

AID 1074
 (6-62)
 Form 20
 FY 1972

PROJECT AGREEMENT
 BETWEEN THE DEPARTMENT OF STATE AGENCY FOR INTERNATIONAL DEVELOPMENT (AID),
 AN AGENCY OF THE GOVERNMENT OF THE UNITED STATES OF AMERICA, AND
 Royal Government of Cambodia

PP-AAK-265-A1

PROJECT NO. 72-121004
 AID APPROPRIATION NO. BSP 49
 PAGE 1 OF 2 PAGES
 ORIGINAL OR REVISION NO.

PROJECT/ACTIVITY TITLE
Elementary and Secondary Education Curriculum and Textbook

AGENCY CONTRIBUTION
 AGENCY CURRENCY
 SPECIAL PROVISIONS AGENCY
 SPECIAL PROVISIONS AGENCY

This Project Agreement is binding subject to the terms of the financing agreement between the two governments, as amended and supplemented.

AGENCY CONTRIBUTION FOR TECHNICAL COOPERATION \$ 7,51

AGENCY CONTRIBUTION FOR AGREEMENT 8/23/58

Agreement as amended 3/30/72

PROJECT BUDGET AND PERFORMANCE
 (See Annex A attached)

AID APPROPRIATION SYMBOL 72-121004
 AID ALLOTMENT SYMBOL 254-50-306-00-69-21

AID FINANCING		PREVIOUS TOTAL (a)	INCREASE (b)	DECREASE (c)	TOTAL TO DATE (d)
(a) Total			756,157		756,157
(b) Contract Services			752,500		752,500
(c) Commodity					
(d) Other Costs - Participants			3,657		3,657
B. COOPERATING AGENCY FINANCING - DOLLAR EQUIVALENT					
(a) Total					
(b) Technical and other Services					
(c) Commodity					
(d) Other Costs					

10. SPECIAL PROVISIONS (See attached Conditions Annex A hereto)

BEST AVAILABLE DOCUMENT

11. DATE OF ORIGINAL AGREEMENT: May 20, 1972
 12. DATE OF THIS REVISION: March 20, 1975

13. FOR THE COOPERATING GOVERNMENT OR ENTITY: *[Signature]* 3/9/72
 14. FOR THE AGENCY FOR INTERNATIONAL DEVELOPMENT: *[Signature]* 3/20/72

MICROFILMED FROM BEST AVAILABLE COPY

REF ID: A67192

PROJECT AGREEMENT
Ministry of Education
Afghanistan

1. Project/Activity No.
306-11-686-091
2. Agreement No.
ESE #3
3. Project/Activity Title
Elementary and Secondary Education
Curriculum-Textbook

PAGE 3 OF 9 PAGES
 Original or
Revision No.

The primary curriculum unit will be responsible for continuing curriculum development for Afghanistan's primary schools. Also it will continue the preparation and/or revision of modern primary textbooks with teachers guides and provide professional leadership including in-service teacher training in launching the utilization of these materials in primary schools, in cooperation with the MOE's Teacher Training Department.

II. Course of Action:

Project Activities: - The successful introduction of new texts and instructional materials into Afghanistan's primary schools requires five major capabilities that must be activated in the preparation and utilization of each text and manual.

1. Materials Preparation - Curriculum design and development, scheduling, text writing, translating, testing in trial schools and revision.
2. Publishing - Book design, graphic art illustration, editing, proofing and scheduling.
3. Production - The economic, efficient and timely printing and binding of millions of copies of completed textbooks.
4. Distribution - The systematic movement of these books from press to classroom with the retention of adequate copies for replacement needs.
5. Utilization - The effective and appropriate use of texts and materials throughout the school system by means of pre-service and in-service training of teachers and school officials.

Progress to Date: To date this project has concentrated primarily on the first activity; i.e., materials preparations, with the following major accomplishments: curriculum goals and design have been developed and approved; a curriculum textbook facility has been established in the MOE; the training of Afghans to staff this facility has begun; a program for preparing and producing pupil texts and teachers manuals has been outlined by the Afghan and American specialists of the Curriculum and Textbook facility in the MOE; and a successful start has been made in writing and testing these new materials.

For the Cooperating Government of Afghanistan
Hamidullah E. Saig
SIGNATURE: _____
TITLE: Minister of Education

For the Agency for International Development
SIGNATURE: _____
TITLE: Director USAID/A
DATE: _____

MICROFILMED FROM BEST AVAILABLE COPY

Ministry of Education
Afghanistan

Elementary and Secondary Education
Curriculum Textbook

Developments under the other four activities have begun in the past six months, with the final manuscript preparation, production, and introduction of the Health textbooks and teachers guides for the fifth grade. Fifteen additional titles will go to the press in January and February 1972, with a systematic flow of material following. In-service teacher training programs were held in September 1971, prior to the introduction of the new health materials into schools. Similar training programs are scheduled to coincide with the completion of new materials in the future.

The present schedule calls for the preparation of 154 textbooks and teachers guides (77 in Dari and 77 in Pashto). This is a reduction from 176 texts and teachers guides shown in the previous Program Agreement. The reason for this reduction is that the scheduled for 16 supplementary books have been deferred until their precise use and utilization can be determined through tests in trial schools. Six other titles have been combined into other books.

An accelerated schedule of production jointly prepared by the MOE, USAID, and the Contractor was adopted in March 1971. This schedule now calls for the introduction of all texts and materials to be prepared and produced by the end of the Fourth Five Year Plan. Every effort will be made to achieve an even earlier completion of the texts and materials. However, speed will not take precedence over quality. Much will depend on the timely availability of qualified MOE staff and resources.

III. U.S. Contribution

A. Personnel

Under the TCCU contract, USAID will provide long term advisors, technicians and consultants in the fields of social studies, Health, Practical Works, Language Arts, Mathematics, Science, Publications, In-Service Teacher Training, Second Language, Language Skills, Materials and Research. The Research position will be filled by a graduate research assistant. Approximately 14 U.S. and 4 local hire personnel will be employed for the above activities.

For the Cooperating Government or Agency

For the Agency for International Development

Muhammad E. Sidiq

3/9/72

SIGNATURE DATE TITLE DIRECTOR, COMID/A

MICROFILMED FROM BEST AVAILABLE COPY

Director General Ministry of Education
Government of Pakistan

Expenditures

Funds will be made available by GOAD for direct procurement of selected reference books, office equipment, science equipment, test materials, paper and writing supplies as required to enhance the effectiveness of the project.

C. Participants

Funds are included herein and in the TOCU BUDGET for the continuation of 2 participants already in training in the U.S. and for one participant who will start training in January 1972 in the U.S. and for 4 new participants starting training in the U.S. during FY 72.

Funds also are included for 3 direct participants for short term training in Ireland and for international travel of two direct long term participants.

Regional and invitational travel and locally procured supplies and equipment as required will be provided at the time of determination.

IV. RMA Commitments

A. Personnel

During FY 1971, the MOE will provide the following technical and professional staff for the Curriculum and Textbook Project.

1. Continue the services of 33 Afghan curriculum specialists including a director and two editors.

2. Add 7 positions: (3 curriculum specialists, 1 Dari editor, and 3 production specialists) by March 21, 1972.

These additional specialists will be needed for 3 reasons: (1) to meet the requirements of the accelerated schedule, (2) to replace staff selected for participant training, and (3) to staff new activities of the project.

3. Continue the services of 12 Afghan technical staff (e.g., typists, calligraphers, artists, translators, etc.)

Handwritten notes and signatures at the bottom of the page.

Ministry of Education
Afghanistan

Elementary and Secondary Education
Curriculum - Textbook

4. Provide 1 additional translator Dari to Pashto and Pashto to Dari

5. Make available to the project the services of Afghan teacher training specialists to work with the American In-Service Teacher Training specialists due to arrive in January 1972 and in July 1972.

B. Fourth Five-Year Plan and the Curriculum-Textbook Project

In the 1960 Budget and Fourth Five Year Plan, the RGA will include support-- funds and materials --required for the continuation and necessary expansion of curriculum and textbook development begun under this project. Present budget proposals for the Fourth Five Year Plan include Afs 610 million for production of textbooks, Afs 50 million for production of teachers guides, and an annual 10% increment in the support funds for the Curriculum and Textbook Project.

C. Manuscript Preparation:

To meet the accelerated writing and printing schedule adopted in March 1971, careful coordination of all Project activities, timely decisions on matters of policy, and prompt implementation of decisions will be required. Procedures in the MOE for manuscript approval prior to printing are to be revised to avoid delays in printing, distributing and training teachers for using the finished books.

