

ANNEX VI

FINAL NARRATIVE REPORT

1. Description

- 1.1. Name of beneficiary of grant contract: **Karlstad University**
- 1.2. Name and title of the Contact person: **Prof. Anders Arnqvist**
- 1.3. Name of partners in the Action: **Nangarhar University (Afghanistan), Tampere University (Finland), Bochum University (Germany), Kathmandu University (Nepal), Swedish Committee for Afghanistan (associated).**
- 1.4. Title of the Action: **Master Programme in Educational Science for Afghan Teacher Educators (MAP).**
- 1.5. Contract number: **ASIE/2007/128434.**
- 1.6. Start date and end date of the Action: **Dec 1, 2007 – March 31, 2011**
- 1.7. Target country(ies) or region(s): **Afghanistan**
- 1.8. Final beneficiaries &/or target groups¹ (if different) (including numbers of women and men):

FINAL BENEFICIARIES (as per Annex 1 =Action Plan)

- a) **Policy makers and decision-makers at Ministry of Education and Ministry of Higher Education, Afghanistan.**
- b) **Managers of Faculty of Education, NU.**
- c) **Teacher candidates in pre-service and in-service programmes at Nangarhar and other Afghan Universities.**
- d) **Afghan children, particularly girls in compulsory education.**
- e) **Teachers and students at the applicant's and partners' universities.**

TARGET GROUP (as per Annex 1 =Action Plan)

Teaching staff at the Faculty of Education at Nangarhar University.

- 1.9. Country(ies) in which the activities take place (if different from 1.7): **One activity has taken place in Istanbul and another in Sweden (see below)**

2. Assessment of implementation of Action activities

2.1 EXECUTIVE SUMMARY OF THE ACTION

In October 2006 an application from Stockholm University was handed in to EU's Asia-Link programme. After more than a year a contract was to be signed but for administrative reasons the project was moved to Karlstad University and another four months passed until the contract was ready. The MAP Programme was inaugurated in May 22, 2008 in Jalalabad.

Partners have been: Karlstad University, Sweden; Nangarhar University, Afghanistan; Tampere University, Finland; Bochum University, Germany; Kathmandu University, Nepal. The Swedish Committee for Afghanistan has been associate partner.

The budget amounted to EUR 889,034, out of which the EC contribution was EUR 748,534, while the contributions from Nangarhar University and the Swedish Committee for

¹ "Target groups" are the groups/entities who will be directly positively affected by the project at the Project Purpose level, and "final beneficiaries" are those who will benefit from the project in the long term at the level of the society or sector at large.

Afghanistan were EUR 40,500 and EUR 100,000, respectively. Totally, 765153 EUR was utilised. The project was planned for 30 months but was prolonged twice; it ended March 31, 2011 with a total length of 40 months.

Practically all planned activities have been implemented, and a few unplanned events as well. The most important achievement is the successful implementation of a Master Programme in education in accordance to international standards with unique curriculum promoting analytical capacities and producing totally 32 theses, mostly on topics related to female education. 21 Afghan educationalists have been awarded a MA Degree by Karlstad University. In spite of continuously deteriorating security all courses except one was implemented inside Afghanistan and lecturers from the participating universities have travelled to Jalalabad and Kabul. That one course was moved to Istanbul was also because it constituted a unique opportunity for the Afghan students to participate in an international conference on education (an unplanned event which required use of the contingency reserve).

A failure is though that so few women have participated. Although all possible means were used to inform and attract female applicants only a handful of women applied to the programme and finally only two graduated.

MAP has contributed to increased knowledge about education in Afghanistan. Fieldwork reports on various educational issues, mostly on female education as well as all the theses constitute a considerable contribution to scientifically based knowledge on Afghan education. Conferences, open seminars, an extensive website and finally a book titled *International Cooperation in Higher Education, A Master Programme in Educational Research and Development – Outcomes and Experiences* are among the means used to spread the knowledge to a wider audience in Afghanistan and abroad. Articles have been published in scientific magazines and papers presented at international research conferences.

MAP has implied high costs in terms of extremely heavy workload for all involved, teachers as well as students. In spite of this the partner cooperation has worked out very well. No doubt, MAP is highly appreciated by the participants as well as their employers and not least, by the Ministry of Education. Also for Project Coordinators and teachers MAP has been a valuable experience.

A continuation is planned – a Master Programme for Teacher Educators – with Sida funds involving cooperation between the Ministry of Education and Karlstad University.

2.2 ACTIVITIES AND RESULTS (results and activities in line with Annex 1)

RESULT 1: THE MASTER PROGRAMME. A Master Programme (120 ECTS) with new curricula in educational science, focusing on research methods implemented, and with theses related to girls' education produced by young Afghan educationalists.

Activity 1: Organise a kick-off meeting between all partners.

Implemented during the first year (May 2008) as planned and previously reported. Additional partner meetings have taken place March 2009, June 2010 and October 2010.

Activity 2: Establish a project management team and provide continuous training to local administrators.

