Faryab School Study

Report

FOR

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ACRONYMS

AFN	Afghan Afghani (Currency)
DED	District Education Department
EMIS	Education Management Information System
FGD	Focus Group Discussion
GPS	Global Positioning System
INGO	International Non-Governmental Organisation
IWA	Integrity Watch Afghanistan
MOE	Ministry of Education
M&E	Monitoring and Evaluation
NAC	Norwegian Afghanistan Committee
NESP	National Education Strategic Plan
PED	Provincial Education Department
PVPV	Prevention of Vise and Promotion of Virtue
SD	Standard Deviation
SPSS	Statistical Package for the Social Sciences
STR	Student-Teacher Ratio
TTC	Teacher Training College
TVET-A	Technical and Vocational Education and Training Authority
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation, and Hygiene

GLOSSARY OF TERMS

Mahram (مَحْرَمٌ)	In Islamic jurisprudence it refers to "a person with whom marriage is prohibited" (GWC, 2022, p.1) due to certain types of relationships including immediate family members. The rule by the Ministry for the Prevention of Vise and Promotion of Virtue (PVPV) in Afghanistan cited in (AAN, 2022) says that "women can leave the house without a Mahram to travel a distance of up to 72km (45 miles) or for up to three days".
Tashkeel	Tashkeel (noun) refers to the approved (civil service) staffing structure; Tashkeel (adjective) refers to a position or contract within the approved staffing structure (WB, 2022).
Tashkeel teacher	Administratively, this refers to approved teaching staff within the MOE staffing structure (WB, 2018). However, the number of teachers on the Tashkeel does not necessarily reflect the actual number of teachers in schools. Some teachers may be hired temporarily outside of the Tashkeel (i.e., by communities or NGOs), while others on the Tashkeel may be absent, or not in service.
School Shura	This is a community-and school-based management structure usually with 5-15 members (typically community elders and leaders). Shura members voluntarily support their schools in maintenance, improving the environment, community mobilisation, enrolment of out-of-school children, safety and security. As such it is important to note that the Shura is not exactly the same as parent-teacher associations (PTAs) commonly found in other countries. In Afghan schools, Shuras are broad structures with wider community membership, beyond parents. In some cases, PTAs may exist as sub-committees within or alongside Shuras.
School levels	General education under the MOE follows a 6-3-3 schooling system: including primary schools from grades 1-6, lower secondary from grades 6-9 and upper secondary schools (so-called Lycée) covers grade 10-12. It is important to note that the upper secondary schools in Afghanistan include the lower secondary level and primary level within the same school. Likewise, lower secondary schools also accommodate the primary level. As such, the Upper Secondary School is different from the Norwegian Videregående Skole with grades 11 to 13 only (and with grades 1 to 10 in separate schools).
Student-classroom ratio	This indicates the number of students accommodated per classroom. In this study the total number of students divided by rooms within the school building allocated for classes was used to determine the student-classroom ratio.
Student-teacher ratio	Indicates the number of students per teacher. In this study the student-teacher ratio was calculated by dividing the number of students

	enrolled in a school by the total active (in service) number of teachers in that school.
Darul-Uloom	A form of Islamic schooling offering an Islamic studies-based curriculum up to the 14th grade in Afghanistan. These institutions are generally more formal than madrassas, with specialised and advanced Islamic subjects such as Takmil Ifta (Jurisprudence) and Hadith.

EXECUTIVE SUMMARY

In April 2025, the Norwegian Commission on Afghanistan commissioned the Norwegian Afghanistan Committee (NAC) to conduct a study on schools in Afghanistan's Faryab province, financed by Norwegian development between 2006 to 2021. The primary goal of this study is to assess the current status of these schools across 18 of Faryab's districts, and compare it with findings from a 2016 study conducted by Integrity Watch Afghanistan (IWA)

The methodology adopted for this study comprised a combination of qualitative and quantitative data collection, conducted through in-person visits to each of 133 schools (48 boys, 49 girls, and 34 mixed) in Faryab. School visits included a school infrastructure survey, observations, and face-to-face interviews with school staff. Given the nature of the data collected, both quantitative and qualitative methods have been used for data analysis.

The following are key findings from the research into the current status of Norwegian supported schools:

1) **Schools' functionality status:** Of the total 133 schools (32 primary, 52 lower secondary, and 49 upper secondary schools) surveyed, 131schools were open, and active on the Tashkeel[1], with teachers and students in attendance, and two schools were closed. Among the 131 open schools, 123 were operating in permanent school buildings, while eight were operating in temporary learning spaces (such as community members' houses or tents) due to a lack of permanent school buildings or school buildings which were damaged. Compared to the findings of the 2016 IWA study of supported schools, the findings of the current study revealed a significant improvement in the functionality status of schools in Faryab. In 2016, nine out of 76 schools surveyed across 13 districts were reported 'closed', with insecurity being reported as the main reason for school closures. In this study however, as mentioned, only two out of 133 schools (both primary) were found to be 'closed'. For these two schools found to be 'closed', according to the schools' community members, one was shut down primarily due to the long distances between the nearest villages and the school, and the other school had closed due to the destruction of the school's building during war. However, among the 74 schools that were revisited from the 2016 study, none were found to be 'closed'.

2) **Condition of schools' infrastructure:** Out of the 133 schools visited, 127 schools have school buildings. Of these 127 schools, 19 schools (9 girls' schools, 6 boys' schools, 4 mixed schools – 15%) were found to be in excellent infrastructural condition; 36 (20 girls' schools, 10 boys' schools, 6 mixed schools– 28%) were in good condition; 43 (13 girls' schools, 14 boys' schools, 16 mixed schools – 34%) in fair condition; and 29 (7 girls' schools, 13 boys' schools, 9 mixed – 23%) in poor condition. In addition, it was found that 110 schools (46 girls' schools, 38 boys' schools, 26 mixed schools – 87%) were equipped with functional latrines, 90 schools (43 girls' schools, 28 boys' schools, 19 mixed schools) were surrounded by functional boundary walls (70.9%); 63 schools (30 girls' schools, 22 boys' schools, 11 mixed schools – 47.4%) had access to safe drinking water; 64 schools (27 girls' schools, 23 boys'

[1] approved teaching staff within the MOE staffing structure.

schools, 14 mixed schools – 50.4%) had handwashing facilities; and 50 schools (23 girls' schools, 17 boys' schools, 10 mixed schools – 39.4%) were equipped with sports-and play facilities.

3) **Accessibility provision within schools for persons with disabilities and disabling health conditions**: Out of 127 schools with buildings, in 73 schools (57.5%) accessibility provisions were observed, while in 54 schools (42.5%) these provisions were absent. Specific to school latrines, while 110 schools (83%) were equipped with latrines, this does not necessarily mean that all children have equal and safe access to them. Out of the schools with latrines, 45 (40.9%) did not have any disability accessibility provisions (e.g., wide entrances, seated toilets, ramps and handrails), while 65 school latrines (59.1%) included some of the required features. Wide entrances were observed in 62 schools (56%) with latrines. Privacy provisions such as proper doors and locks were found in 50 schools (45%), while ramps with handrails were available in 44 schools (40%). However, no schools provided seated toilets, which are essential for many children as well as for teachers who cannot use squat toilets due to their disabilities or disabling health conditions.

4) **Current usage of schools:** With the exception of the two 'closed' schools, all schools surveyed were found to be currently used for their original purpose, with the overall approach to the provision of education remaining the same as that taken during the previous study in 2016. However, there were found to be some minor changes to the curriculum (specifically in relation to school subjects). Out of the 131 schools that were open, none were found as being used for non-educational purposes and only one was found to operate as a Darul Uloom (since 2007). 74 schools (56%) reported minor changes in their curriculum (with change in a few subjects such as 'life skills') after the change of government in 2021, while 56 schools (44%) reported moderate changes in the school curriculum which involve removal of some science subjects and the addition of extra time for Islamic subjects. The changes at this level, as reported, also included a shift in prioritisation, with Islamic studies being given precedence over science and math subjects. For details on schools' curriculum changes, please see page 29.

5) **Teaching and learning resources:** Despite ongoing challenges and constraints, including the decline in school support programmes in Faryab post-August 2021, a notable number of schools maintain some level of access to essential learning resources. Among the 20 schools assessed for library access, 14 schools (70%) had functioning libraries, and four schools (20%) were equipped with adequate and relevant books for students. Laboratory equipment and materials were available in 14 out of 19 secondary schools (74%), with 11 schools (58%) actively using them in science subjects. However, textbook shortages were found to be pervasive, with classrooms observed where only one or two students had textbooks.

6) **School staff, teachers, and Shura:** There were 1,995 teachers (1,266 female and 729 male) on the schools' Tashkeel for the 131 surveyed schools. Of these, 1,828 teachers (1,109 female and 719 male) are actually in-service, indicating an overall teachers' attendance rate of 87.5% among female teachers (despite the closure of secondary schools for girls) and 98.6% among male teachers. Overall, 63.4% of teachers on the Tashkeel for the 131

surveyed schools are female and, interestingly, 95.8% of these female teachers hold university or 14th grade degree such as teacher training college qualifications.

7) **Students' enrolment, attendance, and completion:** In 2024, overall, 82,638 students (40,068 girls and 42,570 boys) were enrolled across the 131 schools surveyed. Of these, 59,606 students (30,181 girls and 29,425 boys) were found to be attending their schools regularly, demonstrating a 74.9% attendance rate. By the end of the year, 57,277 students (29,158 girls and 28,119 boys) had completed their grades, showing a 97% completion rate. Interestingly, the attendance rate was higher among the female students who were able to attend schools - 76%, than for male students - 70%.

full report

INTRODUCTION

Study background

Between 2006 and 2021, as part of Norway's wider engagement in Afghanistan, Norwegian development aid supported the Afghan education sector including through financing of school construction and technical support for education in Faryab province. To assess the impact and sustainability of this support in Faryab, the Norwegian Commission on Afghanistan[2] initiated a survey of supported schools in 2016. The study was conducted by Integrity Watch Afghanistan (IWA) and surveyed 76[3] out of 117 Norwegian-supported schools, constructed between 2006 – 2014 across Faryab's districts.

Since 2016, Afghanistan has experienced multiple changes and crises, including the COVID-19 pandemic, withdrawal of foreign troops, collapse of the Republic and return of the Taliban to power, worsening economic and environmental conditions, increasing social and educational restrictions - particularly for women, increasing numbers of Afghan returnees - especially from Pakistan and more recently Iran, declines in development and humanitarian aid and political engagement from donor countries after the fall of the Republic, and, an even more precipitous decrease in aid since the US government's recent dramatic reduction in global aid, alongside further reductions in aid from other donor countries.

As with all NGOs in Afghanistan, NAC is required, by law, to coordinate research and other activities conducted in Afghanistan with the Ministry of Economy (MOEc) and relevant line ministries/directorates. Accordingly, coordination related to this study was done with authorities in Kabul and Faryab. Indeed, coordination is particularly critical for research projects as they are typically considered to be sensitive by the current authorities. With increased restrictions by the Ministry of Education on INGOs working in education, NAC approached the Technical Vocational Education and Training Authority (TVET-A)[4] – an entity with which we have an MoU and established channel for coordination – to support coordination for this study. Through TVET-A, NAC was able to gain necessary approval in Kabul and Faryab to conduct this study. As will be discussed further in the methodology section of this report, NAC also included four TVET-A staff with expertise in disability accessibility in the study as volunteer enumerators.

The study, which is the focus of this report, has followed up on the previous IWA study (2016) to gain a current understanding of the status of Norwegian-supported schools in Faryab, supported between 2016 and the change of government in August 2021. After the proposed protocol for the

[2] NAC is a knowledge-based solidarity organisation with well-established experience in research on Afghanistan, and longstanding collaborations with many national and international academic institutions. We have a dedicated knowledge management and monitoring and evaluation department with regional teams, including in Faryab. NAC has been present in Faryab since 2013, implementing various programmes, including in education, across multiple districts.

[3] The 2016 study refers to a survey of 77 schools, however as one of the schools were listed twice the actual number was 76. 2 out of which are now in Badghis after a border adjusted after mid-2021. The number of schools revisited by NAC in 2025 was therefore 74 (all in Faryab Province).

[4] TVET-A functions as a line ministry responsible for TVET programmes and most special schools in the country. Over the past several years, NAC increased its work in education under an MoU with TVET-A because, 1) the authority permits INGOs to conduct direct training of Afghans and to work in the field (unlike the Ministry of Education which has instituted major restrictions on INGOs' work in education); 2) older girls and women are allowed to participate in TVET courses; and 3) TVET-A's remit for special education is well aligned with NAC's work in disability inclusion.

current study was approved by the Norwegian Commission, the field study was conducted by the Norwegian Afghanistan Committee (NAC) in May 2025, with data analysis and reporting conducted between June and early August 2025.

Context: Education in Afghanistan

To understand the broader 'systems' context in which Faryab's schools and school communities are a part of it is useful to briefly reflect on some of the key takeaways from the past 24 years of formal schooling in Afghanistan. This has included many successes, in which Norway has played a part, particularly in terms of increased access to schooling (e.g., increases in schools constructed, students enrolled, teachers educated and placed in schools). However, despite such progress, huge challenges remain, particularly in education access, quality and learning outcomes (UNESCO, 2021:8). Some of these challenges have increased or been compounded after the Taliban's takeover in 2021, as UNESCO (2025:9) notes, "*The seizing of power has led to significant changes in the allocation and management of education resources in the country. This situation further compromises the quality of education, as prior to the seizing of power a substantial number of public schools lacked proper facilities and materials, especially in rural areas".*

Support for teacher education has been part of Norway's wider support for education in Afghanistan, in line with identified education sector needs. Indeed, teacher professional development had been recognised as a priority for Afghanistan as early as 2002 in a 'Comprehensive Needs Assessment' of the education sector conducted by development partners at that time (Goddard, et al, 2018:6), and this has been regularly re-identified as a need in multiple studies and policy documents (e.g., NESP I and NESP II) going forward, including more recently in UNESCO's 20-year review of education in Afghanistan, published in 2021, after the Taliban takeover. To this end, over the years between 2001 and 2021 there have been various attempts at developing a national continuous professional development (CPD) system for teachers in Afghanistan. One of the more promising initiatives, the 'Teacher Certification and Accreditation of Teacher Training Institutions in Afghanistan Project' (TCAP), was piloted in several provinces and involved the development of a comprehensive system for assessing existing teachers' experience and qualifications, linked to relevant professional development opportunities (Goddard, et al, 2018). Despite promising ideas and good intentions, such approaches failed to be widely institutionalised, which meant that a comprehensive, systematic approach to teachers' in-service professional development was never realised in the country (MEC, 2017). Other attempts at professionalising teacher education have included the Ghani government's shifting of pre-service teacher education from teacher training colleges (TTCs) to universities in 2017, which resulted in a more than five-year period of uncertainty for TTCs. During this time, TTCs were officially re-purposed from providing pre-service to in-service teacher education, although, in actual practice, many TTCs stopped providing teacher education altogether, or only provided limited in-service training, but remained technically open. This state of limbo persisted until the Taliban's removal of the Teacher Education Department from the Ministry of Education in 2023, which precipitated the closure of the TTC system altogether.

It stands that a lack of qualified teachers linked to a lack of access, to relevant, quality pre- and in-service teacher education has been an ongoing problem in Afghanistan and one which has only worsened since August 2021 (Easar, at al, 2023:24). Increased shortages of qualified teachers (with more underqualified teachers being hired to teach subjects in which they have no background), a decrease in the quality of teachers' working conditions (particularly for women, who are subject to

greater restrictions and more harassment) and salaries (UNESCO, 2025) are factors which contribute to a worsening education environment overall.

Beyond teachers and teacher education, to understand the current context of education in Afghanistan more broadly, it needs to be emphasised that Afghanistan remains the only country in the world where girls are denied access to post-primary education in regular schools and that a recent increase in the global estimate of children and youth deprived of education – currently 251 million – is largely due to the estimated 1.5 million teenaged girls who are out of school in Afghanistan due to ongoing restrictions (UNESCO, 2025). In relation to this, a trend can be seen towards an overall increase in boys' attendance and decrease in girls' attendance of school, with boys' attendance increasing from 63 % in 2022 to 75% in 2023 and a decrease in attendance from 44% in 2022 to 39% in 2023 for all school-age girls (UNESCO, 2025; UNDP, 2023).

Given the pervasive challenges and broader negative trends within education in Afghanistan as a whole, Faryab stands out as being surprisingly resilient. As highlighted in the executive summary and discussed further into this report, the research study has found some important, positive indicators, which include:

- a reduction in the number of schools being closed in Faryab – 12% of schools were found to be closed in 2016, whereas only 1.5% (2 out of 133 schools) were closed in 2025;
- most schools surveyed (131 out of 133) were still functioning as schools and of these 'functional' schools 77% were found to have buildings and infrastructure in excellent to fair condition;
- increased enrolment and attendance rates – with a 79% attendance rate for all students (and a higher attendance rate for girls who were allowed to attend school, at 76%, compared with 70% for boys) and a 97% grade completion rate for all students in 2024.

These and other positive findings of the study point to the high value the people of Faryab place on education as well as the sustainability of education benefits due, in part, to the support of Norway and other donors. However, despite resiliencies, such positive findings are threatened by the current set of crises and political context faced in Afghanistan, not the least, the recent and severe reduction in donor funding.

Purpose of the study

The purpose of this study, as stated in its Terms of Reference, was to gain a comprehensive, longitudinal understanding of the status of Norwegian-funded schools in Faryab, with a focus on schools constructed between 2006 and the change of government in 2021, based on a list of schools provided by the Norwegian Commission. The study addresses schools' current functionality status, physical infrastructure conditions - including accessibility for children with disabilities - schools' usage, teachers and teachers' education, and data on students' enrolment, attendance and completion, amongst other areas of enquiry.

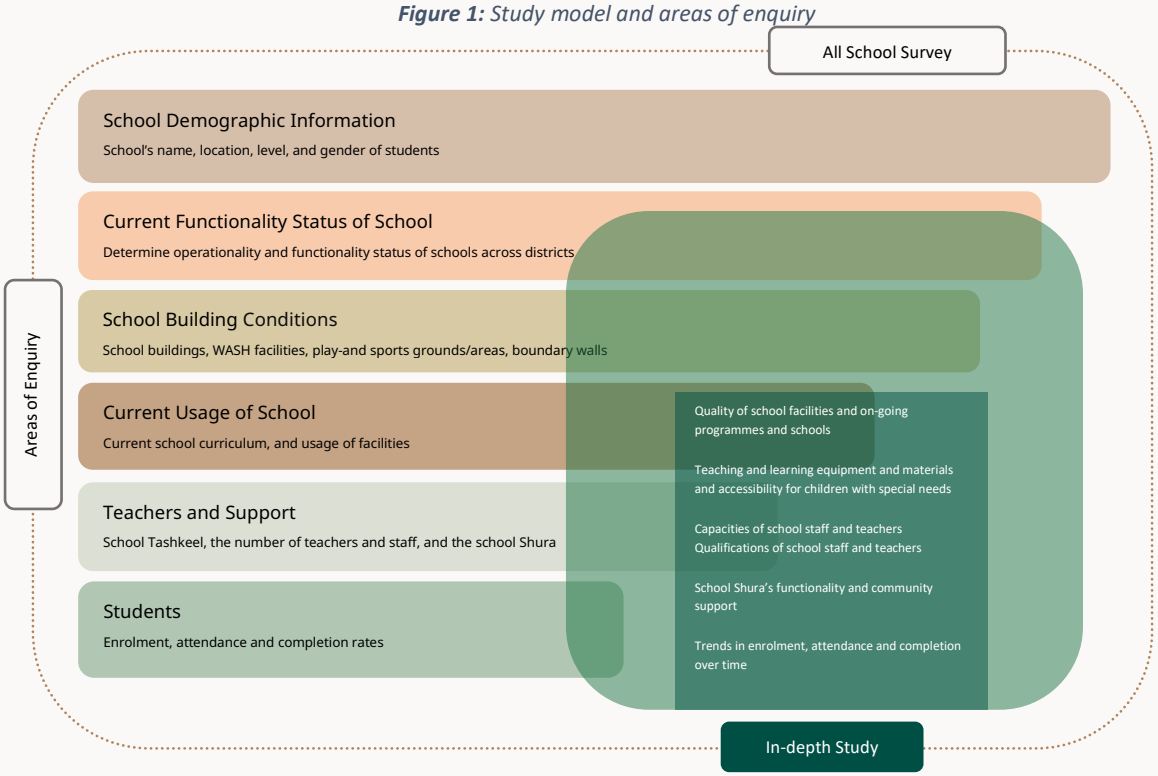
METHODOLOGY

This section of the report presents the study design and approach, areas of inquiry, population and sample size, data collection, management, and analysis methods, and lastly the study's limitations.

Design and approach

The study used a mixed-methods approach. A quantitative survey was administered across all targeted schools[5], covering 1) school functionality status; 2) school infrastructure conditions (including school buildings, water and sanitation, play-and sports grounds and boundary walls); 2) current school usage including the school's curriculum; 3) schoolteachers, staff and Shura; and 4) school EMIS including enrolment, attendance and completion records. The following figure illustrates this study's areas of enquiry.

Figure 1: *Study model and areas of enquiry*



In addition to the survey of all 133 schools covered in this study, a more in-depth approach was taken with a subset of 20 schools. For the subset of 20 schools, further data was collected on the schools' programmes, access to teaching and learning equipment and resources, teachers and other staff, availability of community support (with a focus on the functionality of school Shuras), and trends in enrolment, attendance and completion of students over the years 2019, 2021, and 2024. For the more in-depth review of the subset of 20 schools, the study also utilised qualitative

[5] To select the schools for this study, the Commission provided NAC with a list of 117 schools supported before 2016 and the reports of 16 schools constructed after 2016 in Faryab, although two of these schools were excluded from the study as they are no longer within the boundaries of Faryab Province. Of these schools, 76 schools (not 77 as reported in the 2016 study as one of the schools had been listed twice) were previously surveyed by IWA in 2016. Furthermore, 2 out of the 76 schools surveyed in 2016 are in Ghormach District which is now in Badghis Province following a border adjustment after mid-2021. Please refer to annex V for the complete list of schools.

approaches (individual key informant interviews and focus group discussions) alongside using an extended set of survey questions.

Population and sample size

Overall, 133 schools across 18 districts of Faryab[6] are covered in this study. The schools were selected based on the list, provided by the Commission, of Norwegian-supported schools constructed between 2006-2021. Of these, 74 schools had previously been surveyed by IWA in 2016. The remaining 59 schools includes 16 schools that were constructed after 2016, and 43 schools that existed before 2016, but were not covered in the 2016 study. The table below summarises the list of districts and their schools which were covered in this study.