The graphic arts functions (i.e. textbook illustration), now physically located within the project, will be considered for relocation in Education Press by the MOE for increased efficiency and closer liaison with the press. A qualified Art Director will be added to the Graphic Arts Section to provide the needed contact between the academic sections, the artists, and the press, scheduling the work of each artist and each section for maximum effectiveness. The AID funded program for training four artists and the new art director was begun in Tehran September 1971 and will be continued until each has received a total of 6 months training (3 months each year for two years).

MICROFILMED FROM BEST AVAILABLE COPY

For the Co-operating Government of Afghanistan

For the Agency for International Development

[Signature]
SIGNATURE

[Signature]
SIGNATURE

DATE

MICROFILMED FROM BEST AVAILABLE COPY

PROJECT AGREEMENT
AFGHAN AND U.S.
Ministry of Education
Ministry of the Government of
Afghanistan

1. Project/Activity No.
306-11-650-001
2. Agreement No.
252-70
3. Project/Activity Title
Elementary and Secondary Education
Curriculum-Textbook
PAGE 7 OF 9 PAGES
3. Original or
Translation No.

D. Printing and Distribution of Textbooks:

1. The MOE will provide the resources for the printing, binding, and distribution of all texts and materials produced under this project. The 19 titles scheduled to go to press in FY 1972 will require approximately 4 500,000 sheets of offset paper. The MOE will insure that the Education Press maintains sufficient working capital to permit the press to place orders for paper and other materials and supplies in sufficient time to meet all textbook printing schedules.

2. The MOE will reorganize and improve its warehousing and distribution facilities; develop an effective system for gathering and processing information required to guide production and distribution efforts, and provide the resources necessary to insure on-schedule distribution of new texts and materials to the primary schools. The Steering Committee chaired by a Deputy Minister of Education and composed of selected Afghan and U.S. Project personnel (a.g., First Deputy Minister, Presidents of Planning, Primary, Secondary Teacher Education, TCCU COP and USAID Education Officer) has been charged with investigating the warehousing and distribution problems and it will bring recommendations on which the Ministry will act.

E. Teacher Training

The MOE will develop, coordinate, and conduct pre-service and in-service teacher training programs to prepare primary teachers and school officials for the effective utilization of new texts and materials as they are introduced into primary schools.

F. General Project Support

1. The MOE will continue to provide office space, suitable working areas, a library, basic office furnishings and supplies to support the Afghan and U.S. project personnel.

2. The MOE will provide a permanent status for project staff members which is consistent with the importance of the project in the total development of education in Afghanistan.

3. The MOE will provide qualified and experienced candidates for participant training and upon completion of the training they will be assigned to positions for which they were trained.

For the Government of Afghanistan

For the Agency for International Development

Handwritten signature

3/8/72

SIGNATURE: _____ DATE: _____

PROJECT AGREEMENT
MINISTRY OF EDUCATION
AFGHANISTAN
PROJECT No. 306-U-690-091
Agreement No. ESE 48
Project/Agency Title
Elementary and Secondary Education
Curriculum-Textbook

PROJECT AGREEMENT
MINISTRY OF EDUCATION
AFGHANISTAN
PROJECT No. 306-U-690-091
Agreement No. ESE 48
Project/Agency Title
Elementary and Secondary Education
Curriculum-Textbook

PROJECT AGREEMENT
MINISTRY OF EDUCATION
AFGHANISTAN
PROJECT No. 306-U-690-091
Agreement No. ESE 48
Project/Agency Title
Elementary and Secondary Education
Curriculum-Textbook

PAGE 8079 PAGES
Contract or
Reference No.

MICROFILMED FROM BEST
AVAILABLE COPY

4. The MOE will provide travel funds for Afghan project personnel for travel within Afghanistan.

5. The MOE will elicit and coordinate the assistance of other government agencies national and provincial, as well as foreign governments and agencies as needed to accomplish the objectives of this project.

6. The MOE Steering Committee composed of U. S. and RGA personnel will continue to give basic guidance and leadership to the project.

V. Standard Provisions for the Importation of Commodities

For Ocean Shipment: Clearing, handling and enforwarding of commodities shall be provided by AID from Supplier's Delivery Point; i. e., designated ocean port to F. O. B. RGA-provided vehicle at the USAID Terminal Delivery Point nearest the project site; i. e., Peshawar or Chaman, Pakistan; Meshed, Iran, or such other locations outside Afghanistan as USAID and RGA may jointly establish as an appropriate USAID Terminal Delivery Point for AID-Financed surface shipments. Shipments will be made via Pakistan unless otherwise mutually agreed.

For Ocean Air Shipments: Clearing, handling and enforwarding of commodities from Supplier's Delivery Point, for ocean-air shipments via Beirut, Lebanon, i. e., Beirut, Lebanon to USAID Terminal Delivery Points; i. e., appropriate airports in Afghanistan, shall be financed by UFAID.

The Royal Government of Afghanistan undertakes to accept delivery of commodities at any of the above mentioned USAID Terminal Delivery Points within the free period and will provide and pay onward transportation and all other charges to Ultimate Destination, Afghanistan. The USAID similarly undertakes to so schedule shipments to Terminal Delivery Points at a rate commensurate with RGA capability for supplying onward transportation.

For the Cooperating Government or Agency
Hamidullah Khan
TITLE: Minister of Education
DATE: 3/1/72

For the Agency for International Development
DIRECTOR, USAID/A
DATE: _____

PROJECT NO.
300-11-890-091
PROJ. NO.
300-11-890-091
DATE
1977 10 10
CLASS. A

PROJECT AGREEMENT
BETWEEN AID AND
Ministry of Education

MINISTRY OF EDUCATION
AFGHANISTAN

Project No.
300-11-890-091
Contract No.
E02 18
Title
Elementary and Secondary Education
Curriculum Textbook

PAGE 9 OF 9 PAGES
Contract No.
Project No.

Maintenance of Commodity Records: The recipient Ministry/Agency will prepare and issue reports for all commodities furnished under this project which are titled with the Royal Government of Afghanistan within ten days after receipt of these commodities and will maintain necessary records to ensure proper control and use of the commodities for their intended purpose. These records will be maintained in English and AID personnel will be granted ready access to them upon request.

Source Requirement for Commodity Procurement: Authorized source of procurement for all commodities covered under this Project Agreement will be United States only. Any procurement required to be made from non-U.S. sources shall be financed by the Royal Government of Afghanistan.

MICROFILMED FROM BEST
AVAILABLE COPY

For the Government of Afghanistan
Hamidullah E. Khan 10/10/77
Minister of Education

For the Agency for International Development

DIRECTOR USAID/A
DATE

BEST-AVAILABLE DOCUMENT

FORM 2 CLEARANCE RECORD

1. IDENTIFICATION

1. Project Elementary and Secondary Education (Curriculum & Textbooks)
 2. Project No. 300-10-690-091 3. Period Covered
 4. USAID Project Manager A. R. Lanza
 5. Division Education 6. Proj No. ESE#9

3. CLEARANCE

RCA

- Project Manager
 Other
 Other

USAID

- Project Manager
 Division Chief
 AD/DP Liaison Officer...
 Training Officer...
 AD/DP
 CC - B&A
 CD
 AD/M Pers
 Supply Advisor ...
 AD/M
 Director

	DRAFT DATE	FINAL DATE
Project Manager	X	<i>[Signature]</i> Feb. 17, 1972
Project Manager	X	<i>[Signature]</i> 10/20/71 11/30/71
Division Chief		<i>[Signature]</i> 11/30/71
AD/DP Liaison Officer		<i>[Signature]</i> 12/2/71
Training Officer		<i>[Signature]</i> 12/2/71
AD/DP	X	<i>[Signature]</i>
CC - B&A		<i>[Signature]</i>
CD		
AD/M Pers		→
Supply Advisor		X
AD/M		<i>[Signature]</i>
Director		3/11

MICROFILMED FROM BEST AVAILABLE COPY

OTHER

PROJECT AGREEMENT

U.S. DEPARTMENT OF STATE AGENCY FOR INTERNATIONAL DEVELOPMENT (AID),
 OFFICE OF THE ASSISTANT SECRETARY FOR ECONOMIC ASSISTANCE
 Ministry of Education

PP-AAK-265-B1

DATE: 11-27-75 .2 (7)

PROJECT DESCRIPTION: GENERAL EDUCATION
 SPECIAL EDUCATION
 TECHNICAL TRAINING
 OTHER

PROJECT TITLE: Elementary and Secondary Education Curriculum-Textbook

THIS PROJECT AGREEMENT IS SUBJECT TO THE TERMS AND CONDITIONS OF THE AID PROGRAM AND THE AID PROGRAM AGREEMENT AS AMENDED.