The project management team have consisted of the two Programme Coordinators (PC), one mainly based in Afghanistan (Afghan) and the other in Sweden (Swedish) in addition to local staff. From the beginning a local administrator and communication officer (half-time) were contracted in Jalalabad; however, several staff turn over occurred during the first year but the administrator that was recruited from January 2009 has eventually proven an asset for the project, very competent in financial reporting, in English and with good IT skills. He has also provided support to the MAP students, particularly in English writing. He stayed up to the end of his contract (Dec 2010). In addition an office assistant and night guard (both half time)

were contracted. At an early stage it was evident that a qualified communication officer would not be possible to recruit considering the budget frame available. Therefore, all activities related to communication and information - contacts with media, ministries, NU management, EC Office, other organisations and agencies, newsletters, website, etc - have been the responsibility of the Programme Coordinators. The Afghan PC has also spent considerable time in supporting and capacitating the local administrator. The MAP website (www.kau.se/map) established in early 2009 has been constantly updated by the PCs and is now providing comprehensive information about the project, including all the theses produced by the participants.

The MAP Office (also used for seminars and lectures) was established in 2008 at the Faculty of Education, Nangarhar University and equipment such as air condition, copy machine, generator, computers, scanner and printer and LCD projector were purchased and installed. Some pieces of furniture were also bought. Mostly, however, furniture from the university has been utilised. All equipment has been handed over to Nangarhar University and the required documents were delivered to EC Office in Kabul in January 26, 2011.

Activity 3: Prepare and implement the courses

Initially, 29 students were admitted to MAP and 21 have graduated with a MA Degree. This is a very satisfactory result, compared to, for example, the completion rate at Karlstad University, which is usually much lower. Actually, among the nine students who quit no one dropped out due to disinterest. Three left the first week when realising that attendance was compulsory, two failed in the first course, one got seriously sick, and two got other jobs (governor and dean). From January 2009 no student has left. Among the 21 participants, 7 were from Nangarhar University, 7 from Ministry of Education, 5 from Swedish Committee for Afghanistan and 2 from other organisations.

However, the ambition to recruit 50 % female participants turned out to be too optimistic; only four women were admitted (among five who applied). After six months two had quit; one got sick and the other got the job as Dean of the Faculty of Education at Nangarhar University. The two who remained both graduated, one with a MA Degree of 60 ECTS and the other with a MA Degree of 120 ECTS.

Totally, MAP included 120 ECTS and nine courses, some of which were divided into two or more parts. All planned courses have been implemented.

Course/ECTS	Year	Teachers
Social Research Methods/15	2008 (2 parts)	Holger Daun, Pia Karlsson, Amir Mansory
Teachers' Professional Roles/15	2009	Mahesh Parajuli, Tuomas Takala.
Education and Development with a Comparative Perspective/15	2009 (2 parts)	Christel Adick, Holger Daun, Mahesh Parajuli, Tuomas Takala
Teaching & Learning in Contemporary Society/15	2009	Björn Eliasson, Amir Mansory
Scientific Writing/7.5	2009	Pia Karlsson, Amir Mansory
Degree Course I/15	2009	Pia Karlsson, Amir Mansory
Islam and Education in the Era of Globalisation/7.5	2010	Pia Karlsson, Amir Mansory
Degree Course II/15	2010	Christel Adick, Holger Daun, Pia Karlsson, Amir Mansory, Mahesh Parajuli, Tuomas Takala
Field Work/15	2008-2010 (4 parts)	Pia Karlsson, Amir Mansory

Normally, the courses included lecturing during one week followed by self-studies, which were supported by tutoring via emails between the teachers and students. In addition, monthly seminars lead by the Programme Coordinators have taken place. The Afghan PC has provided regular, mostly weekly support to the students.

All courses except one were examined by written assignments, in which the students had to show their understanding and application of the course content. Unfortunately, once a small group of students has been involved in plagiarism, i.e. they did not respect research ethics but copied material from Internet and/or from each other. This was brought to KAU management level and the concerned students were given a serious warning.

Literature to students was unfortunately not planned for in the original budget. Thanks to the flexible attitude of the EC Office it was possible to make a budget reshuffle. Literature was purchased in Sweden and transported to Jalalabad. Not all the course literature was made available in this way; many articles of scientific magazines were copied and literature was also available online through KAU library. Moreover, thanks to the generosity of UNESCO, several editions of EFA Global Monitoring Reports were sent to Kabul and made available to every student. Also, MAP got a free subscription of the scientific magazine *International Review of Education*. A minor library with educational literature is now handed over to the Faculty of Education at Nangarhar University.

All teachers, who originally signed up as MAP partners, have remained and have implemented their courses and acted as supervisors as planned. Their contributions have been invaluable both as partners, as lecturers and supervisors. The cooperation has worked out fine without any frictions whatsoever. The partners include internationally well known professors from the partner universities: Tuomas Takala, Tampere University, Finland, Christel Adick, Bochum University, Germany, Mahesh Parajuli, Kathmandu University, Nepal, Holger Daun, Stockholm University, Sweden. The PCs, i.e. Dr. Pia Karlsson and Dr. Amir Mansory (Karlstad University) have also acted as teachers and supervisors.