Figure 2: *Districts and number of schools covered in the study*

Districts covered	Number of schools covered				Date of school visits
	Boys	Girls	Mixed	Total	
Almar	5	0	2	7	05 – 21 May
Andkhoy	0	2	1	3	10 – 21 May
Bandar	3	0	0	3	13 – 21 May
Bilcheragh	1	6	1	8	13 – 21 May
Chehlgazi	1	1	1	3	12 – 21 May
Dawlat Abad	4	2	0	6	13 – 15 May
Ferdaws	0	1	1	2	15 – 21 May
Gurziwan	2	4	0	6	10 – 18 May
Khaibar	1	0	1	2	20 – 21 May
Khwaja Musa	3	2	4	9	14 – 20 May
Khwaja Sabz Posh	5	5	0	10	10 – 19 May
Kohistan	2	2	2	6	08 – 21 May
Maimana	8	14	4	26	08 – 21 May
Pashtun Kot	5	4	13	22	10 – 21 May
Qaramqul	1	0	2	3	12 – 18 May
Qaysar	0	1	2	3	12 – 17 May
Qurghan	2	1	1	4	10 – 15 May
Shirin Tagab	5	4	1	10	05 – 21 May
Overall	**48**	**49**	**36**	**133**	**05 – 21 May**

Alongside they survey, the study involved conducting 14 individual interviews and focus group discussions (FGDs) with a total of 54 participants, including 10 school principals, 12 headteachers, 11 teachers, and 21 school shura and community members, at primary, lower secondary and upper secondary school levels. Interview and FGD participants were selected carefully to ensure reliability of the data, as they were all directly engaged with schools and were sources of primary information about their schools' status and activities.

[6] Since 2021, there have been a number of changes in Faryab's delineation of districts. Changes include the formation of five new districts: Bandar, Chehlgazi, Ferdaws, Khaibar, and Khawaja Musa, increasing the total number of districts in Faryab to 19. Further, one district, Ghormach, was moved from Faryab to Badghis Province; therefore, two schools from Ghormach District, which were covered in the previous IWA study, were not included in this study.

The subset of 20 schools for in-depth study was selected through purposive sampling, based on the following criteria:

- Schools constructed after 2016 (as per the reports provided to NAC)
- Four schools were selected from amongst the schools covered in the previous IWA study to provide a sample of schools built prior to 2016
- Schools from urban, semi-urban and rural settings
- Different levels (primary, secondary and upper secondary)
- Different genders of students (boys, girls, mixed)
- Ethnic diversity, covering schools serving Arab, Aymaq, Pashtun, Turkmen and Uzbek communities.

Data collection and analysis

For the quantitative research, the study employed a structured school survey questionnaire to collect quantitative data. This survey was developed by adapting NAC's existing school assessment tools, as well as the survey questionnaire previously used by IWA in 2016 for their study of Faryab's schools. For the qualitative research, the study employed semi-structured focus group discussions (FGDs) and interview guides developed by NAC's Education and Knowledge Management teams, in consultation with international research experts. Please refer to annexes I and II for the study's questionnaire and interview guides.

Quantitative data was collected using a digitised system - Kobo Toolbox via the ODK Collect app on tablets - through in-person visits to each school. No remote data collection methods were used, allowing enumerators to directly verify physical and operational conditions of schools on-site. Data on student enrolment, attendance, and completion rates, as well as teachers on the Tashkeel and their actual attendance, were gathered through a desk review of school EMIS records. To ensure accuracy, the study enumerators conducted school walks to observe schools' facilities firsthand. This activity also included photographing school buildings and facilities to document the evidence used in the school and district profiles attached to this report. The data collection process started on 5 May and continued till 21 May 2025.

To ensure data quality, rigorous control measures were implemented, including spot checks, supervisory oversight, and post-survey data validation. Upon completion, consistency checks, re-verification, and data cleaning were conducted on the Kobo Toolbox dataset to prepare it for analysis.

Both quantitative and qualitative data analysis were conducted by NAC's Monitoring and Evaluation (M&E) and Knowledge Management team. Quantitative data was analysed using MS Excel, SPSS, and Power BI for frequency distributions, cross-tabulations, univariate/bivariate analysis across nominal, dichotomous, interval, and ratio variables, correlation analysis, and significance testing aligned with study indicators. For qualitative data, a deductive thematic analysis was applied, using NVivo, through which findings were coded based on pre-determined themes on schools' functionality status, condition of facilities, teaching and learning resources, staffing, Shura and community support, and enrolment, attendance and completion trends (EMIS 2024 data for all surveyed schools, and 2019 - 2024 trends for the 20 schools selected as part of the more in-depth study).

Field research team and bias mitigation measures

A total of 15 field researchers - including 12 enumerators and 3 supervisors - carried out field data collection. The enumerator teams were composed of both internal (NAC M&E and education staff) and external enumerators. Enumerators were organised into six mixed teams, each including one internal and one external enumerator under the supervision of one of the three site supervisors. Teams were structured to minimise the potential for bias.

The internal enumerators were carefully selected from different regions where NAC works (including from Badakhshan, Balkh, Faryab, Ghazni, and Kabul) and from different ethnic backgrounds (Hazara, Pashtun, Tajik, and Uzbek).

The six external enumerators included four volunteer TVET-A staff (three from TVET-A Kabul and one from TVET-A Faryab) as well as a locally recruited married couple with no prior connections to NAC or other organisations working in Faryab schools. The female member of the married couple was able to support with research in girls' schools, as the enumerators from TVET-A were all male and therefore restricted from visiting girls' schools.

Given the Ministry of Education's restrictions on INGOs working in the education sector in Afghanistan, the involvement of TVET-A was essential for purposes of permission and coordination in conducting the research in Faryab's schools. The involvement of TVET-A staff as volunteer enumerators had an additional benefit, as their remit and experience in disability inclusion meant they brought with them expertise in assessing disability accessibility in schools, which was a feature of this study.

In addition to field-level bias mitigation, quality assurance was strengthened through support from Orzala Nemat, who played a key advisory role throughout the course of the study. Orzala contributed to the research design, the review of data collection tools, provided ongoing guidance to NAC's knowledge management team, and reviewed the collected data and draft reports, offering constructive feedback at various stages to improve the study's rigor, relevance, and neutrality.

Impartiality

NAC, together with the Norwegian Commission on Afghanistan took a number of measures to ensure impartiality in conducting the study.

After NAC was invited by the Norwegian Commission on Afghanistan to conduct the study, a meeting was held between NAC senior management and the Chair of the Commission to address the issue of possible conflicts of interest. It was suggested by NAC that none of the 20 schools selected for the in-depth part of the study should have received any construction support from the NAC.

16 of the 20 schools selected for the in-depth part of the study were built between 2016 and 2021 by the Danish Assistance to Afghan Rehabilitation and Technical Training (DAARTT); out of the four remaining schools, one was built by DAARTT between 2013 and 2014, one school was constructed by the Norwegian Refugee Council (NRC) in 2008, while we have no information about who constructed the final two schools.

As noted above, representatives from TVET-A joined the NAC teams, as volunteers, in the field to ensure access, however, without interfering in data management or analysis. It is also important to mention that none of the 133 schools covered in the study are under the authority of TVET-A.

Further, as noted above, only three out of the nine NAC field research team members came from Faryab, the other six were women and men with diverse ethnic and religious backgrounds from other provinces where NAC works, again to ensure greater impartiality. Data management and analysis were conducted by NAC specialists in Kabul and Oslo, none of whom were from Faryab.

Training of enumerators

Prior to data collection, a three-day in-person training was conducted for enumerators and site supervisors at NAC's Faryab Provincial Office. In addition to reviewing and discussing each of the research's quantitative and qualitative questions, the training specifically covered school identification and access procedures, observation techniques, proper completion of questionnaires, GPS location recording, photo documentation, use of the Kobo Toolbox, and familiarisation with research protocols. It is worth mentioning that an additional day was allocated for piloting the tools in a sample of schools, with revisions made based on the outcomes of the test to ensure the clarity of research questions and relevance of research processes.

Research limitations

Compared with the 2016 study conducted by IWA, the current study benefitted from an improved security situation allowing the field research teams to visit all selected schools in person. However, the process was not without challenges and limitations. One of the key limitations of the study was the relatively limited participation of female informants, particularly in the FGDs. This was due to ongoing restrictions on women in Afghanistan. Although our female enumerators, accompanied by Mahrams, were able to reach and interview several female teachers and head teachers in schools, the level of female participation in the study remained lower than we had wanted, as a higher level of female engagement would have enriched the study, including more comprehensive female insights and perspectives.

Another major limitation of the study was a lack of background information about many schools as to when they were built, and which donors had funded, and which organisations had constructed and supported them. In many cases, schools' construction signboards had been removed, making it difficult to determine exactly who had funded and built the schools, as well as when construction and refurbishment had taken place. In many schools, long-serving school staff had been retired or replaced, with current staff often unable to provide information regarding their school's origin, including details of school construction and support.

Another limitation of this study was that only one day was allocated for each school visit – it was therefore not possible to conduct a comprehensive assessment of all aspects of education practices (e.g., classroom observations) for each school surveyed, especially in regard to accessibility provisions and support for children with disabilities.

Collecting information about the two schools that were found to be completely closed was particularly challenging as there were no staff present on-site. In these particular cases, the team had to rely on information from community members who had knowledge about the school. In addition, the two schools in Ghormach district (which was previously a part of Faryab province, but now in Badghis province), could not be reached as access would have required a time-consuming process of coordination with authorities in Badghis province.

In some cases, the names of schools on the list from IWA's previous study and the list provided by the Commission were different from the names being currently used. For example, in some cases, the names of villages were mentioned instead of the actual school names, which required additional, time-consuming verification. In some other cases, schools had been upgraded to new levels (e.g., from primary to secondary), adding further complexity to the identification process.

KEY FINDINGS

This section presents the key findings of the study as they emerged from the research fieldwork. The findings are organised into the following sections: school demographic information, school functioning status, condition of school infrastructure and facilities, current use of the school, resources, teachers and qualifications, Shura and community support, and students' enrolment, attendance and completion rates (EMIS data).

School demographic information

Level and gender of school

Overall, 133 schools were covered in this study. Of these, 32 (24%) are primary level, 52 (39%) are lower secondary level, and 49 (37%) are upper secondary level. The distribution shows a nearly equal number of boys' schools, 48 (36%), and girls' schools, 49 (37%), while there are 36 (27%) mixed schools across all levels. The table below depicts schools covered in this study, disaggregated by gender and level of school.

Figure 3: *Level and gender of schools*

Level and gender of school								
Category	Boys		Girls		Mixed		Total	
	#	%	#	%	#	%	#	%
Primary	13	10%	5	4%	14	11%	32	24%
Lower Secondary (including primary level)	17	13%	17	13%	18	14%	52	39%
Upper Secondary (including primary and lower secondary levels)	18	14%	27	20%	4	3%	49	37%
Overall	**48**	**36%**	**49**	**37%**	**36**	**27%**	**133**	**100%**

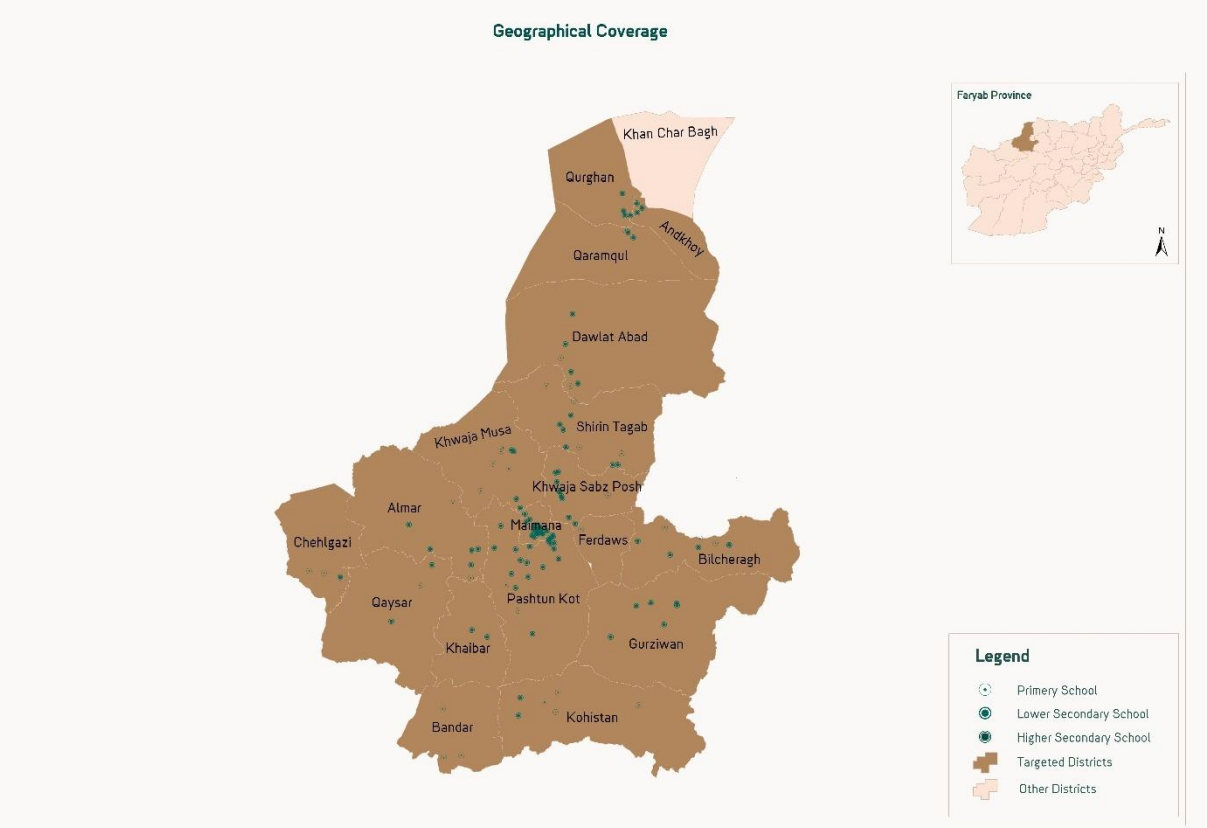
A subset of 74 schools from the current sample were also included in IWA's 2016 Faryab School Survey. Since that time, there have been some shifts in the levels and types of schools surveyed initially in 2016. Specifically, as our findings show, two schools have been shifted from primary to lower secondary level, and another nine schools have been changed from lower secondary to upper secondary level (Lycée), adding 10th, 11th and 12th grades. Although the current study did not explore the reasons behind these transitions, in depth, a key informant from one of the schools surveyed noted that the school's upgrade from lower to upper secondary level was due to increased enrolment and community requests as students were previously having to travel long distances to access upper secondary schools (Jamshidi Boy High School, Interview, 8 May 2025). However, a more comprehensive understanding of the dynamics of changes in schools' levels will require further research. This is an important area of enquiry as it has various implications, particularly on the use of learning spaces, which were originally designed for a lower number of students and for lower grade levels.

Geographical coverage and location

IWA's 2016 study collected basic location data with limited precision. To address this gap in the current study, we used a standardised GPS protocol to record precise coordinates for all 133 schools, with positioning precision of ±4.8 meters. Please refer to Appendix III (school profiles) for the detailed GPS data for each of the surveyed schools.

The coverage map below plots the locations of the 133 schools surveyed, distributed across 18 districts, with coordinates ranging from 35.194112°N to 36.986379°N latitude and 63.910867°E to 65.523374°E longitude.

Figure 4: *Study geographical coverage with location points*



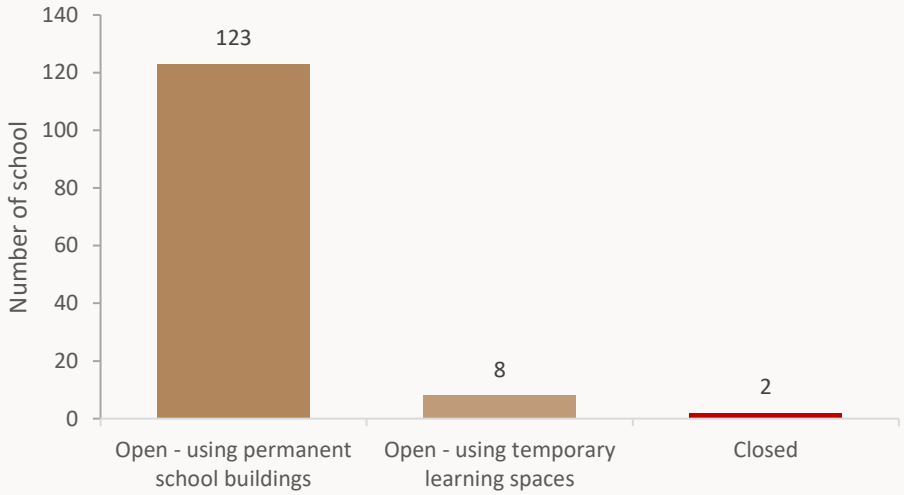
The dataset analysed shows clear distribution patterns across the 18 districts. Maimana hosts 26 schools (20% of the total), followed by Pashtun Kot with 22 schools (17%) and Khwaja Sabz Posh with 10 schools (8%). The remaining 15 districts have between 2-9 schools each, with several districts having minimal coverage relative to their geographical size.

Distance calculations from Maimana show schools ranging from 0.52 to 120.94 kilometres away from the provincial capital, with a mean distance of 60.73 kilometres. The most distant school visited during the study (120.94 KM from Maimana) was in Bandar district.

Functionality status of schools

One of the primary areas of enquiry of the study was the current functionality status of the schools. Of the 133 schools surveyed, 131 were open and active on the Tashkeel with teachers and students in attendance, while two schools were completely closed. Among the 131 active schools, 123 schools are operating in permanent school buildings, while eight were active in temporary learning spaces (e.g., private homes, mosques, and tents) due to a lack of permanent school buildings or with school buildings damaged beyond usability. The figure below illustrates the functionality status of all surveyed schools across the 18 districts (out of the 19 districts in Faryab).

Figure 5: *Functionality status of schools (n=133)*



Based on district-level data, the two schools with a 'closed' status were found in Almar and Bandar districts - both are primary level boys' schools. Among the eight open schools operating in temporary learning spaces, two were found in Bandar district, one in Bilcheragh, one in Chehlgazi, one in Khwaja Musa, two in Kohistan, and one in Pashtun Kot district.

Specifically, for the two schools surveyed which were determined to be fully 'closed', factors such as long distances between the nearest villages and schools and destroyed school buildings were reported as factors for closure by the community members. As reported, both schools were closed prior to 2021 and removed from the MOE's Tashkeel. Currently, the PED in Faryab plans to reopen the schools. However, as concerned by a PED member, due to budget constraints, the reactivation process may take time. For other schools which were functional, but in 'disrepair', school community respondents reported that disrepair of school infrastructure was a result of factors such as conflict-related incidents, use of poor-quality construction materials, natural disasters, and lack of maintenance.

Nevertheless, compared to the findings from IWA's 2016 study, the current data show that the overall school functionality status of the surveyed schools has significantly improved. In 2016, nine out of the 76 schools surveyed across 13 districts were assessed as being 'closed', with insecurity reported as the main reason. In contrast, the current study found only two out of 133 schools to be 'closed'. Among the 74 schools from the 2016 study that were revisited in the current study, none were found 'closed'.

The decline in closure status, from 12% (9 out of 74 schools) to only 1.5% (2 out of 133 schools), can be partly attributed to improved security conditions in Faryab following the change in government in 2021, as reported by school staff during in-depth interviews. As one school staff member explained, *"Schools were closed when insecurity or armed conflict created direct safety risks for students and staff. Once security stabilised, schools resumed normal operations"* (Head Teacher, Interview, Bilcheragh, 8 May 2025). This suggests that previous school closures had resulted more from security threats during armed conflict, rather than schools' internal operational issues, such as lack of facilities or lack of teachers.

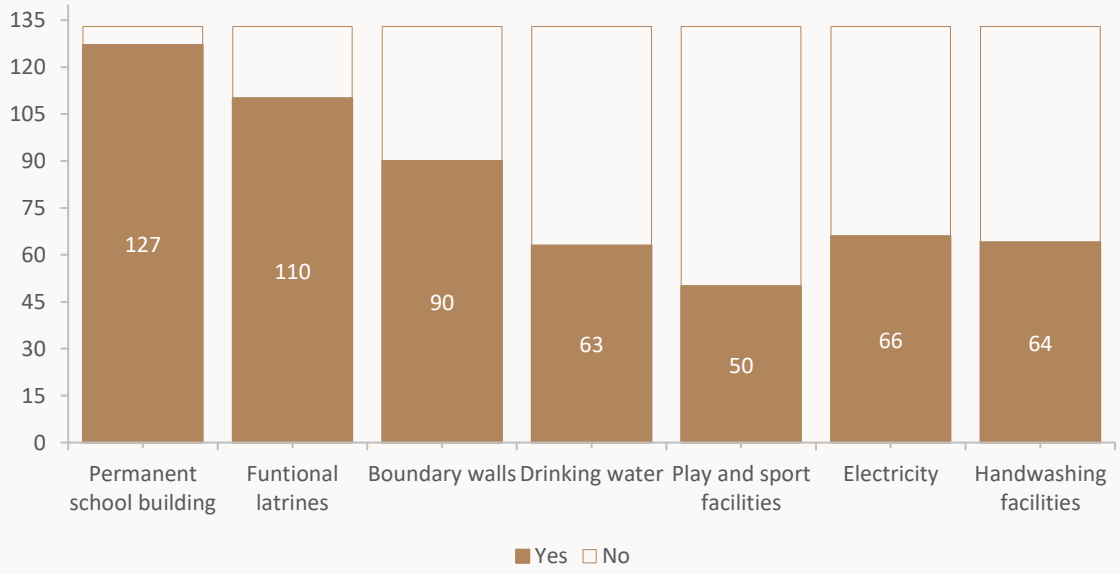
More importantly, the positive role of local communities and Shuras cannot be overstated. Even during the peak of insecurity in Afghanistan's northern provinces, when large numbers of schools

were closed in neighbouring provinces, Faryab stood apart, with most of its schools reportedly remaining open and operational (IWA, 2018). According to school staff interviewed during this study, the success here was largely due to strong engagement of local communities in schools' operations. This involvement continued also after the change of government in 2021, with community elders and school Shuras reportedly taking the lead in advocating for the reopening and reconstruction of schools affected by the conflict. *[For more on the current role of Shuras, see the "Shura and Community Support" section of this report.]*

Condition of School Infrastructure

Both access to and quality of education is heavily dependent on schools' infrastructure, including classrooms, water and sanitation (WASH) facilities, boundary walls (especially critical for girls' schools), and play-and sports grounds. The current study's findings reveal that out of the 133 schools (including the two that were closed) 127 schools had permanent buildings. Of these, 110 had functional latrines, 90 were enclosed by boundary walls, 63 had access to safe drinking water, and 64 had handwashing facilities. In addition, 50 schools were equipped with play- and sports facilities, with 66 schools having access to electricity (either through the local power grid, solar panels or generator).