DATE OF SIGNATURE: 2/7/51
 DATE OF AGREEMENT: 6/25/56
 DATE OF AMENDMENT: 5/30/53

PROJECT IDENTIFICATION AND EXPLANATION: 72-1131004 354-50-306-00-69-31

UNIT NUMBER	DESCRIPTION	INDIVIDUAL TOTAL (\$)	INCREASE (\$)	DECREASE (\$)	TOTAL TO DATE (\$)
(a) Total			769,500		769,500
(b) Contract Services			760,000		760,000
(c) Commodities					
(d) Other Costs Participants			9,500		9,500
COOPERATING AGENCY CONTRIBUTIONS (e) Total: For RGA Contributions see page 5, Item IV.					
(f) Technical and other Services					
(g) Commodities					
(h) Other Costs					

BEST AVAILABLE DOCUMENT

DATE OF ORIGINAL SIGNATURE: December 27, 1972
 DATE OF THIS COPY: December 27, 1975
 SIGNATURE: [Handwritten Signature]
 TITLE: [Handwritten Title]
 OFFICE: [Handwritten Office]

1. Project Targets

The overall objective of this project is to develop and introduce a new curriculum for Afghanistan's Primary Schools. To accomplish this overall objective seven specific targets have been established:

1. To develop a modern primary school curriculum structure (i.e., values, goals and objectives) which is responsive to the development needs of Afghanistan and to the life experience of Afghan youth.
2. To establish in the MOE a functional unit capable of the continuous updating of the curriculum structure (e.g., research and adjustment of goals and objectives as needed).
3. To prepare, write and test pertinent primary textbooks based on the new curriculum structure for immediate introduction into primary schools as the materials are approved and distributed and in accordance with the time phased Materials Production Schedule.
4. To establish the capability in the MOE by project completion for the preparation and revision of school textbooks and teaching materials as indicated in Target 3 on a continuing basis.
5. To upgrade the publication and printing services in the Ministry of Education to enable the efficient, timely and economic design and manufacture of textbooks and materials.
6. To assist in upgrading the textbook distribution system in the MOE to a capability sufficient to meet the Ministry's increased requirements in this project.
7. To develop and conduct pre-service and in-service training programs for primary teachers in the use of the new texts and materials.

MICROFILMED FROM BEST
AVAILABLE COPY

PROJECT AGREEMENT

between the Government of Afghanistan and

the Ministry of Education

for the development of the curriculum and

textbooks for

Project No. USAID/AF/091

Project Title

Project Location

Elementary and Secondary Education Curriculum-Textbook

PAGE 2 OF 3 PAGES

Date of Issue

Project No.

The primary curriculum unit will be responsible for continuing curriculum development for Afghanistan's primary schools. Also it will continue the preparation and/or revision of modern primary textbooks with teachers guides and provide professional leadership including in-service teacher training in launching the utilization of these materials in primary schools, in cooperation with the MOE's Teacher Training Department.

II. Course of Action:

Project Activities: The successful introduction of new texts and instructional materials into Afghanistan's primary schools requires five major capabilities that must be activated in the preparation and utilization of each text and manual.

1. Materials Preparation: Curriculum design and development, scheduling, text writing, translating, testing in trial schools and revision.
2. Publishing: Book design, graphic art illustration, editing, proofing and scheduling.
3. Production: The economic, efficient and timely printing and binding of millions of copies of completed textbooks.
4. Distribution: The systematic movement of these books from press to classroom with the retention of adequate copies for replacement needs.
5. Utilization: The effective and appropriate use of texts and materials throughout the school system by means of pre-service and in-service training of teachers and school officials.

Progress to Date: At the present time the Project is well into all aspects of the program. At the time of the last quarterly report (September 30, 1972) 46 manuscripts had been approved and transmitted to the Completion Department of the MOE, and 30 of these had been in turn delivered to the Education Press for printing. By the end of FY 73 50 textbook and teachers' guide manuscripts will have been sent to the Press, and 46 books will have been printed. Of these, it is planned that 13 will have been distributed for introduction into the schools. At the present time (December 1972) a broad plan of both in-service and pre-service teacher education has been developed by a small committee representative of the Project, the Teacher Education Department, and the UNESCO team of advisors to the Teacher Education Department. It is expected that the implementation of this plan will be well underway by

For the Government of Afghanistan

For the Agency for International Development

Signature of Minister of Education

Signature of Director USAID/A

REPRODUCED FROM BEST AVAILABLE COPY

Ministry of Education

Elementary and Secondary Education
Curriculum Textbook

Ministry of Education
Afghanistan

MICROFILMED FROM BEST
AVAILABLE COPY

the end of FY 73 and that teachers utilizing the first textbooks and/or the teachers' guides in health, science, social studies, mathematics, language arts, and practical works will have been introduced to the books and their use through appropriate teacher education activities.

As reported in the last Program Agreement, an accelerated schedule of production jointly prepared by the MOE, USAID, and the Contractor had been revised to call for 154 textbooks and teachers' guides to be completed by the end of the Fourth Five Year Plan. Every effort is being made to accomplish the production of the manuscripts within that period and the printing, distribution, and utilization of the majority of the textbooks and guides and the establishment of a system of evaluating the new books and making the revisions indicated as desirable in successive printings.

The Ministry of Education has continued to increase numbers and quality of staff to meet project requirements. Since February 1972 six staff members have joined the project. Three were new staff members and three were returned participants. The work of the returned participants has already begun to affect favorably the work of the sections producing manuscripts and that of the research and production sections. The MOE has performed excellently in releasing top quality project staff for participant training, and in identifying exceptionally qualified and experienced personnel to fill project openings.

III. U.S. Contribution

A. Personnel

Under the TCCU contract, USAID will continue to provide long term advisors, technicians and consultants in the fields of Social Studies, Health, Practical Works, Language Arts, Mathematics, Science, Publications, In-Service Teacher Training, Second Language, Language Skills, Research Evaluation, Graduate Research Assistant, Administrative Assistant and Chief of Party. Approximately 14 U.S. and 4 local hire personnel will be employed. In addition, the services of a short term consultant in the organization and implementation of textbook systems will be required for approximately three months.

B. Commodities

\$22,500 will be made available by USAID for contract procurement of selected reference books, office and electronic equipment, science equipment, test materials, paper and writing supplies as required to support the project.

For the Government of Afghanistan

For the Agency for International Development

SIGNATURE: _____ DATE: _____
TITLE: _____

NO. 12345
DATE
FILE
A

PROGRAM AGREEMENT
MINISTRY OF EDUCATION
REPUBLIC OF AFGHANISTAN

PROJECT NUMBER: 306-11-690-091
PAGE 5 OF 8 PAGES
ESE #10
Elementary and Secondary Education Curriculum-Textbook

MICROFILMED FROM BEST AVAILABLE COPY

C. Participants:

Funds are included herein and in the TCCU PIO/T for the continuation of 6 participants already in training in the U.S. and for 3 participants to start training in January 1973 in the U.S. and for 6 new participants starting training in the U.S.

Funds are also included for 2 direct participants for short term training in Iran and one participant for AACTE.

D. Other Costs

Funds for Regional and Invitational travel will be provided at the time of determination.

IV. RGA Contributions:

A. Personnel

During FY 1973, the MOE will provide the following technical and professional staff for the Curriculum and Textbook Project:

1. Continue the 36 presently staffed professional positions of curriculum specialists, administrators, editors, and translators;
2. Maintain the positions of participants studying abroad or make the positions again available for them when the participants return. (For FY 73, this will entail positions for three returning participants);
3. Continue the 14 presently staffed technical positions (typists, calligraphers, artists, production and materials specialists);
4. Add personnel to fill the remaining 4 of the 7 positions authorized in the previous Program Agreement which at this time remain vacant (1 editor, 1 translator/editor, 2 production personnel);
5. Add 5 new positions and provide personnel for them to meet the following needs: (an editor, 1 specialist each in arts and crafts, language arts, physical education (full time), research,

6. Continue to make available to the Project as needed the advice and assistance of teacher education officials and specialists, and provide at least on a half-time basis a teacher education specialist to work with Project personnel.

B. Fourth Five-Year Plan and the Curriculum-Textbook Project

In the annual budgets of the Fourth Five Year Plan, the RGA will include support -- funds and materials -- required for the continuation and necessary expansion of curriculum and textbook development begun under this project. Present budget proposals for the Fourth Five Year Plan include Afs 610 million for production of textbooks, Afs 50 million for production of teachers guides, and an annual 10% increment in the support funds for the Curriculum and Textbook Project.