In 2008 and 2009 all courses were implemented in Afghanistan, initially in Jalalabad but due to the deteriorating security some courses were moved to Kabul in 2009 and 2010. This was made possible thanks to SCA, who generously provided premises and in many other ways facilitated a smooth implementation of the courses. If this option had not been possible, MAP had had to rent facilities to a very high cost at the open market in Kabul. In 2010, as a result of the worsened situation, partners were reluctant to travel to Afghanistan and the last course, the Degree Course II was implemented in Istanbul.

When MAP moved from Stockholm University to Karlstad University it was decided that one course (Teaching and Learning...) would be the responsibility of a teacher from Karlstad University (KAU). The head of the Department at KAU (Dr. Björn Eliasson) took the responsibility as course leader and sent a number of video recorded lectures, which, thanks to the facilitation of the Afghan PC, turned out to be a useful course arrangement. Student assignments were made as usual and assessed by the course leader.

Originally MAP was planned for 30 months, to end in May 2010. Twice a non-cost prolongation has been requested and accepted. First, as a result of the extensive need of support required by the MAP participants it was impossible to conclude the programme within the planned timeframe. To write course papers and in particular the thesis writing required much more time and support than anticipated. Courses and theses defences were put forward. The second prolongation was due to similar reason. Since students required most of our time the activities related to reporting, editing and compiling of reports, papers and theses for publication as well as the planned evaluation was not possible to implement in time. Thus, after students' graduation in October 2010, in the last period (November 2010–March 2011) no students remained, and in December the MAP office was closed and the local administrators' contracts were finalised. The total life of the project has amounted 40 months, from Dec 1, 2007 to March 31, 2011.

Activity 4: Prepare and implement the fieldwork

The field studies constitute one of the most important parts of MAP. Few Master Programmes, if any, include a fieldwork course. Through the fieldwork students have practiced much of what they learnt in theoretical courses. They have implemented small scale research projects, collected and compiled data on various aspects of Afghan education, usually from a gender perspective. The compilations and analyses of collected data provided good opportunities to reflect and compare, to make critical assessments and develop analytical capabilities.

The topics for fieldwork have been modified compared to the preliminary ideas in the Action Plan. The course has been implemented in four parts and at each occasion the PCs provided the frame and the instructions. In an extra workshop in April 2009 headed by the Project Coordinators, additional training on how to compile and analyse data from field studies was provided; for example, the use of tools such as Excel and Statistical Package for Social Sciences (SPSS). The reports have been assessed according to the same standards as the examination assignments.

During the first field study data was collected on girls' and boys' math achievements, which were analysed in relation to their teachers' educational background. The second fieldwork collected information on teachers' attitudes towards girls' education; a comprehensive questionnaire was distributed to totally almost 1000 teachers of various backgrounds and schools. In Field Work 3 students practiced data collection instruments such as classroom observation and interview techniques. They studied how the new language textbooks for grade four are used and how teachers view the content as well as the format of the textbooks. In the fourth and final study teachers of Islamic education were interviewed on their views on girls' participation in education.

Gradually, the level of difficulty of the field studies has increased and students have worked more and more independently. The value of the fieldwork is manifested primarily in promoting students' reflective and critical thinking. Additionally, the findings of the field studies have contributed to widening and spreading the knowledge in general about educational issues in Afghanistan, particularly about girls' education

The Ministry of Education has facilitated the implementation of the field studies by issuing permits to conduct the studies. Schools and teachers have generally been very interested in participating.

Activity 5: Produce, publish and disseminate 30 master theses on Afghan education.

The Degree Courses put the students on track for thesis writing and ended eventually with every student defending his/her thesis. Each student had a personal supervisor, one of the MAP teachers, who guided him/her via email throughout the thesis work – a period of 8 months for the first thesis and 4 for the second thesis.

The theme for the first thesis was the same for all students: Female Education in Afghanistan. After many discussions four sub-topics emerged: 1) Female students in higher education; 2) Girls' learning achievements in primary school; 3) Socio-economic factors of significance for girls participation in education; and 4) Gender issues in textbooks. 21 theses on various aspects of these topics were written and subsequently successfully defended in April and June 2010, in Kabul and Istanbul, respectively. Each student besides defending his/her own thesis acted as opponent on a colleague's work. The examination committee in April consisted of Prof. Holger Daun, Dr. Pia Karlsson and Dr. Amir Mansory and in June by all supervisors. After the first group graduated in April a lunch with invited guests at Hotel Intercontinental was offered. Among the guests were representatives from European Commission, Kabul Education University, Nangarhar University and Swedish Committee for Afghanistan.

After the defence of the first thesis all MAP students had achieved a MA Degree of 60 ECTS. 14 students were at that point eligible to continue up to 120 ECTS (i.e. they had passed

all hitherto courses and achieved 90 ECTS). 11 of these opted to do so (5 from SCA, 4 from MoE and 2 from other organisations). They passed two additional courses and wrote a second thesis, which required more of reflection and analysis compared to the first. The second Degree Course was held in Istanbul simultaneously with the participation of all MAP students and teachers in the conference organised by World Council of Comparative Education Societies (WCCES) (see below).

