

AFGHANISTAN: SDG INDICATOR 4.6.1, DATA GAPS AND NEEDS

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COUNTRY BACKGROUND

Country:	Islamic Republic of Afghanistan
Population:	Estimated around 30 Million
Provinces:	34
Districts:	380
Literacy rate:	Approximately 38% (around 10 million illiterate person)
National Languages:	Pashto and Dari
Ethnic groups:	14 (Pashton, Tajik, Hazara, Uzbek, and others.)

SDG4 IN AFGHANISTAN

- In 2015, the Government of the Islamic Republic of Afghanistan expressed its commitment to the achievement of the 17 Sustainable Development Goals (SDGs) by 2030.
- Ministry of Education is designated as the lead government agency in Afghanistan for the development and implementation of strategies and plans for achieving SDG4.
- UNESCO has led the establishment of global, regional, and sub-regional coordination structures and, through its SDG4 focal point at the Ministry of Education, Afghanistan is an active participant in the Asia-Pacific and South Asian inter-governmental networks for SDG4.
- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- According to the latest National Literacy Strategy of Afghanistan, literacy rate should reach above 60% in 2020.

MEASUREMENT AND REPORTING TOOLS

- For measurement and reporting of 4.6.1 indicator, we need better reporting system and assessment tools that can fulfill the national policy goals and global reporting needs.
- Collecting accurate, reliable, and valid data is very important for the MoE and Literacy Department, where there are no accurate indicators on how and what data to be collected and competent technical capacity.

DEFINITIONS OF LITERACY

- National Literacy Strategy:

Literacy here is defined as “the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential, and participate fully in community and wider society”. Adult literacy program refers to an organized and facilitated set of group activities for 15 - 45 age-group adults.

- National Census:

From the national census definition is Literacy is reading and writing

There is only one question in the national census survey related to literacy; Can you read and Write? Yes/
NO

DIRECT LITERACY MEASUREMENT/ASSESSMENT SURVEYS

- Not administered.
- In the year of 2012 and 2013, the UNESCO LAMP survey was piloted in five provinces of Afghanistan, but due to insecurity and other technical problems the actual assessment survey was not recommended.
- Test items were translated, contextualized to both Pashto and Dari languages of Afghanistan.

NON-FORMAL EDUCATION MANAGEMENT INFORMATION SYSTEMS (NFE-MIS)

- NFE-MIS is a web-based database that can be accessed online
- In year 2012, the NFE-MIS web-based database was developed with the technical support of UNESCO.
 - Revised in 2014 based on the needs and changes in questionnaire from Literacy Department and partner agencies
 - Database is fully functional but due to lack of competent technical staff, the data collection and data entry is not done accurately.
- For data collection a course registration form was developed by literacy department, that includes Facilitator information, course information and individual learners' information > Facilitator fill in the course registration form at the beginning of each literacy course cycle.
- District Literacy Monitors collect the data per course level, Provincial Statistics Officers collect data from District monitors. Central Literacy department staff from the Planning and Statistics office collect data from each provincial statistics officer.
- At the Center, data is stored in NFE-MIS database.
- Data collection is done mainly at the beginning and at the end of each course cycle.



KEY CHALLENGES

- Currently, no unified definition of literacy at national level
- No accurate and reliable literacy data is available (Afghanistan Central Statistics Organization estimates literacy rate based on the population survey, which is not accurate)
- No sustainable commitment from donors towards literacy provision and insufficient budget from the government (1,5 – 2 % budget for literacy out of MoE's annual budget) to improve and expand the literacy provision
- Security situation in the country interrupts the provision and limits the possibilities for developing a sustainable and quality assessment system to inform policy and programmes.
- Lack of technical staff at the Literacy Department, both at central and provincial level in the areas of policy, programmes, monitoring and evaluation, and literacy assessment.
- Data collection indicators mainly focus on quantity and need to be adjusted for quality indicators.

COUNTRY NEEDS

- Alignment of the national targets and indicators with development plans and policies.
- Strong partnership with national and international partners, especially in knowledge and technology transfer in the areas of literacy measurement/assessment, and data generation and use.
- Long-term financial support to develop a national system of literacy and learning assessment.
- Development of institutional and national technical capacity in literacy measurement survey assessment, including developing assessment tools, data collection, analysis, and reporting.
- Technical support to develop and conduct the National Literacy Survey or Afghanistan Literacy Assessment Survey (ALAS), population-based assessment of literacy skills.
- Further support Afghanistan to improve its NFE-MIS database to make it become sustainable and integrated into the system.

Thank you for attention!