More specifically the RGA will include in current and future budgets the funds needed for the production and distribution of the textbooks and teachers' guides scheduled under this project -- estimated to be 25 - 30 million Afs in FY 1351. This is the estimated requirement exclusively for the books generated by this project and therefore will be in addition to the ongoing textbook requirements in primary and secondary education.

C. Manuscript Preparation:

To meet the accelerated writing and printing schedule adopted in March 1971 and subsequently revised, careful coordination of all Project activities, timely decisions on matters of policy, and prompt implementation of decisions will be required. Procedures in the MOE for manuscript approval prior to printing are to be further revised to avoid delays which continue to occur in printing and distributing.

The AID funded program for training four artists and the new art director was begun in Tehran September 1971 and will be continued until each has received a total of 6 months training (3 months each year for two years). There will also be a training program of 3 to 6 months in Tehran for the production manager provided through AID funding.

D. Printing and Distribution of Textbooks:

1. The MOE will provide the resources for the printing, binding and distribution of all texts and materials produced under this project. The 33 titles scheduled to go to press in FY 1973 will require approximately 7,500,000 sheets of offset paper. The MOE will insure that the Education Press maintains sufficient working capital to permit the press

MICROFILMED COPY AVAILABLE COPY

Elementary and Secondary Education Curriculum Textbook

MICROFILMED FROM BEST AVAILABLE COPY

to place orders for paper and other materials and supplies in sufficient time to meet all textbook printing schedules.

2. The MOE will reorganize and improve its warehousing and distribution facilities, develop an effective system for gathering and processing information required to guide production and distribution efforts, and provide the resources necessary to insure on-schedule distribution of new texts and materials to the primary schools. The Steering Committee chaired by a Deputy Minister of Education and composed of selected Afghans and U.S. Project personnel (e.g., First Deputy Minister, Presidents of Planning, Primary, Secondary Teacher Education, TCCU COP and USAID Education Officer) has been charged with investigating the warehousing and distribution problems and it will bring recommendations on which the Ministry will act.

E. Teacher Training

The MOE will develop, coordinate, and conduct pre-service and in-service teacher training programs to prepare primary teachers and school officials for the effective utilization of new texts and materials as they are introduced into primary schools.

F. General Project Support

1. The MOE will continue to provide office space, suitable working areas, a library, basic office furnishings and supplies to support the Afghan and U.S. project personnel.

2. The MOE will provide a permanent status for project staff members which is consistent with the importance of the project in the total development of education in Afghanistan.

3. The MOE will provide qualified and experienced candidates for participant training and upon completion of the training they will be assigned to positions for which they were trained.

4. The MOE will provide travel funds for Afghan project personnel for travel within Afghanistan.

5. The MOE will elicit and coordinate the assistance of other government agencies, national and provincial, as well as foreign governments and agencies as needed to accomplish the objectives of this project.

For the Deputy Minister of Education

For the Agency for International Development

Minister of Education

Director, USAID/A

6. The MOE Steering Committee composed of U.S. and RGA personnel will continue to give basic guidance and leadership to the project.

V. Standard Provisions for the Importation of Commodities

For Ocean Shipments: Clearing, handling and onforwarding of commodities shall be provided by AID from Supplier's Delivery Point, i.e., designated ocean port to F.O.B. RGA-provided vehicle at the USAID Terminal Delivery Point nearest the project site; i.e., Peshawar or Chaman, Pakistan; Mashhad, Iran, or such other locations outside Afghanistan as USAID and RGA may jointly establish as an appropriate USAID Terminal Delivery Point for AID-financed surface shipments. Shipments will be made via Pakistan unless otherwise mutually agreed.

For Ocean Air Shipments: Clearing, handling and onforwarding of commodities from Supplier's Delivery Point, for ocean-air shipments via Beirut, Lebanon, i.e., Beirut, Lebanon to USAID Terminal Delivery Points, i.e., appropriate airports in Afghanistan, shall be financed by USAID.

The Royal Government of Afghanistan undertakes to accept delivery of commodities at any of the above mentioned USAID Terminal Delivery Points within the free period and will provide and pay onward transportation and all other charges to Ultimate Destination, Afghanistan. The USAID similarly undertakes to so schedule shipments to Terminal Delivery Points at a rate commensurate with RGA capability for supplying onward transportation.

Maintenance of Commodity Records: The recipient Ministry/Agency will prepare and issue reports for all commodities furnished under this project which are titled with the Royal Government of Afghanistan within ten days after receipt of those commodities and will maintain necessary records to ensure proper control and use of the commodities for their intended purpose. These records will be maintained in English and AID personnel will be granted ready access to them upon request.

Source Requirement for Commodity Procurements: Authorized source of procurement for all commodities covered under this Project Agreement will be United States only. Any procurement requested to be made from non-U.S. sources shall be financed by the Royal Government of Afghanistan.

II. IDENTIFICATION

1. Project Elementary and Secondary Education (Curriculum & Textbook)
2. Project No. 306-11-690-091
3. USAID Project Manager Anthony R. Lanza
4. Divisions Education 5. Proj No. ESE #10

B. CLEARANCE

RCA
Project Manager

USAID
Project Manager

Division Chief

DP Liaison Officer

Training Officer

DP

CO (1)

CO (2)

MGT - Pers

Supply Advisor

MGT

SIGNATURE	DATE
<i>[Signature]</i>	12/26/72
<i>[Signature]</i>	12/6/72
<i>[Signature]</i>	12/1/72
<i>[Signature]</i>	12/6/72
<i>[Signature]</i>	12/6/72
<i>[Signature]</i>	12/10/72
<i>[Signature]</i>	12/11/72
<i>[Signature]</i>	12/27/72 ✓
<i>[Signature]</i>	12/10/72
<i>[Signature]</i>	12/1/72

PROJECT AGREEMENT
BETWEEN THE DEPARTMENT OF STATE, AGENCY FOR INTERNATIONAL DEVELOPMENT (AID),
AGENCY OF THE GOVERNMENT OF THE UNITED STATES OF AMERICA AND
THE MINISTRY OF EDUCATION
AFGHANISTAN

AN AGENCY OF THE GOVERNMENT OF

AFGHANISTAN

PD-AAK-265-C1

8

PAGE 1 OF 4 PAGES

This project is executed in accordance with the terms and conditions set forth in the terms and conditions attached hereto, as checked below:

1. PROJECT NUMBER: PD-11-1530-001

2. AGREEMENT NO. ESE # 8 (A)

3. ORIGINAL OR REVISION NO.

PROJECT DESCRIPTION ANNEX A FOREIGN CURRENCY STANDARD PROVISIONS ANNEX

STANDARD PROVISIONS ANNEX SPECIAL LOAN PROVISIONS ANNEX

4. PROJECT/ACTIVITY TITLE
**FACULTY OF EDUCATION SUB-PROJECT
ELEMENTARY AND SECONDARY EDUCATION**

This Project Agreement is further subject to the terms of the following agreement between the two governments, as modified and supplemented:

5. PROJECT DESCRIPTION AND EXPLANATION

(Use Annex B attached)

GENERAL AGREEMENT FOR TECHNICAL COOPERATION DATE: 2/7/51

ECONOMIC COOPERATION AGREEMENT DATE: 6/23/56

(Under 10 Program Agreement as awarded) DATE: 6/30/53

6. AID APPROPRIATION SYMBOL 7. AID ALIGNMENT SYMBOL

8. AID FINANCING SOURCE <input type="checkbox"/> FOREIGN <input type="checkbox"/> LOCAL CURRENCY	PREVIOUS TOTAL (A)	INCREASE (B)	DECREASE (C)	TOTAL TO DATE (D)
(a) Total				
(b) Contract Services				
(c) Commodities				
(d) Other Costs				
9. COOPERATING AGENCY FINANCING - DOLLAR EQUIVALENT 21.00 = Afs. 05				
(a) Total	Faculty of Education operational Budget for			
(b) Technical and Services	FY 1969 \$70,000			
(c) Commodities				
(d) Other Costs				

10. SPECIAL PROVISIONS (Use Additional Continuation Sheets, if necessary)
The purpose of this agreement is to continue the Faculty of Education project in Kabul University jointly undertaken by the Royal Government of Afghanistan (RGA) and the Government of the United States through its Agency for International Development (AID).

11. DATE OF ORIGINAL AGREEMENT: December 29, 1970
12. DATE OF THIS REVISION
13. ESTIMATED FINAL CONTRIBUTION DATE: December 29, 1971

14. FOR THE COOPERATING GOVERNMENT OR AGENCY: Rector, Kabul University
15. FOR THE AGENCY FOR INTERNATIONAL DEVELOPMENT: Bartlett Harvey, Director, USAID/A

MICROFILMED FROM BEST AVAILABLE COPY

106-11-410-001

PROJECT ADMINISTRATION
THE MINISTRY OF EDUCATION

Date and of
Project No.