Figure 6: *Available schools' facilities – observed (n=133)*



The following section focuses on the reported and observed conditions of school facilities in surveyed schools.

General condition of school buildings

In this study, school buildings' conditions were classified as either being, 'excellent', 'good', 'fair', or 'poor', based on pre-determined infrastructure benchmarks. Methodologically, to establish an overall understanding of current conditions, school buildings were rated from 1-4 based on benchmarks for each level (see annex I).

The table below illustrates the overall school building conditions observed during this study and the benchmarks against which they were assessed. Of the 127 schools with permanent buildings, 19

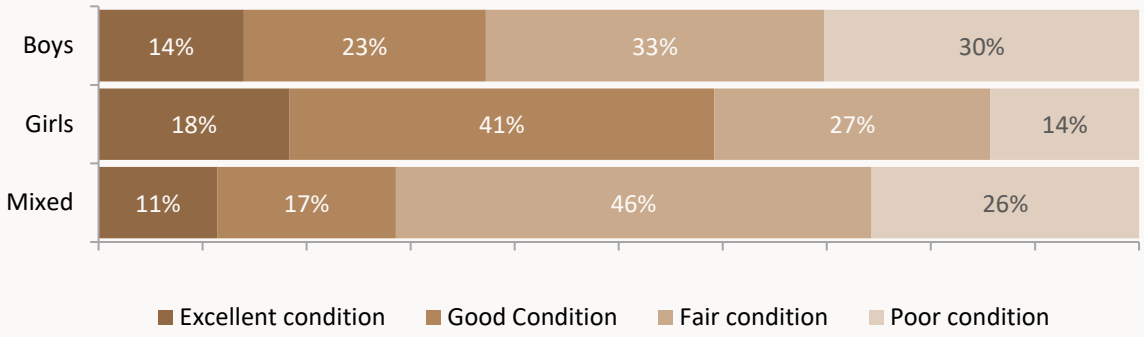
schools (15%) were found to be in excellent condition, 36 (28%) in good condition, 43 (34%) in fair condition, and 29 (23%) in poor condition.

Figure 7: *School infrastructure condition (n=127)*

Rating	Score	Description	Result
Excellent	4	No structural damage, clean surfaces, leak-free roof, fully functional windows and doors, adequate lighting and ventilation	19 (15%)
Good	3	No structural cracks, minor surface damage, no leaks, doors and windows functional with minimal broken parts	36 (28%)
Fair	2	Minimal cracks, partial surface damage, minor leaks not disrupting classes, limited ventilation	43 (34%)
Poor	1	Structural cracks, severely damaged surfaces, roof leaks, broken facilities, poor ventilation and access	29 (23%)

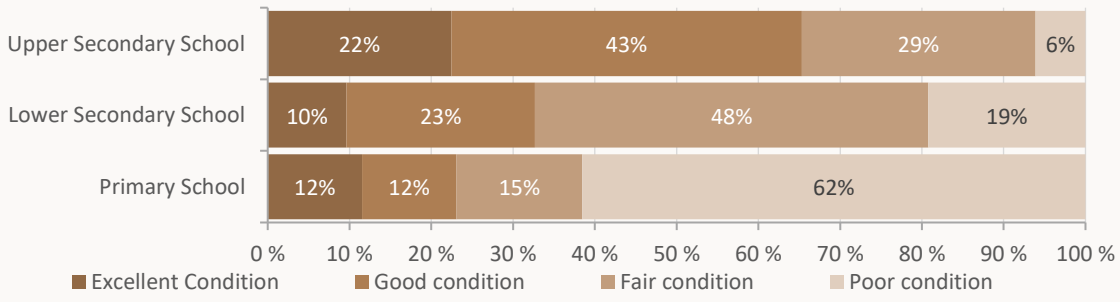
School infrastructure conditions were found to be comparatively better in girls' and mixed schools, compared to boys' schools. Of the 49 girls' schools assessed, 42 schools (86%) were in either excellent, good, or fair condition. Similarly, 26 out of 35 mixed schools (74.2%) reported the same status, while these conditions were observed in 30 out of 48 boys' schools (70%).

Figure 8: *General condition of school buildings - by gender of school (n=127)*



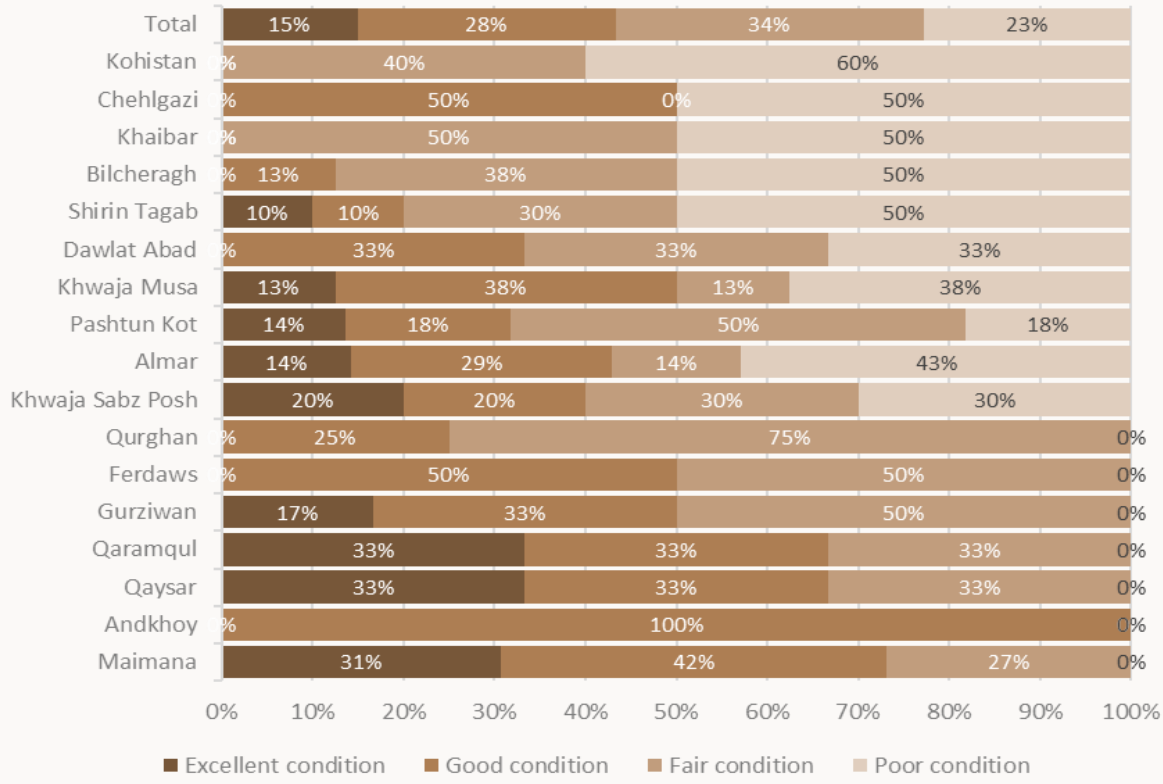
There were also differences found in relation to school levels, with poorer school infrastructure conditions more common in primary schools compared with secondary schools. The data shows that 62% of primary schools surveyed are in poor condition while the percentage was 19% in lower secondary and 6% in upper secondary schools. As discussed further below, this, in part, reflects a lack of prioritisation of primary schools for repair and reconstruction work after their initial construction.

Figure 9: *General condition of school buildings - by level of school (n=127)*



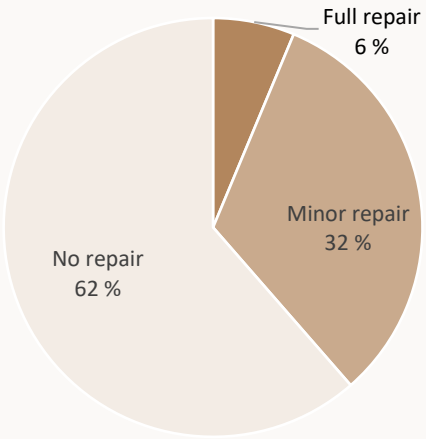
Analysis of district level data indicates considerable variations in infrastructure conditions across the surveyed districts. Seven districts, Andkhoy, Ferdows, Gurziwan, Maimana, Qaramqul, Qaysar, and Qurghan, were found to have the better school infrastructure conditions, with no schools in these districts recorded as being in poor condition. Conversely, four districts had schools with substantially poor conditions, with Kohistan having the highest proportion of schools in poor condition at 60%, followed by Bilcheragh and Khaibar, Chehlgazi, and Shirin Tagab each with 50% of schools in poor condition. As depicted in the figure below, schools with poorest school infrastructure conditions are largely found in the more remote and conflict affected districts where, according to teachers and Shura members consulted during this study, limited support has been provided by current authorities and NGOs to schools after their establishment.

Figure 10: *General condition of school buildings - by district (n=127)*



This indicates that at least 23% of the surveyed schools, while having standing buildings, need some level of repairs. In addition, the six schools that found with no functional buildings in Bandar, Chehlgazi, Kohistan, and Khaja Musa require complete reconstruction. Overall, as depicted in the figure below, out of 127 schools surveyed (with currently standing buildings), 49 schools (38.4%) were reported to have undergone repairs since initial construction, with 32.1% having had minor repairs and 6.3% full repairs.

Figure 11: *School undergone repairs (n=127)*

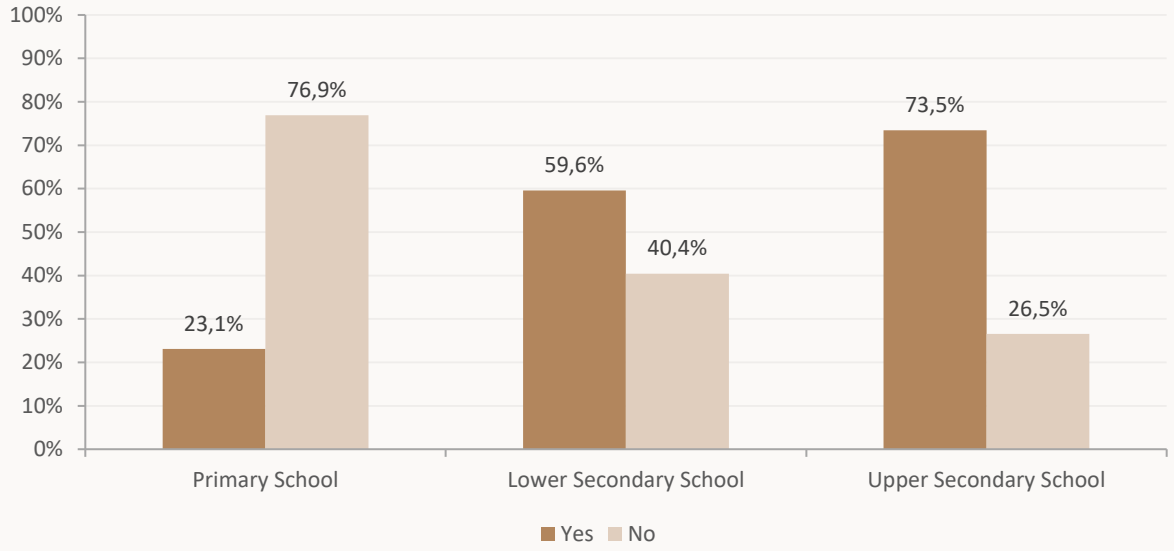


The district-level data shows that three schools in Andkhoy, five schools in Maimana, six schools in Gurziwan, two schools in Qaramqul, two schools in Qaysar, and two schools in Qurghan were reported as having been repaired.

Data from schools that have undergone repairs, across different school levels and genders, show that 85.7% of the maintenance and repair work conducted in Faryab was on lower- and upper secondary schools, 61.2% of which are girls' or mixed schools. Partly this is connected to a prioritisation of girls' education – at least in some parts of the country – during the roughly two decades prior to the Taliban takeover in 2021, with a focus on girls' education and the comprehensive secondary schools (with two or three levels of education).

The current study also investigated the accessibility of school buildings for children with physical disabilities by evaluating the physical accessibility provisions related to school buildings. As noted previously, given the short duration of the survey - with each school visited receiving just a one-day visit, including a walk around the school grounds - it was not possible to comprehensively assess all aspects of accessibility. Nevertheless, as part of the study, we observed basic infrastructure features to assess the level accessibility. As such, school buildings were considered accessible for children with physical disabilities, if there was a ramp at the main building entrance to allow entry without using stairs; handrails along ramps and staircases to support children with limited mobility; wide doorways that enable easy movement for those using wheelchairs or crutches for mobility; and safe stairs with handrails for accessing different floors. The figure below illustrates the provision of accessibility features within school buildings by level of school.

Figure 12: *Accessibility provision within school building - by level of school (n=127)*



Based on the above accessibility criteria, upper secondary schools demonstrated better accessibility with 73.5% having provisions for students with disabilities, followed by lower secondary schools at 59.6%. Primary schools show the lowest level of accessibility, with only 23.1% having adequate provisions. Schools constructed after 2016 show relatively better accessibility, with 86.3% having features such as ramps and accessible designs, compared to 51.4% of schools constructed before 2016. This makes sense in accordance with increased awareness over time of universal design principles and the importance of accessibility in school design and construction.

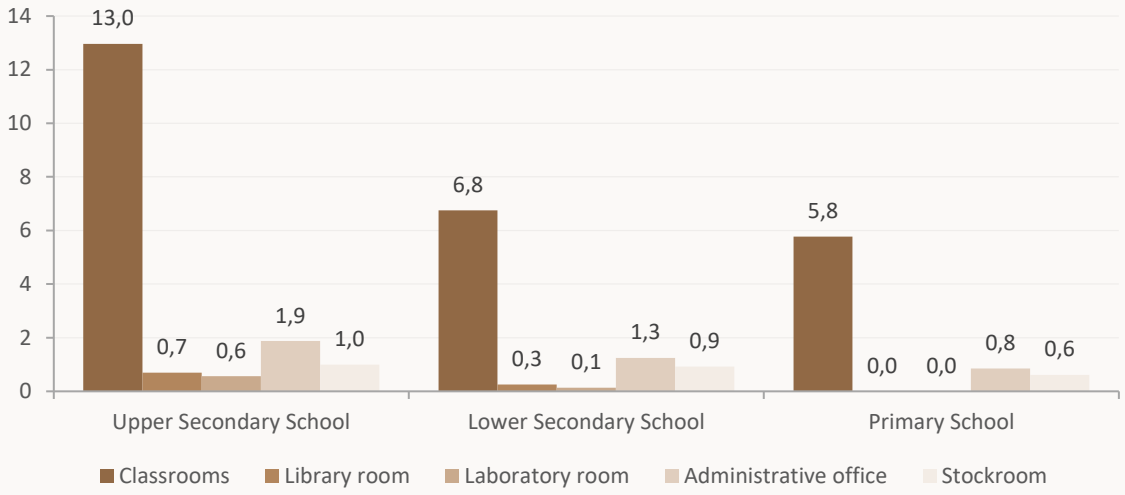
In-depth interviews conducted in the subset of 20 schools provided additional insights into accessibility challenges and accommodations. The interviews revealed that schools, even with accessibility provisions within buildings and classrooms, cannot be considered as fully accessibility for children with disabilities due to several access issues, including poorly accessible roads and paths between villages and schools (and even within school grounds – e.g., between school buildings and toilets), compounded by economic constraints of families (e.g., they struggle to afford to send their children with disabilities to school). As reported by respondents in several schools, the poor conditions of roads between villages and schools makes it unsafe or unfeasible for students with disabilities to attend schools independently. For example, one school noted that families were unable to continue sending their children with disabilities to school because they could not afford their children's assistance needs, such as someone to push a wheelchair. Despite these limitations, school staff in a number of schools reported implementing practical measures to accommodate students with disabilities, such as placing classes with students with physical disabilities on ground floors and in classrooms with comparative physical accessibility.

Classroom and learning spaces

It has been common practice that all rooms (including administrative offices and storage rooms) within school buildings were counted as classrooms in EMIS reporting (MOE, 2018). This can lead to confusion and misleading analyses, particularly when measuring classroom-student ratios. To avoid this error, this study employed room classifications of school buildings based on actual functional usage to determine the precise number of rooms designated for teaching. The Figure below

illustrates the mean number of rooms available within surveyed school buildings, desegregated by type of rooms.

Figure 13: *Means number of rooms in school building - by type of rooms and level of school*



As shown, the mean number of rooms allocated for teaching (classrooms) is 5.8 in primary schools, 6.8 in lower secondary schools, and 13 in upper secondary schools. However, the number of classrooms varies considerably within each education level as well. The primary schools have between 3-12 classrooms, with a standard deviation (SD) of 2.33. Lower secondary schools range from 3-19 with a SD of 3.01. Upper secondary schools exhibited the greatest variation, with classroom numbers ranging from 5-36 and a SD of 5.94.

These figures are essential for understanding the average number of students actually or potentially accommodated per classroom, a key indicator of classroom utilisation, including potential overcrowding of classrooms and use of additional temporary learning spaces (e.g., complementing classrooms with tents or using the school grounds as classrooms). However, interpreting this ratio requires caution due to the closure since 2022 of lower- and upper secondary education for girls in Afghanistan, as well as variations in individual school's procedures and arrangements (e.g., number of school shifts). If all schools are included in the analysis, initial calculations suggest an average of 52.4 students per classroom. However, this figure is not necessarily accurate because the ban on girls' secondary schooling, on the one hand, and the number of school shifts (as an internal school measure), on the other, distort the overall picture of the students-classroom ratio. To provide a more accurate picture of the student-classroom ratio, we excluded the lower and upper secondary girls' schools in our analysis, focusing only on all levels of boys' schools, as well as girls' primary schools in the subset of 20 schools (which were the focus of more in-depth research). The student-classroom ratio mean was found to be 49.1 students per classrooms (per shift if school implement two shifts), with values ranging from 28 to 81, and a SD of 17.7.

These figures do not necessarily reflect the actual number of students per class; however, they indicate that schools are still needing to use additional temporary learning spaces to accommodate all the students enrolled. In our interviews with school staff and Shura members, the lack of classrooms and the challenges schools face in managing learning spaces were frequently reported. While the situation has improved for some schools since new buildings were constructed, classroom shortages remain a widespread problem. Many schools use non-classroom areas within the school for teaching and learning, including administrative rooms, corridors, and areas under staircases, as

was observed by our research teams. One of the school principals interviewed reported, *"…one of our classes is held in the school's guard's room, and several other classes are conducted in the school corridor"* (Head Teacher, Interview, Pashton Kot, 12 May 2025*)*. This was particularly observed in schools in Maimana and central districts like Andkhoy, with large numbers of new students enrolled in recent years. Population growth, substantial migration from rural districts to urban centres, and an increase in returnees from outside of Afghanistan (mainly Iran and Pakistan) – particularly during last three years – are the main factors leading to the increased enrolments in these schools. School staff explained that rural households are moving to Maimana for work and urban-based livelihood opportunities. One staff member said, "Student enrolment has risen as more families have moved from districts to the city following the change of government and the end of the armed conflict" (School Principal, FGD, Maimana, 21 May 2025).

These findings are also evident when comparing enrolment trends between 2016 and 2024. In 2016, 17,037 male students were enrolled across the surveyed schools, whereas by 2024, that number had increased to 23,428 students in the same schools, demonstrating a 27.3% increase in the enrolments. In part, as discussed in the above section, this rise in enrolment has also led to the expansion of 11 out of the 74 schools from the previous study to include upper grade levels. The buildings originally constructed for use as primary schools lack the capacity to accommodate secondary level students. As a result, many schools continue to face serious overcrowding and shortages of appropriate learning spaces. However, recognising this challenge, the schools constructed more recently have taken classroom shortages into account. Schools built after 2016 have an average of 12.2 classrooms compared to 8.4 classrooms for schools constructed prior to 2016, demonstrating an effort to better meet the increasing demand for more classrooms in Faryab.

From learning outdoors to safe school buildings and the way forward

Situation before the construction of the school buildings

Conditions were unwelcoming and unsafe, if a child had chance to go to school! "*Before the school building was constructed, the students were studying under tents or in open spaces"* (Shura Member, Karte Solh Girls' High School, Nazir Abad, 20 May 2025). The principal remembered *"...students used to study on the bare ground... some students sitting on worn-out bags"* Principal, Karte Solh Girls' High School, Nazir Abad, 20 May 2025). The poor conditions and lack of proper learning spaces were a big barrier to getting out of school children into school. *"Parents were not interested in sending their children to school, especially their girls, in the hot summer and with a two hour's walk in most cases"* (Teacher, Deh Azizan, 19 May 2025). For those who did attend school, *"many classes didn't even have a blackboard"* (Teacher, Afghan Kot, 11 May 2025).

Construction of safe school and classrooms

The construction of school buildings was an encouraging factor for many families to send their children to school. *"Having proper physical infrastructure has increased families' trust in school and education in general, encouraging more parents to enrol their children"* (Shura Member, Khaja Sabz Posh, 12 May 2025). Students could finally learn "*in a safe and quiet space*", no longer *"distracted by heat, dust, or noise"* (Teacher, Almar, 17 May 2025).

Ongoing challenges and constrains

Despite improvements in schools' infrastructure, it is still challenging for many schools to accommodate all students due to increasing enrolment every year. *"Classroom shortages force many schools to use unsuitable spaces for teaching and learning, such as guard rooms and corridors"*, explained the headteacher from Shah Folad Mixed School (Interview, 12 May 2025).

Creating accessible and welcoming school environments is still a priority. A teacher from Deh Azizan said, "*The hot weather inside the classrooms is extremely difficult for students, especially small children during the summer, causing students to become sick and increasing student absenteeism"* (FGD, 19 May).

