



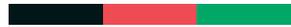
Socio-Demographic  
and Economic Survey



# Education

Provinces of Kabul, Bamiyan, Daykundi,  
Ghor, Kapisa and Parwan





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and Economic Survey**

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## Acknowledgments

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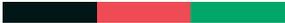
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## Foreword

The Central Statistics Organization of Afghanistan is proud to present the results of the Afghanistan Socio-demographic and Economic Survey (SDES) and its thematic report on education from the six provinces of the country, namely, Bamiyan, Daikundi, Ghor, Kabul, Kapisa and Parwan. This report is complemented by other thematic monographs, namely labor force, people with disabilities, fertility, mortality, migration, gender and youth. This thematic report on education in six provinces of Afghanistan offers a range of social, economic and demographic data which is a foundation for informed, responsive and specific policymaking and improvements for residents in these provinces.

Obtaining a quality education is the foundation to improving people's lives and sustainable development. Enrolment in primary education in developing countries has reached 91 per cent but 57 million children remain out of school. An estimated 50 per cent of out-of-school children live in conflict-affected areas. Worldwide, 103 million youth lack basic literacy skills, and more than 60 per cent of them are young women.

South and West Asia has the widest gender gap in its out-of-school population, and many countries have not reached gender parity in primary education. Yet education for girls offers far-reaching benefits to families, communities and countries.

Afghanistan has one of the youngest populations in the world, making quality education for rapidly growing numbers of school-aged girls and boys a top national priority. After decades of conflict, the education system and institutions were devastated. In recent years, however, the country's commitment to education has welcomed millions of children and youth to school.

Education was among the priority focus areas of the Afghanistan's Socio-Demographic and Economic Survey (SDES), a project by the Central Statistics Organization with technical support of the United Nations Population Fund.

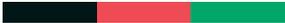
The present report on 'Education in Afghanistan' reflects data collected in six provinces from 2011 to 2014: Bamiyan, Daykundi, Ghor, Kabul, Kapisa and Parwan. It is hoped that data and analysis based on the SDES will inform policy decisions and, ultimately, provide benchmarks against which Afghanistan will continue to measure progress in the quality education of its girls and boys.

Our appreciation is extended to the respondents of SDES whose cooperation enabled the completion of the survey. Finally, our gratitude is extended to the staff of CSO and UNFPA in all six provinces for their valuable technical support and to the Government of Japan and development partners for their financial support that has made the survey and reports possible.

**Engr. Shir Mohammad Jamizada**  
President General, CSO

**Dr. Bannet Ndyabangi**  
Country Representative, UNFPA



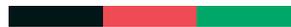


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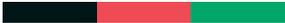
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## List of Acronyms

AEYS	Adjusted Expected Years of Schooling
EYS	Expected Years of Schooling
MDGs	Millennium Development Goals
SDES	Socio Demographic and Economic Surveys
SLE	School Life Expectance
SLEN	School Life Expectance Net of Repetition
UIS	Institute for Statistic
UNESCO	UNESCO Indicators System



# Executive Summary



# Education in Afghanistan: Kabul, Bamiyan, Daykundi, Ghor, Kapisa and Parwan, study of SDES

## EDUCATION, DEMOGRAPHY, AND DEVELOPMENT

Education is a fundamental component of the development process in any country. Education is closely related to many aspects of development, and in particular it has strong associations with the three demographic components: fertility, mortality and migration. In most societies more educated women have fewer children, lower mortality rates are associated with better educated persons, and migration flows are differentiated by level of education.

Education can reflect gender inequalities, since educational attainment, repetition and dropout rates almost always are highly differentiated between boys and girls. Besides, the reduction of disparities in education between regions is frequently an essential condition, without which sustainable human development cannot be achieved.

The effects of education go beyond the present, becoming an essential condition to guarantee a sustainable economy in the future. Indeed, current human capital is undoubtedly a result of past choices and actions. Furthermore, the development of nations and the strengthening of societies can only be achieved if the present investments take into account future perspectives and the sustainability of economic and social progress.

Education is relevant not only to better understand the interrelationship between population and development, but also to incorporate vulnerable demographic groups in society, and by doing so, provide the conditions for a lasting and sustainable development for all.

## SDES and educational indicators

### DATA AND METHODOLOGY

The Socio Demographic and Economic Surveys (SDES) conducted in Afghanistan included questions which allow the elaboration of several indicators. They are:

**Can ... (name) ... read and write a simple message in any language with understanding? Yes / No**

**Has ... (name) ... ever attended school/university? Yes / No**

**What is ... (name) ... highest grade/class completed?**

These questions allowed the elaboration of indicators about literacy for persons 5 years old and above, attendance, as well as educational attainment for persons 5 years old and above, by levels of schooling (primary, secondary, high school). The attendance in university was not used, since the emphasis is on basic schooling level.

The following indicators will be analysed:

- Literacy rate of population aged 10–14, 15 and over, 25 and over.
- Attendance Ratios by official school ages 7–12, 13–15 and 16–18
- Gross enrolment rate to primary/secondary education and high school.

- Net rate of enrolment to primary/secondary education and high school.

The analysis of these three indicators shows the current capacity of attendance of the educational system (hence, the fraction of persons out of school), an approximated indicator to the age/grade distortion, and the fraction of people enrolled in the theoretic age.

- Percentage of population between 15 and 19 years old who has completed the primary school.
- Average of years studied for population from 25 to 59 years old.

## EXPECTED YEARS OF SCHOOLING (EYS) AND THE ADJUSTED EXPECTED YEARS OF SCHOOLING (AEYS)

The EYS represents the average length of stay in the system, or the total amount of time the set of school-age population were enrolled, assuming they remained in school throughout the year (Rigotti et al, 2013). On the other hand, AEYS is closer to the objective of schooling, assuming that completion of successive school years can be considered an approximation of greater or lesser education. In addition to age and rate of enrolment, the adjustment also takes into consideration the grade of enrolment.

## Main findings

- **Literacy rates:** there has been a clear improvement in the literacy rate over the years for the six provinces; the older cohorts, who were 25 years old and above at the application of the survey date, had gotten a lower literacy rates than those who were 15 years old and over. The latter, in turn, had a lower rate than students 10–14 years old, indicating a progressive increase in school coverage.
- **Attendance Ratios by age group:** the attendance ratios show a wide range among the six provinces. The coverage of the educational system has room to continue increasing, since the highest average attendance of 73.0% in Kapisa is still low, for the age group aged 7 to 12 years.
- **Gross enrolment rate to primary/secondary education and high school:** the first age group (7–12) always presents a gross rate greater than the attendance, i.e. most of students are older than the age appropriate for those grades Gender inequalities are also remarkable, particularly in Parwan, Ghor and Kapisa, where women to men ratios are 0.63, 0.71, and 0.76, respectively. (Table 5). In all the six provinces, the older the cohorts, the lower the gross rates, a fact that is aggravated for women. It shows a highly differentiated access to school by gender, which penalizes women.
- **Net rate of enrolment to primary/secondary education and high school:** primary school shows a much higher fraction of people who are effectively enrolled within the theoretic age range corresponding to such level. But this is considerable lower for women than for men.
- **Percentage of population between 15 and 19 years of age who has completed primary school:** The average proportion of the total population who had completed this level barely reaches 70.0%, at best. This indicator points out how far some provinces are from universal primary education, especially for women, even though Kabul and Kapisa are getting close to such target in the case of men.
- **Average years of study for populations from 25 to 59 years of age:** the results clearly show the extremely low level of schooling of the adult population. On average, none of the provinces was able to reach even the total years of schooling correspondent to the primary level. The only group which surpassed six years of schooling was the male population cohort of Kabul. In all provinces, females did not reach half of the necessary years to complete the primary schooling level.

- Expected years of schooling: the time spent at school is still short to even complete primary education; only in a few provinces just part of the school-age population was favoured by more than nine years of schooling – e.g. male population in Kabul, Kapisa and Parwan. Female students, however, did not spend the same amount of time in school as their male counterparts.
- Even if students in each of the provinces spent enough time to complete primary education, the AEYS indicates that this did not mean completing the correspondent level of schooling.<sup>1</sup>

## Concluding remarks

In spite of the lack of other sources to compare the evolution of the educational indicators with, when different older age groups are compared to the youngest cohorts there is no doubt on the improvement in the attendance ratios for all provinces. To achieve universal primary education, the first target of MDG 2. But the observed attendance is not enough to ensure that children, boys and girls alike, will be able to complete a full course of primary schooling by 2015 – the date stipulated to reach this aim – or even in the near future, say within one decade or so.