FY 1971
A

FACULTY OF EDUCATION
UNIVERSITY OF AFGHANISTAN

PROJECT
EDUCATION

MICROFILMED FROM DESU
AVAILABLE COPY

1. Six U.S. advisers in appropriate fields of specialization will be provided by USAID during FY 1971 to assist and guide the work of this activity.
2. The RGA will continue to employ 63 professionally qualified faculty members and other staff of which 15 are currently engaged in U.S. participant training.
3. Courses in the Faculty of Education will be taught by Afghan faculty members.
4. The U.S. advisers will assist and guide Afghan personnel in the preparation of text and supplementary materials for use by the Faculty of Education. The University will be responsible for reproducing in quantities needed, all texts and other materials for use at the University or schools associated with this activity.
5. When a participant completes his training under this joint activity, the University will assign him to a position for which he is trained or an agreed equivalent. This means prompt return of participants to the University and the provisions of suitable positions.
6. The University or the MOE, as appropriate, will continue to provide or designate a laboratory school or schools to support the student teaching program in English Teacher Training.
7. USAID will continue to provide technical assistance during 1971 for the further development of a testing, evaluation and research program for the University.
8. During FY 1971 USAID will provide selected commodities for demonstration and experimental use.
9. USAID assistance for this project will be completed in FY 1971 and the responsibilities for all project activities will be that of the RGA beginning July 1971.
10. U.S. funding to conduct the activities of this agreement was provided in the FY 1970 agreement.
11. The Faculty of Education Budget for 1969 was approximately \$70,000 of which approximately \$52,000 was for salaries.
12. The U.S. Peace Corps is providing 11 volunteer teachers in the University English Teaching Program of which 6 are assigned to the Faculty of Education.

This document is the property of the Agency

This document is the property of the Agency

U.S. GOVERNMENT PRINTING OFFICE: 1969 O-347-100

FORM 101-101 (REV. 11-69)

THE MINISTRY OF EDUCATION

FACILITY OF SUPPLYING PROJECT ELEMENTS YEAR 1971-72

10. STANDARD PROVISIONS FOR THE IMPORTATION OF COMMODITIES

FOR OCEAN SHIPMENT: Clearing, handling and onforwarding of commodities shall be provided by A.I.D. from supplier's Delivery Point, i.e., designated ocean port to F.O.B. RGA-provided vehicle at the USAID Terminal Delivery Point nearest the project site, i.e., Peshawar or Chaman, Pakistan; Meshed, Iran; or such other locations outside Afghanistan as USAID and RGA may jointly establish as an appropriate USAID Terminal Delivery Point for AID-financed surface shipments. Shipments will be made via Pakistan unless otherwise mutually agreed.

FOR OCEAN-AIR SHIPMENTS: Clearing, handling and onforwarding of commodities from Supplier's Delivery Point, for ocean-air shipments via Beirut, Lebanon, i.e., Beirut, Lebanon to USAID Terminal Delivery Points, i.e., appropriate airports in Afghanistan, shall be financed by USAID.

FOR AIRPORT AIR SHIPMENTS: Clearing, handling, and forwarding of commodities from sources of procurement to Supplier's Delivery Point, i.e., appropriate airports in Afghanistan, shall be financed by USAID. These are further designated as USAID Terminal Delivery Points.

The Royal Government of Afghanistan undertakes to accept delivery of commodities at any of the above mentioned USAID Terminal Delivery Points within the free period and will provide and pay onward transportation and all other charges to Ultimate Destination, Afghanistan. The USAID similarly undertakes to so schedule shipments to Terminal Delivery Points at a rate commensurate with RGA capability for supplying onward transportation.

MAINTENANCE OF COMMODITY RECORDS: The recipient Ministry/Agency will prepare and issue reports for all commodities furnished under this project which are titled with the Royal Government of Afghanistan within ten days after receipt of these commodities and will maintain necessary records to ensure proper control and use of the commodities for their intended purpose. These records will be maintained in English and AID personnel will be granted ready access to them upon request.

SOURCE REQUIREMENT FOR COMMODITY PROCUREMENT: Authorized source of procurement for all commodities covered under this Project Agreement will be United States only. Any procurement required to be made from non-U.S. sources shall be financed by the Royal Government of Afghanistan.

MICROFILMED AND AVAILABLE COPY

PROJECT AGREEMENT
 BETWEEN THE DEPARTMENT OF STATE, AGENCY FOR INTERNATIONAL DEVELOPMENT (AID),
 AN AGENCY OF THE GOVERNMENT OF THE UNITED STATES OF AMERICA, AND
 THE MINISTRY OF EDUCATION

FY 1970

PD-AAK-265-01

AFGHANISTAN

1. PROJECT/ACTIVITY NO. **9** PAGE 1 OF 9 PAGES
 200-11-680-001

2. AGREEMENT NO. **ESE #1(A)** 3. ORIGINAL OR REVISION NO. _____

4. PROJECT/ACTIVITY TITLE
ELEMENTARY AND SECONDARY EDUCATION

PROJECT DESCRIPTION ANNEX FOREIGN CURRENCY STANDARD PROVISIONS ANNEX

STANDARD PROVISIONS ANNEX SPECIAL LOAN PROVISIONS ANNEX

This Project Agreement is further subject to the terms of the following agreement between the two governments, as modified and supplemented:

GENERAL AGREEMENT FOR TECHNICAL COOPERATION DATE **2/7/51**

ECONOMIC COOPERATION AGREEMENT DATE **6/23/56**

(former) T. C. Prog. Agr. as amended DATE **6/30/53**

5. PROJECT DESCRIPTION AND EXPLANATION
 (See Annex A attached)

6. AID APPROPRIATION SYMBOL **72-1101.004** 7. AID ALLOTMENT SYMBOL **054-50-306-00-69-01**

8. AID FINANCING	PREVIOUS TOTAL (A)	INCREASE (B)	DECREASE (C)	TOTAL TO DATE (D)
<input checked="" type="checkbox"/> DOLLARS <input type="checkbox"/> LOCAL CURRENCY				
(a) Total	-	453,000	-	453,000
(b) Contract Services	-	438,000	-	438,000
(c) Commodities	-	15,000	-	15,000
(d) Other Costs	-	-	-	-
9. APPROPRIATING AGENCY FINANCING - DOLLAR EQUIVALENT				
US\$ = Af\$. 75				
(a) Total		\$ 79,000		\$ 79,000
(b) Technical and other Services		(See Narrative)		(See Narrative)
(c) Commodities				
(d) Other Costs				

10. SPECIAL PROVISIONS (Use Additional Conditions B, etc. if necessary)

The purposes of this Project Agreement between the Royal Government of Afghanistan and the United States Agency for International Development Mission in Afghanistan are: (1) to state the various objectives of the two continuing activities of the joint project in Elementary and Secondary Education being implemented through Contract AID/USA-207; (2) to describe the course of action and the responsibilities agreed to respectively by the two parties in regard to

11. DATE OF ORIGINAL AGREEMENT **December 31, 1969** 12. DATE OF THIS REVISION **1969** 13. ESTIMATED FINAL CONTRIBUTION DATE **December 31, 1972**

14. FOR THE GOVERNING GOVERNMENT OR AGENCY
 Signature: *Sayyid R. Samad*
 Name: **Dr. A. Qayum** TITLE: **Minister of Education**

15. FOR THE AGENCY FOR INTERNATIONAL DEVELOPMENT
 Signature: *Russell S. McClure*
 Name: **Russell S. McClure** TITLE: **Director, USAID/A**

ED
 PD
 EX
 PROJ
 CD (1)
 CD (2)

OBTAINED FROM DEPT AVAILABLE COPY

THE MINISTRY OF EDUCATION
Royal
AFGHANISTAN

USE #7 (A)
Elementary and Secondary Education

FY 1970
A

these activities; and (3) to give the funding requirements specified as to RGA contribution and U.S. contribution.

The continuing activities are:

1. Faculty of Education (including English Language Teacher Training Program)
2. Curriculum-Textbook Activity

The Chief Education Advisor, USAID, to the RGA will continue to work closely with the Minister of Education and the Rector of Kabul University on major policy matters related to these joint education development activities and to the educational needs and plans of the nation.

The Minister of Education and the Chief of Education Advisor will continue to review education financing to assure adequate funding levels in the RGA Ordinary and Development Budgets for these activities.

The remainder of this Agreement is organized in two sections: one for each activity, containing the applicable objectives, course of action, and responsibilities of each party to the Agreement. A statement of funding requirements is also included in this Agreement.

