: Main problem said to be lack of qualified teachers. The salary too low. Need for more training.

Attitude to girl education: They had girls in this school for two years ago from 1 to 3 grade. "In our society it is not possible for girls to go more than 3 years" After some discussion they thought it was possible with female teacher and separate building/room.

Administration ability: Inspector Mawlavi Abdul Djani visited the school monthly. (He is a member of the Andar Education Directory)

Other comment: Qari Baba had visited the school and discussed with the community about education matter some two months back.

Name of school :6 Shahid Abdul Ahad Akunzada Secondary School

Location: Rhashid Khil - village

Branch: 1) Scheshi village (3 classes and 2 teachers)

Team and date: Amir Mohammad, Mansoum, Adeeb and Kjersti 29.9.93

No of teachers: 1 headmaster and 6 teachers.

Grade	No attendance book / present	No present (counted)
1	40/4	0
2	54/14	13
3	10/31	0
4	45/31	34
5	27/14	12
6	40/23	12
7	25/18	18
8	20/13	14

Absence of pupils in 1 and 3 grade was because the teachers were absant. The students came yesterday, but the teacheSr did not, and that was why they did not arrive today.

School building: Primary school in one room in a mosque and secondary in another mosque. (one room)

TT course: The teachers had attended courses

Teachers level: Half of the teachers were weak. Most of the teachers were mullahs and old. No time table. Limited knowledge about teaching methods.

Student level: In primary school the pupils were weak, but good in memorizing. In secondary school, the level was somewhat less then average/acceptable.

Problem shortage: Lack of blackboard, textbook and stationary. Complained of the cooperation with Andar directory.

Attitude to girl education: In the winter time the girls learn about the Holy Quran - a good idea to collect them for classes.

Administration ability: The school management was poor. The headmaster and the inspector was the same man, Abdul Manan. He was also responsible for inspecting the Sceshi village school.

Name of school: 7 Qari Abdul Malik Khan Secondary School

Location : Joie 4 - village (grade 6-9)
Mullah Ghullan - village (grade 1-5 not visited)

Branches :1) Joie 6 village (grade 1-6) 29.9.93
2) Sardeh Ulia (grade 1-6) 30.9.93

Team and date: Amir Mohammad, Mausoum, Adeeb and Kjersti 29.9.93

No of teachers : 4

Grade	No attendance book / present	No present (counted)
6	13/12	10
7	23/16	15
8	22/34	9
9	11/9	8

Absence: Not very high, most of the pupils attended regularly.

School building: (shifted premisses since July 93) Two rooms in a private home.

TT course: Most of the teachers had participated in the TT-course and were satisfied.

Teachers level: good and they were ambitious. Their teaching methods and plans were appreciable.

Student level: very good and satisfactory.

Students were asked what they wanted to do with their education

- Most of them wanted to continue to a higher level
- Some answered that they could use their knowledge as shopkeeper.
- Some wanted to follow vocational courses.

Problem shortage: Lack of english and history books and text book for grade 9th.

Attitude to girl education: The teachers taught the daughters themselves. They were positive to girl education, and that this should be discussed with the elders.

Administration ability: Management good and school books and documents kept well.

Conclusion: A very good school.

Name of school :7 Qari Abdul Malik Khan Secondary School

Location: Joie 6 village (1 - 6 grade)
(the school was earlier called Hazarat e Bilal)

Team and date: Amir Mohammad, Mansoum, Adeeb and Kjersti 29.9.93

No of teachers: 5

Grade	No attendance book / present	No present (counted)
1	44/13	13
2	18/12	13
3	10/10	10
4	8/8	8
5	6/7	7
6		1

School building: One room in a mosque.

TT course: All teachers had attended the TT course several times.

Teachers level: Acceptable, weak in science subject.

Student level: Acceptable.

Problem shortage: Lack of textbook. The teachers expressed the need of a school building, the classes were in one room and they disturbed each other.

