



Islamic Republic of Afghanistan  
Ministry of Education

**Inclusion in Teacher's  
Policies and Practices**

By: Abdul Wassay Arian

# Afghanistan



# Overview

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- Situation in 2001
- Rapid increase in students enrollment over the past decade in general education
- Challenges in teacher's education, recruitment and deployment
- Teacher policies and practices to improve inclusion
- The way forward

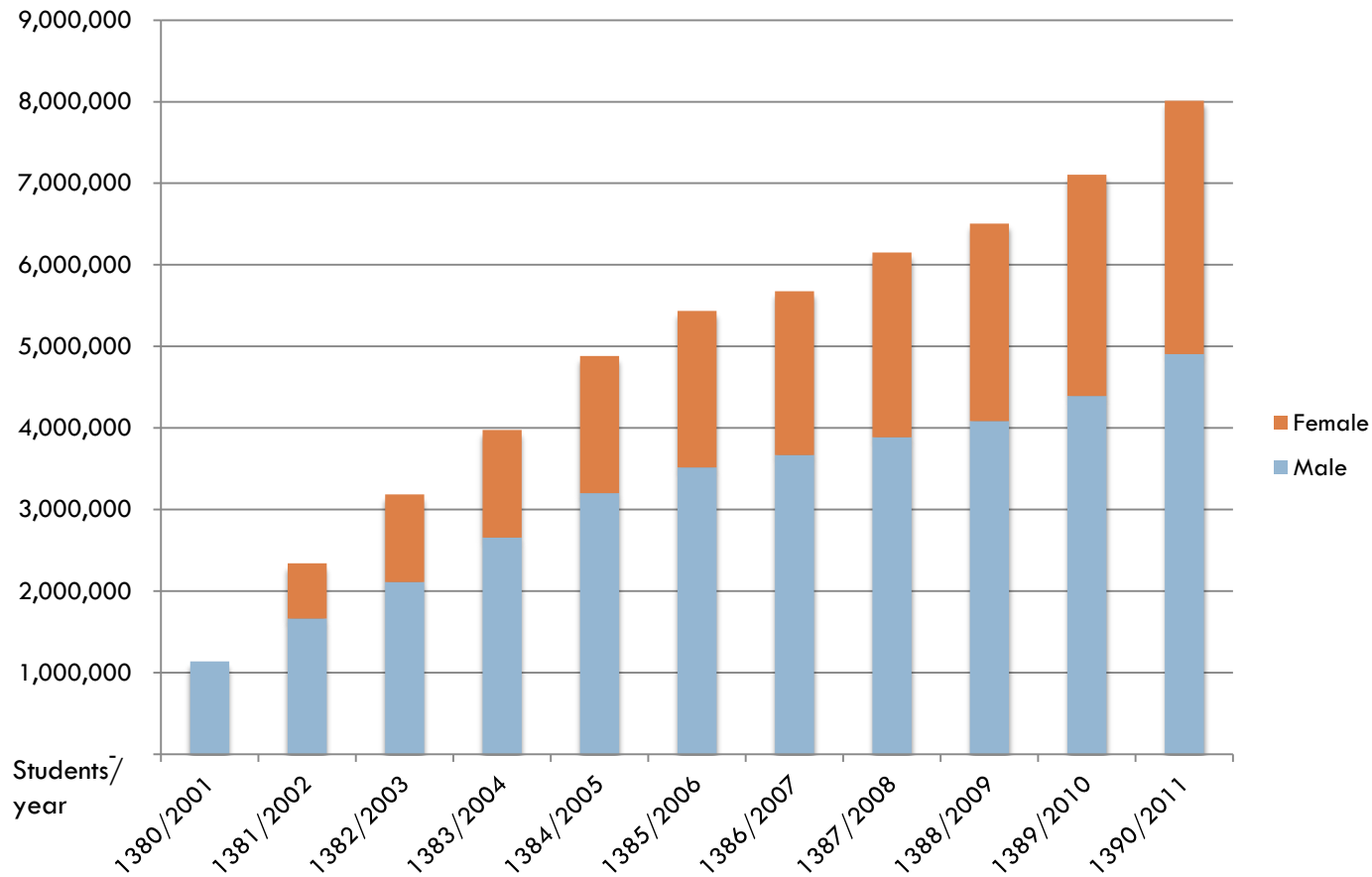
# 1. Situation in 2001

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Indicators	2001	2011
Students enrollment	Less than 1 million Girls not allowed to attend school	8 million 38.7 % girls in general education
Number of general schools	3,400	13,562 (30% boys, 16% girls, 54% mixed)
Number of teachers	20,700 male, Female not allowed to teach	172,921 including 31% female
Number of Teacher Training Colleges (TTCs)	4 TTCs 190 male students 50 male instructors	42 TTCs, 136 DTTSC 56,485 students 38.68% female

# 2. Rapid increase in students enrollment over the past decade

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# 3. Challenges in teacher's education, recruitment and deployment

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- **Shortage of teachers:**
  - Planning norms - average student teacher ratio is 35:1. In 2010 the average student teacher ratio was 43.7:1.
  - In 2011 the increase in students' enrolment was 14% increase in total number of new positions 4.6%.
- **Shortage of qualified teachers:**
  - 68% do not meet standard qualification.
  - No qualified female teacher in 230 districts out of 412 . No girl in upper secondary grades in 159 districts.
  - Shortage of teacher for other local languages
- **Insecurity**
- **No regional salaries and other incentives**

# 4. Teacher policies and practices to improve inclusion

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- The constitution of Afghanistan (2004) states:
  - ‘The state shall devise and implement effective programs to create and foster balanced education for women, improve education of nomads as well as eliminate illiteracy in the country’.
- The Education law of Afghanistan from 2008:
  - ‘The citizens of the Islamic Republic of Afghanistan have equal rights to education without any kind of discrimination’;
  - ‘Teachers’ training to be provided and expanded free, in a balanced and equitable manner.
  - ‘In the areas where spoken language of the majority of the people is the third official language, in addition to teach Pashto and Dari languages, opportunities for teaching of the third language as a teaching subject shall be prepared’;

## 4. Teacher policies and practices to improve inclusion – continue . . .

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- Road Map towards inclusive education, 2009 -2014:
  - ▣ Identifies challenges and marginalized/vulnerable groups of children
  - ▣ Provides strategy on how to move towards inclusive and child-friendly education, and help remove barriers to education in Afghanistan.
- Reform Salary Scales
  - ▣ Link salary to qualification and experience
  - ▣ Increase salaries from average 60\$ per month to minimum 135\$
- Expand TTC's and DTTSC
  - ▣ New curriculum developed, gender, rights, inclusiveness mainstreamed
  - ▣ In-service and pre-service teacher education
  - ▣ Incentive for girls students to attend TTC



# 5. The way forward

- To tackle these challenges MoE continue to:
  - ▣ Develop a competence and gender based recruitment system;
  - ▣ Provide additional incentives for qualified female teachers to relocate to rural areas; and
  - ▣ Upgrade qualifications and competencies of local teachers through training.
  - ▣ Establish new unite in TTC to train teachers in other local language teaching.

**We have all contributed to the  
learning process**

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**Thank You**