
Annex H Case Studies

Case Study 1: Amina, Deputy Principal, High School, Balkh Province

Today the High School has 2,754 students and 91 teachers. It's one of the best in the province, according to the principal, the school inspector and the District Education Manager, mainly because the community helps with security and encourages staff to improve their qualifications. They aim for all to reach at least grade 16 level.

The school began in 1990 as a single class in the next-door Boys High School. The district, although rural, has a large fertiliser and power-generation plant. Parents who work there are engineers, technicians, etc. and so better-educated, which may explain the collaboration between the two schools. There is no wall or fence between the boys and girls and each school has teachers of the opposite sex. Relations between boys and girls are managed strictly but without oppression.



In 1995 the girls' school took over the current premises from a Technical High School. At that time they had 11 classrooms for around 300 girls with 22 staff teaching from 1st to 11th grade.

Amina was one of the teachers and eventually became deputy principal. Many of the current staff had been her students.

She married when she was still in grade 11 at 17, but continued at school with her husband's encouragement, a former engineering graduate from Moscow, travelling 10 kms a day from home.

When the Taliban took power the girls and female teachers (including 70% of those at the boys school) were sent home. Some continued to teach secretly in their homes, but they had to be very careful.

In 2001 the Taliban left and the school began again on a new page. They thought they would attract mainly seven year olds for grade 1, but in fact many were older, 10, 11 or even 12 years old. They enrolled them all in 19 grade 1 classes! Families were so enthusiastic to learn, the sent their daughters from six kms away, riding on the back of their brothers' motorcycles. They wanted a better life for them, a better future and better jobs, to be doctors, engineers, better mothers, to develop their country.



The new principal called Amina went back to teach. When she returned to work she wondered if she could still remember her subject. She had spent five years at home. But after a nervous first few minutes it was like a dream to teach again. The girls

were eager to learn and her old skills returned. They have no drop-out problems, girls are only ever absent for a few days for sickness. The teachers work part-time to improve their qualifications on in-service courses run by the Ministry and by the Afghan Women's Education Center (AWEC).

However, they have only about half the books needed, and no grade 1 books because the last distribution was three years ago. They get some help from NGOs and some buy books in the bazaar. The new books are interesting, although the curriculum is a bit difficult.

Having been through so many hard times Amina feels like the mother of her school. Even the current principal was one of her students.

Case study 2: Bibi Hawa School, Jalalabad - 26.11.11

This school would be remarkable in most settings. In a small, provincial city in Afghanistan it's astonishing! 10 years ago it didn't exist. Today 6500 girls attend in three shifts daily (239 orphans, 27 disabled). No one pays to study here, though demand is clearly substantial.

Facilities

The school has a small but well-stocked library, science labs, practical classes and computer room, where girls Google science topics and chat online to students in other countries. They work independently and in groups in a positive setting that encourages individual initiative.



Keys to Success

1. **Leadership:** Experienced, educated principal (Science graduate, eight years in post); Strong support from dynamic Provincial Director (overseas education & experience)
2. **Staff:** Dedicated, educated teachers
3. **Sponsorship:** Funds and equipment from international organisations and individuals
4. **Systems:** For borrowing books; for security-girl scouts check visitors; for improvements-a suggestions box; for displaying pupils' work-notice-boards changed monthly, etc.



Concerns

1. Balance between support of individuals and strengths of systems
2. How well-established is this exceptional school and how vulnerable to outside pressures?
3. Three shifts mean a shorter school day for each student
4. How to recruit and retain quality staff?

Case Study 3: Shortage of schoolbooks

Firdausi Boys High School in Balkh and Bibi Zeanab School next-door to each other. A boy’s and a girl’s school, both large with thousands of pupils, demonstrating extraordinary cooperation between teachers, competitions on academic issues between students, and exchange of materials and books – when they are short of stock.



When it comes to textbooks; “short of stock” is a permanent feature. Firdausi has a fine library, with shelves, a librarian, and some reference- and library books. The school also has a store-room for children’s books. There are plenty of shelves, but very few books.



The School Administrator explained the annual process for receiving new books for the following year. They repeatedly follow the same pattern: i. Submit requests (based on estimated numbers of new pupils and using a Danida developed form); ii. Four to six months later receive what seems to be a random number of books for various grades, if any at all.

Copies of the form for recording request and receipt of books, tell a depressing story of a national system that cannot keep up with demand.

In 2010 the school asked for around 400 books per subject for grade 10. They received an average of 50-55. The pattern was the same for all grades above 7th. For grades 1-6 the forms show and even worse situation, with no books at all for the lower classes.

Looking at the two schools – children and teachers in ice-cold classrooms, with too few books and almost no other resources, yet still returning to school every day, the story is a mix of hopes, needs, disappointments, and above all an amazing ability to “manage with what’s there – even when there is actually nothing there”.

وزارت معارف
دولت معارف
Text Number: ۱۴۸۱
Province: Balkh-Dakha
District: School: Bibi Zeanab

Textbook Distribution Form
فرم توزیع کتابچه درسی

Total Cost	Book Cost	Estimated Qty	Date Received	No. of Books	Language	Gr.	Book Title	Book Code
12	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
24	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
9	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
19	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
16	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
17	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
13	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
12	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
14	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
19	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
19	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
14	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
21	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
12	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
9	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
13	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
11	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
11	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
20	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
12	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
21	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
19	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱

Text Number: ۱۴۸۱
Province: Balkh-Dakha
District: School: Bibi Zeanab

Textbook Distribution Form
فرم توزیع کتابچه درسی

Total Cost	Book Cost	Estimated Qty	Date Received	No. of Books	Language	Gr.	Book Title	Book Code
12	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
24	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
9	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
19	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
16	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
17	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
13	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
12	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
14	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
19	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
19	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	10	ماترې	۱۰۰۱۱۱۱
14	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
21	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
12	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
9	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
13	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
11	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
11	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
20	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
12	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
21	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱
19	۸۸/۱۱	۱۵۸	۱۳۸۱	۷	دري	11	ماترې	۱۰۰۱۱۱۱

Received the sum ofAfs ofr the cost of
1 Copy moment PED - for DANIDA
تصديق معارف ولايت) مدير معارف ولسوالي