In October 2010, eleven MAP students went to Karlstad. Three days were spent on seminars, in which the students defended their theses; the supervisors acted as opponents and the Examination Committee included the official examiner of Karlstad University, Prof. Ulf Blossing. Study visits to schools, from pre-schools to vocational schools as well as a tourist visit to Stockholm were implemented. MAP students also had a much appreciated lecture about education in Afghanistan for some 150 teacher candidates of KAU. The last day a ceremony was held to which also the Country Director of SCA had come. The Degree Certificates were distributed, speeches held and Karlstad University Choir sang. After the return to Kabul yet another degree distribution ceremony occurred, in December at Landmark Safi Hotel, in the presence, among others, of two Deputy Ministers of Education.

All 32 theses are made available at MAP website (www.kau.se/map). In addition, 11 theses were selected for publication in a book, after being edited by the MAP teachers. The book also includes comprehensive information about the entire project, an extensive description of education in Afghanistan and several examples of course papers. The book is published by Svenska Afghanistankommitten (Swedish Committee for Afghanistan) and printed in 500 copies in Kabul. It is produced in two parts: one in English and another (shorter) in Pashto and Dari. It has been widely distributed to various stakeholders in Afghanistan.

Moreover, a seminar with participation of Ministry of Education, Ministry of Women Affairs, NGOs and Donors was arranged by SCA in January 2011 in which one of the MAP students presented his thesis on Gender Issues and Textbooks.

RESULT 2: PAPERS AND REPORTS. Papers and reports on girls' participation in education produced and widely disseminated.

Activity 6: Publish papers and reports based on findings from fieldwork and distributed to ministries, media, stakeholders, partners, agencies, donors, etc.

To edit and compile the students' reports from all field studies turned out to be a too big ambition considering all the other work. However, the findings from the studies of teachers' attitudes towards girls' education has been analysed and presented at several conferences as reported in the previous interim reports. Those findings have now been compared with the views of Islamic teachers (fourth field study) and an article has been sent to a scientific magazine. Moreover, a number of articles, conference papers and presentations have been made by all the partners of the project. For example, Prof Tuomas Takala has published several articles in Finnish newspapers and magazines as well as in international scientific magazines and Prof. Christel Adick has published articles in German magazines. At the World Congress of Comparative Education Societies in Istanbul in June 2010 all the MAP teachers participated and presented three different papers; see titles below (2.6).

The European Commission in Kabul kindly approved using a part of the contingency reserve for participation by all the MAP students and partners in the WCCES conference in Istanbul in June 2010. Particularly for the MAP students it was an extraordinary experience to attend so many scientifically interesting seminars and workshops and establish contacts with students and teachers from universities all over the world. The lecturers from all partner universities as well as one of the students presented papers on issues related to the MAP programme in the panel titled *Globalization, Conceptualizations and Partnership in Higher Education: An Afghan Case*.

The Project Coordinators have presented the MAP Programme and issues related to girls' education at several occasions, for example at Gothenburg University in 2009, at Stockholm University in 2009 and at Oslo University in 2011. The local media, including radio, has at several times paid attention to the project; for example, an article in the local newspaper was published when the MAP students visited Karlstad in October 2010. The MAP website has constantly been updated and contains a lot of information about MAP.

In Afghanistan, two issues of MAP Newsletter have been published and spread to a number of stakeholders in education. In addition, MAP has been presented at conferences in Kabul as well as in the SCA Newsletter and the Swedish magazine *Afghanistan-Nytt*. In general, MAP has become known and recognized as a successful endeavour in wide circles.

MAP news have been published at SASNET website several times. SASNET (SouthAsian Networks) is linked to Lund University in Sweden and financed by Sida (until recently). SASNET provided a planning grant in 2005, which was used for making contacts in Afghanistan and for the first MAP planning.

RESULT 3: STAKEHOLDERS. Core stakeholders regularly informed on the project's research findings.

Activity 7: Prepare and organise workshops and discussions on published papers and reports.

According to the Action Plan the intention was to continuously and regularly document the proceedings of MAP as a unique experience in Afghanistan. It was believed that course papers and field work reports to be produced by the MAP students would be of such a quality that they could be published and benefit a wider audience, in particular policy makers at the ministries of education. Also, it was anticipated that this unique endeavour would allow for scientific investigation, for example as action research. However, such work has been possible only to a small extent. The main reason has been time constraint. To teach and guide the students through the courses, the field studies and thesis writing has implied a workload far from what could be predicted at the time for making the Action Plan. Why working with the student has required so much time is elaborated more upon below.

However, as mentioned previously, quite a lot of information has been spread about the MAP project and about the findings from fieldwork. At the thesis defence in Kabul, staff from the ministries and Nangarhar University was invited; however, they only had the opportunity to attend the end ceremony at Intercontinental Hotel. One thing that in particular is worth mentioning here is the fact that the Afghan Project Coordinator has been involved in a number of planning activities at the Ministry of Education where MAP experiences and research findings have been duly spread, for example, as one of the contributors of the National Education Strategic Plans (NESP).