From the point of view of inclusion in primary school, male attendance appears to be closer to attaining the primary education goal, especially in provinces like Kabul, Kapisa, and Parwan. On the other side, in Bamiyan, and mainly in Ghor, even just attending school has been an opportunity available just for a few. For all provinces, the attendance ratio by age group indicates a remarkable delay at the entrance of the school system.

For girls, there are more constraints to accessing school in all age groups. Besides their attendance being always lower than that for boys, female attendance rates drops consistently with age throughout all age groups, which means that difficulties in access are probably correlated to school early dropout.

Data suggest a noticeable grade/age distortion, for boys and girls. The results indicate that for boys, educational policies should prioritize earlier access; for girls, not only early access, but also urgently increasing attendance rates, while at the same time, encouraging their remaining at school to decrease the dropout after 14 years of age.

Efforts must be made to expand the attendance to schooling, but with special attention in those places where it is below the minimum to ensure social inclusion and empowerment. Only the male population in Kabul seems to be near to completing a full course of primary schooling.

There is a significant disparity among provinces in terms of female education. Maybe, the expectation for a minimum of nine years of schooling is reachable, via extra efforts, just in Kabul. Despite the common gap to reach full primary schooling, some provinces are further away from this goal than others.

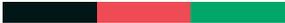
Finally, it is agreed that additional information contained in the SDES programme can be incorporated to enrich these analyses. For instance, it would be important to analyze how children's education is linked to other indicators, among them, the educational attainment of both of their parents, the household wealth, and the gender of the household head. Establishing these relations will certainly help in comparing the situation in these Afghan provinces with other findings recognized in the contemporary literature. This is more relevant if considering the scarcity of comparable data from traditional sources such as the World Development Indicators from the World Bank or UNESCO's information through UIS (UNESCO Institute for Statistics). Yet these additional in-depth studies cannot be completed in time for the present report, given the strict time frame available. These additional dimensions are considered in further research to be released at a second stage.

<sup>1</sup> The difference between EYS and AEYS should be the years of schooling lost by repetition, provided that there is no defective data.

1

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ =  
موضوع پالو الی = نضافت  
برجہ  
چما بی پال = بیط  
اوسین و = زندگی کیم  
پہ بنہ تگہ = جود زغیب تولنی = جامہ

# Introduction



**2015** constitutes an important mark for sustainable development in general, and to education in particular, since it is the deadline proposed by the Millennium Declaration, established in 2000. Goal 2 of the Millennium Development Goals (MDGs) was to achieve universal primary education; specifically the target was to: “ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling”. The international community reinforced the importance of education, when the World Education Forum adopted the declaration on the future of education, encouraging countries “to provide inclusive, equitable, quality education and life-long learning opportunities for all”.<sup>2</sup> The hope is that this declaration will support the education targets in the Sustainable Development Goals that must be ratified at the United Nations in September, this year. The Incheon Declaration in May 2015, Education 2030: Toward inclusive and equitable quality education and lifelong learning for all”, as it is known, intends to implement through the Education 2030 Framework for Action effective guidance for educational policies to be implemented by governments.

## Introduction

Education is important on its own, but it also so because it is strongly related with three key demographic components, namely fertility, mortality and migration. As stated by Lutz (2014), during the process of demographic transition, in most societies better educated women have fewer children, by their own choice, since they find better access to birth control. Low mortality rates are associated with better educated persons in almost all societies. Besides migration flows being differentiated by level of education, migrants can be more or less successfully integrated in receiving societies, depending on the levels of schooling.

In addition, education clearly reflects gender inequalities, since repetition and dropout rates almost always are highly differentiated between boys and girls. Besides, the reduction of disparities between rural and urban areas and between regions (provinces, states) is frequently observed as a condition “*sine qua non*” for sustainable human development. Special attention must be paid to populations in situation of vulnerability and social exclusion. Most of the time, programmes for children with special educational needs must be implemented to succeed in attaining education for all. These range from integration in regular schools, to the creation or improvements of specialized centres for children with special needs.

Prominent demographers have advocated enhancing the prominence of education in the development agenda. A recent book entirely dedicated to this theme has argued that educational attainment must be considered explicitly as a standard demographic dimension, together with age and sex in a demographic analysis:

*“The underlying assumption is that educational attainment is not just one of many socio-economic factors that matter for population, as it is often viewed in conventional analysis, but is the single most important source of empirically observable population heterogeneity next to age and sex” (Lutz, 2014: 14–15).*

The positive effects of education go beyond the present, becoming an essential condition to guarantee a sustainable economy. Indeed, current human capital is undoubtedly a result of past choices and actions. Furthermore, the development and strengthening of societies can only be achieved if the present investments take into account the future perspectives (Rigotti, 2012). The future wellbeing of societies will be sustained by the children and young people of today, or even by those who were not yet born.

<sup>2</sup> See: [http://www.unesco.org/new/en/media-services/single-view/news/world\\_education\\_forum\\_adopts\\_declaration\\_on\\_the\\_future\\_of\\_education/#.VWWdzs9Viko](http://www.unesco.org/new/en/media-services/single-view/news/world_education_forum_adopts_declaration_on_the_future_of_education/#.VWWdzs9Viko) accessed in 27 may, 2015.

## INTRODUCTION

Developing countries are experiencing what Mason (2006) called “the first dividend”, which arises because changes in age structure influence the share of the population concentrated in working ages. In these countries, the demographic transition leads to an increase in the share of the working age population that can last up to several decades, but as the author explains, the first dividend is transitory, and when large cohorts of prime age adults pass into their retirement years, the first dividend ends. This is the moment when the share of the population in the working ages begins to decline and the first dividend turns negative:

“The first dividend can have a lasting effect on economic growth if the gains in per capita income are used to create human capital by investing in health and education, to accumulate physical capital, to support technological innovation, to create growth-inducing institutions, etc” (p.11).

All these aspects briefly considered point out to the relevance of the education, not only to better understanding the interrelationship between population and development, but also to including vulnerable demographic groups in the society, and providing the conditions for a lasting sustainable development.

2



# Data and methodology

## Data and methodology

Ideally, the study of the education should compare several points in time, to identify trends and ongoing changes. As data for successive points in time is not available, efforts will be made to provide insights to understanding the situation as deeply as possible, with available data. In this sense, we will focus in some of the traditionally used indicators of schooling, provided that data are available and reliable. Frequencies and tabulations were prepared for the subsequent analysis. The Socio Demographic and Economic Surveys (SDES) conducted in Afghanistan included questions which allow the elaboration of several indicators. They are:

**Can ... (name)... read and write a simple message in any language with understanding? Yes / No**

**Has ... (name)... ever attended school/university? Yes / No**

**What is ... (name)...highest grade/class completed?**

These questions allowed the elaboration of indicators about literacy for persons 5 years of age and above, attendance, as well as educational attainment for persons 5 years of age and above, by levels of schooling (primary, secondary, high school).

The variable "COL25 – Grade/Class currently attending" is of particular interest because it permits to evaluate the access and progress in the educational system of pupils actually enrolled, as observed in the next section.

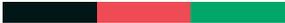
### MEASUREMENT OF EDUCATION

The following indicators will be analysed in this section:

- **Literacy rate:** ratio of number of people capable to read and write a simple message, with proper understanding in any language, to the total number of people. It will be calculated for populations aged 10–14, 15 and over, 25 and over.
- **Attendance Ratios by age group:** number of children of official school ages 7–12, 13–15 and 16–18 effectively enrolled at school, divided by the population of the corresponding age group. It expresses the participation of people who are within the range of official/theoretic age to start each level, and are enrolled independently of the level.
- **Gross enrolment rate to primary/secondary education and high school:** ratios of persons, independently of age who, at the time of the survey, were attending Classes 1–6, Classes 7–9 and Classes 10–12, respectively, to the total number of children of these respective age groups.
- **Net rate of enrolment to primary/secondary education and high school:** ratios of children of official school ages 7–12, 13–15 and 16–18 who, at the time of the survey, were attending Classes 1–6, Classes 7–9 and Classes 10–12, respectively, to the total number of children of these respective age groups. This shows the fraction of people who are within the range of the official/theoretic age to start such level, and effectively enrolled in it.

The analysis of these four indicators shows the current attendance of the educational system (hence, the fraction of persons out of school), an approximated indicator to the age/grade distortion, and the fraction of people enrolled in the theoretic age.