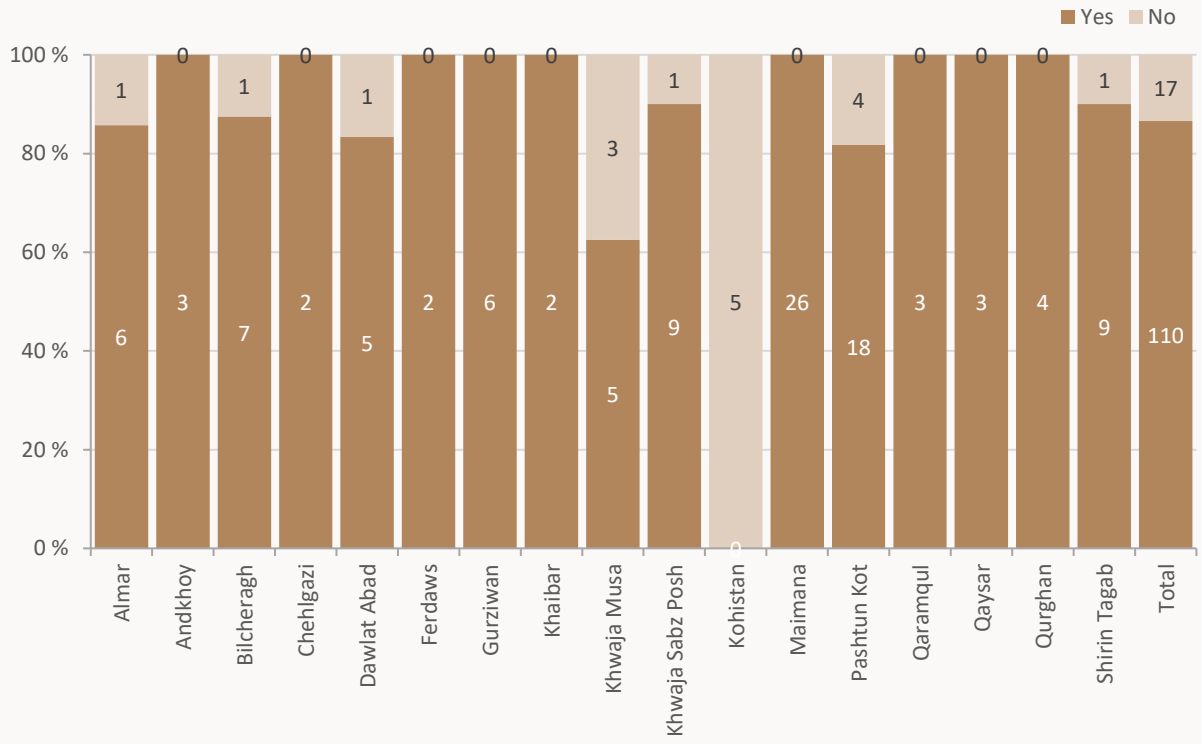
Water, Sanitation, and Hygiene (WASH)

Adequate WASH facilities, including access to clean drinking water, functional latrines, and handwashing facilities, directly impact students' enrolment, attendance, and completion, as well as their overall health and wellbeing. Therefore, in the current study assessments of schools' WASH facilities were a key component of school walks conducted during our field teams' school visits.

a) Access to functional latrines

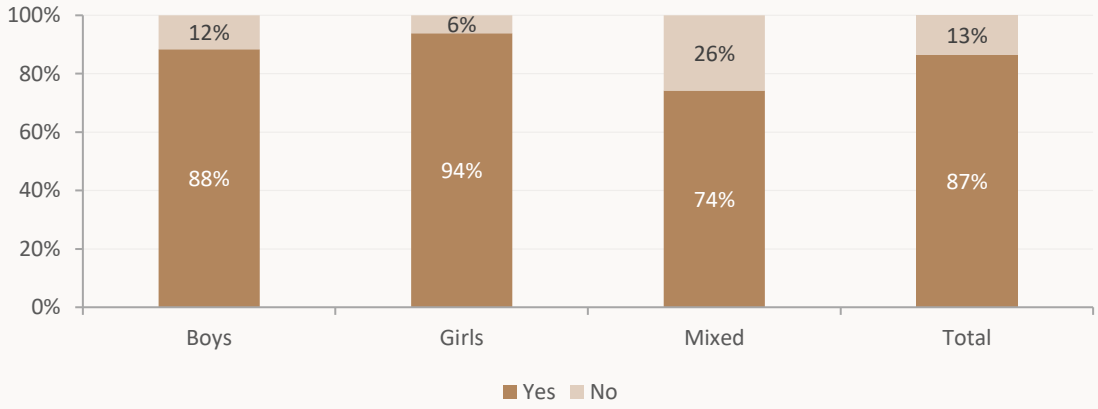
As illustrated in the graph below, overall, 110 out of 127 schools with buildings (86.6%) have access to functional latrines. Looking to district level data, 100% of schools surveyed in eight districts (Andkhoy, Ferdaws, Gurziwan, Khaibar, Maimana, Qaramqul, Qaysar, and Qurghan) have access to functional latrines. Followed by Khwaja Sabz Posh (nine schools) and Shirin Tagab (nine schools) at 90%, respectively, Bilcheragh (seven schools) at 88%, Almar (six schools) at 86%, Dawlat Abad (five schools) at 83%, and Pashtun Kot (nine schools) at 82%. However, access to latrines is less in Kohistan, a particularly remote district where none of the five schools surveyed were found to have functional latrines (these were among the schools constructed before 2010 currently with majority in either disrepair or poor building conditions). The figure below illustrates schools with and without access to functional latrines, desegregated by district.

Figure 14: *Access to latrines - by district (n = 127)*



We also analysed access to functional latrines based on gender and level of schools, focusing on schools with buildings (n=127 - the schools that have building). The results show that 46 out of 49 girls' schools (94%) were equipped with functional latrines. This figure was lower for boys' schools, where 38 out of 43 schools (88%) had access, and for mixed-gender schools, where 26 out of 35 schools (74%) had functional latrines. The figure below illustrates access to latrines by gender of school.

Figure 15: Access to functional latrine - by gender of school (n=127)

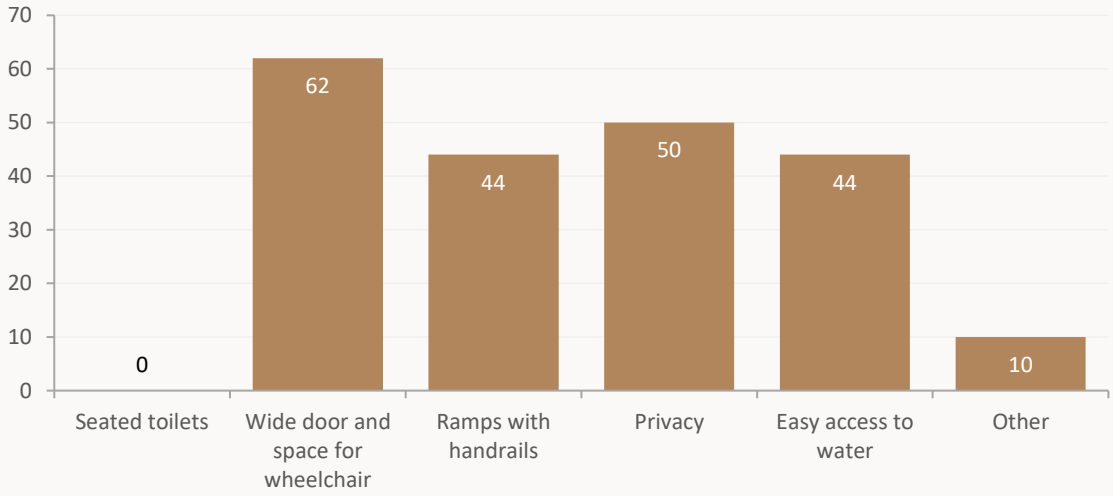


The data shows that overall schools' access to latrines has improved since 2016. According to the 2016 survey, 75.3% of the surveyed schools in Faryab had access to latrines and as illustrated this percentage, as assessed in the current study, has increased to 87%, indicating an 11.7% increase. Different factors have led to this improvement, with the higher rate of latrine access in newly constructed schools likely being a major contributor. Our data shows that 90.9% of schools built after 2016 have functional latrines, indicating that sanitation facilities have become an integral part of new school construction. However, community contributions, as well as NGO sanitation and school support programmes, in the existing schools can also be seen as positive factors here. These interventions may have helped address gaps in older school infrastructure through targeted WASH projects.

Nevertheless, a higher number of schools equipped with latrines does not necessarily mean that all children have equal and safe access to them. In this study, we specifically looked to the accessibility of the constructed latrines in the surveyed schools for children and teachers with disabilities. To do this, we applied basic criteria[7] for disability-friendly toilet facilities. The data show that, out of 110 schools equipped with latrines, 45 (40.9%) did not meet any of the disability accessibility criteria, while 65 school latrines (59.1%) included some of the required features, and none had all. The figure below illustrates the features observed in these 65 schools.

[7] A ramp leading to the latrine entrance to avoid steps; handrails along the ramp and at the entrance to provide support; a seated toilet (instead of a squat toilet) to assist children and school members with limited mobility or weakness in their legs and feet; and support rails installed beside the toilet to help with sitting and standing.

Figure 16: Latrine accessibility provisions for children with disability (n=65)



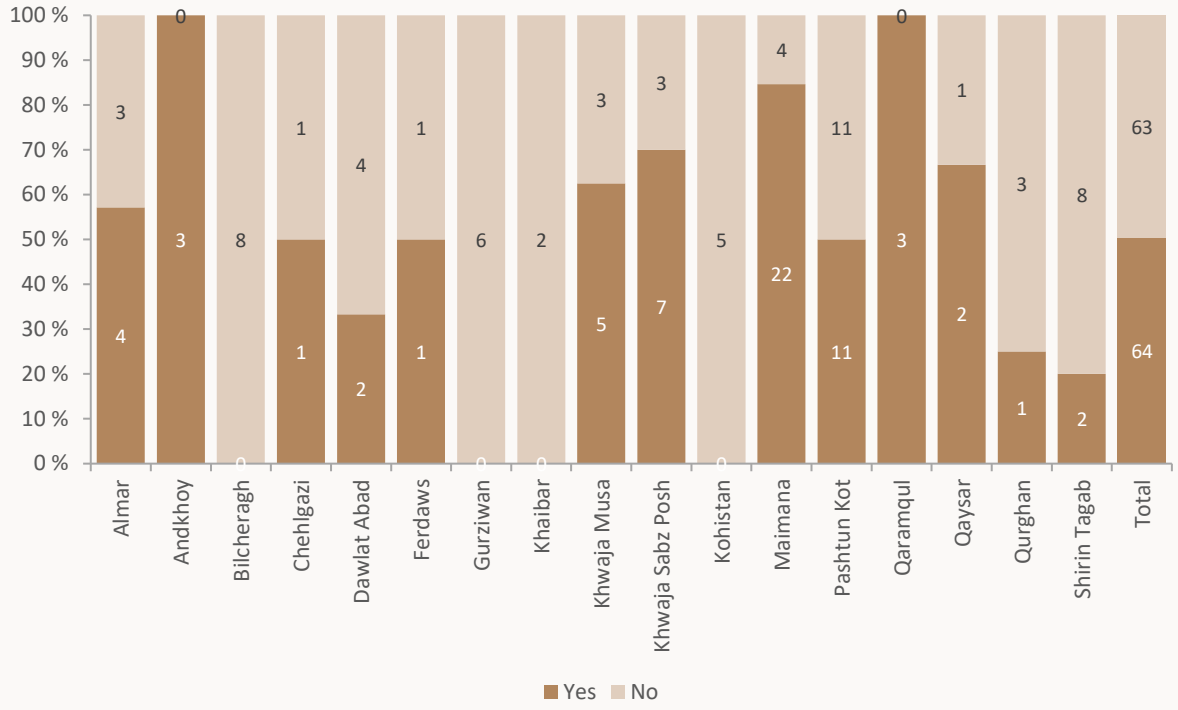
Wide doors were observed in 62 schools (56%) of surveyed schools with latrines. Privacy provisions (proper doors and locks) were found in 50 schools (45%), while ramps with handrails were found to be available in 44 schools (40%), and easy access to water in 44 schools (40%). Notably, no schools provided seated toilets, which are essential for children as well as for teachers who cannot squat due to their disability.

b) Access to handwashing facilities

Based on the findings, 64 schools (50.4%) of the surveyed schools (with building) have access to functioning handwashing facilities, while 63 schools (49.6%) lacked such facilities.

Access to handwashing facilities varies between districts. Some districts demonstrated considerably higher access – Andkhoy and Qaramqol leads with all surveyed schools were access to functional handwashing facilities, followed by Maimana (85%) Shirin Tagab (80%), and Khwaja Sabz Posh at 70%. Conversely, schools in districts such as Bilcheragh, Gurziwan, Khibar, and Kohistan, districts were found to have no access to handwashing facilities. The figure below illustrate access to handwashing facilities across districts.

Figure 17: Access to handwashing facilities –by district (n=127)

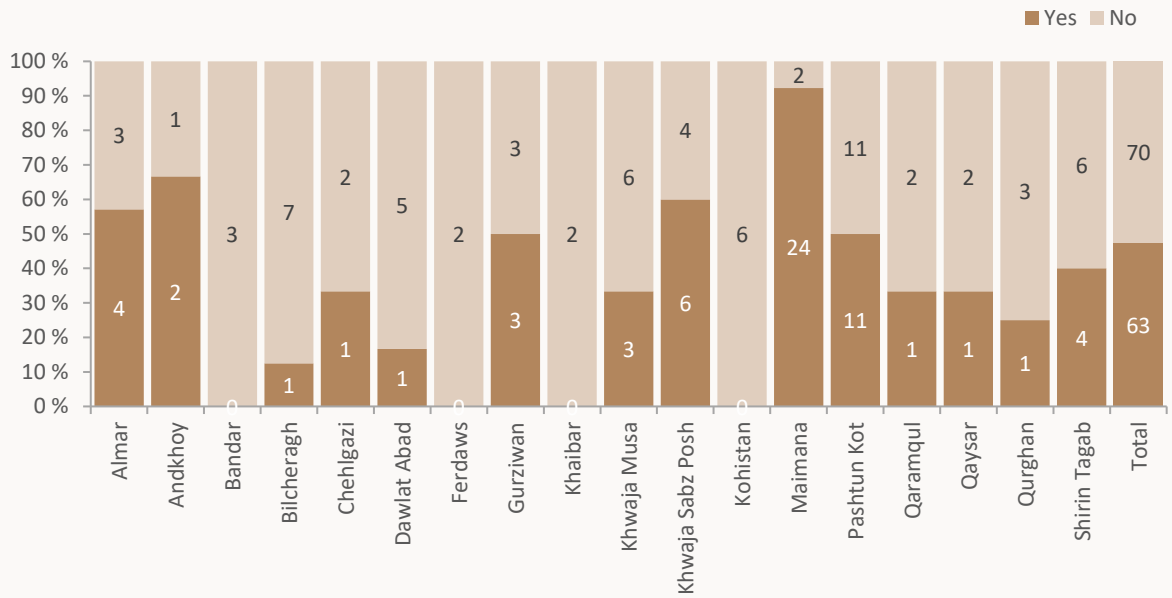


In many schools that do have such facilities, schools reported that they are in need of repair but due to the difficult economic situation and insufficient funds, schools have not been able to repair or replace them. A teacher from one school surveyed explained, *"Our handwashing station needs repair. Currently, the water station we have at school is not operational and so we do not have enough water, and we have been unable to fix this because the school does not have enough support"* (Head Teacher, Interview, Afghan Kot, 11 May 2025).

c) Access to drinking water

One of the most serious and frequently observed issues during this current study was the lack of drinking water in schools. In areas where water is available, it is often either insufficient or severely saline (a common problem in Faryab). Overall, 63 out of 133 schools (47.4%) were found to have access to drinking water, leaving 70 schools (52.6%) without water. The figure below illustrate access to safe drinking water by district.

Figure 18: *Access to drinking water - by district (n=133)*



As shown in the graph above, schools in four districts completely lacked drinking water, including Bandar, Ferdaws, Khaibar, and Kohistan. Other districts show severely limited access, with Bilcheragh having only one out of eight schools with access to water, Dawlat Abad with one out of six schools, and Chehlgazi with one out of three schools. Districts with schools that have better access to drinking water include, Maimana with 24 out of 26 schools (92%), Andkhoy with two out of three schools (67%), Khwaja Sabz Posh has six out of ten schools (60%), Almar with four out of seven schools (57%), and Pashtun Kot with 11 out of 22 schools (50%).

Those schools reporting access to water were also asked about the sufficiency of their water supply, as part of the in-depth study (n=19). 73.7% of these schools reported their water supply as being sufficient, 15.8% reported water being somewhat sufficient, and 10.5% reported insufficient water. Comparing the current findings with data from the same schools in IWA's 2016 study, shows a decline in water access from 63.5% (47 out of 74 schools in 2016) to 58.1% (43 out of the same 74 schools in 2025) (58.1%).

Several factors have contributed to water shortages, with severe drought being the most prevalent issue, as reported by many respondents during interviews and FGDs. Those schools reporting sufficient water access have likely had to dig deep wells to access water, and the water level continues to fall, year by year. One school head teacher explained, *"We dug two wells, each 60 meters deep, but we still do not have enough water. Every year, the underground water level drops... the two wells cannot meet the needs of students and staff, especially during the summer months"* (School Principal, FGD, Maimana, 19 May 2021).

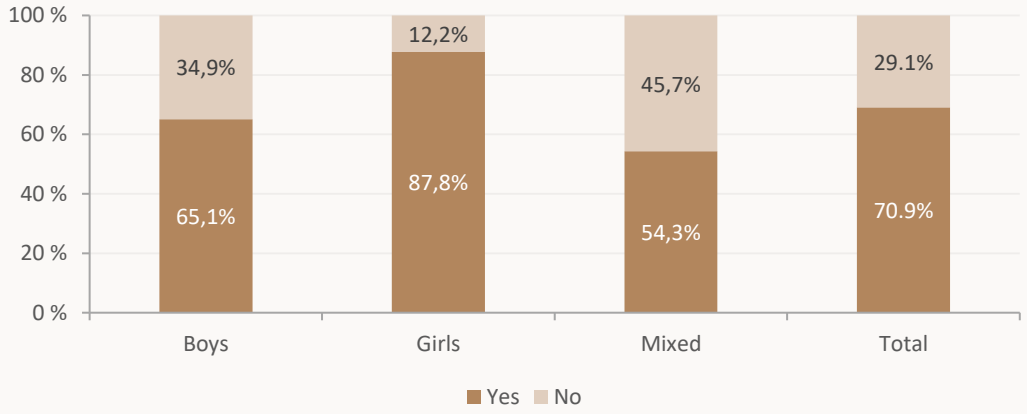
Even schools that currently have some level of access to water face capacity constraints due to increasing enrolment rates. In one of the schools an FGD participant stated that, *"Due to overcrowding and limited facilities, the drinking water available is insufficient to meet the needs of students and staff"* (Head Teacher, Interview, Pashton Kot, 12 May 2025). In another case, school representatives reported that they had been paying AFN 6,000 monthly to transport water from a neighbouring village but could no longer afford to continue this arrangement.

Boundary walls

Overall, 90 out of the 127 schools (70.9%) surveyed schools (with building) have boundary walls, while 37 schools (29.1%) lack this infrastructure.

The distribution of data by school gender reveals that a greater number of girls' schools, than boys' schools have boundary walls, which makes sense given cultural norms around privacy. 43 out of 49 (87.8%) of girls' schools were found to have boundary walls, whereas for boys' schools it was 28 out of 43 (65.1%) schools. Mixed-gender schools (arguably with lower grades) had the lowest coverage, with only 19 out of 35 (54.3%) schools having boundary walls. The figure below illustrates the schools with access to boundary walls, disaggregated by gender of school.

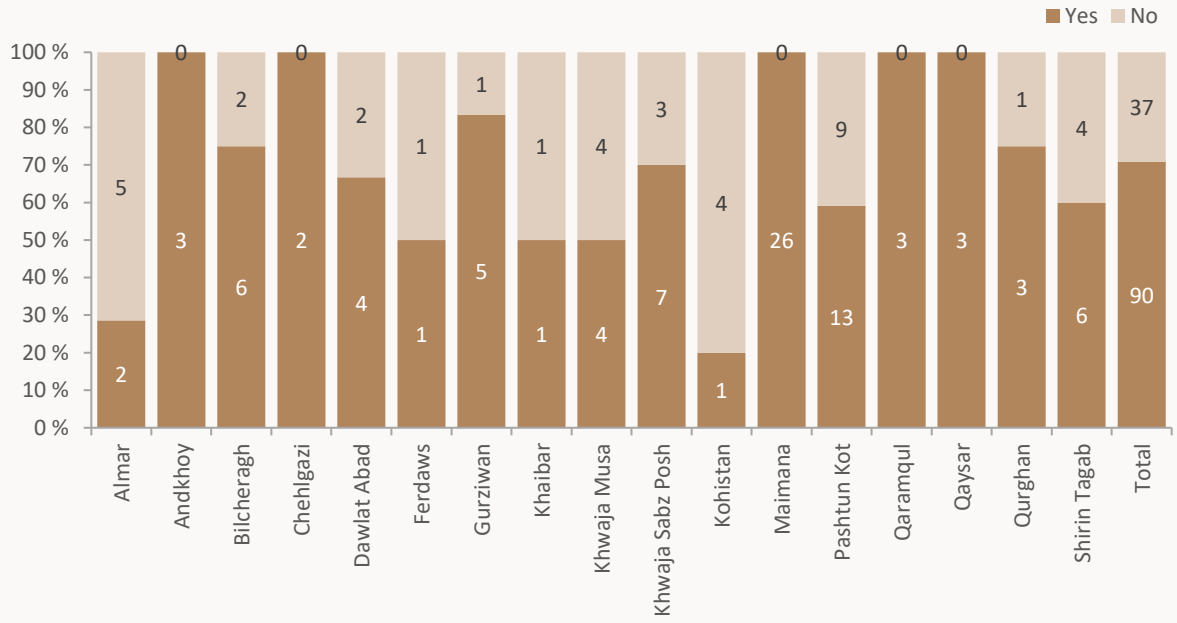
Figure 19: *Availability of boundary wall - by gender (n = 127)*



Schools with upper grades show greater access to boundary walls, with 95.9% of upper secondary schools visited having this infrastructure. Again, this fits with cultural expectations around privacy for girls, especially for older girls.