Moreover, the Ministry of Higher Education has been regularly informed through reports written the Programme Coordinators.

RESULT 4: CURRICULUM FOR TEACHER TRAINING Curriculum of the teacher training programme at the involved universities influenced by the research findings.

Activity 8: Prepare and implement open seminars for teaching staff at faculties of education at NU, other Afghan universities and SCA.

Seminars for staff of Nangarhar University have been provided at four occasions, each as a shortened version of an implemented course. These events have been very appreciated but unfortunately time has not allowed for as many seminars as planned and as desired. One third of the MAP participants are lecturers for teacher candidates at NU and according to their own

perceptions as expressed in the external evaluation (see below) their teaching modes and in general, their skills as lecturers have improved considerably as a result of the MAP studies.

Much attention has been paid to the fact that MAP has included fieldwork as a course of a Master Programme and both the partner universities and colleagues of other universities (for example, Bogazici in Istanbul, Oslo in Norway, Juba in Sudan) have appreciated this idea and have expressed intentions to implement something similar.

RESULT 6: REPORT

Activity 12: Write a report with lessons learned and recommendations to further improve the curriculum in educational science at MA level

An article with the title *Implementing Master Programmes in Post-Conflict societies – Lessons Learnt from Afghanistan*, has been written by the Project Coordinators and is to be sent to a scientific magazine as well as to education stakeholders in Afghanistan.

Activity 13: Conduct an external evaluation

Terms of Reference for an external evaluation were elaborated by the Programme Coordinators and a competent evaluator was recruited by the end of the project. The evaluation was conducted in February 2011; the report is attached.

2.3 ACTIVITIES THAT HAVE NOT TAKEN PLACE

(RESULT 4)

Activity 9: Prepare and organise a conference on the use of distance education in teacher training programmes.

When the Action Plan was prepared in autumn 2006 distance education was a new or even not heard about phenomenon in Afghanistan. MAP experience on distance learning has mainly been through tutoring via email, which for many MAP students was an entirely new experience - at the beginning many students did not even have an email address. Since MAP started the development of distance learning, not least through Internet, has escalated enormously and the fairly small experience MAP had acquired was not worth to disseminate through a conference – besides the lack of time we faced all the time.

RESULT 5: RESEARCH AND DEVELOPMENT UNIT (Research and Development Units at the involved faculties initiated)

Activity 10: Prepare and organise a conference for experience exchange as regards research and development sections of education departments/universities

Activity 11: Elaborate an action plan for a Research and Development Unit at NU

These two activities have not been implemented. In hindsight it must be admitted that it was naïve to believe that capacitating teachers of Nangarhar University to the level of a MA Degree would be sufficient to allow for the establishment of a research unit at the university. No doubt, the NU teachers have benefited considerably and their capacities as professionals have increased as a result of MAP but the comparatively weak educational background they (as well as most of the MAP students) possess – and which was not anticipated – has unfortunately limited their potentials for more advanced studies or research (this issue is further discussed below).

2.4 ASSESSMENT (of results, performance, achievements)

First of all, the most important of the expected results has in all aspects been achieved: A MA programme in education with unique curriculum promoting analytical capacities and producing totally 32 theses, a majority of these on topics related to girls' education, has been implemented. It is a great success that a MA programme in education in accordance to international standards has been implemented inside Afghanistan and that 21 Afghan educationalists have been awarded a MA Degree by a European University. The original course plan has been implemented although prolongations have been necessary for carrying out all the courses and in spite of continuously deteriorating security situation all courses except one was implemented inside Afghanistan. That one course was moved to Istanbul was also because it constituted a unique opportunity for the Afghan students to participate in an international conference on education.

However, we consider it a failure that so few women have participated. Although all possible means were used to inform and attract female applicants only a handful of women applied and finally only two graduated. In case more time for the recruitment process had been available the result might have been different. The move from Stockholm to Karlstad, which implied an addendum to the contract, delayed the start of the project and limited the recruitment period.

Another issue of less satisfaction was the model for course delivery – lectures and seminars in one week followed by students' self-studies and writing of assignments in 5-10 weeks – was not the best methodology but was the only possible mode of provision considering that the lecturers came from four different countries. A technology, which could have made it possible with lectures and seminars every week, through for example video conferences, was not available. In some courses parts of the selected literature was above the students' level of understanding, an issue related to the fairly weak educational background of most students (see below).

Originally, it was planned that all MAP students would graduate with a MA Degree of 120 ECTS. However, it turned out that all students could not pass all the courses although they were given the opportunity to rewrite their assignments several times. Some gave up after 2-3 attempts, others finally failed and there was no opportunity for them to repeat courses. Therefore, in accordance to university regulations and international standards (Bologna system) students were offered to opt for either a MA Degree of either 60 ECTS or 120 ECTS and as mentioned, half of the students left the programme with a 60 degree.