FACULTY OF EDUCATION

Objectives

The purposes of the Faculty of Education Activity are the university-level preparation of professional personnel for primary school administration, for schools training primary teachers; preparation of instructors for the Faculty itself; preparation of English teachers for the secondary schools; and offering of a sequence of professional courses for students in other Faculties who are preparing for the teaching of academic subjects in secondary schools. Thus, TCCU in assisting the Afghans to achieve these purposes has been engaged in two principal activities: 1. Developing the staff and curriculum for the Faculty of Education; and 2. Establishing within that Faculty an English Language Teacher Training Program. In the case of both activities the targets are trained faculty members, student enrollment, development of curricula, preparation of textbooks and teaching materials, and Faculty graduates.

For the Cooperating Government of Afghanistan
Sarf R. Samandi
Dr. Abdul Qayum
Minister of Education

For the Agency for International Development
Russell S. McClure
Russell S. McClure
Director/USAID/A

MICROFILMED FROM BEST AVAILABLE COPY

PROBAC
CONTINUATION
SHEET
FY 1970
PAGE A

THE MINISTRY OF EDUCATION
Royal
AN AGENCY OF THE GOVERNMENT OF
Afghanistan

Original or
Revision No.
ESE #7 (A)

Elementary and Secondary Education

The minimum levels of output to be met are:

1. Thirty-five professionally trained graduates annually as secondary teachers, principals, supervisors and Ministry personnel by 1970.
2. Sixty graduates annually from the English Teacher Training Program for secondary schools.
3. Through a joint program with other faculties, 50 professionally trained teachers of academic subjects each year for secondary schools.
4. An established full-time faculty of 50 by 1971.
5. Curricula established for each of the four options in the program with supporting texts and teaching materials by 1971.
6. Because of its importance in the total development of the University, assistance will be continued to Kabul University in developing a testing, evaluation and research program.

Course of Action

To achieve the objectives set forth above, the following activities will be carried out cooperatively by the concerned faculties and officials of Kabul University and the MOE with the assistance, advice and guidance of the US advisors.

1. Subject to availability of funds and personnel, US advisors in appropriate fields of specialization will be provided by USAID to assist and guide the work of this activity.
2. The RGA will continue to employ an adequate number of professionally qualified faculty members and such other staff as mutually agreed upon.
3. Courses in the Faculty of Education will be taught by Afghan faculty members.
4. The US advisors will assist and guide Afghan personnel in the preparation of text and supplementary materials for use by the Faculty of Education. The

For the Cooperating Government or Agency
Dr. Abdul Qayum
 SIGNATURE: Dr. Abdul Qayum DATE: _____
 TITLE: Minister of Education

For the Agency for International Development
 SIGNATURE: Russell S. McClure DATE: _____
 TITLE: Director/USAID/A

MICROFILMED FROM BEST AVAILABLE COPY

1970
FY 1970
A

THE MINISTRY OF EDUCATION
Afghanistan

ESE #7 (A)

Elementary and Secondary Education

University will be responsible for reproducing in quantities needed all texts and other materials so prepared for use at the University or schools associated with this activity.

5. When a participant completes his training under this joint activity, the University will assign him to a position for which he is trained or an agreed equivalent. This means prompt return of participants to the University and the provision of suitable positions as mutually agreed.

6. The University or the MOE, as appropriate, will provide or designate a laboratory school or schools to support the student teaching program in English Teacher Training.

Subject to the availability of funds and personnel, the USAID will provide technical assistance for the further development of a testing, evaluation and research program for the University.

8. USAID will provide, subject to availability of funds, commodities for demonstration and experimental use as required.

CURRICULUM-TEXTBOOK ACTIVITY

Objectives

1. To help create Afghanistan's first modern primary school curriculum and to establish within the Ministry of Education a functional administrative unit responsible for and capable of continuing curriculum development for Afghanistan's primary schools; and

2. To help prepare Afghanistan's first modern primary textbooks with teachers' guides based on the new curriculum and to establish in the Ministry of Education a capability for the continuing creation and production of modern primary school textbooks, teachers' guides and supplementary teaching materials.

Course of Action

1. The Ministry of Education will continue to provide adequate office spaces, suitable working areas, a library, office furnishings, and locally available supplies.

UNCLASSIFIED
AVAILABLE FOR
PUBLIC USE

Dr. Abdul Qayum
Minister of Education

Russell S. McClure
Director/USAID/A

THE MINISTRY OF EDUCATION

SE 77/A

Royal

FY 1970

Afghanistan

Elementary and Secondary Education

2. The Minister of Education will be responsible to insure that qualified and experienced Afghan personnel be assigned to this activity to assume the responsibility for organizing the curriculum development activities, for the preparation of textbooks and teachers' guides, and for carrying forward the day-to-day work. Staff members will have permanent status consistent with the importance of the project in the total development of education in the nation.

3. The MOE will provide budget for travel within Afghanistan by the Afghan personnel.

4. The time-phased work plan which has been developed for the production of all textbooks and teachers' guides will be carried out as scheduled.

5. Subject to the availability of funds, further training of the Afghan professional staff as participants in the US or third country will be provided according to the needs of the activity.

6. When participants complete their training under this joint activity, the Minister of Education will assign them to the positions for which they are trained or to agreed equivalent positions. This means the prompt return of participants to the activity and the provision of suitable positions as mutually agreed.

7. The Minister of Education will arrange for the assistance of other government agencies, national and provincial, as needed, in carrying out this project. This may include help in the preparation of curriculum and education materials, in printing or other reproduction of textbooks and related materials, and in distribution of these materials to the schools.

8. The Curriculum and Textbook staff will, when requested, assist the Teacher Education Department of the MOE and other institutions and agencies which have responsibility for preparing teachers in planning for the in-service education of primary school administrators and teachers of the nation in understanding and utilizing the new curriculum and textbooks.

9. A broadly representative steering committee will continue to recommend basic policies and to approve work plans and schedules.

By: *Abdul Qayum*
 Minister of Education

Russell S. McClure
 Director/USAID/A

308-11-690-091

PROJECT AGREEMENT
 THE MINISTRY OF EDUCATION
 Royal
 Afghanistan

ESE #7 (A)

Elementary and Secondary Education

PROJ
 CONTINUATION OF
 GRANT
 FY 1970
 A

MICROFILMED FROM BEST AVAILABLE COPY

10. USAID will provide US educators, with supporting office staff, to serve as advisors guiding and assisting the Afghan personnel in the planning and execution of the activity. These advisors and the Afghan staff will also, as appropriate, consult with MOE officials and with such other government and non-government personnel as the work requires, and they will make operational and policy recommendations to the Minister of Education and to the Chief Education Advisor, USAID.

11. Subject to the availability of funds, USAID will provide commodities as required by the activity. These commodities will include reference materials, sample textbooks, and other materials needed for a curriculum-textbook resource library.

12. The parties of this agreement will continue to explore the possibility of including in this project, the services of an advisor to guide and assist in the manufacture of the curriculum documents, textbooks and teachers' guides written under this activity in order that maximum educational value and speed of production may be obtained.

FUNDING REQUIREMENTS

1. U.S. Contribution - FY 1970

\$453,000 is provided under this Agreement to support this project, which amount is allocated as follows:

Contract Services (AID/nesa-207)

Faculty of Education, Technical Services	\$230,000	
Curriculum-Textbook, Technical Services	<u>208,000</u>	\$438,000

Direct AID purchase of project commodities 15,000*

TOTAL FY 1970 FUNDING \$453,000

* A consolidated listing of commodities in the amount of \$12,302 follows. Under authority of M.O. 712.h, Section III, A. 3h, a waiver is being granted by the USAID/A Mission Director for delayed sub-obligation by June 15, 1970, of the \$2,698 balance. A breakdown of this balance by

For the Government of Afghanistan
 Signature: *Dr. Abdul Qayim*
 Title: Minister of Education

For the Agency for International Development
 Signature: *Russell S. McClure*
 Title: Director/USAID/A

MICROFILMED FROM BEST AVAILABLE COPY

commodity codes will be provided in a Revision of this Agreement.

Code	Category Description	Amount
64	Paper, paperboard & mfrs. thereof	\$2,700
71	Machinery	300
86	Prof'l & scientific instruments, photo and optical, watches & clocks	1,280
89	Misc. Manufactured articles	8,022
Total		\$12,302

2. FGA Contribution

A. Faculty of Education, Kabul University

The FGA will continue to administer, operate and maintain the facilities and programs associated with this project activity.