District level data show significant variations in regard to boundary walls. Four districts were found to have boundary walls for all schools surveyed - Andkhoy (three schools), Maimana (26 schools), Qaramqul (three schools), and Qaysar (three schools) - with other districts having boundary walls for most schools - Gurziwan (five out of six schools), Bilcheragh (six out of eight schools), and Khwaja Sabz Posh (seven out of ten schools). However, some districts face more significant gaps - in Kohistan only one out of five schools have a boundary wall, while in Almar two out of seven schools have boundary walls, and in Khwaja Musa the number is four out of eight schools.

Figure 20: *Availability of boundary wall - by district (n=127)*



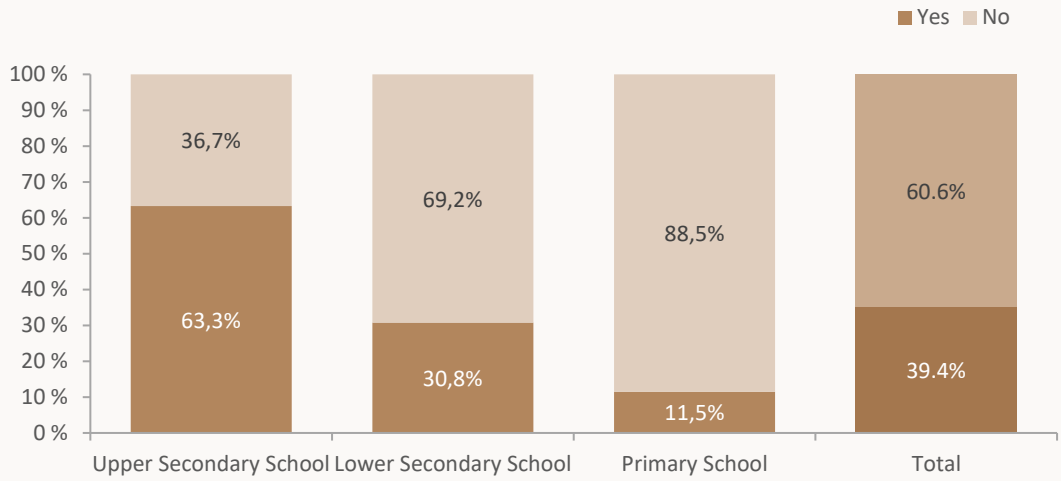
Overall, our survey data by year of establishment shows that schools constructed in more recent years are more likely to have boundary walls. This is in keeping with findings that show that the most recently constructed schools have more and better quality facilities with greater accessibility, than schools constructed earlier. Overall, 89% schools established after 2014 have boundary walls. While this percentage is 68.7% for school constructed before 2014.

Play-and sports grounds

Despite the significant role of play and sports in supporting the physical, emotional, social, and cognitive development of children, access to functional play and sports facilities remains a major gap in the surveyed schools. The findings revealed that only 39.4% of surveyed schools (with access to building) have access to functional play/sports facilities in their schools, while a concerning 60.6% - primarily found in remote districts - do not access to such facilities at all.

Looking to the data by level of schools, the gap was more pronounced at the primary level, where the functional play-and sports grounds were observed in only 11.5% of schools. Again, this is concerning as younger children are in particular need of movement and play for healthy development. The availability of functioning play and sports infrastructure was found to be greater in schools with upper grades (63.3% in upper secondary level schools and 30.8% in lower secondary schools). This suggests a trend in which resources related to play and sports are allocated to upper grades with older aged students. This issue was highlighted by a teacher, *"It is common in rural households and schools that older students get the most resources, such as sports equipment, which often leaves younger children at the primary level marginalised"* (Nazir Abad, FGD, Maimana, 20 May 2025). The figure below illustrates the access to play-and sports grounds across the 127 schools surveyed desegregated by level of school.

Figure 21: *Functional play-and sport ground - by school level (n=127)*

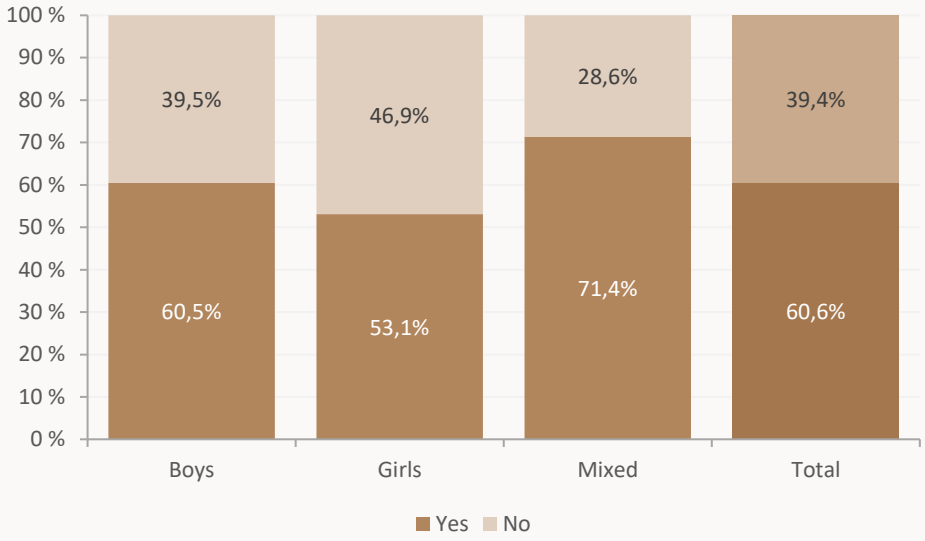


This gap is observed and reported not only in the establishment of play-and sports grounds, but also in the maintenance of those that do exist. Several school principals reported that after the initial establishment of these facilities, no repairs had been made. The equipment became damaged over time, which, due to limited resources and support, schools were unable to repair or replace. A teacher noted, "*Unfortunately, playground equipment, such as nets, have been damaged by children and not replaced. So, students now mainly play local games and sports without using playground equipment*" (Head Teacher, Interview, Maimana, 8 May 2025*).*

In some cases, school communities, including the Shura and other community members have stepped in to repair and maintain school grounds. As shared by a school principal in Almar, *"Our community helped renovate the football playground by levelling the field and installing goalposts"* (Principal, Interview, Almar, 17 May 2025).

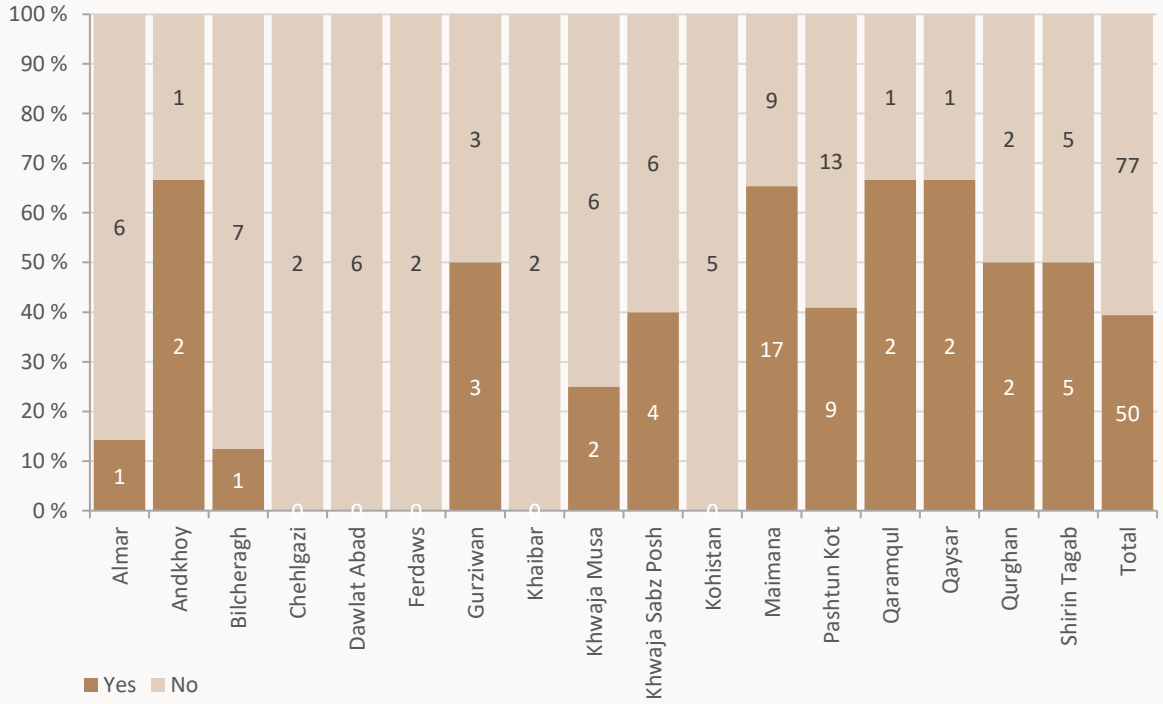
When comparing boys' and girls' schools, interestingly, girls' schools have relatively greater access to functional play and sports facilities (46.9%) compared to boys' schools (39.5%) and mixed schools with arguably with lower grades (28.6%). This may be a result of the greater focus on supporting girls' schools with upper grades, compared to boys' schools, over the past two decades. The figure below illustrates access to functional play and sports grounds by the gender of the school.

Figure 22: Functional play-and sport ground - by school gender (n=127)



When comparing the functionality of sports facilities across districts in Faryab, Maimana - as the centre of the province - stands out with the highest number of schools equipped with functional play-and sports grounds and equipment. 65.4% of schools (17 out of 26) in the Maimana district have operational play or sports facilities. As noted by an FGD participant, Maimana benefits from its urban and semi-urban setting, where schools are generally better resourced and more capable of repairing or replacing damaged sports equipment. It should be noted that during the last years of the Republic schools were mainly constructed in safe areas, and Maimana was considered safe during these years.

Figure 23: Functional play- and sport facilities- by district (n=127)



All surveyed schools in six districts - including Kohistan, one of the most remote and inaccessible districts, as well as Bandar, Chilgazi, Dawalat Abad, Ferdaws and Khaiber districts reported having no

functional sports facilities at all. Most of the schools in these districts are at the primary level. Overall, the data suggests that roughly only one in three schools in the surveyed districts has access to functional play and sports infrastructure, revealing a severe gap in the provision of these vital resources. Some participants in our study connected this gap to a long history of war in rural districts which had resulted in neglect for what may have been considered non-essential infrastructure.

Current usage of school

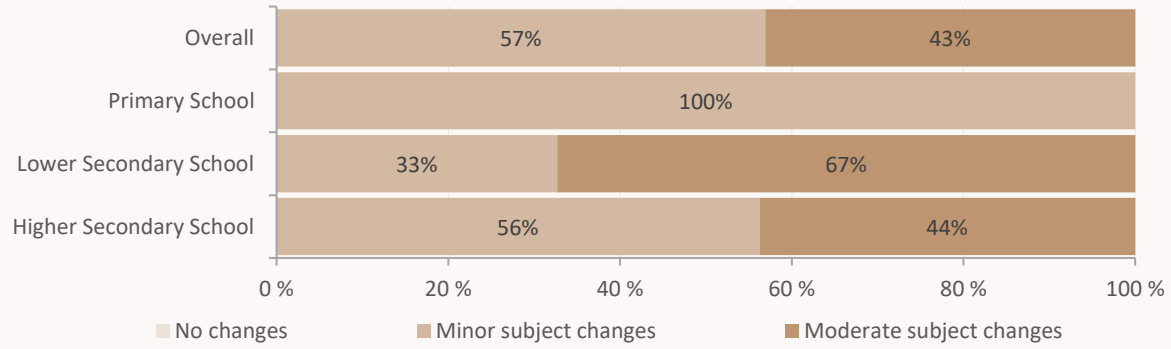
The current Afghan authorities' emphasis on establishing more religious schools (Madrasas and Darul Uloom)[8] in the country and a seeming preference for religious, over general and mainstream, education raises questions about what this means for regular schooling in Afghanistan overall and – for the purposes of this study – Faryab's schools in particular. Therefore, this study has been concerned with how the supported schools are being utilised currently and what types of educational programmes (or other activities) are being implemented in them.

School programmes and curriculum

To learn about the current usage of schools, this study included a specific line of enquiry about current school programmes, asking the schools about what curriculum they currently implement and to what extend the school curriculum has changed since August 2021.

Our findings revealed that out of 133 schools surveyed, two schools were found to be closed, and one school was operating as a Darul-Uloom.[9] With the exception of these three, all schools surveyed were found to be currently used for their original purpose (as regular schools), and the overall school system and content remained the same, with some minor changes in the curriculum. As illustrated in the figure below, 74 schools (57%) reported 'minor' subject changes, 56 schools (43%) reported 'moderate' changes in school subjects. The figure below illustrates the reported changes in curriculum since 2021 in schools with open status.

Figure 24: *School programme and curriculum (n=130)*



For the one during the current evaluation that was found to be a Darul-Uloom, we conducted a more thorough investigation. Our findings revealed that this education institution was initially established as a Madrassa in 1936 and upgraded to Darul-Uloom in 2007 following the construction of a new building. This institution currently delivers programmes from primary level up to grade 14,

[8] Although both Madrassas and Darul-Uloom are forms of Islamic schooling, Darul-Uloom is generally more formal, and advanced, and with specialised subjects in Islamic studies.

[9] The Darul-Uloom has been reported as an Upper Secondary School in the 2016 Survey as it provides education from grades 1 – 14.

with several non-religious subjects, including mathematics and language, as part of its curriculum. It is also important to note that this institution began accepting girls up to grade 14 in 2025.

To gain deeper insights into the extent and nature of the reported changes in school curriculum and prioritised subjects, we further explored these issues through the more in-depth research conducted on the subset of 20 schools. Although interviews were conducted with a limited number of school staff, there was a noticeable consistency in reported changes across schools which suggests that the interview findings are, to a large extent, indicative of broader patterns among the surveyed schools.

The findings indicate that while the overall structure of the curriculum has remained largely the same as pre-2021, there have been changes in school subjects, time allocation of subjects, and the prioritisation of certain subjects at different levels. At the primary level, the removal of the 'Life Skills' subject[10] which was previously offered in lower grades is one of the curricular changes reported by schools. Secondly, painting and calligraphy, which were previously taught as two separate subjects, have been merged into a single, combined subject with the total time allocation for instruction of this subject reduced.

At the secondary level, civics and cultural subjects (including civics education, culture, and civilisation) have been reportedly removed from the curriculum. In return the hours for Islamic studies (which were already a part of school curriculum) have been increased. In some cases, schools have also reallocated time from civics subjects to science subjects such as chemistry and physics. The deemphasis on civics and increased emphasis on Islamic studies seems to be in keeping with the current government's theocratic philosophy and approach to governance.

During interviews and FGDs, participants expressed mixed feelings about the recent changes. Some school community members were happy with the changes and appreciated them, particularly the increased focus on Islamic studies. However, others were more critical of the changes. At one of the surveyed schools, teachers described the removal of subjects like civics education and culture as a "significant loss" (Head Teacher, Interview, Afghan Kot, 11 May 2025), as these subjects had previously supported students' understanding of social and civic responsibilities. Nevertheless, what was consistently confirmed across interviews was that these changes were introduced by top-level authorities (Ministry of Education), without consultation or involvement of teachers, students and other school community members.

Other usage of school facilities

To gain further insights into how schools are used beyond formal education, we also asked participants from the subset of 20 schools if any programmes aside from what is in the formal education curriculum take place in their schools. Seven schools reported that their facilities are used to host extra-curricular activities such as winter camps, Kankor preparation courses, vocational training for students, and training workshops for teachers and other school staff, typically organised by NGOs. In the remaining 13 schools, no current extra-curricular activities were reported. However, many confirmed that in the past, their school buildings had been used for various initiatives,

[10] Life Skills was a subject previously taught in grades 1 to 3 at the primary level. It covered topics such as environmental protection, personal and environmental hygiene, and social responsibilities. The removal of this subject is not necessarily due to the sensitivity of its content, rather, as a way to allow more instructional time for Islamic Studies.

including additional education opportunities for children and youth, health-related awareness sessions for families, and literacy and numeracy programmes for women.

As one participant noted, *"Our school for a long time served as a hub of courses for students and short-term trainings for teachers, especially during school breaks; however, these initiatives have currently stopped due to reduced external [INGO] support"* (Head Teacher, Interview, Maimana, 8 May 2025).

During field visits, we also observed that some schools have adapted to continue providing education informally to older girls, despite current restrictions on girls' education beyond grade six. In one school in Maimana, girls of upper secondary school age were observed attending classes. A school community member explained that the school offers informal science and mathematics courses for these girls, with tacit approval from provincial authorities, as the programme also includes Islamic studies.

Teaching and learning resources

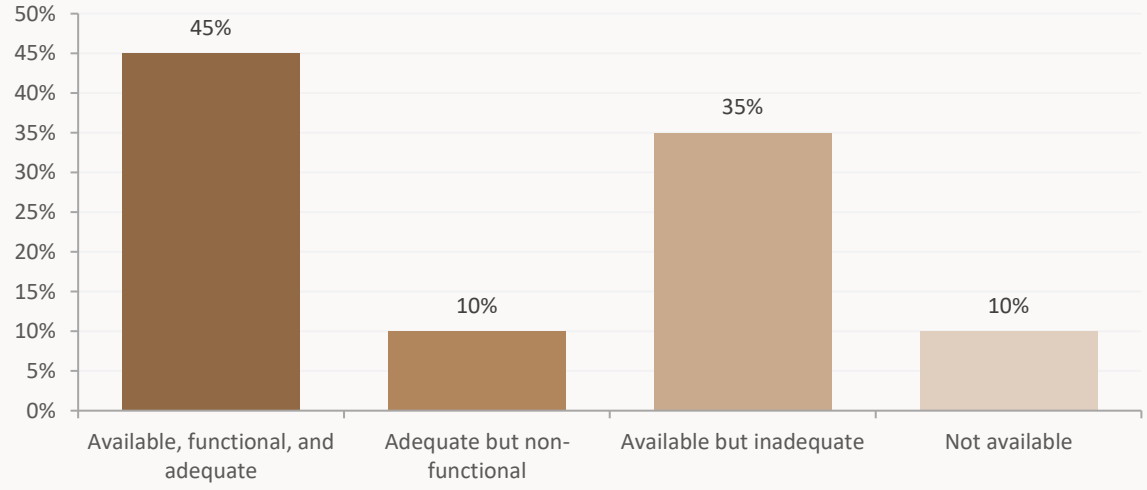
In this section, we assess the availability of teaching and learning resources in the subset of 20 schools selected for in-depth study. Although the findings from this subset of schools may not fully represent the situation across all surveyed schools, it nevertheless provides some useful insights into the availability, functionality, and adequacy of teaching and learning resources in supported schools.

Access to teaching and classroom equipment

In the study's in-depth focus on a subset of 20 schools, an assessment of existing resources was made against the typical expectations for classroom resources in Afghan schools, e.g., desks and chairs, or carpet for students, black and white boards, teachers' desks, heaters or fans, and electricity.

As shown in the figure below, resources were found to be available, functional, and adequate in nine out of 20 schools (45%). In the remaining 11 schools, classroom resources were found to be either non-functional and in disrepair (10%), inadequate (35%), or not available at all (10%).

Figure 25: *Access to teaching and classroom equipment (n=20)*



When disaggregated by school gender, the data revealed that girls' schools were better equipped compared to boys' schools. Among girls' schools, 6 out of 10 classroom resource items (60%) were reported as available, functional, and adequate. In contrast, this percentage was only 33.3% in boys'

schools and 25% in mixed schools. This can be attributed, in part, to many years of prioritisation of support for girls' schools in Faryab, with relatively less support for boys' schools.

When we looked at district-based distribution of data, Maimana, Shirin Tagab, and Pashtun Kot districts emerged as having relatively higher access to functional and adequately equipped facilities, compared with other districts – 58.3%, 50%, and 25%, respectively.

In the overall picture, however, access to functional and adequate classroom resources was identified as one of the key challenges across all surveyed schools. Participants in our interviews and FGDs frequently noted problems such as damaged chairs, non-functional equipment, and a lack of access to blackboards. As one study participant stated, "*Our school has enough chairs and desks at the moment because our upper secondary students are not attending school, but many of the chairs and desks we do have are damaged and need repairs"* (Head Teacher, Interview, Afghan Kot, 8 May 2025).

In this study, we also assessed the accessibility of classroom equipment for children with disabilities and disabling health conditions, using a set of criteria focused on classroom and teaching access. The table below summarise the main findings.

Figure 26: *Accessibility of classroom equipment for children with disability (n=20)*

Rating	Score	Description	Result
Fully accessible	4	Children with disabilities can use the classroom equipment independently.	15%
Mostly accessible	3	Most equipment can be used by children with disabilities, though some small adjustments may still be needed.	15%
Partially accessible	2	Some equipment are adjusted but not still largely suitable for many children with disabilities.	55%
Not accessible	1	Equipment cannot be used by children with disabilities	15%

As depicted in the table above, 15% of classrooms were assessed as being fully accessible, 15% mostly accessible, and 55% as partially accessible. A further 15% of classrooms were assessed as not being accessible, indicating that the equipment could not be used by children with disabilities at all.

Access to learning materials

> *"As a member of the school Shura, during my visit to classes, I observed that in one class, only one student had a textbook, while in another class, only two students had textbooks, and the rest did not have any." (*FGD participant, Maimana, 21 May 2025).

The above comment reflects the challenging situation of access to learning materials, especially textbooks, across the surveyed schools. Although we explored the issue of access to learning materials with the smaller sample size of 20 schools, for the in-depth study, this appears to be a common problem across all schools in Faryab and likely across Afghanistan, in part, because it is several years since new textbooks have been printed and distributed to schools by the MOE (this also relates to the fact that the curriculum is still in limbo). Although some families can afford to purchase textbooks for their children from local private markets, this is not the case for the majority of families. Study participants frequently raised this as a concern during this study. One school committee member explained, *"Families face financial problems these days, everyone knows this, and it is making it difficult for them to purchase books, uniforms, and stationery for their children. For*

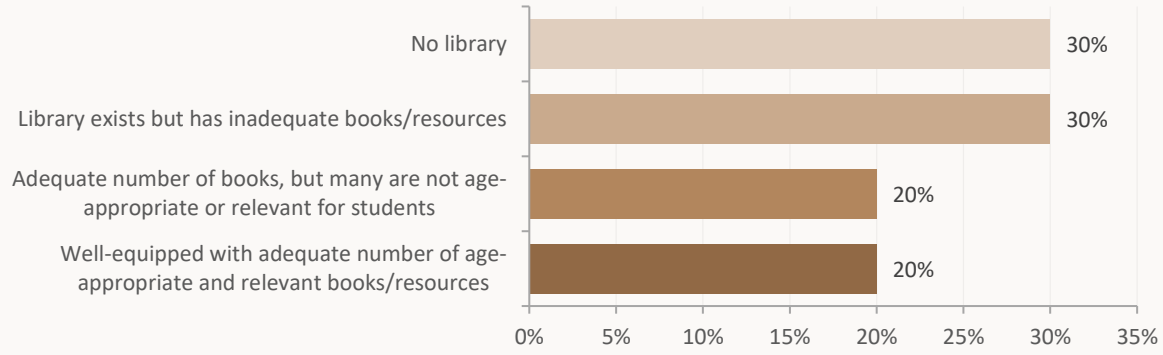
*instance, the guard at this school earns around five thousand Afghani (per month); he has three sons attending a boys' school nearby and three daughters enrolled here. With this income, how can he provide food for his family as well as purchase books for his children?" (*Shura Member, FGD, Maimana, 21 May 2025).