- Percentage of population between 15 and 19 years old who has completed primary school.
- Average number of years of study for population from 25 to 59 years of age.



In spite of being appropriated to assess the current state of the school system, all the previous indicators fail in foreseeing the educational situation. They represent the stock, but not the flow of students. Indeed, it is necessary to get an idea on the transitions within school system, where not only access takes an important role, but also the repetition, promotion and dropouts from one year to another. Other relevant issue concerns the capacity of the school system to receive and keep students into schools. The next indicators seek to elucidate this matter, at least partially, since there are no other surveys to capture time dynamics.

## EXPECTED YEARS OF SCHOOLING

Conceptually, the School Life Expectance (SLE) can be defined as “a number of years a person of school entrance age can expect to spend within the specified levels” (UNESCO Institute for Statistic (UIS), 2009, 265). According to UIS Glossary,<sup>3</sup> this indicator may be used to provide an idea on “the overall level of development of an educational system in terms of the average number of years of schooling that the education system offers to the eligible population, including those who never enter school”. It is calculated by summing the age-specific enrolment rate for the population of school age, which ranges between 7 to 18 years of age, in all referred provinces.

Subsequently, UIS produced a complementary indicator, which was named “School Life Expectance Net of Repetition” (SLEN). This seeks to estimate the “number of years of schooling that a child of a certain age can expect to attain in the future, excluding years spent repeating grades”.<sup>4</sup>

SLE is interesting as a means of evaluating how many years children tend to spend in the education system without repetition. It must be seen in terms of the whole school-age population. Hence, the indicator does not intend measuring the number of years or the number of grades completed that an enrolled student will get until the ending of his or her school life. Since it is an average, it is much probable that pupils actually enrolled will receive a greater number of years of education than measured by SLEN.

The difference between SLE and SLEN equals the number of years spent due to repetition of grades. The data required are enrolment by age and level of education; population by single year of age; in addition to repeaters by age and level of education. While the frequency of the whole school-age population and those who attend school could serve as a proxy for the former two, the latter is not available. Hence, it is possible to estimate the SLE, but not the SLEN. This is a common fact in developing countries, where there are no administrative registers, or the data are defective.

In an effort to overcome this kind of constraints, Rigotti et al (2013) proposed an indicator similar to SLEN, named Adjusted Expected Years of Schooling (AEYS). The “adjusted” differentiates it from the Expected Years of Schooling, elaborated by Human Development Report (UN, 2010:15), defined as “the years of schooling that a child can expect to receive given current enrolment rates”, or more formally:

“Number of years of schooling that a child of school entrance age can expect to receive if prevailing patterns of age-specific enrolment rates were to stay the same throughout the child’s life” (p.223).

To understand their meanings, both indicators will be described below.<sup>5</sup>

3 <http://www.uis.unesco.org/Pages/Glossary.aspx>. (accessed in July 15, 2015).

4 <http://glossary.uis.unesco.org/glossary/en/term/2688/en>. (accessed in 16 July, 2015).

5 This section is part of the original document: Rigotti, J.I.R, Sawyer D. R., Souza. L.R., Rodrigues, C.G. (2013). A re-examination of the expected years of schooling: what can it tell us? Brasilia: International Policy Centre for Inclusive Growth.

## ESTIMATION OF EXPECTED YEARS OF SCHOOLING

EYS, at the age  $\alpha$  at the start of the educational trajectory, are calculated by adding up specific rates of enrolment by age weighted by the respective amplitude of the age group, measured in year  $t$ , according to formula (1).

$$\mathbf{EYS}_{\alpha} = \sum_{\alpha}^{\omega} \mathbf{n} \times \mathbf{n} \mathbf{m}_x$$

where:  $n m_x = \frac{n f_x}{n P_x}$

and:

$\alpha$  = age at the start of school trajectory

$\omega$  = upper age limit

$n$  = age interval

$n f_x$  = number of pupils between ages  $x$  and  $x+n$  enrolled in school, in year  $t$

$n P_x$  = population between ages  $x$  and  $x+n$ , in year  $t$

$n m_x$  = rate of enrolment of pupils between ages  $x$  and  $x+n$ , in year  $t$

The relationship ( $n \times n m_x$ ), measured in year  $t$ , represents the rate of enrolment weighted by the corresponding age interval. It indicates the total amount of time the set of pupils between ages  $x$  and  $x+n$  were enrolled, assuming they remained in school throughout the year.

When the age interval is set to 1 ( $n=1$ ), the EYS would be the sum of enrolment rates. This is the form employed by UNESCO and used in the composition of the international HDI.

One of the shortfalls of the EYS is that it does not capture enrolment structures of the age-specific rates, which in turn could represent different rates of promotions, repetitions, late entries and school drop-outs – therefore, creating comparative difficulties, especially if there are different policies for promotion to higher grades among regions under comparison.

## ESTIMATION OF ADJUSTED EXPECTED YEARS OF SCHOOLING

To overcome the problem of deviations not detected by EYS, weights are proposed for specific frequency rates according to students' contribution of schooling years, adding a new variable: grade. Thus, by comparing age and grade, it is possible to determine the weight of specific rates. Formula 2 calculates AEYS. It should be noted that henceforth  $n=1$  will be considered.

### FORMULA 2

$$AEYS_{\alpha} = \sum_{x=\alpha}^{\omega} \sum_{i=1}^z \left( \frac{a_{i,x}}{r_{i,x}} \right) \times \frac{f_{i,x}}{p_{i,x}}$$

$i$  = grade of pupils aged  $x$

$z$  = highest grade finished by pupils at age  $x$

$a_{i,x}$  = years of schooling concluded by pupils, up to grade  $i$  at age  $x$

$r_{i,x}$  = years of schooling a regular pupil would have concluded by grade  $i$  at age  $x$

$f_{i,x}$  = number of pupils enrolled in grade  $i$  at age  $x$

$p_x$  = population at age  $x$

Each of these weighted rates is simply a substitution for  $n$  in equation (1) by the contributed years of schooling, adjusted by the age-grade distortion. The adjusted indicator is a better representation of the contribution, at each age, to EYS during the  $(\omega-\alpha)$  years in school.

The ratio is the adjustment factor, and its values were originally adjusted to the Brazilian school system (Rigotti, et al, 2013). The indicators EYS and AEYS were calculated for the six provinces of Afghanistan, between the ages of 7 and 18. Data refer to school attendance according to the Socio Demographic and Economic Surveys (SDES) conducted in Afghanistan (Afghanistan, SDES, Circa 2012).

The AEYS reflects the transition rates at the school system, i.e., promotion, repetition and dropout, intending to be a proxy for the knowledge accumulated at school, but taking into account the repetition, besides adapting it to the reality of developing countries:

“The advantages of using this indicator are that it represents a measure that takes into account both stock and flow dimensions in the school system and is easy to calculate and does not require standardization in comparisons involving countries with distinct age structures” (Rigotti et al, 2013:p.1).

Therefore, conceptually the AEYS is similar to SLEN proposed by UIS, while EYS defined in the Human Development Reports is near to SLE. In this report we adapt them to the data available in SDES6.

In sum, the EYS here elaborated, will represent the average length of stay in the system (similarly to SLE), or the total amount of time the set of school-age population were enrolled, assuming they remained in school throughout the year (Rigotti et al, 2013). On the other hand, AEYS is closer to the meaning of schooling (similarly to SLEN), assuming that completion of successive school years can be considered an approximation of greater or lesser education. In addition to age and rate of enrolment, the adjustment also takes into consideration the grade of enrolment. The measurements are possible from variable “COL25–Grade/Class currently attending” in SDES, by each grade, and single year of age.

# 3



## Results

In the sections below each of the indicators defined above will be analysed.

## Literacy rates

Figure 1 shows one of the most basic indicators, literacy rates for the six provinces, which presents substantial regional disparities, as well as gender and cohort inequalities (Table 1). Kabul and Kapisa present the highest literacy rates, while Ghor and Bamiyan had the lowest percentage of population aged 15 years and above, who could write and read a simple message.

When considering age groups (Table 1), a clear improvement in literacy is observed, since older cohorts, 25 years of age and above at the survey date, had lower literacy rates than those who were 15 years and above. The latter, in turn, had a lower rate than students 10–14 years old, indicating a progressive increase in school coverage: the youngest the cohort, the highest the literacy rate.