Attitude to girl education : Girls learn to write and read at home, this takes place especially during winter time. A teacher had a daughter whom he had taught at home himself. "In families everyone is teaching their daughters". They liked the idea of a separate girl school.

Administration ability: Well kept books and documents. The school was inspected by the headmaster of the secondary school, Achter Mohammad.

Conclusion : A very good school.

Name of school: 7 Qari Abdul Malik Khan Secondary School

Location: Sardeh Ulia village (grade 1-6)

Team and date: Amir Mohammad and Mausoum 30.9.93

No of teachers: 3

Grade	No attendance book / present
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1	16/8
2	29/18
3	26/22
4	26/19
5	19/10
6	18/12

Absence was not a problem.

School building: A large room in a mosque.

TT course: The headmaster had attended, but not the others.

Teachers level: The three teachers were well qualified - teacher trainer college and university studies.

Student level: Very good ("comparable with the level in refugee camp").

Problem shortage: Pupils asked for more stationary. Asked for tents to use as class room.

Attitude to girl education: Teachers were very interested. They had all groups of 7-10 girls which were taught in their houses.

Administration ability: Well kept books and documents.

Others: Pupils came from long distance. Two different textbook SCA and UNO. Both teachers were not present when the team arrived, in spite of this the pupils were busy. It seemed to be ok and well organized.

Conclusion : A very good school.

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Name of school: 8 Shahid Mawlavi Mohammad Reza Primary School

Location: Shamshi village

Branch: Changah village about 2 km away (not visited; had 2 teachers and 6 classes)

Team and date: Amir Mohammad and Abdul Mausoum 30.9.93

No of teachers: 1 headmaster and 7 teachers.(2 with higher qualification grade 13 of Teacher Trainers Institute)

Grade	No attendance book / present
-------	---------------------------------

1	27/13
2	44/16
3	30/21
4	54/37
5	34/17
6	23/16

School building: Two rooms in a mosque

Teachers level: Good.

Student level: Good.

Problem/shortage: Shortage of text book and stationary.

Administration ability: School documents and books well kept. The inspector Jangul visited the school once a month.

Name of school :10 Shahid Mullah Abdul Aziz Primary School

Location: Sarfarez Qala

Branch : Chardewali (Mullah Salim Baba with 6 classes and 4 teachers - not visited)

Team and date: Amir Mohammad and Abdul Mausoum 30.9.93

No of teachers: 1 headmaster and 3 teachers.

Grade	No attendance book / present
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1	12/5
2	15/10
3	20/10
4	20/9
5	21/6
6	13/7

Absence: Very high absences

School building: In a mosque

TT course: Only few of the teachers had attended the TT course.

Teachers were not very interested. Limited knowledge of teaching methods.

Student level: Low, except for religious subjects.

Problem/shortage: Shortage of books. Complain about the cooperation with Andar Education Directory.

Administrative books were poor kept.

Name of school: 11 Shahid Mullah Amir Khan Primary School

Location: Alam Khil village

Branch: Bilal Khil (Ghenan) not visited.

Team and date: Adeeb and Beard Fiksdal 2.10.93

No of teachers: 1 headmaster and 4 teachers of whom one was Mullah.

Grade	No present
1	5
2	3
3	5
4	8
5	9
6	9

School building: Two classes were in a mosque and 4 classes in private house with four rooms.

TT course: Three of the teacher attended the TT course this year. The teachers said that the TT course had a good effect on teachers teaching methods.

Teachers level: Acceptable

Student level: Acceptable. The favorite subject for the students were Pashto and Dari language. (They read easily)

Problem /shortage: Headmaster said he lacked qualified teachers, then it was mentioned that he himself had said he had 3 qualified. He insisted still that they had problem with subject like chemistry, physics, math and english.

Need of a school building.

Pupils themselves requested some maps, charts belonging to Science and English.

Administration ability: Maulawi Madad was inspecting the school once or twice a year.