Textbooks are not the only material items lacking for children in schools; the need for stationery is another issue raised by study participants. Previously, stationery was often provided by UNICEF (hence the almost ubiquitous blue UNICEF backpacks and notebooks) and NGOs, but now families bear the financial burden. This creates substantial challenges, particularly for families with multiple school-age children. One Shura members who is also a smallholder farmer described his struggle, *"Every month I must spend 1,800-2,000 AFN to provide stationary and other items for my three children attending school. I'm a farmer and my monthly income is only around 5,000 AFN and it is difficult to afford all the expenses"* (Parent, FGD, Maimana, 19 May 2025).

Access to libraries

In this study we also assessed school libraries, focusing on the subset of 20 schools. As illustrated in figure below, 14 out of the 20 schools (70%) were found to have some level of access to libraries, while six of these schools (30%) had no libraries at all.

Figure 27: *Access to library (n=20)*

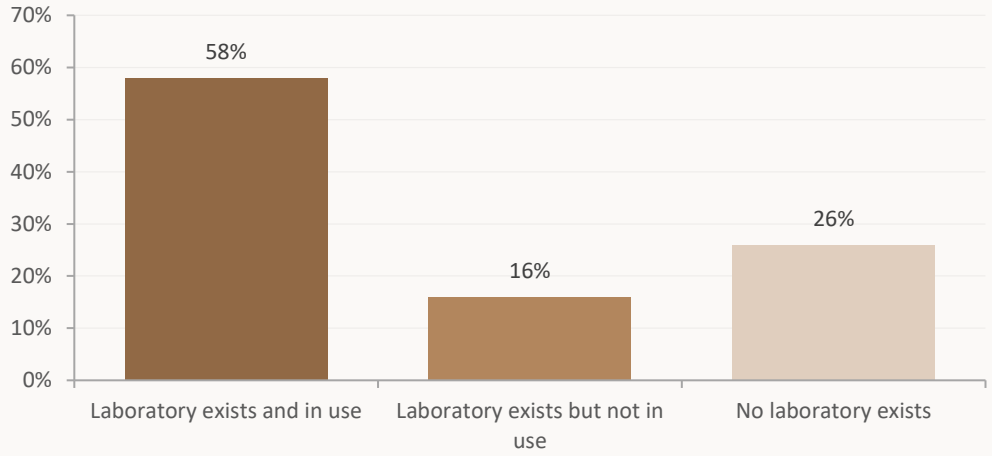


Among the schools with libraries, a lack of sufficient and relevant books and other resources was noted as a challenge. Although six of the subsets of 20 schools (30%) have libraries, the books and resources available were found to be insufficient. The four schools (20%) that were found to have libraries with an adequate number of books, many of which are not age-appropriate or relevant for students, especially for the lower grades. Some study participants also reported that the government has removed many books related to civic rights and politics, and currently, most books available are religious books. Only four schools out of 20 (20%) were found to have well-equipped libraries with an adequate number of age-appropriate (e.g., storybooks for children) and relevant books and resources.

Laboratories "in use"?

Access to laboratory facilities was another area assessed in the current study to better understand schools' access to teaching and learning resources. As with libraries, access to laboratories was assessed in 19 schools as part of an in-depth focus on a subset of 20 schools, with one primary school excluded from this assessment as it was targeted specifically schools with grades above grade six where laboratory equipment and materials are essential for effective delivery of the science curriculum. The figure below illustrates the laboratory status of surveyed schools.

Figure 28: Access to laboratory (n=19)



As illustrated above, 14 out of 19 secondary schools (74%) were found to be equipped with laboratory facilities, while five schools (26%) completely lack laboratories. Among schools with laboratories, 11 schools (58%) have laboratories that are being used with available equipment and materials, while three schools (16%) have laboratory facilities, but do not use them. The main reasons reported for laboratories remaining unused are inadequate or irrelevant laboratory materials (e.g., not enough materials, the wrong materials, or expired materials – such as chemicals) provided to schools and a lack of technical science staff within schools. It should be noted that this assessment includes girls' secondary schools that have been closed for more than three years now and so some lab materials can be expected to have expired. When re-checked, these girls' schools reported their laboratories as being "in use", indicating that at least the laboratory equipment is being maintained and could be utilised again if and when their students are allowed to return to school.

School staff, teachers, and Shura

In many studies, school staff is often grouped under a single category, without distinguishing between teaching and non-teaching staff or between those on the school Tashkeel and those who are actually present and working in school. This can be misleading, particularly when calculating indicators such as teacher-student ratios, where the inclusion of non-teaching staff inflates the figures inaccurately. To ensure clarity and accuracy, the current study collected school personnel data, disaggregated by teaching and non-teaching and active and non-active roles.

Availability of teachers

As depicted in the table below, a total of 1,995 teachers (1,266 female and 729 male) are on the Tashkeel across the 131 open surveyed schools. Of these, 1,828 teachers (1,109 female and 719 male) have been reported as actually being present and working in the school, indicating an overall in-service status rate of 87.5% among female teachers and 98.6% among male teachers. The table below illustrates the distribution of teachers by education level and gender.

Figure 29: Number of teachers (in Taksheel and in-service) and administrative staff – by level of schools

School type	Teachers on Tashkeel		Teachers in service		Administrative staff	
	Male	Female	Male	Female	Male	Female

Upper Secondary School	421	918	414	773	185	84
Lower Secondary School	245	281	242	271	137	34
Primary School	63	67	63	65	43	13
Overall	**729**	**1,266**	**719**	**1,109**	**365**	**131**

Overall, the number of female teachers-both on the Tashkeel and in-service is relatively higher than that of male teachers. Current data indicate that overall, 63.4% of teachers across 131 surveyed schools (on the Tashkeel) are female, however this was reported as being 59% in the 2016 study. This is notably higher than the pre-2021 national average of 33% female teachers teaching in grades 1–12 in Afghan schools. This finding is particularly remarkable considering that the number of girls' (49) and boys' (46) schools in the study sample is nearly equal, in addition to 36 mixed schools with both male and female teachers. However, this alone does not explain the whole picture, especially when we consider the number of male and female students enrolled in these schools. These dynamics will be discussed further in this report in the section on student enrolment and attendance.

Given the closure of secondary schools for girls, a significant drop in the number of female teachers active in school might have been expected. However, as mentioned, the study findings reveal that 87.5% of female teachers on the Tashkeel are actually working in schools. The female teachers who are currently absent but exist on the school Tashkeel largely include those at secondary girls' schools. However, as reported during our in-depth interviews, the attendance of female teachers has mostly been maintained through local-level arrangements in which female teachers from lower and upper secondary levels were reassigned to teach at the primary level within their original schools or temporarily transferred to nearby schools to teach primary grades.

The data also reveal that there are more female teachers (both on the Tashkeel and those actually in-service) teaching in boys' schools than male teachers in girls' schools. The table below shows the number of teachers in boys' and girls' schools.

Figure 30: *Number of teachers (in Taksheel and in-service) and administrative staff - by boys' and girls' schools*

Gender of School	Teachers on Tashkeel		Teachers in service		Administrative staff	
	Male	Female	Male	Female	Male	Female
Boys' school	493	135	493	134	168	3
Girls' school	32	933	25	782	101	112
Mixed school	204	198	201	193	96	16
Overall	**729**	**1266**	**719**	**1109**	**365**	**131**

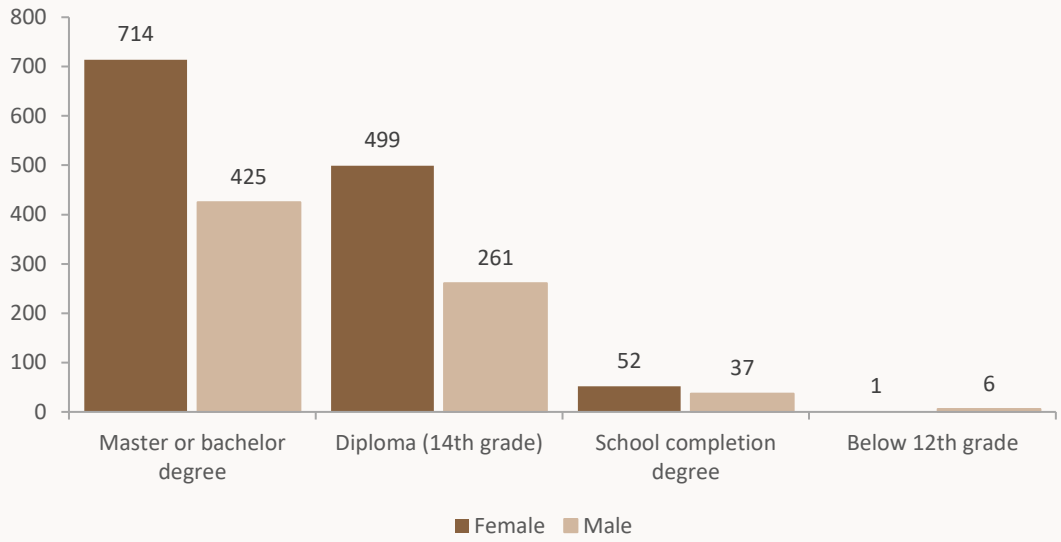
As disaggregated above, there are 135 female teachers in boys' school on the Tashkeel, and 198 on the mixed schools' Tashkeel, while the girls' schools' Tashkeel has only 32 male teachers. Among the 135 female teachers in boys' schools, only one was found to be absent, whereas in girls' schools, 25 out of the 32 male teachers on the Tashkeel were found to be currently in service. To gain insight into teachers' presence in schools, we also looked into the average in-service (active) number of teachers (mean) by school level. The data revealed that upper secondary schools have an average of 24.2 teachers per school, while lower secondary schools have 9.9 teachers per school, on average,

whereas primary schools operate with an average of 4.2 teachers per school (while there was an average of 5.8 classrooms per primary school).

Teachers' qualifications and trainings

Another component which was assessed in this study was the qualifications of teachers across the 131 schools. The results show that overall, 1,139 teachers (57.1%) have higher education degrees, 760 teachers (38.1%) have diploma degrees (i.e., grade 13 and 14 from teacher training colleges), 89 teachers (4.5%) have only completed upper secondary school, with just seven teachers (0.4%) having qualifications below 12th grade.

Figure 31: *Qualification of teachers (n=131)*



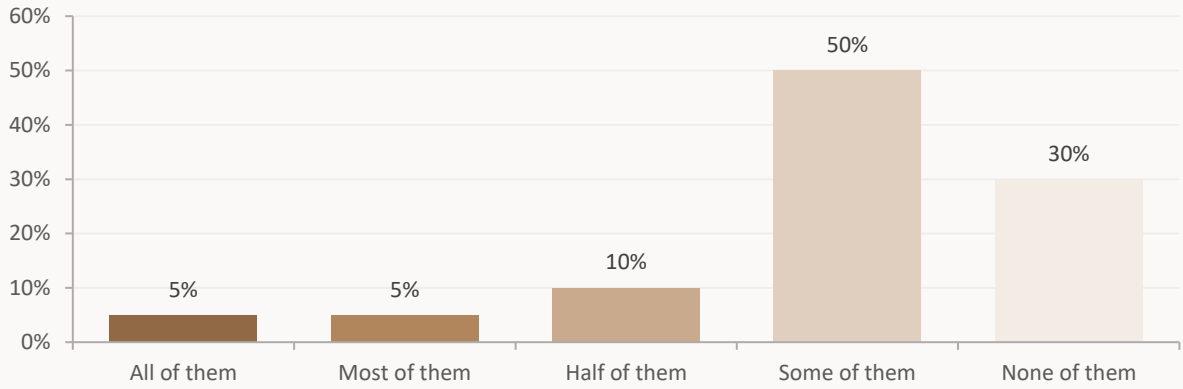
Gender-based disaggregation of data shows that 95.8% of female teachers hold university or institute-level qualifications, while 94.1% of male teachers possess the same levels of qualification.

Compared to the 2016 IWA data, there has been a notable improvement in teachers' qualifications. In 2016, reportedly, 80.1% of teachers had university degrees or institute-level (14th grade) qualifications. In this study, this percentage has increased to 95.2% of teachers, overall, with university or 14th grade (institute level) qualifications. Concurrently, the proportion of teachers with only primary or secondary education has also decreased substantially, from 4.4% as reported in the 2016 study, to 0.4% in the current study. These findings reflect the positive impacts of university and teacher education programmes and initiatives for teachers in Faryab over the past decade. The province now demonstrates significantly higher qualification levels for teachers as compared to many other provinces in Afghanistan. 2019 national data from the MOE indicated that the national rate of teachers possessing qualifications at 14th grade or above stood at 65%, which is in sharp contrast to Faryab's 95.2% rate.

Nevertheless, while the relatively high level of teachers' qualifications in Faryab is encouraging, this does not automatically translate into quality teaching and learning in schools. Several factors can play a mediating role here, including the relevance of teachers' qualifications. Through our interviews and FGDs, one key challenge reported was that although teachers hold university degrees, these qualifications are often not relevant to the subjects they are assigned to teach in schools. For example, there were several cases where teachers with religious education backgrounds were assigned to teach science subjects.

In the current study's in-depth focus on the subset of 20 schools, we asked the schools about their access to teacher support programmes, including capacity-building training courses over the past years. We specifically asked schools about their access to medium- and long-length teacher training opportunities in recent years; teachers reported a drop in access to capacity development opportunities over the past four years. The figure below illustrates the level of access to medium or longer in-service training programmes for teachers.

Figure 32: *School reporting medium or longer training and upgrading programmes (n=20)*



As shown in the figure above, only 5% of schools surveyed reported that all their teachers had access to training opportunities during the last four years. An additional 5% of surveyed schools indicated that most of their teachers benefited from medium or longer training and upgrading programmes. Another 10% of surveyed schools reported that half of their existing teachers received such training. 50% of surveyed schools stated that only some of their teachers had access to training opportunities, while the remaining 30% reported that none of their teachers had medium or longer training and upgrading program.

Beyond training gaps, schools also reported concerns regarding teachers' compensation and salaries. Several schools highlighted problems, including low teacher salaries and delays in salary payments, which further compound the challenges facing schools and may impact teacher motivation and retention.

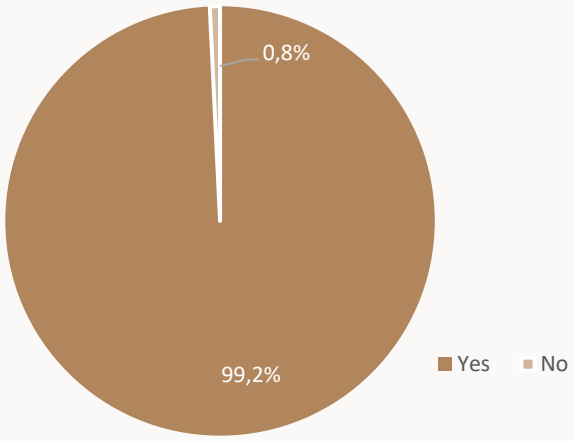
> *"My monthly income is about 8,000 AFN and as the head of my family, I support seven family members. With this amount I can only buy food items, and I am not able to purchase stationery, school clothes and other things for my children" (Head Teacher, FGD, Maimana, 19 May 2025)*

Furthermore, the study revealed increasing concern among teachers about their job security after the recent announcement by the MOE in reducing the number of Tashkeel in some schools. Although no formal downsizing has occurred yet, however, the announcement has created fear of potential job losses in many surveyed schools.

School shuras and support

The existence and functionality of school Shuras with their sub-committees is notably high across the surveyed schools. Out of 131 schools assessed, 99.2% reported having active Shura in their schools.

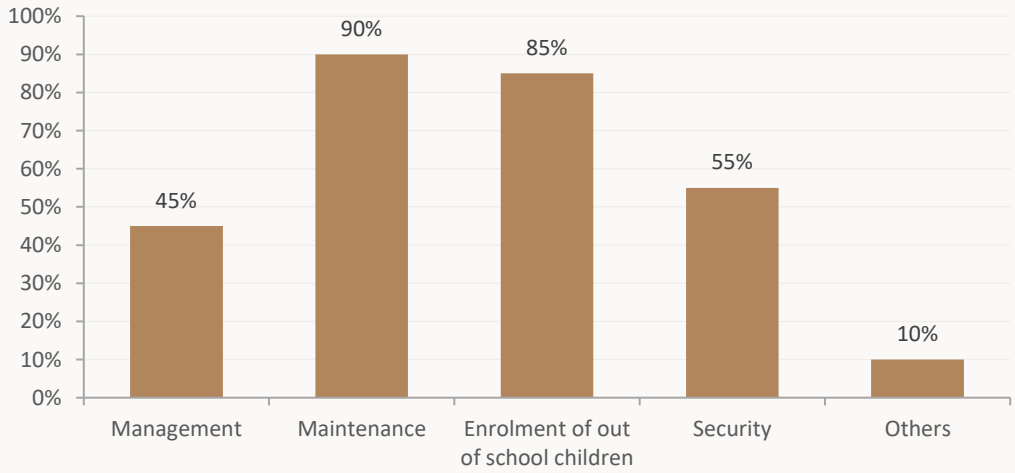
Figure 33: *The existence of active Shuras*



The frequency of a school Shura's meetings can be a good indicator of its level of functionality and activism in school. We followed this up with the subset of 20 schools, considering how often these schools' Shura members meet on issues related to their schools. 70% reported that they regularly meet and 30% reported that the members meet occasionally, based on need and requests from school.

To learn more about the level of activity of Shuras in schools, we asked other school community members how their Shura contributed to the school. The findings are categorized as in the figure below.

Figure 34: *Shura contribution in schools (n=20)*



Contributions towards school maintenance work emerged as one of the main contributions of Shura to their schools, with 90% of schools reporting receiving this kind of support. This includes everything from repairs of existing infrastructure to construction of new classrooms, and involvement in school environmental improvements. As a member of one school community reported, *"They (the Shura) helped renovate 12 classrooms, fixed parts of the electrical system, and*

organised tree-planting around the school" (School Principal, Interview, Khwaja Sabz Posh, 12 May 2025).

Increasing the enrolment of out-of-school children represents the second major area of Shuras' contributions, with 85% of schools indicating that their Shuras supported them in identifying and encouraging families to send their children to school. A representative of one school described how, *"They (the Shura) visit homes and talk to families directly, raising awareness about the importance of education and advocating with local authorities for girls' rights to education at the provincial level"* (School Principal, Interview, Khwaja Sabz Posh, 12 May 2025).

In addition, 55% of schools indicated that Shuras support in ensuring the safety and security of schools and school buildings. This includes a vital role in protecting schools during conflicts, as evidenced by one interview respondent who explained, *"They* [the Shura] *also defended the school during challenging times, such as when the government attempted to use the building as a military base, and when some local powerholders threatened to burn it during conflicts*"(School Principal, Interview, Bilcheragh, 14 May 2025). Further, 45% of schools reported that their Shura members also supported them with the day-to-day activities in schools including participating in organising events and programmes for children and communities around the schools.

Students' enrolment, attendance, and completion

As part of this study, EMIS[11] data on student enrolment, attendance, and completion were collected from all 131 open schools for the year 2024. In addition, for a focused subset of 20 schools, the same data was collected for the years 2021 and 2019 to examine trends during particularly challenging years for education in Afghanistan in general and Faryab in particular.

Enrolment, attendance, and completion rates

According to the school EMIS data for 2024, a total of 82,638 students (40,068 girls and 42,570 boys) were enrolled across the 131 surveyed schools that were open and functional. Of these, 59,606 students (30,181 girls and 29,425 boys) were attending school, and by the end of the year, 57,277 students (29,158 girls and 28,119 boys) had completed the year.

EMIS data by level of students shows that 69,503 students were enrolled at primary level (grades 1 – 6), with 52,087 attending and 50,129 completing the year. At the lower secondary level (grades 7 – 9), 9,509 students were enrolled, 5,347 attended, and 5,043 completed. At the upper secondary level (grades 10 – 12), 3,626 students were enrolled, of whom 2,172 attended and 1,454 completed

[11] School EMIS includes data on both students and teachers. The student section covers official enrollment records, attendance, and grade completion rates. Schools prepare these records and report them monthly to the District Education Department (DED), which then shares the data with the Provincial Education Department (PED) and ultimately the Ministry of Education (MOE) in Kabul. Previously, however, this reporting was done annually. During the Republic years there were questions raised about the accuracy of Afghanistan's EMIS data, including issues with unintentional errors (e.g., as a result of errors when written data collected at school level was transferred to the MOE's digital EMIS at national level) and fraudulent data (e.g., padding of enrollment and attendance records) (MEC, 2017). However, efforts are made to ensure EMIS accuracy. School inspectors - part of the DED structure - are directly responsible for overseeing the data collection and reporting process. After the closure of Teacher Training Colleges (TTCs) across Afghanistan in 2023, former TTC lecturers have since joined DED inspectors to strengthen monitoring and improve transparency in reporting.

the year. The table below summarises the enrolment, attendance, and completion of students by school level and gender.

Figure 35: *Enrolment, attendance and completion 2024 (n=131)*

School level	Enrolment			Attendance			Completion		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary Level	29,435	40,068	69,503	21,906	30,181	52,087	20,971	29,158	50,129
Lower Secondary Level	9,509	0	9,509	5,347	0	5,347	5,043	0	5,043
Upper Secondary Level	3,626	0	3,626	2,172	0	2,172	2,105	0	2,105
Overall	**42,570**	**40,068**	**82,638**	**29,425**	**30,181**	**59,606**	**28,119**	**29,158**	**57,277**

Comparing the enrolment rate between 2016 to 2024, the overall rate increased from 49,847 in 2016 (in 76 schools) to 51,458 in 2024 (in 74 schools). However, direct comparison between these figures requires careful interpretation due to the closure of lower and upper secondary schools for girls. The 2016 enrolment rate of 49,847 included students across all school levels. The 2024 enrolment rate of 51,458 includes primary level for all students and secondary level for male students only.