Table 1 shows that female rates are always lower than for men, even though it is possible to observe a steady diminishing of the gender gap. Indeed, Table 2 compares the youngest population with the older cohorts, revealing a decrease in the women to men ratios. Bamiyan and Daykundi hold an intermediate position for both groups, 15 years and above, as well as 25 years and above. It is noteworthy that the gap drops steeply for the youngest age group in both provinces. Daykundi presents the highest ratio for the population aged 10 to 14 years, allowing inferring that this province surpassed Kabul, which has higher ratios for older cohorts. Therefore, in both provinces the efforts to overcome gender inequality seems to be successful.

In some provinces, the higher the rate for men the greater the gender gap, as in Parwan, Kapisa and Kabul. On the other hand, Ghor holds the lowest rates for both genders, and the differences between men and women are relatively high in all age groups, ranking in the worst positions.

Literacy rates for the three chosen age groups provide a general picture of the “stocks” of population literacy, and a first idea of the evolution of the school system, since older generations tend to reflect the past coverage, while the majority of youngest students still are attending school. The rates point out to an improvement of schooling and great regional diversity, but this assessment must be complemented with following indicators, directly related with attendance, and the age/grade relationship.

**TABLE 1**

### Afghanistan (SDES): Literacy rates, by gender and age group

	10 to 14		15 and over		25 and over	
	Male	Female	Male	Female	Male	Female
Kabul	85.5	68.9	71.4	37.7	63.2	24.7
Bamiyan	68.4	56.2	46.1	17.6	35.7	6.2
Daykundi	71.0	64.3	49.4	22.4	36.6	6.4
Ghor	51.9	35.1	33.6	8.1	28.4	3.0
Kapisa	84.7	63.9	66.3	26.2	51.9	10.3
Parwan	80.2	53.4	59.3	18.6	45.8	7.3

**Source:** CSO Afghanistan, SDES 2011-2014

**TABLE 2**

### Afghanistan (SDES): Women to men ratios of literacy rates, by age groups 10-14; 15 and over; 25 and over)

KABUL, BAMMIYAN, DAYKUNDI, GHOR, KAPISA AND PARWAN (CIRCA 2012)

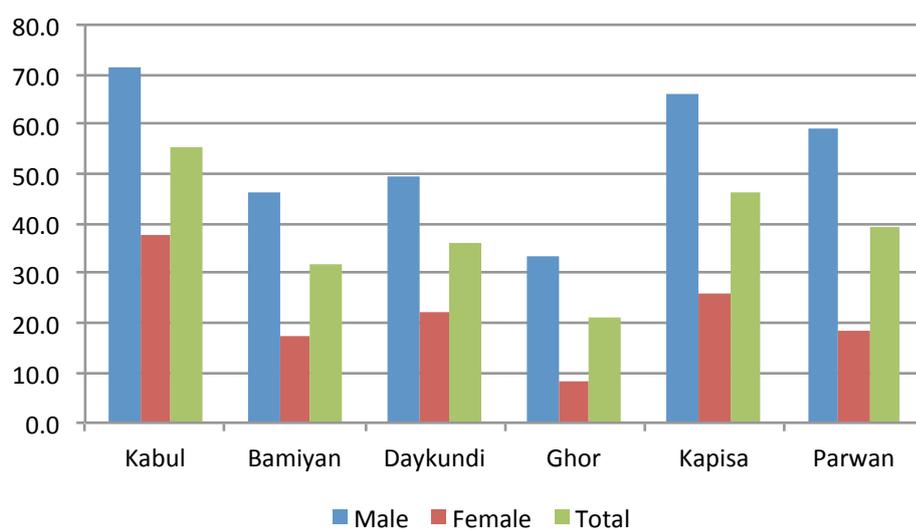
	10 to 14	15 and over	25 and over
Kabul	0.81	0.53	0.39
Bamiyan	0.82	0.38	0.17
Daykundi	0.91	0.45	0.18
Ghor	0.68	0.24	0.11
Kapisa	0.76	0.39	0.20
Parwan	0.67	0.31	0.16

Source: CSO Afghanistan, SDES 2011-2014

**FIGURE 1**

### Afghanistan (SDES): Literacy rates, by gender (15 years of age and above)

KABUL, BAMMIYAN, DAYKUNDI, GHOR, KAPISA AND PARWAN (CIRCA 2012)



Source: CSO Afghanistan, SDES 2011-2014

## Attendance ratios by age group

In general, the attendance ratios show a wide range among the six provinces (Table 3). The coverage of the educational system has room to continue increasing, since the highest average attendance of 73.0% in Kapisa is still low, for the age group aged 7 to 12 years (Figure 2). Besides, the gender imbalance varies considerably, reaching almost 30% more for men, in Parwan, while the lowest differences are registered in Daykundi at 5.9% and Bamiyan at 8.4%. Ghor remains in an intermediate position regarding gender imbalance, but has the lowest ratio in terms of attendance at an average of just 44.0% for the whole population.

**TABLE 3**

### Afghanistan (SDES): Attendance rates, by gender and age group

**KABUL, BAMSIYAN, DAYKUNDI, GHOR, KAPISA AND PARWAN (CIRCA 2012)**

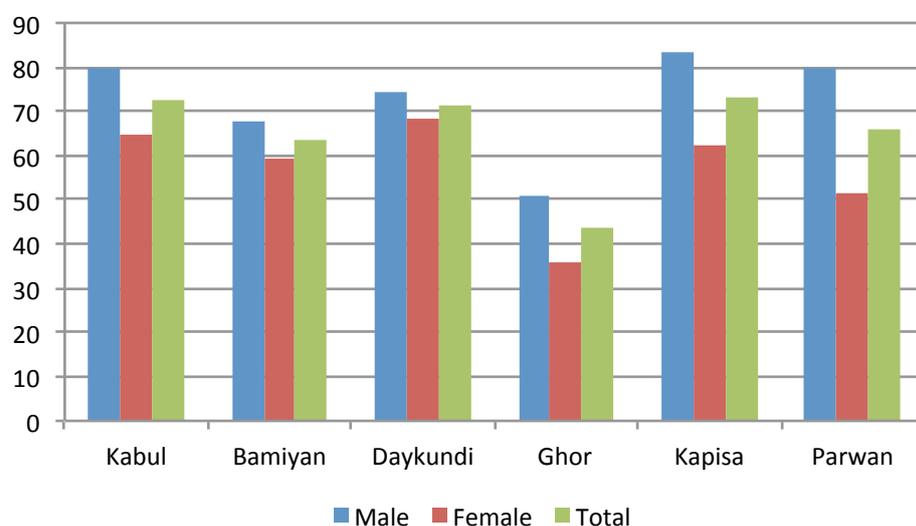
	7 to 12			13 to 15			16 to 18		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Kabul	79.74	64.78	72.49	86.32	61.81	74.34	68.36	43.48	56.40
Bamiyan	67.85	59.41	63.79	70.62	53.10	61.87	58.38	35.8	47.60
Daykundi	74.36	68.49	71.54	76.45	67.02	71.85	62.06	49.06	55.85
Ghor	51.12	35.74	43.96	51.95	33.67	43.52	38.77	15.92	26.99
Kapisa	83.44	62.06	72.97	88.56	56.02	72.13	72.70	35.23	53.43
Parwan	79.86	51.26	65.89	84.16	40.12	62.6	67.31	25.18	46.59

Source: CSO Afghanistan, SDES 2011-2014

**FIGURE 2**

### Afghanistan (SDES): Attendance rates for population aged 7-12, by gender

**KABUL, BAMSIYAN, DAYKUNDI, GHOR, KAPISA AND PARWAN (CIRCA 2012)**



Source: CSO Afghanistan, SDES 2011-2014

In some provinces, the total attendance is higher within the age group 13 to 15 years of age as is the case for Daykundi and Kabul. Noteworthy is the fact that male attendance for that age group is higher than the previous one in all provinces. This suggests a delay in the intake rates of boys in the school system, since this indicator does not consider the level of schooling. On the contrary, the attendance ratio for women decreases from the first age group to the second, indicating a probable dropout of school. Regarding the age group 16 to 18 years, the attendance is lower for both men and women, but it is more aggravated for the latter. This indicates that remaining in school is still a benefit only for a few in Afghanistan.