Name of school : 13 Shahid Qari Sahib Primary School

Location: Nani- village

Team and date: Terje, Abdali and Zabour 2.10.93

No of teachers: 6 (4 teachers and 2 mullahs)

No of student registered: 115

Grade No present December -92 (figures given)

1	15	24
2	12	24
3	13	32
4	12	40
5	6	42
6	8	31

In 1 grade 8 out of 13 enlisted, 7 were not on the list.
In 2 grade 8 out of 12 enlisted, 5 were not on the list.

School building in a mosque with two and two classes together.

TT course: Three teachers had participated once or more.

Teachers level: One weak/mullah and three good teachers.

Student level: Acceptable. 6 grade students were good in geography. 1 and 2 grade good in Quran quotation and writing.

Problem shortage: The pupils are Dari speakers, but they have never received books in Dari. They had requested several times. Asked for school building.

Attitude to girl education: No problem with girl school if there is female teacher and a separate building. Other elders would like that.

Administration ability: Books kept strictly, not possible to be enlisted during the school year. Never seen any inspector.

Other: Maps of Afghanistan, chart of the alphabet in Dari and English on the walls.

Name of school: 15 Hazrat e Bilal Primary School.

Location: Narmai- village

Team and date: Amir Mohammad, Mausoum and Kjersti 2.10.93

No of teachers: 1 headmaster and 6 teachers (4 mullah)

Grade	No attendance book / present	No present	December -92
1	24/5	8	12
2	10/6	8	17
3	10/7	6	16
4	12/12	13	13
5	15/15	13	13
6	15/15	9	7

School building in one room in a mosque.

TT course: Three teachers had participated.

Teachers level: Two teachers employed this year were qualified and active. They had good plans for the future of the school, and had discussed this with the elders in the villages.

Student level: Acceptable.

Attitude to girl education: Girls are learning the Holy Quran at home.

Administration ability: School documents and book were well kept.

Name of school: 16 Shahid Mullah Sarder Khan Primary School

Location: Mangoor village

Team and date: Abdali, Zaboora and Terje. 29.9.93

No of teachers: 6

Grade	No registered	No present
1	20	16
2	20	11
3	21	5
4	20	10
5	67(3 classes)	8
6	22	10

Missing students: Using the register from 1 grade 1988 it was only found 4 pupils that were still on the list. It was difficult to get a picture of where they had gone, but many had dropped 3 years ago. Qari Baba told later that many from Mangoor had gone to Ghazni and Kabul. They had been refugees. The explanation of three classes and 8 students was because two other classes were in other mosques. The "shia" did not want to be in the same school. (Three classes also registered last year).

School building: The school is run under threes in a mosque yard. According to the teachers there is a destroyed school building, just four walls are remaining.

TT course: 3 had participated.

Teachers level: 3 mullahs and 3 graduated from high school(10 - 12)

Students level were acceptable.

Problem/shortage: The people are Dari speaking, but only Pashto book had been given. The pupils were sitting directly on the ground. Plastic math were taken to Mirai High School for a seminar, and never given back.

Girl: After request from the Committee Qari Babas pressure managed to get some girls to school. But now the fathers say no.

On class list (first one) only one girl was registered. Later update in 1988 showed 12 girls. Present no girls enlisted in 1 to 3 grade. 8 girls (of 20 total in class) in 4 grade and 23 in 5 grade and none in 6 grade. No girls present. Headmaster said they had school in mosque from 2 to 5 p.m., as far as he knew. It was not possible to achieve clarity concerning disappearance of all girls from 6 grade.

Qari Baba said that many girls were among those who moved to Ghazni. Two girl schools in Ghazni town. Some will be there.

Administration ability: Two examination documents from the same year (chart made in NAC) and they have 173 pupils vs. 149 pupils. All passed the examine.

Qari Taj Mohammads' house, Mirai village in Andar. 1.10.93



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- 1) Amir Mohammad - Evaluation Team Member
- 2) Terje Skauffjord - Evaluation Team Leader
- 3) Qari Taj Mohammad - Governor of Ghazni Province
- 4) Beard Fiksdal - Information Worker in NAC, Oslo