Overall, of the 82,638 students enrolled in 2024, 73% were found to have regularly attended their classes, which is significant given recent reports from other provinces indicating attendance rates below 60%. The data also indicates an overall completion rate of 97% of those who regularly attended school. The figure below shows the attendance and completion rate of students by district.

Figure 36: *Students enrolment, attendance, and completion rate of 2024, disaggregated by district (n=131)*

Student Level	Enrolment			Attendance Rate	Completion Rate
	Primary	Lower Secondary	Upper Secondary		
Almar	2,887	1,064	278	55%	95%
Andkhoy	2,481	0	0	74%	98%
Bandar	378	0	0	92%	100%
Bilcheragh	2,717	105	0	88%	100%
Chehlgazi	783	0	0	59%	100%
Dawlat Abad	3,217	573	136	55%	96%
Ferdaws	460	69	0	83%	100%
Gurziwan	3,179	225	168	72%	96%
Khaibar	607	307	0	69%	100%
Khwaja Musa	2,644	219	166	74%	96%
Khwaja Sabz Posh	5,099	1,119	360	76%	90%
Kohistan	1,248	120	0	82%	100%
Maimana	23,864	1,846	1,048	76%	95%
Pashtun Kot	10,094	1,948	699	71%	98%
Qaramqul	1,278	756	327	70%	95%
Qaysar	1,475	107	0	62%	98%
Qurghan	2,726	527	249	68%	95%
Shirin Tagab	4,366	524	195	83%	100%

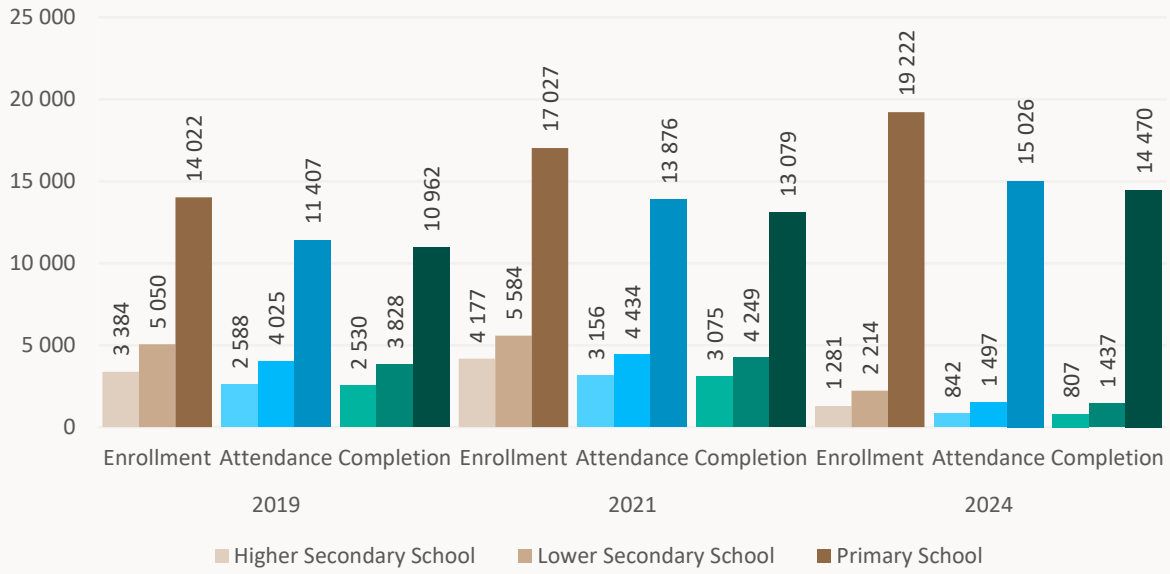
Overall	**69,503**	**9,509**	**3,626**	**73%**	**97%**

As summarised, the district-level data reveal varying rates across districts in both attendance and completion. Attendance rates range from 73% to 97%. Most schools across districts achieve attendance rates above 70%, though some conflict affected districts like Almar and Dawlat Abad (55%) and Chehlgazi (59%) fall below this range.

When disaggregated by gender, interestingly, attendance rates are higher among girls who were able to attend schools, and it stands at 76%, while this percentage is 70% for boys.

Focusing on the subset of 20 schools, the current study documented student enrolment, attendance and completion trends across 2019, 2021, and 2024, to examine change patterns in these schools during a period of significant upheaval in Afghanistan. The figure below illustrates the trends.

Figure 37: *Students enrolment, attendance and completion trend 2019 - 2024 (n=20)*



The trend analysis reveals significant changes in enrolment indicators between these three years. The enrolment rate for primary schools increased, while secondary schools experienced disruption, especially between 2021 and 2024. Lower secondary enrolment increased from 5,050 in 2019 to 5,584 in 2021, and declined to 2,214 in 2024, and upper secondary enrolment increased from 3,384 in 2019 to 4,177 in 2021 and dropped to 1,281 in 2024, as the result of ban on girls' education for these two levels.

Attendance rates demonstrate similar patterns, with primary school attendance rising from 11,407 in 2019 to 13,876 in 2021 and increasing to 15,006 in 2024. Lower secondary attendance increased from 4,025 in 2019 to 4,434 in 2021 and declined to 1,497 in 2024. The upper secondary level follows a similar pattern, increasing from 2,588 in 2019 to 3,156 in 2021, and then declining to 842 students in 2024.

Level of Students	2019			2021			2024		
	Enrolment Rate	Attendance Rate	Completion Rate	Enrolment	Attendance Rate	Completion Rate	Enrolment	Attendance Rate	Completion Rate
Upper Secondary School	3,384	77%	97%	4,177	78%	97%	1,281	65%	95%
Lower Secondary School	5,050	81%	96%	5,584	80%	96%	2,214	68%	96%
Primary School	14,022	83%	97%	17,027	84%	95%	19,222	79%	97%
Overall	**22,456**	**82.0%**	**96.5%**	**26,788**	**84.2%**	**95.7%**	**22,717**	**77.4%**	**96.3%**

Figure 38: *Students enrolment, attendance and completion trend 2019 - 2024 (n=20)*

The overall trends across the subset of 20 schools show that total enrolment increased from 22,456 students in 2019 to a peak of 26,788 in 2021 and then declined to 22,717 in 2024. Attendance rates increased from 82% in 2019 to 84% in 2021, then decreased to 77% in 2024. Completion rates of students who were able to maintain regular attendance was remarkably consistent throughout the period, maintaining 96% across all three years, indicating strong student retention despite fluctuations in enrolment and attendance patterns, especially between 2021 and 2024.

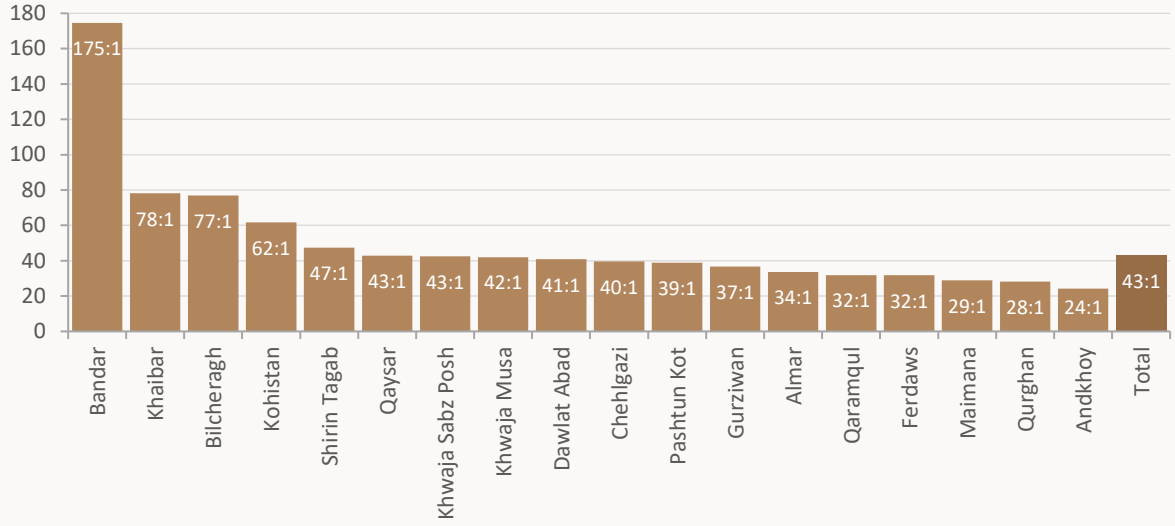
Student-teacher ratio

In this study, the student-teacher ratio (STR), was determined using the arithmetic mean of individual school-level ratios. Specifically, for each of the 131 schools that are active, included in the study, the number of enrolled students was divided by the number of active teachers for the same school[12].

Due to the current ban on education for girls above grade six, the STR in the current study was expected to be lower than the previous 2016 study's rate of 38:1. However, the overall STR across the 131 active schools was actually found to be relatively higher, at 43:1. This can be explained by the increased enrolment rate, at least at the primary level, in these schools. The figure below illustrates the student-teacher ratio by district.

[12] These individual ratios were then averaged to obtain the overall mean ratio, representing the typical student-teacher dynamic across schools irrespective of each school's size. We selected the unweighted aggregation approach, averaging individual school-level student-teacher ratios, because it accounts for inter-school variation and ensures equal representation of each school in the composite metrics.

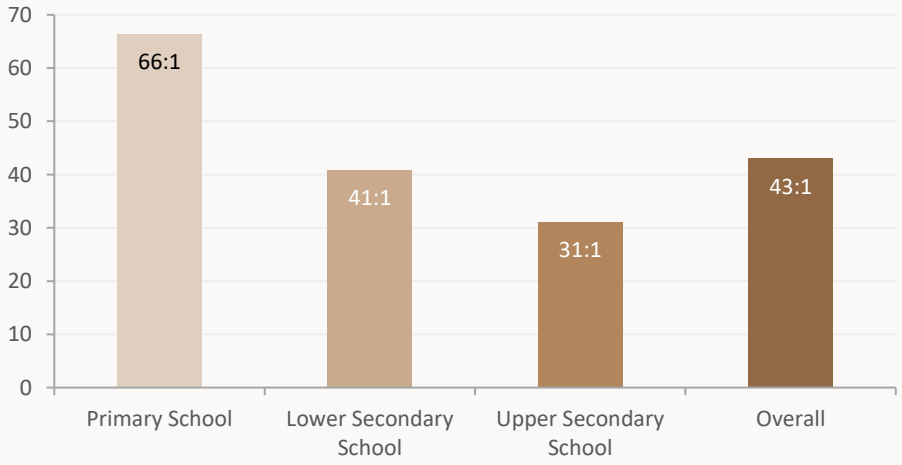
Figure 39: Student-teacher ratio by districts (n=131)



As depicted above, schools surveyed in Andkhoy, Qurghan, Maimana, Ferdaws, Qaramaqol, Almar, and Gurziwan districts are doing better than the remaining districts, maintaining STRs of 24:1, 28:1, and 29:1, 32:1 (Ferdaws and Qaramaqol), 34:1, and 37:1, respectively. Specifically in Bandar where there is an exceedingly high student-teacher ratio, it was noted that there are schools with 1-3 active teachers.

Disaggregated by level of school, the data revealed that the STR varies significantly across school levels.

Figure 40: Student-teacher ratio by level of school (n=131)



As expected, the STR is highest at the primary school level, with the value standing at 66:1. The STR is 41:1 at the lower secondary level and 31:1 at upper secondary, which highlights the challenges of overcrowded classes and greater pressure on teachers at the primary level. This also implies that learning outcomes are likely to be better at levels with more favourable student-teacher ratios, as students receive more time and attention from their teachers in the classroom. Another variable that has not been taken into account in this study is the increased number of subject-matter teachers in lower- and upper-secondary schools that askew the STR.

CONCLUSION

The findings of this study revealed that the support provided to schools in Faryab has yielded significant results in improving the enrolment rate of children in schools and increasing access to quality education at all levels. According to the school EMIS data from 2024, a total of 82,638 students (40,068 girls and 42,570 boys) were enrolled in these supported schools across 18 districts. Despite the ban on formal schooling for girls above grade six, this has been a substantial increase in the student enrolment rate since 2016. The schools have continued to provide formal education to boys at all levels and girls at the primary level, and in some cases informal education. Compared to 2016, schools' functionality has improved significantly – from 12% of schools being closed in 2016 to only 1.5% (2 out of 133 schools) being closed in 2025, which, in part, is a credit to the effectiveness of community support systems (e.g., school Shuras) established and active throughout this period. In most cases, the infrastructure investments have proven sustainable, again, partly due to active community engagement and support – such as through providing maintenance and repairs to schools – carried out throughout the years. Out of the 127 schools with buildings, 77% were found to be in either excellent, good, or fair condition. Yet, significant gaps remain to ensure access to and quality of education in Faryab's schools.

Shortages of drinking water (found in 70 surveyed schools), lack of classrooms, particularly for primary schools (where the current mean of classroom and student-classroom ratio is 49:1), and inadequate teaching and learning materials, which were observed in most of the surveyed schools are key challenges which need the most urgent attention. Another critical gap which requires attention involves the need to increase the provision of accessibility and support for children and teachers with disabilities; this involves increasing the accessibility of schools' infrastructure (e.g., buildings, classrooms, toilets, and play and sport areas), but also working to change attitudes and practices in families, communities, and schools so that children with disabilities are sent to and welcomed in school, and supported in their education.

Promoting healthy play and recreation for youth as part of school programming is also essential. The research suggested that only one in three schools had access to functional play or sports infrastructure, revealing a severe gap in the provision of these vital resources. In our experience, the role of *play*, including organised sports, free play, and other physical activities, is a fundamental part of children's development, which has been typically undervalued in Afghanistan's education system. This was the case during the years of the Republic, as it is currently under the Emirate.

The urban-rural gap in education remains as many of the new schools constructed during the final years of the Republic were built in semi-urban and urban areas, as these were considered safe. Another factor is that the construction of schools built between 2016 to 2021 had to follow stricter standards than in previous years (also regarding accessibility for students with disabilities, including access to WASH facilities and play- and sport grounds), and as most of these schools built between 2016 and 2021 were constructed in urban and semi-urban areas, more rural areas of Faryab were comparatively disadvantaged. Most of the schools in a state of disrepair are also in rural and hard-to-reach districts of Faryab, which reflects the impact of the many years of conflict on access to and quality of education. Although when looking at data on attendance and completion rates there are no apparent difference between urban, semi-urban, and rural schools, these numbers may be deceiving as there are questions about data reliability and there has not been a census conducted in

Afghanistan since 1979, and even this census only covered only 67% of the country's districts (UNDS, 2018).

The student-teacher ratio varies from 175:1 in Bander – a mountainous remote district in the southern part of the province – to 29:1 in the semi-urban and urban districts of Maimana, and 24:1 in Andkhoy, clearly indicating a vast difference in access to quality education for children and youth between remote and more central districts of the province. Kohistan (a rural and remote district) has the highest proportion of schools in poor condition (60%), while none of the schools in Maimana and Andkhoy (semi-urban and urban districts) were found to be in poor condition. These factors clearly highlight the need for more investments in education for rural children and youth. However, as the education of female teachers has been stopped due to government restrictions it will be increasingly difficult to recruit qualified teachers. A mapping of available female and male teachers in areas with poor school coverage should therefore be conducted before investing in new schools.

Investigating the factors that led to the shift, as found in the study from primary to lower- and higher-secondary school levels will require further research. This is an important area of enquiry as it has practical implications, particularly on the size and use of learning spaces which were originally designed for a lower number of students and lower grade levels, as well as the additional requirements for learning spaces such as libraries and laboratories needed for secondary schooling.

The study has produced a wealth of data, including on the accessibility of Faryab's schools for persons with disabilities. There is great potential for this data to be used for further research and reports and to inform practice, particularly towards increasing schools' accessibility to students and staff with disabilities. The data on accessibility presented in the report should also inform standard building codes for schools in Afghanistan – in consultation with organisations of persons with disabilities – to ensure that issues such as seated versus squatting toilets and the maximum slope of ramps (UN, 2003-2004), are addressed in future construction efforts (additional costs would be minimal).

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ANNEXES

Annex I: School Survey Questionnaire

QUESTIONNAIRE

Faryab School Survey

Important note for enumerators:

Please obtain consent from the school management before you begin filling out the questionnaire.

General Information

No	Question	Answer	School Category
A1	Date of interview	[Select date here]	A&B
A2	School category	1 = Group A 2 = Group B	A&B
A3	Name of interviewer(s)	[Insert text here]	A&B
A4	Name of supervisor	[Insert text here]	A&B
A5	Name of school	[Insert text here]	A&B
A6	Type/level of school	1 = Primary School 2 = Lower Secondary School 3 = Higher Secondary School	A&B
A7	Gender of school	1 = Girls 2 = Boys 3 = Mixed	A&B
A8	Province	[Select province from the list]	A&B
A9	District	[Select district from the list]	A&B
A10	Village / community	[Insert text here]	A&B
A11	Name of respondent	[Insert text here]	A&B
A12	Position of respondent	[Insert text here]	A&B
A13	Telephone number	[Insert number here]	A&B

Physical Condition

No	Question	Answer	School Category
B1	Does the school have a building?	0 = No 1 = Yes	A&B
B2	Year of establishment	[Insert number here	A&B
B3	Name of organisation which constructed the school	[Insert text here]	A&B

B4	How many rooms does the building have?	1 = Classrooms [Insert here] 2 = Library room [Insert here] 3 = Laboratory room [Insert here] 4 = Administrative office [Insert number here] 5 = Stockroom [Insert here]	A&B
B5	What is the general condition of the school buildings?	1 = Poor condition 2 = Fair condition 3 = Good condition 4 = Excellent condition	A&B
B6	Are the school buildings accessible for children with disabilities	0 = No 1 = Yes	A&B
B7	Have the school buildings been repaired since initial construction?	1 = No repair 2 = Minor repair 3 = Full repair	A&B
B8	If B5 = 2 or 3, who conducted the repairs?	[Insert name(s) of organisation group/community here]	A&B
B9	Does the school have functional latrines?	0 = No 1 = Yes	A&B
B10	If A7 = 3, does the school have separate functional latrines for girls and boys?	0 = No 1 = Yes 2= Separate shift for boys and girls	A&B
B11	Are the latrines accessible for children with disabilities	0 = No 1 = Yes	A&B
B11A	If yes to question B9, which accessibility provisions does the latrine/toilet have? (Multiple choice)	1= Seated toilets 2= Wide door and space for wheelchair access 3= Ramps with handrails 4= Privacy (doors, locks, proper enclosure) 5= Easy access to water 6= Other 7= None of them	
B12	Does the school have appropriate boundary walls?	0 = No 1 = Yes	A&B
B13	Does the school access to safe drinking water?	0 = No 1 = Yes	A&B
B14	If B11 =1, is drinking water sufficient for students?	1= Not sufficient 2= Somewhat sufficient 3= Sufficient	B
B15	Does the school have functional sport/play facilities for students?	0 = No 1 = Yes	A&B
B16	Does the school have access to electricity?	0 = No 1 = Yes	A&B

B17	If B14 = 1, what type of electricity does the school access? Multiple choice	1 = Public electricity 2 = Solar penal 3 = Generator 4 = Other (please specify)	A&B
B18	Does the school have functional hand washing facilities?	0 = No 1 = Yes	A&B

Operation and Current usage of school

No	Question	Answer	School Category
C1	What is the current school's functionality status?	1 = Closed 2 = Open but disrepair 3 = Open and functional	A&B
C2	If C1 = 2, What is the main reason for the disrepair of the school building?	1= Man-made disaster (e.g., conflict, war) 2 = Natural disaster (e.g., earthquake, flood) 3 = Low quality of construction materials 4 = Other (please specify)	A&B
C3	If C1 = 1, for what purpose the school building is being used for?	[Insert text here]	A&B
C4	If C1 = 3, If school is open, how have the school curriculum changed since August 2021?	1 = No changes 2 = Minor subject changes 3 = Moderate subject changes 4 = Major subject changes 5 = Changed to Madrassa / Darul-Uloom	A&B
C5	What other education programme(s) are conducted in school *Multiple choice*	1 = Vocation training / JOB Labs 2 = Winter classes for students 3 = Teacher training 4 = Kankor preparation courses 5 = Literacy classes for adults 6 = Other programme(s), please specify [Insert text here] 7 = None	B
C6	If C1 = 2 or 3, how many shifts does the school have in a typical day?	1 = One shift 2 = Two shifts 3 = Three shifts	B

Resources

No	Question	Response	School Category
D1	Does the school have sufficient teaching/classroom equipment?	1 = Not available 2 = Available but inadequate 3 = Adequate but non-functional 4 = Available, functional, and adequate	B

D2	Are the teaching/classroom equipment accessible for children with disabilities?	1 = Not accessible 2 = Partially accessible 3 = Mostly accessible 4 = Fully accessible	B
D3	Does the school have library	1 = No library 2 = Library exists but has inadequate books/resources 3 = Library has adequate number of books, but many are not age-appropriate or relevant for students 4 = Library is well-equipped with an adequate number of age-appropriate and relevant books/resources	B
D4	If A7 = 3, do girls and boys access to library?	0 = No 1 = Yes	
D5	Is the school library usable for students with disabilities?	1 = Not usable at all 2 = Partly usable 3 = Mostly usable 4 = Fully usable	
D6	If A6 is not = 1, does the school have laboratory?	1 = No laboratory exists 2 = Laboratory exists but not used 3 = Laboratory exists and used	

Teachers and support

No	Question	Response	School Category
E1	How many teachers does the school have in Tashkeel?		A&B

Below 12th grade		High School Completion degree		Institute (14th grade) degree		Higher education degree		Total	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
|_____|	|_____|	|_____|	|__|	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|

E2	Out of the teachers in the Tashkil, how many are currently working as active teachers in the school?	1 = Female 2 = Male	A & B
E3	Have the schoolteachers received medium-length core competency trainings over the past 6 years?	1= None of them 2= Some of them 3= Half of them 4= Most of them	B

		5= All of them	
E4	Have the teachers received any long-length trainings (e.g., diploma) over past 6 years?	1= None of them 2= Some of them 3= Half of them 4= Most of them 5= All of them	B
E5	How many administrative staff work in the school?	1 = Female [Insert number here] 2 = Male [Insert number here]	A&B
E6	Does the school have a School Management Shura?	0 = No 1 = Yes	A&B
E7	If E6 = 1, how often do they meet?	1 = Do not meet at all 2 = Occasionally meet 3 = Regularly meet	B
E8	If E6 = 1, how does the Shura contribute to school? *Multiple choice*	1 = Management 2 = Maintenance 3 = Enrolment of out of school children 4 = Security 5 = Other (please specify)	B
E9	What other community groups or structures support the school?	[Insert names here if any]	B

Students

No	Question	Answer	School Category
F1	Does the school have access to enrollment, attendance, and completion records of students for 2024?	0 = No 1 = Yes	A&B
F1.A	Please write down the number of students enrolled, regularly attended, and completed grade in 2024 based on below disaggregation.		A&B

Year 2024	Primary		Lower Secondary		Upper Secondary		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Enrolment	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|
Attendance	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|
Completion	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|

F2	Does the school have access to enrollment, attendance, and completion records of students for 2021?	0 = No 1 = Yes	B
F2.A	Please write down the number of students enrolled, regularly attended, and completed grade in 2021 based on below disaggregation.		B

Year 2021	Primary		Lower Secondary		Upper Secondary		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Enrolment	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|
Attendance	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|
Completion	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|

F3	Does the school have access to enrollment, attendance, and completion records of students for 2019?	0 = No 1 = Yes	B
F3.A	Please write down the number of students enrolled, regularly attended, and completed grade in 2019 based on below disaggregation..		B

Year 2019	Primary		Lower Secondary		Upper Secondary		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Enrolment	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|
Attendance	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|
Completion	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|	|_____|

Location	Latitude: [Insert number here] Longitude: [Insert number here] Altitude: [Insert number here] Precision: [Insert number here]	A&B
Remark	[Insert text here]	A&B

Endnote:

For the purposes of this study, <u>two categories of target schools</u> are defined:

Category A includes all schools built with Norwegian funding in Faryab Province up to August 2021 and is the subject of a general operational and infrastructure survey.