## Gross enrolment rate to primary/secondary education and high school

The analysis of the gross enrolment rate by level of schooling helps to understand the delay in access to schooling. As it can be observed in Table 4 and Figure 3, the first age group always presents a gross rate greater than the attendance, i.e. most of students are older than the appropriate age for the respective grades. Two facts can explain this occurrence: (a) a delay into the entry of school; and/or (b) high repetition rates. Gender inequalities are also remarkable, particularly in Parwan, Ghor and Kapisa, where women to men ratios are 0.63, 0.71, and 0.76, respectively (Table 5). In all the six provinces, the older the cohorts, the lower the gross rates, a fact that is aggravated for women. It shows a highly differentiated access to school by gender, which penalizes women.

**TABLE 4**

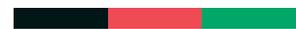
### Afghanistan (SDES): Gross enrolment rates, by gender and age group

**KABUL, BAMİYAN, DAYKUNDI, GHOR, KAPISA AND PARWAN (CIRCA 2012)**

	7 to 12			13 to 15			16 to 18		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Kabul	91.00	72.97	82.26	90.68	61.56	76.45	73.51	44.74	59.68
Bamiyan	85.18	75.09	80.32	84.7	52.85	68.81	53.61	25.00	39.93
Daykundi	92.98	87.21	90.2	87.45	68.16	78.03	54.85	34.20	44.98
Ghor	63.03	44.53	54.42	55.25	31.65	44.37	34.35	9.12	21.35
Kapisa	102.63	77.65	90.39	82.14	47.78	64.76	70.41	28.16	48.72
Parwan	101.25	64.01	83.06	80.83	33.02	57.42	63.52	20.39	42.30

**Source:** CSO Afghanistan, SDES 2011-2014

The pattern is similar for the age group 13 to 15 years of age, but the levels decrease, especially in those provinces where the gross rates is higher at the first age group as is the case in Kapisa and Parwan. In these particular provinces, the gross rate holds a deeper difference between these two age groups, possibly it means that many girls and boys aged 13 to 15 were attending the first grades of the primary school – in other words, it is possibly a result of age/grade distortion.



**TABLE 5**

### **Afghanistan (SDES): Women to men ratios of literacy rates, by age groups 7-12; 13-15; 16-18**

**KABUL, BAMIIYAN, DAYKUNDI, GHOR, KAPISA AND PARWAN (CIRCA 2012)**

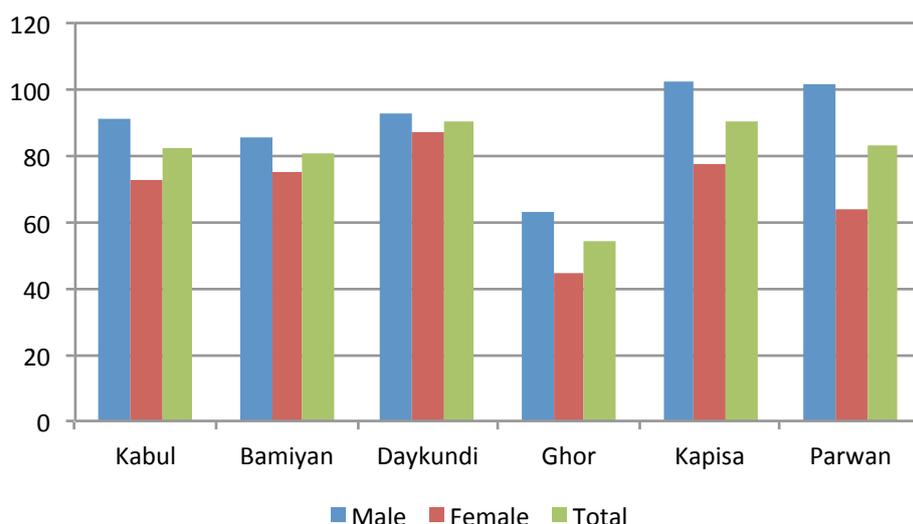
	7 to 12	13 to 15	16 to 18
Kabul	0.80	0.68	0.61
Bamiyan	0.88	0.62	0.47
Daykundi	0.94	0.78	0.62
Ghor	0.71	0.57	0.27
Kapisa	0.76	0.58	0.40
Parwan	0.63	0.41	0.32

Source: CSO Afghanistan, SDES 2011-2014

**FIGURE 3**

### **Afghanistan (SDES): Gross enrolment rates for population aged 7-12, by gender**

**KABUL, BAMIIYAN, DAYKUNDI, GHOR, KAPISA AND PARWAN (CIRCA 2012)**



Source: CSO Afghanistan, SDES 2011-2014

In Bamiyan, Daykundi, and Kabul, there is a smaller difference between male gross enrolment rates of the 7 to 12 and 13 to 15 age groups, but this is not the case for female rates. Again, this suggests a longer lasting school life for boys a la par with a premature dropout of girls.

Analysing the last age group, a sharp decline in the gross rates is apparent, indicating that the school system receives less than half of the size of the cohorts that should be attending high school – the only exception is Kabul, where the rate for the total population is almost 60.0%, explained by a higher male rate of around 70.4%. As the previous age groups show relatively high gross rates, they suggest that in Kabul the gross enrolment rate for population aged 16–18 can be explained by adults (19 years old and above) attending high school. Actually, each age group holds higher gross rates when compared with attendance rates, indicating the occurrence of older population in each level

In contrast, the low participation of women reinforces the inference that they abandon school much sooner than men. The regional inequalities are also significant, since they range from almost 45.0% in Kabul to less than 10.0% in Ghor.

## Net rate of enrolment to primary/secondary education and high school

Net enrolment rates complement not only the big picture of regional and gender inequalities, but also the constraints for the promotion among schooling levels. In general, primary level shows a much higher fraction of people who are effectively enrolled in the proper age group (Figure 4a). It is not surprising, since repetition postpones the entrance to the subsequent classes, which results in decreasing the net rates, as age progresses.

Kapisa shows the greater net rate of population aged 7 to 12, where the male participation was the highest among all provinces. But the women did not get the same performance, since their rates were lower than that of the province of Daykundi. In this sense, Daykundi holds the lower gender gap, equivalently as to the attendance ratio. In contrast, Ghor presents the lowest enrolment rate because its male enrolment rate is lower than all the female rates of other provinces.

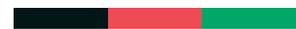
**TABLE 6**

### Afghanistan (SDES): Net rates of enrolment, by gender and age group

**KABUL, BAMİYAN, DAYKUNDI, GHOR, KAPISA AND PARWAN (CIRCA 2012)**

	7 to 12			13 to 15			16 to 18		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Kabul	74.42	60.43	67.64	52.25	36.54	44.57	42.87	27.34	35.40
Bamiyan	64.30	56.92	60.75	38.95	27.33	33.15	25.42	14.13	20.03
Daykundi	71.56	66.34	69.05	39.67	33.15	36.48	23.92	17.24	20.73
Ghor	49.35	34.63	42.50	25.20	15.80	20.87	15.79	5.20	10.33
Kapisa	83.41	62.02	72.93	57.83	32.79	45.18	49.58	21.27	35.03
Parwan	79.83	51.22	65.86	52.89	22.80	38.16	41.36	15.29	28.54

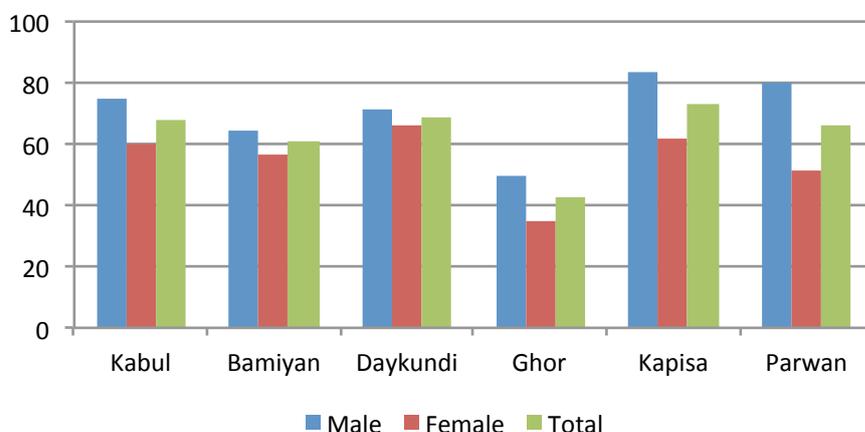
**Source:** CSO Afghanistan, SDES 2011-2014



**FIGURE 4A**

## Afghanistan (SDES): Net rates of enrolment for population aged 7–12, by gender

KABUL, BAMIIYAN, DAYKUNDI, GHOR, KAPISA AND PARWAN (CIRCA 2012)