As indicated in previous reports the workload on partners and in particular on Project Coordinators have been extraordinary. Project Coordinators have each been salaried for 60 % position but they have throughout the Programme been working much more; for example, they were not able to take even 2 weeks vacation per year (in Sweden state employees have 7 weeks). The PCs have had to take on much more of administrative and financial work than anticipated, which, in addition to their teaching (around 50 % of the courses) and supervision of several students' thesis writing have implied a too heavy burden. Also the partner teachers have had to spend much more time than predicted. After each course students were examined through course assignments on given topics. Practically all students in virtually all courses had to rewrite their assignments. At hardly any occasion a course paper was graded Pass at the first attempt; rather, most students needed three attempts at every course. This implied that the teachers had to assess not 21 course papers after each course but often three times as many, or even more. Furthermore, when writing the theses students needed constant and frequent support by the supervisors, i.e. by the MAP teachers. It was anticipated that the MAP students would require more support and guidance compared to European students but not to the extent it turned out to be.

That so much time has had to be spent on supporting the students is the main reason for not implementing or for not implementing to the extent planned all activities in the Action Plan. It can then be questioned why so much support was needed? Were wrong students recruited? Considering that one third of the students were among the best teachers of

Nangarhar University, one third represented high-ranking officers of the Ministry of Education and the rest belonged to the most qualified staff of SCA and other NGOs it is hardly a recruitment mistake. All admitted students fulfilled the admission criteria for a MA Programme, i.e. a BA or BSc Degree. So why? One reason as mentioned is the mode of provision (one week of intensive lecturing and self-studies, a new experience for most students), another was the sometimes too advanced literature and a third reason is the fact that students were working simultaneously as studying and thus had too little time to spend in the Programme. In addition, the MAP students did not have the possibility to repeat a course at another occasion as students at universities usually can; MAP was a time bound project.

However, the main reason, we believe, is to be found in the general context of Afghanistan, particularly in the last three decades of war and conflict. The massive damage on the education sector caused huge problems, which will take generations to catch up for. The education decline went on from the end 1970s and started to recover only in early 2000s. Children born from the 1970s onwards have to a large extent been excluded from education, and if enrolled, attended schools, whose quality of learning was far below acceptable standards. Most of the MAP students belong to this group. They had not been trained to study critically but had usually learnt the stuff by heart, also as university students. They had seldom been trained to summarise the main points, to provide arguments pro and contra, or to differ between facts and opinions. They had seldom been exposed to academic texts in large volumes in English. Their speed of reading was fairly low. They were inexperienced in writing academic texts. Hardly anyone had before been requested to write a course paper of the standards required by the lecturers. Writing course papers turned out to be the hardest challenge, for both students and lecturers.

Thus, problems caused by poor educational background have constituted a major challenge. However, the MAP students have another characteristic too, which has been an asset in their studies. They are all Muslims. Their faith and their Islamic education have made them less prone to accept and swallow what they read or were taught; they could often maintain a sceptical and critical attitude to the Western ideas and literature, necessary requirements for any researcher.

In sum, MAP has been successfully implemented although at high costs in terms of heavy workload for all involved, teachers as well as students. No doubt, MAP is highly appreciated by the participants as well as their employers and not least, by the Ministry of Education. Also for Project Coordinators and teachers MAP has been a valuable experience.

2.5 OUTCOMES (on final beneficiaries &/or target group and on the situation in the target country)

The outcomes on the target group (the teaching staff at the Faculty of Education at Nangarhar University) has already been elaborated upon above. As regards the final beneficiaries it is difficult to point at directly tangible outcomes. However, the interest for many of the produced theses is high, for example, the theses on prevalence of corporal punishment in schools; on learning achievements; on gender bias in textbooks, etc are circulated and often referred to in the ministries of education. Teacher candidates, often female, have become aware of the possibilities to study for master degrees inside Afghanistan and the popularity to study at Teacher Training Colleges seems to have increased. MAP has throughout the Programme applied a gender perspective; fieldwork as well as theses have studied girl's situation in education and this focus may contribute to a positive outcome on girls' education. Finally, MAP has created a greater awareness and increased knowledge about Afghanistan in the partner universities. Partners have testified how their own teaching has changed as well as

their research interest². All partners in their respective universities have contributed to broaden the knowledge about Afghanistan. An outcome on management of Faculty of Education worth mentioning is that a former MAP student became Dean of the Faculty.

As regards the target country, Afghanistan, an increasing awareness of the need for academic training inside the country has implied that ministries seek to attract knowledge and funding to Afghan universities and not only to sending people abroad for studies. It is being recognised that academic training inside the country contributes not only to the learning of a number of individuals but also, and more importantly, to institutional capacity building.