Regular (or Operating) Budget

Actual Expenditures a) AFY 1347 (FY 1969)	Dollar Equivalent @ Af's 75 = \$1,00	Approximate Budget AFY 1348 (FY 1970)
Faculty Expenditures: AFS. 2,189,807	\$29,197	\$31,000
Pro-rated share of Central Administration: b) AFs. 3,508,907	46,785	48,000
AFs. 5,698,714	\$75,982	\$79,000

- a) These figures are from the official records of the Accounting Department of Kabul University.
- b) Included under Central Administration in the University's accounting system are the usual administrative personnel and functions, the central library, gym, dormitory and cafeteria, utilities, maintenance, and all transportation. In AFY 1347 expenditures for Central Administration were 61.5% of the University's total expenditures, with the dormitory being about one-fifth of this amount.

For the Government of Afghanistan <i>Abdul Qayum</i> Signature: <u>Abdul Qayum</u> DATE: _____ Title: <u>Minister of Education</u>	For the Agency for International Development Signature: <u>Russell S. McClure</u> DATE: _____ Title: <u>Director USAID/A</u>
---	--

THE MINISTRY OF EDUCATION
ROYAL
AFGHANISTAN

ESE #7(A)

Original or
Revision No.

ELEMENTARY & SECONDARY EDUCATION

A. Faculty of Education, Kabul University (continued)

University's Development Budget

There is no Development Budget allocation for AFY 1347 and 1348.

B. Curriculum-Textbook activity, Ministry of Education

With present USA accounting procedures it is not possible to break out expenditures for any one section or department of the Ministry of Education. The following estimates include only the salaries and internal travel expenses of Afghan project personnel, operating supplies, and the activity's allocation of USA-owned currency from the USAID Trust Fund.

Expenditures in FY 1969:	\$14,000 equivalent in Afghanis
Estimated for FY 1970:	\$14,800 equivalent in Afghanis

MICROFILMED FROM
AVAILABLE COPY

Minister of Education

Director, USAID/A

MICROFILMED FROM BEST AVAILABLE COPY

Ministry of Secondary Education

STANDARD PROVISIONS FOR THE IMPORTATION OF COMMODITIES

FOR OCEAN SHIPMENTS: Clearing, handling and forwarding of commodities shall be provided by A.I.U. from supplier's Delivery Point, i.e., designated ocean port to F.O.B. RGA-provided vehicle at the USAID Terminal Delivery Point nearest the project site, i.e., Peshawar or Chaman, Pakistan; Meshed, Iran; or such other locations outside Afghanistan as USAID and RGA may jointly establish as an appropriate USAID Terminal Delivery Point for AID-financed surface shipments. Shipments will be made via Pakistan unless otherwise mutually agreed.

FOR OCEAN-AIR SHIPMENTS: Clearing, handling and forwarding of commodities from Supplier's Delivery Point, for ocean-air shipments via Beirut, Lebanon, i.e., Beirut, Lebanon to USAID Terminal Delivery Points, i.e., appropriate airports in Afghanistan, shall be financed by USAID.

FOR DIRECT AIR SHIPMENTS: Clearing, handling, and forwarding of commodities from sources of procurement to supplier's delivery point, i.e., appropriate airports in Afghanistan, shall be financed by USAID. These are further designated as USAID Terminal Delivery Points.

The Royal Government of Afghanistan undertakes to accept delivery of commodities at any of the abovementioned USAID Terminal Delivery Points within the free period and will provide and pay onward transportation and all other charges to Ultimate Destination, Afghanistan. The USAID similarly undertakes to so schedule shipments to Terminal Delivery Points at a rate commensurate with RGA capability for supplying onward transportation.

MAINTENANCE OF COMMODITY RECORDS: The recipient Ministry/Agency will prepare and issue reports for all commodities furnished under this project which are titled with the Royal Government of Afghanistan within ten days after receipt of those commodities and will maintain necessary records to ensure proper control and use of the commodities for their intended purpose. These records will be maintained in English and AID personnel will be granted ready access to them upon request.

SOURCE REQUIREMENT FOR COMMODITY PROCUREMENT: Authorized source of procurement for all commodities covered under this Project Agreement will be United States only. Any procurement required to be made from non-U.S. sources shall be financed by the Royal Government of Afghanistan.

for
Abdul Qayyum
Minister of Education

Richard E. ...
Director, USAID

14 P ✓

AID 1020-25 (7-68)			SECURITY CLASSIFICATION			001 PROJECT NUMBER				
PROJECT APPRAISAL REPORT (PAR)			UNCLASSIFIED			306-11-690-091.1 10				
(U-446) See M.O. 1026.1										
002 PAR		MO.	DAY	YR.	003 U.S. OBLIGATION SPAN		004 PROJECT TITLE			
AS OF:		02	10	69	FY 62	Thru FY 70	ELEMENTARY AND SECONDARY EDUCATION			
005 COOPERATING COUNTRY - REGION - AID/W OFFICE		PD-AAK-265-51						(Faculty of Education, including English Teacher Education)		
AFGHANISTAN										

006 FUNDING TABLE

AID DOLLAR FINANCING-OBLIGATIONS (\$000)	TOTAL	CONTRACT (NON-ADD)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AID	PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 1968)	1346	1346			1019		256	8	63		
PROPOSED OPERATIONAL YEAR (FY 1969)	550	550			430		113	7			

CCC VALUE OF P.L. 480 COMMODITIES (\$000) → Thru Actual Year : **None** Operational Year Program : **None**

007 IMPLEMENTING AGENCY TABLE

If contractors or participating agencies are employed, enter the name and contract or PASA number of each in appropriate spaces below; in the case of voluntary agencies, enter name and registration number from M.O. 1551.1, Attachment A. Enter the appropriate descriptive code in columns b and c, using the coding guide provided below.

TYPE CODE b	TYPE CODE c	a. IMPLEMENTING AGENCY	TYPE CODE		d. CONTRACT/PASA/VOLAG NO.	e. LEAVE BLANK FOR AID/W USE
			b.	c.		
1. U.S. CONTRACTOR	0. PARTICIPATING AGENCY	1. Teachers College, Columbia University	1	1	AID/nesa-207	
2. LOCAL CONTRACTOR	1. UNIVERSITY					
3. THIRD COUNTRY CONTRACTOR	2. NON-PROFIT INSTITUTION					
4. PARTICIPATING AGENCY	3. ARCHITECTURAL & ENGINEERING					
5. VOLUNTARY AGENCY	4. CONSTRUCTION					
6. OTHER:	5. OTHER COMMERCIAL					
	6. INDIVIDUAL					
	7. OTHER:					

PART I - PROJECT IMPACT

I-A. GENERAL NARRATIVE STATEMENT OF PROJECT EFFECTIVENESS, SIGNIFICANCE & EFFICIENCY.

This summary narrative should begin with a brief (one or two paragraph) statement of the principal events in the history of the project since the last PAR. Following this should come a concise narrative statement which evaluates the overall efficiency, effectiveness and significance of the project from the standpoint of:

- (1) overall performance and effectiveness of project implementation in achieving stated project targets;
- (2) the contribution to achievement of sector and goal plans;
- (3) anticipated results compared to costs, i.e., efficiency in resource utilization;
- (4) the continued relevance, importance and significance of the project to country development and/or the furtherance of U.S. objectives.

Include in the above outline, as necessary and appropriate, significant remedial actions undertaken or planned. The narrative can best be done after the rest of PART I is completed. It should integrate the partial analyses in I-B and I-C into an overall balanced appraisal of the project's impact. The narrative can refer to other sections of the PAR which are pertinent. If the evaluation in the previous PAR has not significantly changed, or if the project is too new to have achieved significant results, this Part should so state.

008 NARRATIVE FOR PART I-A (Continue on form AID 1020-25 I as necessary):

= This project in its present form dates from the establishment of the Faculty of Education in Kabul University in 1963. This was a development which emerged from the Institute of Education of Kabul University, through which the TCCU Team had previously carried out its activities, and which was originally established by TCCU in FY 1955. In 1953, a joint education project of the two governments was initiated;

MISSION DIRECTOR APPROVAL →	SIGNATURE <i>P. J. ...</i>	DATE <i>9/1/69</i>
-----------------------------	-------------------------------	-----------------------

MICROFILMED FROM BEST AVAILABLE COPY

PAR CONTINUATION SHEET

008 NARRATIVE FOR PART 1-A - Cont'd

it was called simply an education project.

The U.S. was to (1) provide teachers of science, technology, vocational agriculture, educational methods, English language and other subjects; (2) continue to assist the Afghan Institute of Technology and the Vocational Agriculture School at Kabul; also the Teacher Training College of Kabul, the only DMA existing at that time. It was in 1964 that the first contract was let with Teachers College of Columbia University to carry on these projects in professional teacher education.