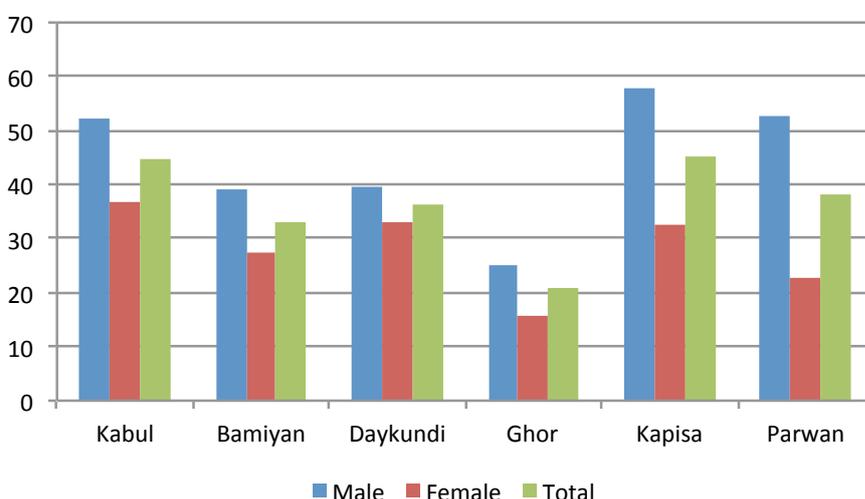


Source: CSO Afghanistan, SDES 2011-2014

**FIGURE 4B**

## Afghanistan (SDES): Net rates of enrolment for population aged 13–15, by gender

KABUL, BAMIIYAN, DAYKUNDI, GHOR, KAPISA AND PARWAN (CIRCA 2012)



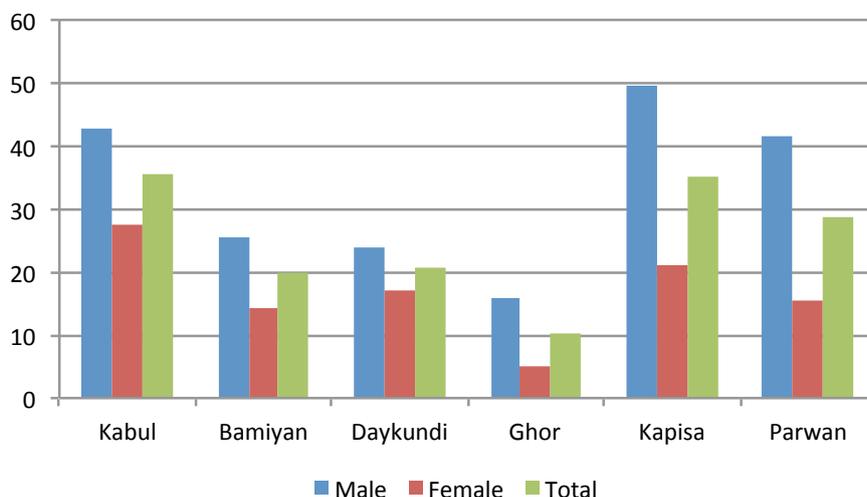
Source: CSO Afghanistan, SDES 2011-2014

The net enrolment rates for the population aged 13–15 (Figure 4b) reveal an abrupt decay in relation to the previous groups, even for those provinces which exhibit relatively high rates for the age group of 7 to 12 years of age, such as Kapisa, Parwan, and Kabul. This corroborates the assumption of late entry into school system, and it also confirms the evidence of huge gender and regional inequalities. Net enrolment rates for the population aged 16–18 follow the same pattern, reinforcing the difficulties for completing the corresponding levels of schooling.

FIGURE 4C

## Afghanistan (SDES): Net rates of enrolment for population aged 16–18, by gender

KABUL, BAMIIYAN, DAYKUNDI, GHOR, KAPISA AND PARWAN (CIRCA 2012)



Source: CSO Afghanistan, SDES 2011-2014

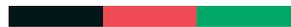
In sum, the analysis of these three indicators reveals that attendance rates for the population aged 7–12 are closer to the primary net rates, for both boys and girls, as would be expected. This means that people attending schools at these ages are enrolled in the proper level of schooling. On the other hand, gross enrolment rates reveal that many people attending school in each level are older than the theoretical age recommended.

The 13–15 age group helps to explain the gender inequalities. At these ages, girls present lower attendance rates than the 7–12 age group, and their net rates are much lower than the total corresponding attendance. This means girls who attend schools were enrolled at the primary level, but hardly are able to follow to secondary one. In contrast, boys at the same age hold attendance rates always greater than previous age groups, meaning a late, but higher entry into that school level.

## Percentage of population aged 15 to 19 who has completed primary school

Theoretically, students between 15 to 19 years of age have had the opportunity to complete primary school, because of their age. But the average proportion of the total population who had completed this level in 2012 barely reaches 70.0%, at best (see Table 6). The highest average is found in Kabul, where this figure reaches 80.0% for men and 56.2% for women – the best female performance among the six provinces. Kapisa presented a greater relative volume of men who had completed primary education at the date of the survey, although being lower than Kabul for female students. Therefore, Kapisa is ranked in an intermediate position in terms of the gender gap, as observed in the female/male ratio. This indicator also shows an extremely difficulty opportunity for women complete primary school in Parwan and Ghor.

All remaining provinces attained an average (for the total population) below 60.0%, but in Parwan men surpassed 75.0%, as opposed to only one third of all women. This female percentage is near Bamiiyan, but in the case of Bamiiyan the average for the total population was much lower because the male



**TABLE 7**

**Afghanistan (SDES): Population aged 15-19, who has completed primary school, by gender, and female/male ratios**

**KABUL, BAMIIYAN, DAYKUNDI, GHOR, KAPISA AND PARWAN (CIRCA 2012)**

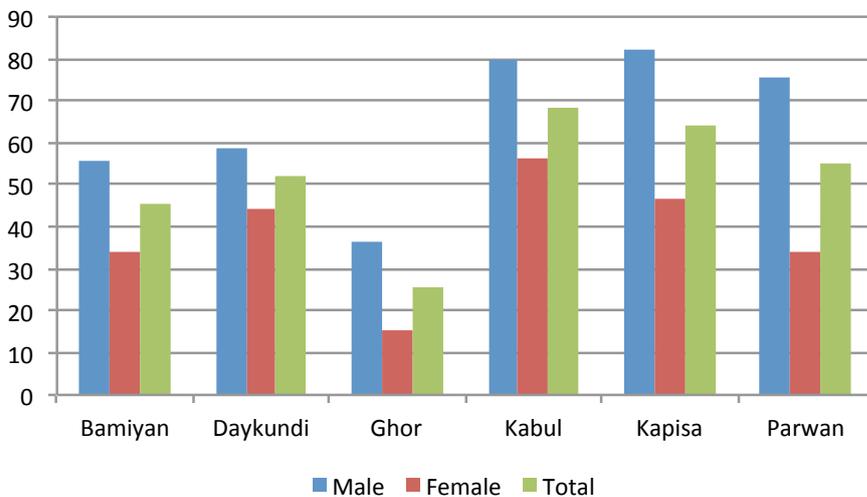
	15 TO 19			Female/male Ratios
	Male	Female	Total	
Kabul	80.01	56.16	68.63	0.70
Bamiyan	55.76	33.74	45.25	0.61
Daykundi	58.67	44.5	51.92	0.76
Ghor	36.32	15.52	25.88	0.43
Kapisa	82.32	46.59	64.24	0.57
Parwan	75.52	33.93	55.28	0.45

Source: CSO Afghanistan, SDES 2011-2014

**FIGURE 5**

**Afghanistan (SDES): Population aged 15-19, who has completed primary school, by gender**

**KABUL, BAMIIYAN, DAYKUNDI, GHOR, KAPISA AND PARWAN (CIRCA 2012)**



Source: CSO Afghanistan, SDES 2011-2014

proportion is one of the most precarious, only higher than Ghor. In the province of Ghor just 15.5% of women successfully completed primary education.

This indicator points to the fact of how far some provinces are from reaching the goal of universalizing primary education, especially for women, even though as Kabul and Kapisa are getting near this target for men.

