

Global Leader Advocacy project –Afghanistan

اسلام و عليکم

Global Leaders meeting
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Budapest-Hungary

Map of Afghanistan



- NORTHWESTERN REGION
- NORTHEASTERN REGION
- CENTRAL REGION (KABUL)
- WESTERN REGION
- EASTERN REGION
- SOUTHERN REGION

Afghanistan

- Afghanistan is a home to different ethnic groups. It is a multicultural and male dominated society where the rule and regulation of each group becomes the way of life for that group. The tribal leaders have the right to punish and sentence individuals to death. Violence against children and women has been a part of tribal rules and has been accepted as normal for the vast majority of Afghans
- Afghanistan is a mountainous country, although the mountains add to the beauty of the country, they can block major roads during winter. This interferes with the local import and export of products, which in turn affects the economy of the country.



Afghanistan

- Forty four years ago, Afghanistan was an underdeveloped and poor but peaceful country. In 1964 the king introduced the new constitution that promoted democracy and modernisation. As soon as the constitution became active, groups of young people who were keen to see development and democracy repositioned and established their political parties and organisations. They made significant achievement in these areas but their achievements were limited to urban parts of the country. Unfortunately it wasn't long before these political parties and organisation became allies with foreign countries. Most parties were unaware that they were becoming part of the cold war that would soon cause destructions to Afghanistan and increase violence against the entire nation, children in particular.
- Afghanistan has been in continuous and brutal civil war since late 1978s.

civil war in Afghanistan

War in Afghanistan
destroyed villages,
crops and irrigation,
millions of people died,
homeless or starving.
Land mines injured innocent
Afghans, especially children
who mistook them to be
toys.



The situation for young children in Afghanistan

- **Young children in Afghanistan are at the centre of their families. Their care is supported by loving relatives and neighbours, but decades of conflict and the daily fight against poverty has eroded the capacity of many families and communities to respond to the all needs of young children.**
- **At least 50 per cent of Afghan families are thought to live on less than a dollar a day.**
- **Government services for young children and their families are recovering from decades of neglect and, although significant progress has been made services are fragmented and hampered by insecurity, poor physical infrastructure and lack of human capacity and resources.**

Drop out rate in early primary grades

- Drop out rates are highest in early primary grades (at least 25 percent of children have dropped out by the end of grade 2) due to the prevalence of teaching methods ill-suited to young children and their development, and because children are not ready for school.

Early Childhood Education Programs in Afghanistan

- At the request of Ministry of Education, Save the Children US conducted a survey of the existing ECD/ ECE programs in Afghanistan in January 2008. Responses to the survey of 16 government and non-government organizations (NGOs) that operate programs identified as ECD or ECE show that current capacity for operating quality early childhood development and education in Afghanistan is very limited.
- The majority of the programs surveyed are closely tied to parent education programs that relate to promoting children's overall health. The main findings showed that most of the programs labeled as ECD programs provide (day) care and do not promote children's holistic development particularly early childhood learning. The staff had little or not professional training. Most of ECE/ECD programs operated by NGOs are community based and include a parent education component and are implemented through volunteer-supported playgroups and parents groups.

forms of ECD/ ECE programs operating in Afghanistan

- Kodakistan/ Kindergartens
(25,000 children in 325 Kindergartens in Afghanistan. Out of these kindergartens, 160 are based in Kabul. Thirty-six of the Kabul-based Kindergartens are residential, operated out of private facilities with their total costs covered by MOLSA)
- Community-Based ECD Programs
- Pre-School ECD Centres

Advocacy project

Goal: Child friendly kindergartens supported by a child friendly training curriculum that highlights the importance of early learning for child development as a child's right

Project Outcomes

Outcomes:

- Quality and friendly services for children through increased awareness among kindergarten staff and teachers about child rights and the importance of the early / pre-school-age period in learning and development.
- Indicators of child friendly services identified for existing kindergartens as implemented by MoLSA (Ministry of Labor and Social Affairs) that can improve existing training curricula for kindergarten teachers in Afghanistan.

Process / Methodology

- Meetings with MoLSA and Department of kindergartens senior staff
- Key informant interviews (advisors, teachers, children, parents) on child friendly kindergartens; focus group discussions with pre-school children
- Review of the newly-created six-month kindergarten teacher training curriculum, based on the General Comment of the CRC on ECD and the results of interviews
- Share finding with MoLSA and Department of kindergartens senior staff
- Develop and conduct training for 25 master trainers of kindergarten department

Target Groups

- Direct: 25 Master Trainers (Advisors) of kindergarten teachers responsible for all of Afghanistan, all of whom are based in Kabul
- Indirect: 2,879 teachers at the MoLSA Department of Kindergartens who will receive training

Findings

- Only six months in-service training (professional) for teachers
- No written curricula of the six months training and no common system for conducting the six months training; advisors (Master trainers) use their university lectures
- Master trainers (advisors) received several training on CRC and methodology (both individually and in groups), but the learning is not shared with others and did not contribute to the six month course
- No standards for child learning
- No tools (e.g., a checklist) for classroom observation
- No awareness about new concepts / teaching methodologies
- Most teachers have no knowledge about CRC or the importance of early learning and development
- Parents are not aware about kindergartens services -- the only thing they know is that children receive food, have toys and learn language and mathematics
- Extremely hierarchical structure, with no means for learning / information to feed upwards, and a lack of team work

Training

The training components:

- Introduce ECD new concept (GC-7) and importance of early learning and development as a child right
- support master trainers to include the importance of early learning for holistic development of young children in six months kindergarten teacher training course
- Support kindergarten department to rethink/change the standards for establishing kindergarten(that is set-up long time before very expensive and for limited number of children whose mothers has official job in urban area/cities -)
- Design toll for classroom observation (child friendly classroom)
- How to support the quality of kindergarten services with minimum sources
- Strengthen team work within kindergarten department
- Establish link with other ministries, organizations, parents and communities
- Increase awareness of communities about the importance of early age learning and development

Results

- Training developed for kindergarten teachers to introduce the importance of early learning and development – including active learning methods – as a child's right
- Classroom observation tool developed (for child friendly classrooms)
- Team formed to meet relevant ministries, NGOs and UN agencies in order to establish links between ministries and the DoK
- DoK has agreed to re-think developing standards for kindergartens

Opportunities

- Good relationship between SC, MoLSA's and Department of Kindergartens
- Sources and facilities
- Support of colleagues-education team

Challenge and limitation:

- Process of ECD/preschool education policy development
- Lack of awareness/ interest of MoLSA senior staff in importance of ECD/ECCE
- No written curriculum or training manual
- No consistency of kindergarten Department senior staff on their commitment and lack of coordination among kindergarten department staff, between kindergarten department and MoLSAMD and MoLSAMD and other ministries and organizations especially MoE and Unicef
- Lack of sources and fund for capacity building/improvement of services
- No willing to share information/giving accurate information
- Security instability

Thank you

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