2.6 PRODUCED MATERIAL

- MAP Newsletter 1 (2009) and MAP Newsletter 2 (2010). 600 copies. Sent to stakeholders in education in Afghanistan as well as to partner universities
- 21 Theses (60 ECTS) (2010) – available at www.kau.se/map
- 11 Theses (120 ECTS) (2010) – available at www.kau.se/map
- Adick, C., Daun, H., Karlsson, P., Mansory, A., Parajuli, M., Takala, T. (2011) *International Cooperation in Higher Education. A Master Programme in Educational Research and Development in Afghanistan 2008 – 2010. Experiences and Outcomes*. “The MAP Book”, edited by the teachers, published by SCA, printed in 2 x 500 copies (English and Pashto/Dari) in Kabul 2011. ISBN 978-91-86936-35-8. Sent to stakeholders in education in Afghanistan as well as to partner universities.
- Paper presented at WCCES, June 2010, Istanbul – available at www.kau.se/map:
Karlsson, P. & Mansory, A. *Master Programme in Educational Research and Development*
Parajuli, M. & Takala, T. *Gender and Education. Understandings of Afghan Students in a MA Programme*
Adick, C. & Daun, H. *Definitions of ‘Education’ and ‘Development’ Among Afghan Master Students of Education*
Fahim, A.K. *Gender Issues and Textbooks: Gender Bias in Pashto Primary School Textbooks in Afghanistan*
- Partner publications
SCA Newsletter (2009, 2010) – 1000 copies distributed to actors in development cooperation
SCA Afghanistan Nytt (Sweden) (2009, 2010) – 3000 copies to subscribers
Tampere University (Tuomas Takala): Articles in Finnish newspapers, scientific magazines;
Bochum University (Christel Adick): Articles in German journals, scientific magazines
Katmandu University (Mahesh Parajuli): Articles in Nepal journals, scientific magazines
Stockholm University (Holger Daun): Articles in Swedish journals, scientific magazines

² One partner teacher wrote: I have become less tolerant on the complaints coming from my university students on matters which are very minor in comparison with the conditions under which the MAP students have been working...

- MAP website www.kau.se/map - consists of MAP presentation, programme history, partner and participant presentation, course material, reports, theses, etc.

2.7 CONTRACTS ABOVE 10,000 EUR Not applicable

2.8 CONTINUATION (after EC support – follow up – sustainability)

Directly after the end of MAP a new Master Programme is planned to start in Afghanistan, a four year project to be financed by the Swedish Agency for Development Cooperation (Sida), facilitated by SCA and implemented by Karlstad University. Participants (totally 90) will be teacher educators of the Ministry of Education. MAP PCs will continue in this new Programme. Some former MAP students will act as mentors.

All former MAP students continue their work in education, some of them have been upgraded in MoE and SCA and some have been offered more qualified jobs in other organisations, for example, Unicef.

Provided funding, a meeting - face to face or through Internet - with MAP graduates and teachers is discussed to be held in the beginning of 2012 in order to follow up on the former students' whereabouts and for a possible research cooperation.

2.9 CROSSCUTTING ISSUES (human rights, gender equality, democracy, good governance, children's rights and indigenous peoples, environmental sustainability, HIV/AIDS)

A gender perspective has been integrated into the programme, in courses, course papers, field studies and theses. Human rights and children's' rights have been issues continuously included as well, not least in the course on education and development. When studying policy documents, such as EFA, NESP and others, concepts of democracy and good governance have naturally been dealt with. In addition, for example but not only, in the course on Islam and Education, indigenous systems and values have been discussed in the light of Western and globalisation issues.

The participation in the conference arranged by the World Council of Comparative Education Societies exposed students to several of these crosscutting issues.

2.10 MONITORING AND EVALUATION

Each course was evaluated by the students. A final evaluation was done at the end of the project (attached), in which statements of opinions of beneficiaries are included.

2.11 KARLSTAD UNIVERSITY LEARNING (What has your organisation/partner learned and how has this learning been utilised and disseminated?)

Karlstad University accepted to take over the project from Stockholm University although assuming a ready concept made by others would imply certain difficulties. However, as the Project Coordinators were known by KAU since before KAU did not hesitate long to host the project as the main beneficiary. On the one hand KAU was proud to get this prestigious project but on the other hand, the fact that KAU had not been involved in the planning process caused some administrative challenges, which, however, was eventually solved. In hindsight, the important lesson to make is that involvement in planning from the very start of a project is crucial.

Few universities in Sweden have experience of international cooperation between institutions from many countries or for implementation of projects in complex environments like Afghanistan. KAU is no exception. However and unfortunately, only few of the ordinary staff members have been involved in MAP and the Project Coordinators have been fairly

isolated. Thus, another lesson is to involve many academic staff members in international cooperation from the very beginning.

3. Partners and other Co-operation

3.1 RELATIONS BETWEEN THE PARTNERS

The partners have been:

Karlstad University (Dr. Pia Karlsson & Dr. Amir Mansory)

Tampere University (Prof. Tuomas Takala)

Bochum University (Prof. Christel Adick)

Katmandu University (Prof. Mahesh Parajuli)

Nangarhar University

Swedish Committee for Afghanistan (associate partner)

Prof. Holger Daun (Stockholm University, not formally an institutional partner)

The partnership has built more on individual, personal relationships (although most of us did not know each other before MAP) than on institutional relationships. This does not mean that the partner universities have not been part of MAP, on the contrary, but the cooperation has not implied that institutions have cooperated with other institutions. Specifically, Prof. Holger Daun must be mentioned; he has continued to contribute to MAP from the beginning to the end although Stockholm University handed over MAP to KAU.