## Average number of years studied by the population 25 to 59 years old

The analysis of school levels of the adult population enables to summarise the results of the efforts to increase access in the education system as whole. According to UNESCO (2009): "It is an important indicator to monitor the Third Goal, since it is a way to measure the achievement in the basic abilities in the population, conditioners for a permanent learning in a lifetime" (p.53).

The analysis of the education levels of the age group 25 to 59 years signifies a relatively "stable" observance of the level of instruction in a given population since most of those in this age group will not be attending nor be going back to school.

Table 6 clearly stresses the extremely low level of schooling of the adult population in Afghanistan. On average, none of the provinces is able to reach even the minimal years of schooling correspondent to primary education. The only group which surpassed six years of schooling was the adult male population of Kabul. It is remarkable that in all provinces, the female indicators did not reach half of the necessary years to complete the primary level. With the exception of Kabul, the adult female population did not even complete one grade of schooling, far from any goal aimed to a minimum access to this essential development tool.

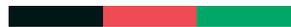
**TABLE 8**

### Afghanistan (SDES): Average years of schooling for the population aged 25–59, by gender

**KABUL, BAMİYAN, DAYKUNDI, GHOR, KAPISA AND PARWAN (CIRCA 2012)**

	15 to 19		
	Male	Female	Total
Kabul	6.74	2.49	4.65
Bamiyan	1.59	0.27	0.94
Daykundi	1.68	0.35	1.00
Ghor	1.06	0.11	0.61
Kapisa	5.61	0.92	3.25
Parwan	4.60	0.59	2.60

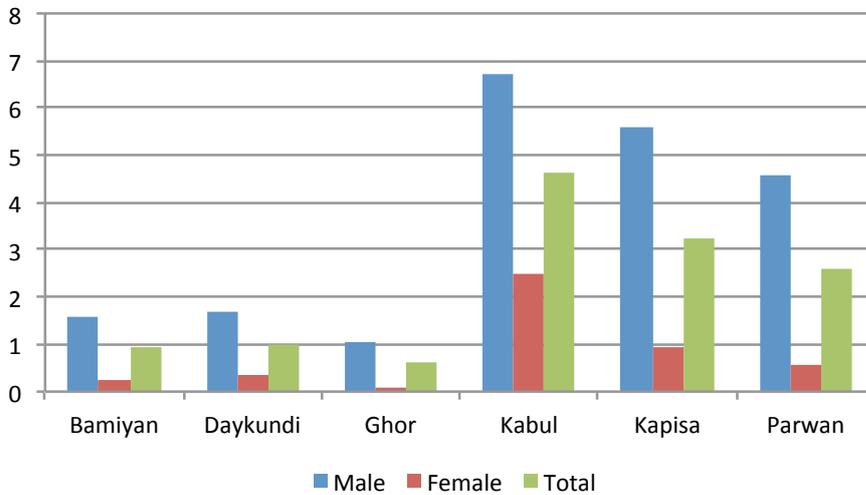
**Source:** CSO Afghanistan, SDES 2011-2014



**FIGURE 6**

## Afghanistan (SDES): Average years of studies for population aged 25-59, by gender

KABUL, BAMIIYAN, DAYKUNDI, GHOR, KAPISA AND PARWAN (CIRCA 2012)



Source: CSO Afghanistan, SDES 2011-2014

Furthermore, the average years studied for adult population has the advantage of calling attention for the extremely precarious social condition faced by most of people in the provinces, particularly in Bamiyan, Daykundi, and Ghor. Considering the set of previous indicators, it would be valid to infer a more favourable condition for students currently enrolled at school. Despite of all regional inequalities, and a huge gender gap, when the average of grades completed is compared with the attendance or net rates of the youngest population, it is feasible to forecast a better future for younger generations at least in terms of schooling.

## Expected years of schooling

Table 9 shows the expected years of schooling and its adjusted version, by gender. At a first glance, the EYS presents much greater figures than those observed for the average years of studies of the population of 25 to 59 years of age. It corroborates the early statement: the younger the population the better the educational performance. However, the time spent at school is still short of completing primary education, since just in a few provinces, part of the school-age population was favoured by more than nine years of schooling – male population in Kabul, Kapisa and Parwan. In these provinces, female students did not spend the same time, i.e. 7.1 years, 6.5 years, and 5.1 years, respectively.

Bamiyan and Daykundi show similar figures, although the EYS has been lower than the amount of years necessary to complete primary education. In all these provinces the time spent by the male students in schools is enough, or at least near enough to complete primary education. For school-age women, the time spent is much lower, far from sufficient to complete the more basic level of education. Women's condition is really precarious in Ghor, where they cannot even expect to complete four years in primary school.

Even when students of all provinces spent time enough to complete primary education, the AEYS indicates that this does not mean completing the correspondent level of schooling. In Table 7, presenting the percentage of population between 15 and 19 years of age which has completed the primary school, the low proportion of actual graduation is apparent. The AEYS corroborates that, there is just one exception, namely the male population in Kabul, which is able to reach the amount of years corresponding to primary education. In other words, provided the prevailing patterns of age-

TABLE 9

## Afghanistan (SDES): Expected years of schooling for population aged 7–18, by gender

KABUL, BAMIIAN, DAYKUNDI, GHOR, KAPISA AND PARWAN (CIRCA 2012)

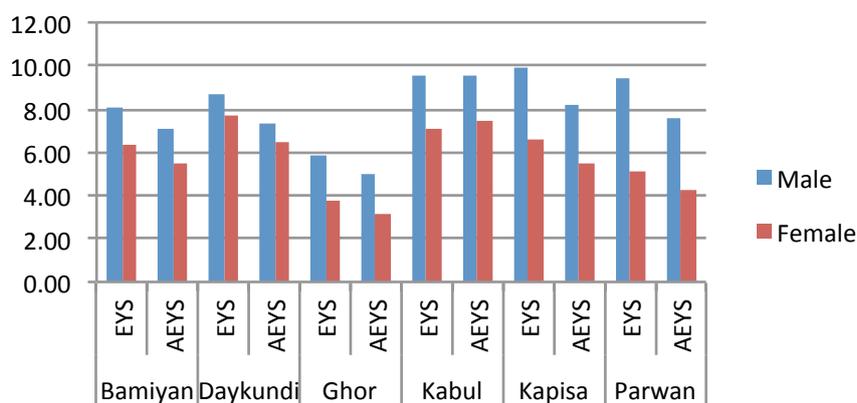
	Bamiyan		Daykundi		Ghor		Kabul		Kapisa		Parwan	
	M	F	M	F	M	F	M	F	M	F	M	F
EYS	8.02	6.32	8.69	7.67	5.89	3.73	9.49	7.12	9.92	6.53	9.40	5.10
AYES	7.14	5.53	7.38	6.44	5.00	3.16	9.50	7.48	8.15	5.51	7.62	4.20
EYS-AEYS	0.88	0.79	1.31	1.23	0.88	0.57	-0.01	-0.35	1.77	1.02	1.78	0.90

Source: CSO Afghanistan, SDES 2011-2014

FIGURE 7

## Afghanistan (SDES): Expected years of schooling for population aged 7–18, by gender

KABUL, BAMIIAN, DAYKUNDI, GHOR, KAPISA AND PARWAN (CIRCA 2012)



Source: CSO Afghanistan, SDES 2011-2014

specific enrolment rates, promotion, repetition, and dropouts, stay the same it cannot be expected that provinces complete primary education, especially in the case of girls.

The gender gap will rightly persist in the near future. Some places deserve particular attention due to its very low schooling “expectancy”. Female years of schooling barely reach the two thirds of the male AEYS, in Ghor, Kapisa, and Parwan. However, the difference between EYS and AEYS indicates a relatively low repetition rate, for women. Despite its subtle appearance, if accumulated over the years, it would represent a significant advantage in efficiency.<sup>7</sup> The last row in the Table 7 indicates that repetition rarely surpasses one year in the school system. Indeed, the difference between EYS and AEYS should be the years is schooling lost by repetition, provided that there is no defective data. Hence, once pupils start a school life, probably they will not face a high repetition rate.

<sup>7</sup> In terms of efficiency, the EYS should be equals to the AEYS, i.e. the absence of repetition. Hence, the former will be always equal or greater than the latter, but in Kabul this is not the case. The explanation could be a premature entry at school, or mistaken declaration of age and/or grade complete.

