



Education Technology (EdTech) in Afghanistan project

2025 Project Summary

The piloting and scaling up project of Model Education Technology (EdTech) in Hub and Community-Based Schools in Afghanistan reached full implementation in 2025. It is implemented by War Child Canada in partnership with the Afghan Development Association (ADA), with support from the Solidarity Committee for Afghanistan (SCA), across 26 schools in five provinces: Baghlan, Bamyán, Kunduz, Laghman, and Nangarhar. The project aimed to improve equitable access to quality education for boys, girls, and children with disabilities in remote and underserved communities through the integration of Education Technology (EdTech).

Throughout 2025, the project focused on delivering a comprehensive EdTech package combining infrastructure development, provision of digital equipment, curriculum digitization, and teacher capacity-building. A total of 26 EdTech labs were established and operationalized, including newly constructed and rehabilitated classrooms equipped with solar power systems to ensure uninterrupted learning. These labs were furnished with tablets, TV screens, desktop computers, and other digital tools, creating functional and technology-enabled learning environments in all targeted schools.

To support implementation, the project distributed essential equipment across all sites, including 200 tablets, 26 TV screens, smartphones, and desktop computers. In parallel, the Eqra digital platform was developed, providing access to curriculum-aligned content for grades 1–12, including textbooks, multimedia lessons, and assessments in local languages.



The project also invested in human capacity, with 222 teachers trained on EdTech integration and 52 dedicated EdTech teachers recruited to support classroom delivery and mentoring. Complementary interventions such as mobile libraries and 78 school twinning sessions further expanded access to learning resources and collaborative learning opportunities across provinces.

The project directly reached 9,640 students (4,909 boys and 4,731 girls), including 189 children with disabilities. These implementation efforts contributed to improvements in access and learning, including increased retention, attendance, and learning outcomes, alongside stronger student engagement and more interactive teaching practices.

Overall, 2025 marked a year of strong delivery and operational success, with the project successfully establishing systems, tools, and capacities required for sustainable and scalable technology-enabled education in fragile contexts.

Key Results for 2025

Indicator	Baseline	Endline Result
EdTech labs established	-	26 labs operational
Digital equipment distributed	-	200 tablets, 26 TV screens
Teachers trained on EdTech	-	222 trained (101 females, 121 males)
EdTech teachers recruited	-	52 recruited (21 females, 31 males)
Students reached	-	9,640 students (49% girls)
Adults accessing mobile library	-	1,646 (162 females, 1,484 males)
Student retention rate (Grades 3–6)	63%	92.50%
Grade 6 completion rate	77%	92.90%
Annual attendance rate	86%	92.70%
Average daily attendance rate	65%	93%
Grade passing rate	74%	93%

Using tablets, computers, and educational videos has made learning exciting and practical.

“At first, it was hard to use the tablet. But now I understand so much more — I even help my classmates who are new to it!”

Through digital lessons, Parisa is mastering science, geography, and English, gaining both skills and confidence. She hopes every student could have access to a tablet so all can learn equally.

“I used to struggle in class, but everything changed when I joined the technology class,” says Parisa, a bright 6th grader from Sabzdara village.