As regards the relation with Nangarhar University the Chancellor, who signed the partnership statement, was very committed and supportive towards MAP. Also his successor was very positive. Originally it was planned to recruit the majority of the MAP participants among the NU teaching staff; however it turned out during the recruitment that either staff was too aged or lacked competency in English. Therefore, only 11 were admitted and among those only 7 finally graduated (with MA 60).

3.2 PARTNER CONTINUATION

The upcoming project, Teacher Educators Master Programme (TEMP) can be seen as a continuation of MAP although with a somewhat different target group and different curriculum. Karlstad University will be the main implementer but will also contract teachers from other universities, among those hopefully also MAP partners. The MAP partners have expressed willingness to continue the cooperation.

3.3. RELATION TO STATE AUTHORITIES

A prerequisite for the Asia-Link concept is actually a decentralized higher education system, or universities that to at least some extent are independent from state authorities. This is not the case in Afghanistan; universities do not have their own budget, intakes of students as well as recruitment of teachers are centralized. During the MAP planning phase the Ministry of Higher Education agreed to the involvement of Nangarhar University and to the signing of the partnership by the Chancellor. However, the MoHE never realised that KAU was the responsible university at which the students were registered and at which the curriculum was developed and approved. MoHE repeatedly requested NU to provide a curriculum that should be approved by MoHE. Repeatedly, the MoHE requested the MAP documents, which were handed over several times. This issue has created unnecessary frictions up to the end of the project.

3.4 RELATION TO OTHER ORGANISATIONS (associates, sub-contractors, final beneficiaries, target groups, other third parties)

The Swedish Committee for Afghanistan (SCA) has been associate partner. MAP owes a great deal to this organisation. SCA has in all possible aspects facilitated a smooth implementation of MAP and SCA's experience in administration and logistics have been extremely valuable. SCA has contributed financially as well as administratively, for example, facilitating the lecturers' travels between Kabul and Jalalabad, arranging and hosting some of the courses in Kabul and accommodating the participants from Jalalabad and the lecturers from abroad.

No Sub-contractor has been involved

MAP has in general had good relationships with the final beneficiaries, i.e. policy makers and decision-makers at Ministry of Education, Ministry of Higher Education and the leadership of Nangarhar University. Some teaching staff at Nangarhar University has been MAP students and they have direct relationship with the third beneficiary, the teacher candidates. The fourth beneficiary, the Afghan children, particularly girls in compulsory education, have been in focus of the MAP programme. The fifth beneficiary, teachers and students at the applicant's and partners' universities have also, as reported earlier, been involved in various ways.

No particular relations with other organisations have been developed

3.5. LINKS AND SYNERGIES

None in particular except what has been mentioned before.

3.6 LINK TO PREVIOUS EU GRANT – Not applicable

3.7 COOPERATION WITH CONTRACTING AUTHORITY

The cooperation with the Contracting Authority, i.e. the EC Office in Kabul, has in all aspects been very good. This is our honest view. Many warned us for the heavy EU bureaucracy but our experience is indeed different: any request from our side has been met with a friendly, cooperative and supportive attitude. We are grateful for this.

4. Visibility

Outside the premises of the Faculty of Education in Jalalabad a signboard with EU mentioned as one of the participating organisations was placed at the beginning of the project. It has attracted quite some attention. Also outside the MAP office a smaller signboard was placed and inside the classroom there was a large textile banderol on the wall; all display the EU logo.

At MAP website EC is described as financier and the EU logo is placed together with the logos of KAU and NU at the top of the website.

At any invitation to seminars and meetings the EU logo has been present and whenever MAP has been presented it has been mentioned that the Programme has been financed by EU's Asia-Link Programme. In every thesis the preface mentions EC as financier and in the "MAP Book" the EU logo is placed at the cover page. In short, EC is mentioned as financier or the EU logo is placed at all public materials produced by MAP.

Finally, on behalf of the MAP Coordinators and MAP students I wish to extend my sincere thanks to the European Commission for financing this project.

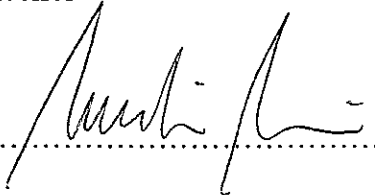
The European Commission may wish to publicise the results of Actions. Do you have any objection to this report being published on EuropeAid Co-operation Office website? If so, please state your objections here.

We have no objection.

Name of the contact persons for the Action:

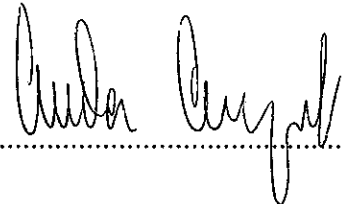
Kerstin Norén
Vice Chancellor

Signature:.....



Anders Arnqvist
Dean

Signature:.....



Location: Karlstad University

Date report due: June 30, 2011

Date report sent: June 30, 2011