4



# Summary

One of the more important challenges in reaching a thorough understanding of the education situation in the six Afghan provinces covered by the survey is the lack of data to compare different points in time. This limitation was somehow mitigated by the availability of one of the most traditional and frequently used pieces of information, namely: the highest grade/level completed, by age and sex. This variable allows measuring indicators such as gross rate of enrolment, percentage of population who has completed a given level of schooling, average of years studied, and expected years of schooling. The indicators of attendance and enrolment—gross and net—are important in their own right, since they construe a diagnosis of the current conditions of the educational system. The assessment of the capacity and efficacy of the education system, as well as the human capital formation could be partially interpreted from graduation and completion rates, usually by ages immediately subsequent to the proper age of graduation.

The positive effects of more years of education certainly go beyond its current period, being condition sine qua non to guaranteeing a sustainable development of economy. Current choices and actions are shaping the human capital for the near future, which in turn will sustain the next generations. This is particularly important in a country where fertility rates are considerably high.

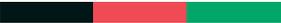
With all the limitations related to just one point in time, these indicators combined with the expected years of schooling give a wider picture of current schooling. It also provides a glimpse on improvements, when one considers conditions of the past, imprinted in the education indicators of older cohorts, much worse than for youngest, in general. There is no doubt a significant improvement in attendance ratios has taken place in Afghanistan. By itself this is necessary to achieve universal primary education, the first target of MDG 2. But as indicators point out, the observed attendance is not sufficient to ensure that children, boys and girls alike, are able to complete a full course of primary schooling by 2015 or in the near future.

Providing inclusive and life-long learning opportunities, of course, represents huge challenges for the six provinces addressed in this study. Education reflects directly gender inequalities, since repetition and dropout rates always demonstrated to be highly differentiated between boys and girls. From the point of view of inclusion in primary school, boys present a much more attainable goal in provinces like Kabul, Kapisa, and Parwan. On the other side, in Bamiyan and mainly in Ghor, even the attendance has been an opportunity available just for a few. For all provinces, the attendance ratio by age group indicates a remarkable delay at the entrance of the school system.

A clear result of this study is that for girls, school is much less accessible than for boys, for all age groups. Besides being always lower than that for boys, female attendance rates drop throughout age groups, signifying that difficulties in access are probably correlated to school early dropout. This situation is more severe in Ghor, Kapisa, and Parwan.

The big picture can hide the fact that most probably the children's school life is more effective than the analysis of the whole system. The higher attendance (students enrolled independently of the level) compared with net rate of enrolment (students enrolled within the theoretic age range corresponding to such level) allows us to infer a noticeable grade/age distortion, for boys and girls. Relatively, repetition is a minor problem, as it was inferred from expected years of schooling and its adjusted counterpart. For boys, educational policies should prioritize earlier access; for girls, not only early access, but also urgently increasing attendance rates, while, at the same time, encouraging staying at school to decrease the dropout after 14 years of age.

Besides, the reduction of disparities between regions is frequently seen as a condition for sustainable human development. In this sense, efforts must be made to expand the school system in all provinces, with special attention to those places where it is below the minimum to ensure social inclusion and empowerment. Just the male population in Kabul seems to be near to completing a full course of primary schooling. The male population in Kapisa meets favourable conditions to attain these aims; Parwan, Daykundi, and Bamiyan are not too far from this goal. In the latter two, the conclusion of the 9th grade is not guaranteed, but with additional efforts, it is a reachable goal.



Results for provinces are highly heterogeneous in terms of female education. The expectation of a minimum of nine grades seems reachable, though with additional efforts, just in Kabul. While Daykundi can aspire to reach this target, other provinces like Ghor are so far from this goal that it could hardly be reached until the end of this decade.

As a final note, we would like to stress our complete agreement with comments made to an earlier version of this report, in the sense that other information contained in the SDES programme should be used more extensively in this type of analyses. For instance, it will be important to analyze how children's education outcome is linked to other indicators, among them, the educational attainment of both of their parents, household wealth, and gender of the head of the household. Establishing these relations will certainly help in comparing the results observed in these Afghan provinces with findings that have been recognized in the contemporary literature. This is even more relevant when considering the scarcity of comparable data from traditional sources such as World Development Indicators by the World Bank or information from UNESCO through UIS (UNESCO Institute for Statistics). Unfortunately, these additional in-depth analyses cannot be completed within the time frame currently available for this round of reports. Nevertheless, data are being explored and additional analyses are being prepared incorporating all these issues recommended. These in-depth analyses will be the subject of further research to be completed in a second stage.

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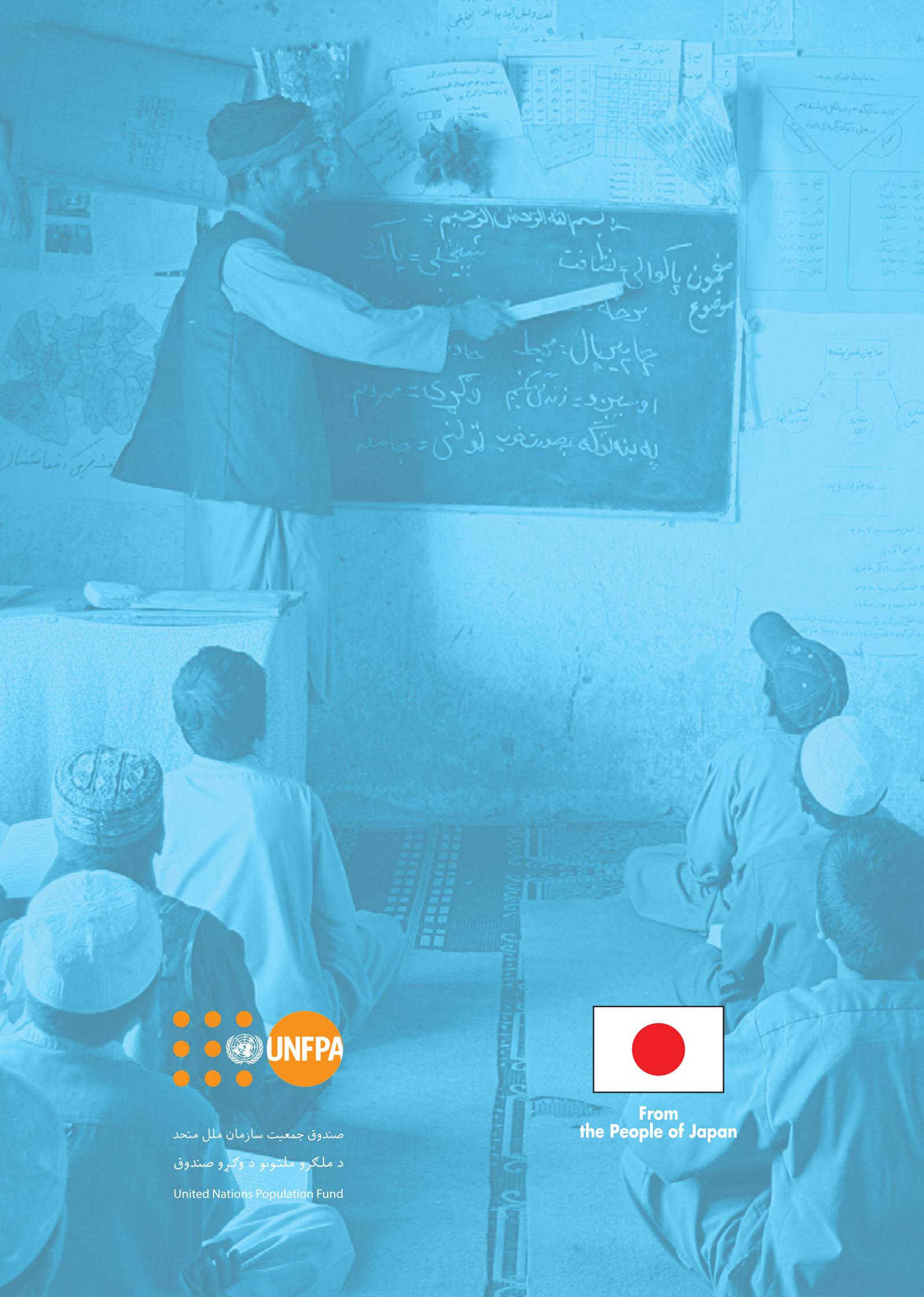
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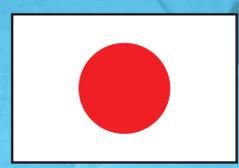




بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ :-  
 مخون پالوالی - نشافت  
 موضوع :-  
 حجاب پیمال :- محیط  
 او سچو رو :- زندگی سچیم  
 رگڑی = مردوم  
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