Category B consists of a subset of 20 schools (including 16 built between 2015–2021 and 4 prior to 2015), selected for a more in-depth study.

<u>School physical condition:</u>

Poor condition: A school to be considered as 'Poor Condition', if there are cracks in school building and boundary walls, the plaster is severely damaged or non-existent, paint is damaged or missing, roof is damaged so that rain can permeate into the buildings, exits are difficult to evacuate during incidents (e.g., broken or blocked), doors and windows are broken, no or poor ventilation in the school building (e.g., there is a musty-smell).

Fair condition: A school to be considered as 'Fair Condition', if there are minimal cracks in walls, ceilings and floors , the painting and plaster partially exists, there is minor leaking from the roof but not enough to disrupt classes, doors and windows require small repairs and maintenance, the building's metalwork is damaged but, only slightly, the ventilation is minimal, the windows exist, but are small and difficult to open.

Good condition: A school to be considered as 'Good Condition', if there are no cracks in walls, ceilings and floors, the plasterwork and painting has only minor damage (e.g., due to students' use), there are no signs of leaking from the roof, floors are level and in good condition (but small holes or abrasions may be visible), the doors and windows are functional with minimal broken glass, the metalwork is not damaged, the exits are appropriate and functional and there are no incidents recorded, ventilation is considered and windows are open and functional.

Excellent condition: A school to be considered as "Excellent Condition', if there are no cracks in walls, ceilings and floors, the plaster and paint are clean with only slight signs of scratches caused by students, the roof has no leaks or other damage. There is no incidents recorded, the exits are fully functional and well-signed, the windows have no broken glass and can be easily open and there is adequate sunlight in the classrooms.

The school building to be considered as accessible for children with disability if there are: a ramp at the main building entrance to allow entry without using stairs; handrails along ramps and staircases to support children with limited mobility; wide doorways that enable easy movement for those using wheelchairs or crutches; and safe stairs with handrails for accessing the second floor, if needed, or an alternative arrangement (e.g., considering classrooms in the ground floor for children who cannot use stairs).

The latrine should be considered as accessible for children (girls and boys) with disability if there are: a ramp leading to the latrine entrance to avoid steps; handrails along the ramp and at the entrance to provide support; a seated toilet (instead of a squat toilet) to assist children with limited mobility or weakness in their legs and feet; and support rails installed beside the toilet to help with sitting and standing.

e.g., the school boundary wall covers all sides of the school, is tall enough to ensure safety and privacy, and is in good condition without large gaps or damage.

Classroom kits including for example blackboard, chalk, desks, chairs, carpet.

Classroom/teaching equipment accessibility:

Not accessible: Equipment cannot be used by children with disabilities. Desks and chairs are fixed, too high or too narrow for children with disabilities. Blackboard/whiteboard is not visible for children with low vision. Children with disabilities cannot use or interact with the equipment.
Partially accessible: Some attempts to help (e.g., front-row seating), but desks/chairs still not suitable for many children with disabilities. Children need help from others to use the equipment.
Mostly accessible: Most equipment can be used by children with disabilities, though some small adjustments may still be needed.
Fully accessible: Desks and chairs are adjustable or arranged to fit children with wheelchairs or other mobility needs. Children can use the classroom equipment independently.

Usability of library by children with disabilities

Not usable: Students with disabilities cannot use the library; no adapted furniture or materials (e.g., small-font textbooks).
Usable with major difficulty: Some use is possible, but furniture and materials are mostly unsuitable (e.g., moveable chairs, no large print or picture books).
Mostly usable: Students can use the library with some support; limited adapted resources are available (e.g., some movable chairs, a few large print or visual books).
Fully usable: Library is useable by students with disabilities (e.g., movable seating, large print or picture-based books).

Medium-length teacher training refers to more comprehensive training programmes that extend over a longer period (e.g., interspersed over several months), and does not include short workshops or orientations less than 5 days.

Long-length capacity building programme refers to more comprehensive in-service teacher upgrading programs that lead to a diploma or other formal qualification (e.g., TTC degree), delivered for example in two to three consecutive winters.

Annex II: Interview guide

Important note for interviewers:

Please obtain consent from the participants when you begin your interview.

General Information

A. IDENTIFICATION			
Date of Interview		Interviewee position	
Interviewer name		Interviewee contact no	
Note taker name		District name	
Supervisor name		Village name	
Interviewee name		School name	
Interviewee gender		School type (gender and level)	

Main Questions

B: QUESTIONS		
THEME	**QUESTION**	**RESPONSE**

SCHOOL CONDITION & ACCESSIBILITY	• How has the construction of the school impacted your school community? Please share specific examples; how has the school infrastructure and the facilities helped improve teaching-learning processes?
	• What do you think about the overall physical condition of your school building? How has the condition changed over the last six years? [focus on]:
	  • Classrooms
	  • Boundary walls
	  • WASH facilities
	  • Play (including sports) areas
	• What are some of the challenges school sis still facing in terms of your school's condition and facilities? What efforts have been made to address these? Challenges related to:
	  • Teachers
	  • Administrative staff
	  • Students
	• Is your school (e.g., buildings, WASH facilities, play areas) accessible for students with disabilities? Can you provide specific examples? What are the challenges here? Have there been any considerations to make your school more accessible? If so, please give specific examples.	

OPERATION AND CURRENT USAGE OF SCHOOL	• Can you tell us about the current usage of school? What type of education services are currently being provided? • Which curriculum your school is following at the present? • Are there any other community services or programmes being offered in your school (e.g., health services, community meetings)? If so, please describe these. • Have there been any changes in how your school is being used over the past 4 years? if yes, what are the changes, and why have they occurred?	
RESOURCES	• What is your assessment of your school's current resources? Are these adequate? Are they accessible to all students? Please provide specific examples. - Furniture and classroom equipment - Textbooks and stationaries - Library and laboratory • Are school resources available/accessible for students with disabilities? If so, please give specific examples. • Has your school's access to resources changed over the past six years (e.g., more access or less access)? Please explain with specific examples. • What steps has your school undertaken to address resource gaps (if any)?	
TEACHERS AND SUPPORT	**About teachers** • Over the last six years, have teachers in your school been able to access in-service professional development opportunities? If so, please provide specific examples. • How effective have these in-service professional development opportunities been towards improving the quality of education? Please provide specific examples. • What are some challenges the school faces in relation to teachers? **About *Shura*** • How would you describe the level of community involvement in school? • How are *Shuras* (and / or other school-community support bodies) engaged in your school? • Specifically, what contributions have been made by the *Shura* and other community members in terms of: ◦ School operations ◦ Maintenance (e.g., community contribution for repair)	

	• Sensitization of parents and community members for enrolment of out-of-school children Please provide specific examples with elaborations.	

STUDENTS	• What factors do you think influenced the increase/ decrease in enrolment rate, separated by gender if relevant?
	  • What measures/strategies have been taken to improve this?
	  • Are children with disabilities affected by drop out? If so, what age, gender and how common is it in your area?
	• What factors do you think influence students' regular attendance in school?
	  • What measures/strategies have been taken to improve regular attendance?	

Annex III: FGD guide

Important note for facilitators:

A. Please obtain consent from the participants when you begin your FGD.

General Information

A. IDENTIFICATION			
Date of Interview		Village Name	
Facilitator name		School Name	
Note taker name		School Type (Gender)	
District Name		School level	

Participants list

B: DETAILS OF PARTICIPANTS				
#	**Participant Name**	**Gender & Age**	**Occupation**	**Contact Number**
1				
2				
3				

FGD Questions

QUESTION	RESPONSE
• What are some positive changes you have observed in your school community as a result of the construction of your school? Please share some examples. • What are the key challenges students and teachers in your school-community are still facing in terms of school facilities? • What are some of the key factors in your school community which influence the enrolment and attendance (i.e., which increase or decrease) of children in school? Can you give some specific examples? • What do you think about the level and quality of engagement of *Shura* (or other school-community management bodies) in your school? - Maintenance - Enrolment - Cleaning and school environment - Safety and security Note: Make sure that participants are made aware of gender based and disability differences when answering this question. • What kinds of capacity development programmes (in-service professional development opportunities) have your school staff and shura had access to and how effective these programs were? (Please provide specific examples).	

Annex IV: List of surveyed schools

NO	DISTRICT	VILLAGE	NAME OF SCHOOL	SCHOOL LEVEL	GENDER
1	Almar	Bazar Jay	Markaz Almar School	Upper Secondary	Boys
2	Almar	Eti-Eoruq	Eti-Euroq School	Lower Secondary	Boys
3	Almar	Ghalbala	Ghalbala School	Primary	Boys
4	Almar	Khudaimat	Khudaimat School	Lower Secondary	Boys
5	Almar	Khwaja Goher	Khwaja Goher School	Lower Secondary	Mixed
6	Almar	Mir Shadi	Mir Shadi School	Upper Secondary	Boys
7	Almar	Qour Dagh Qala	Qour Dagh Qala School	Primary	Mixed
8	Andkhoy	Ghajer Abad	Ghajer Abad School	Lower Secondary	Mixed
9	Andkhoy	Kolal Khana	Kolal Khana Andkhoy School	Upper Secondary	Girls
10	Andkhoy	Shaher Naw	Shaher Naw School	Upper Secondary	Girls
11	Bandar	Payan Koh	Payan Koh School	Primary	Boys
12	Bandar	Qodogh ha	Koh Toor School	Primary	Boys
13	Bandar	Shomraq	Molghi School	Primary	Boys
14	Bilcheragh	Aqbelaq	Aqbelaq School	Primary	Girls
15	Bilcheragh	Archa Too	Archa Too School	Primary	Girls
16	Bilcheragh	Kolyan	Kolyan School	Lower Secondary	Girls
17	Bilcheragh	Maimana Qeshlaq	Maimana Qeshlaq School	Primary	Mixed
18	Bilcheragh	Nasher	Nasher School	Lower Secondary	Girls
19	Bilcheragh	Tash Qala	Tash Qala School	Lower Secondary	Boys
20	Bilcheragh	Tash Qala	Tash Qala School	Lower Secondary	Girls
21	Bilcheragh	Toghel Mast	Toghel Mast School	Lower Secondary	Girls
22	Chehlgazi	Alokozai	Konjak School	Primary	Boys
23	Chehlgazi	Char Shanbeh Afghania	Char Shanbeh Afghania	Primary	Mixed
24	Chehlgazi	Hazar Qala	Hazar Qala School	Upper Secondary	Girls
25	Dawlat Abad	Bazar Qala	Bazar Qala School	Primary	Girls
26	Dawlat Abad	Jelowgir	Jelowgir School	Lower Secondary	Boys
27	Dawlat Abad	Qoz Boy Qala	Markaz Dawlat Abad School	Upper Secondary	Girls
28	Dawlat Abad	Shahpar Shor Darya	Brece School	Lower Secondary	Boys
29	Dawlat Abad	Taheri Shor Darya	Taheri Shor Darya School	Primary	Boys
30	Dawlat Abad	Top Khana Qala	Top Khana Qala School	Upper Secondary	Boys
31	Ferdaws	Khesht Pul	Khesht Pul School	Lower Secondary	Mixed
32	Ferdaws	Nadir Abad	Nader Abad School	Primary	Girls
33	Gurziwan	Dara Zang	Dara Zang School	Lower Secondary	Girls
34	Gurziwan	Jar Qala	Jarqala School	Lower Secondary	Girls
35	Gurziwan	Murghabi	Murghabi School	Lower Secondary	Boys
36	Gurziwan	Sarchakan	Sarchakan School	Upper Secondary	Girls
37	Gurziwan	Takhara	Takhara School	Upper Secondary	Boys
38	Gurziwan	Takhara	Takhara School	Lower Secondary	Girls
39	Khaibar	Aboz Bala	Khawaja Baghcha School	Lower Secondary	Boys
40	Khaibar	Aboz Payan	Aq Masjed School	Lower Secondary	Mixed
41	Khwaja Musa	Bad Qaq	Bad Qaq School	Primary	Mixed
42	Khwaja Musa	Charmgar Cheshma	Charmgar Cheshma Bala	Primary	Mixed
43	Khwaja Musa	Fateh	Charmgar Cheshma Payan	Primary	Mixed
44	Khwaja Musa	Gadai Qala	Gadai Qala School	Upper Secondary	Boys
45	Khwaja Musa	Ghar Tapa	Ghar Tapa School	Upper Secondary	Boys
46	Khwaja Musa	Ghar Tapa	Ghar Tapa School	Lower Secondary	Girls
47	Khwaja Musa	Kariz Qala	Kariz Qala School	Upper Secondary	Girls
48	Khwaja Musa	Maing Darakht	Maing Darakht School	Primary	Boys
49	Khwaja Musa	Qasabah Qala	Aq Gunbad School	Primary	Mixed
50	Khwaja Sabz Posh	Badghisi	Badghisi School	Upper Secondary	Girls
51	Khwaja Sabz Posh	Deh Now	Deh Now School	Upper Secondary	Girls
52	Khwaja Sabz Posh	Ghazari	Ghazari School	Upper Secondary	Boys
53	Khwaja Sabz Posh	Ghazari	Ghazari School	Upper Secondary	Girls
54	Khwaja Sabz Posh	Kata Qeshlaq	Kata Qeshlaq School	Lower Secondary	Boys
55	Khwaja Sabz Posh	Kata Qeshlaq	Kata Qeshlaq School	Lower Secondary	Girls
56	Khwaja Sabz Posh	Morcha Ghal	Morcha Ghal School	Primary	Boys

57	Khwaja Sabz Posh	Sahrai Qala	Sahrai Qala School	Upper Secondary	Boys
58	Khwaja Sabz Posh	Sahrai Qala	Sahrai Qala School	Upper Secondary	Girls
59	Khwaja Sabz Posh	Shabakhto	Shabakhto School	Upper Secondary	Boys
60	Kohistan	Ata Belaqi	Ata Belaqi School	Primary	Boys
61	Kohistan	Garzan	Garzan School	Primary	Boys
62	Kohistan	Mola Arifi	Lawlash School	Lower Secondary	Girls
63	Kohistan	Qadoghak Deen Mohamad	Qadoghak Deen Mohamad	Lower Secondary	Mixed
64	Kohistan	Shamal Dara	Shamal Dara School	Primary	Girls
65	Kohistan	Sungeen	Sungeen School	Primary	Mixed
66	Maimana	3rd District	Satara School	Upper Secondary	Girls
67	Maimana	Afghan Kott	Afghan Kott School	Upper Secondary	Girls
68	Maimana	Afghan Kott	Jamyat Afghan Kott School	Upper Secondary	Boys
69	Maimana	Aziz Abad	Aziz Abad School	Lower Secondary	Mixed
70	Maimana	Chaghatak	Chaghatak School	Lower Secondary	Girls
71	Maimana	Damqul	Damqul School	Primary	Mixed
72	Maimana	Deh Azizan	Deh Azizan School	Upper Secondary	Mixed
73	Maimana	Deh Sayedan	Deh Sayedan School	Upper Secondary	Girls
74	Maimana	Karteh Sulh	Karteh Sulh School	Upper Secondary	Boys
75	Maimana	Karteh Sulh	Karteh Sulh School	Upper Secondary	Girls
76	Maimana	Khawaja Abad	Mawlana Amrullah School	Upper Secondary	Girls
77	Maimana	Khawaja Abad	Sayed Ahmad Beena School	Lower Secondary	Boys
78	Maimana	Khawaja Paitakht	Khawaja Paitakht School	Lower Secondary	Mixed
79	Maimana	Kohi Khana	Kohi Khana School	Upper Secondary	Boys
80	Maimana	Kohi Khana	Kohi Khana School	Upper Secondary	Girls
81	Maimana	Nazir Abad	Nazir Abad School	Lower Secondary	Boys
82	Maimana	Nazir Abad	Nazir Abad School	Upper Secondary	Girls
83	Maimana	Now Abad Tawkoly	Gowhershad Begum School	Upper Secondary	Girls
84	Maimana	Sarbelaq	Sarbelaq School	Lower Secondary	Girls
85	Maimana	Sayad Rajab	Sayad Rajab School	Lower Secondary	Boys
86	Maimana	Sayad Rajab	Sayad Rajab School	Upper Secondary	Girls
87	Maimana	Takli Khana	Takli Khana School	Upper Secondary	Girls
88	Maimana	Tantork	Pasha Khani School	Lower Secondary	Girls
89	Maimana	Tashlik Guzar	Tashlik Guzar School	Lower Secondary	Boys
90	Maimana	Tashlik Guzar	Tashlik Guzar School	Lower Secondary	Girls
91	Maimana	Tatar Khana	Darul-Uloom Abo Muslim Khurasani	Darul-Uloom	Boys
92	Pashtun Kot	Ashor Baba	Ashor Baba School	Lower Secondary	Boys
93	Pashtun Kot	Baloch	Balooch Shah Nadir School	Upper Secondary	Girls
94	Pashtun Kot	Baloch Shah Nadir	Rahim Sorkhabi School	Lower Secondary	Boys
95	Pashtun Kot	Barati	Zaker Barati School	Lower Secondary	Boys
96	Pashtun Kot	Dahan Dara	Dahan Dara School	Lower Secondary	Girls
97	Pashtun Kot	Ghalmory	Ghalmory School	Primary	Mixed
98	Pashtun Kot	Gohi Pasha Khani	Gohi Pasha Khani School	Lower Secondary	Mixed
99	Pashtun Kot	Jamshidi	Jamshidi School	Upper Secondary	Boys
100	Pashtun Kot	Jamshidi	Jamshidi School	Upper Secondary	Girls
101	Pashtun Kot	Kalani	Kalani School	Lower Secondary	Mixed
102	Pashtun Kot	Kariz Lalmi	Kariz Lalmi School	Lower Secondary	Mixed
103	Pashtun Kot	Kata Labi	Kata Labi School	Primary	Mixed
104	Pashtun Kot	Meyan Dara	Meyan Dara School	Lower Secondary	Mixed
105	Pashtun Kot	Onjalad	Abdul Rauf Nafir Faryabi	Upper Secondary	Boys
106	Pashtun Kot	Onjalad	Onjalad School	Upper Secondary	Girls
107	Pashtun Kot	Pogani Kheder	Pogani Kheder School	Lower Secondary	Mixed
108	Pashtun Kot	Pogani Yamaq	Pogani Yamaq School	Lower Secondary	Mixed
109	Pashtun Kot	Qazel Qul	Qazel Qul School	Upper Secondary	Mixed
110	Pashtun Kot	Sar Hawz	Sar Hawz School	Lower Secondary	Mixed
111	Pashtun Kot	Sarkhab	Sarkhab School	Lower Secondary	Mixed
112	Pashtun Kot	Shah Folad	Shah Folad School	Lower Secondary	Mixed
113	Pashtun Kot	Shah Qasimi	Shah Qasimi School	Upper Secondary	Mixed
114	Qaramqul	Alti Bolak	Alti Bolak School	Upper Secondary	Mixed
115	Qaramqul	Alti Bolak	Shaheed Sadullah School	Upper Secondary	Boys
116	Qaramqul	Hassan Mangali	Dawlat Mohammad Azadi	Primary	Mixed

117	Qaysar	Nareen	Nareen School	Lower Secondary	Mixed
118	Qaysar	Sour	Sour School	Primary	Mixed
119	Qaysar	Toymast	Toymast School	Lower Secondary	Girls
120	Qurghan	Gurghan Center	Bagh Bostan School	Upper Secondary	Girls
121	Qurghan	Kohana Qurghan	Kohna Qurghan School	Lower Secondary	Mixed
122	Qurghan	Markaz Qurghan	Mohammad Kamel Shaheed	Upper Secondary	Boys
123	Qurghan	Yaka Toot	Yaka Toot School	Lower Secondary	Boys
124	Shirin Tagab	Baloch	Baloch School	Upper Secondary	Boys
125	Shirin Tagab	Choka Zaiee	Choka Zaiee School	Primary	Mixed
126	Shirin Tagab	Farhad	Farhad School	Primary	Boys
127	Shirin Tagab	Gul Qodoq	Gul Qodoq School	Lower Secondary	Boys
128	Shirin Tagab	Gul Qodoq	Gul Qodoq School	Lower Secondary	Girls
129	Shirin Tagab	Gulzari	Gulzari School	Upper Secondary	Girls
130	Shirin Tagab	Islam Qala	Islam Qala School	Upper Secondary	Girls
131	Shirin Tagab	Jar Qala	Jar Qala School	Primary	Boys
132	Shirin Tagab	Shaher Qeshlaq	Shaher Qeshlaq School	Primary	Boys
133	Shirin Tagab	Tapa Qala	Tapa Qala School	Upper Secondary	Girls

Afghanistankomiteen
Norwegian Afghanistan Committee

کمیته ناروی برای افغانستان
د افغانستان لپاره د ناروې کمېټه