The Institute was at first called the English Language Institute with the function of training Afghans to teach English, but it soon became the Institute of Education and the sole agency through which U.S. and RGA support was channeled for the joint projects in teacher education. Thus, it was through the Institute that the DMAs, secondary schools preparing primary teachers, were created and developed. The Ministry of Education had no direct role in this activity. On July 1, 1967, under a three-way agreement (RGA, USAID, UNESCO), UNESCO assumed responsibility for continuation of assistance to primary teacher education in Afghanistan.

During the early years of the Faculty of Education the implementing agency (TCCU) assisted in carrying on several other sub-projects: Primary Teacher Education (noted above); a three-pronged English Language Program: 1. Preparation of English teachers for lycees. 2. Development within the Institute of a supervisory structure for the English programs of secondary schools, and 3. Also through the Institute the teaching of English as a foreign language throughout the entire Kabul University; and the Lycee Project to improve math and science teaching in lycees.

The purposes of the Faculty of Education Activity have been the university-level preparation of professional personnel for primary school administration, for schools training primary teachers; preparation of instructors for the Faculty itself; preparation of English teachers for the secondary schools; and offering of a sequence of professional courses for students in other Faculties who are preparing for the teaching of academic subjects in secondary schools. Thus, TCCU in assisting the Afghans to achieve these purposes has been engaged in two principal activities: 1. Developing the staff and curriculum for the Faculty of Education; and 2. Establishing within that faculty an English teacher training program. In the case of both activities the targets are trained faculty members, student enrollment, development of curricula, preparation of textbooks and teaching materials, and Faculty graduates. Progress toward these targets is indicated in Part 1-B of this PAR. The general performance of all agencies concerned in achieving Activity targets in the Faculty of Education is satisfactory.

PAR CONTINUATION SHEET

008 NARRATIVE FOR PART 1-A - Cont'd

Student demands in May 1968 brought into question the role and purposes of the Faculty of Education and the appropriateness of its curriculum. It came evident that the objective of preparing school administrators and supervisors at an undergraduate level was not realistic because of the lack of experience and training which the students brought to the Faculty. Thus, the students themselves, as well as the Faculty, were aware that the original purposes for which the Faculty was established were no longer adequate for the present situation. The large increase in enrollment at the same time accentuated the need to reconsider the role of the Faculty of Education in the University. As a result of student demands, the Faculty, with the exception of the English language teacher training program, closed down for the remainder of the term and the students went home. Arrangements were made for extending the work in the following semester to allow students to make up this loss of credit.

The Faculty of Education has now redefined its role and purposes and is in the process of revising its curriculum accordingly. The revised program calls for:

- a. The preparation of teachers for secondary schools in subject areas: math, science, social studies.
- b. Continuation of the preparation of English language teachers.
- c. A sequence of professional courses for the students of the Faculty of Science who are planning to teach.
- d. The offering of courses in supervision and administration.
- e. Possibly other service courses where facilities and staff permit.

The new role for the Faculty of Education involves new purposes, new programs, and an expanded staff. In developing courses in math, science, and social studies for the preparation of high school teachers of these subjects, some of the work will duplicate that which is already offered in the Faculties of Science and Letters.

During the February 1969 visit of the TCCU campus representative, full discussion and consideration was given to these new developments in the Faculty of Education. While it was recognized that throughout the history of the project, USAID objectives had been consistent, and programming for these objectives had been carefully planned, it was evident that these new directions in the Faculty of Education

PAR CONTINUATION SHEET

008 NARRATIVE FOR PART 1-A - Cont'd

needed to be taken into account. The University was expecting expansion of USAID assistance to the Faculty of Education. The Mission believes, however, that with the large number of U.S.-trained Afghans in the Faculty, that the Faculty can move in its new direction and that the original USAID objectives for this activity can be adhered to with only slight shifts in the type of American advisors provided. The physical terminal date of June 1971 for this activity still seems realistic in achieving planned program objectives. It was, therefore, agreed that the Mission would adhere to the 1971 termination date and do whatever is possible within the manpower ceilings and resources available to assist the Faculty of Education to achieve its new functions. Thus, this activity will operate with four authorized professional education positions and four English positions during the year ending June 30, 1970. During the last year of the project, the four professional education positions will continue and two positions in the English Language Teacher Training Program will be authorized.

This gradual phase-down program was agreed upon in the interest of providing the maximum assistance possible to the Faculty of Education during this period while developing its new program. With the number of trained Afghans already in the Faculty of Education and the number of participants scheduled to return within the coming two years, the limited assistance program as planned seems both reasonable and realistic.

There are aspects of the implementation process that have adversely affected the progress of the project. The participant training program has been extensive and largely effective but is currently collecting a number of problems. These are due largely to misjudging the English language ability of the candidates and not pursuing an established policy with the RGA in getting the participants to adhere to a defined training objective and to return to their assignments in Afghanistan as scheduled. The home office backstopping, the timely recruiting of authorized staff, and communications between the home office and the project in the field have all been somewhat less than satisfactory.

The foregoing analysis of project effectiveness makes the importance of the project no less significant. Kabul University is the only university in Afghanistan. It is the primary source of training for secondary school teachers and administrators of the country. It is in this university that AID supports three other projects aimed at developing a viable institution dedicated to training leaders in various fields of endeavor. Work in this project area has the potential for making a major contribution to achieving the sector goal plans of USAID/A and to the furtherance of U.S. objectives in Afghanistan.

CLASSIFICATION

UNCLASSIFIED

PROJECT NUMBER

306-11-690-091 (Fac. of Ed)

PART I-B - PROJECT EFFECTIVENESS

I-B-1 - OUTPUT REPORT AND FORECAST - (See detailed instructions)

This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				
	3 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	6. PROJECTED TOTAL FOR PROJECT LIFE
		a. PLANNED	b. ACTUAL		
<u>Professional Education</u>					
Trained faculty members (includes Institute of Education personnel, except for those in English program; but excludes 6 now in U.S.)	26	17	26	28	36
Total enrollment	298	264	293	300	300
Faculty of Science students taking prof'l sequence annually	75	0	0	75	75
Graduates annually		34	34	35	35 yr.
<u>English Teacher Training Dept.</u>					
Trained faculty members	7	7	7	7	14
Curriculum					1
Textbooks (8 sets of experimental materials developed; after testing and revision are scheduled for publication.)	0	0	0	0	8
Graduates annually		31	29	60	60 yr.

MICROFILMED FROM BEST AVAILABLE COPY

UNCLASSIFIED

SECURITY CLASSIFICATION

SECURITY CLASSIFICATION

PROJECT NUMBER

UNCLASSIFIED

306-11-600-001 (Fac. of Ed.)

PART I-B - Continued

010

B.2 - OVERALL ACHIEVEMENT OF PROJECT TARGETS

Place an "X" within the bracket on the following seven-point scale that represents your judgment of the overall progress towards project targets:



PART I-C - PROJECT SIGNIFICANCE

011

C.1 - RELATION TO SECTOR AND PROGRAM GOALS (See detailed instructions M.O. 1026.1)

This section is designed to indicate the potential and actual impact of the project on relevant sector and program goals. List the goals in col. b and rate potential and actual project impact in cols. c and d.

a. CODE NO. (AID/W USE ONLY)	SCALE FOR COLUMN c: 3= Very Important; 2= Important; 1= Secondary Importance	c. POTENTIAL IMPACT ON EACH GOAL IF PROJECT ACHIEVES TARGETS	d. ACTUAL IMPACT ON GOAL TO DATE RELATIVE TO PROGRESS EXPECTED AT THIS STAGE
	SCALE FOR COLUMN d: 3= Superior/Outstanding; 2= Adequate/Satisfactory/Good; 1= Unsatisfactory/Marginal		
b. SECTOR AND PROGRAM GOALS (LIST ONLY THOSE ON WHICH THE PROJECT HAS A SIGNIFICANT EFFECT)			
	(1) To develop an integrated, efficiently administered, self-sustaining national university dedicated to training leaders with special emphasis on agriculture, education and engineering.	3	2
	(2)		
	(3)		
	(4)		

For goals where column c. is rated 3 or 2 and column d. is rated 1, explain in the space for narrative. The narrative should also indicate the extent to which the potential impacts rated 3 or 2 in column c. are dependent on factors external to the achievement of the project targets, i.e., is there a substantial risk of the anticipated impact being forestalled by factors not involved in the achievement of project targets. If possible and relevant, it also would be useful to mention in the narrative your reading of any current indicators that longer-term purposes, beyond scheduled project targets, are likely or unlikely to be achieved. Each explanatory note must be identified by the number of the entry (col. b) to which it pertains.

012 NARRATIVE FOR PART I-C.1 (Continue on form AID 1020-25 1):

It should be noted here that the AID/RGA goal is the development of a Faculty of Education as one of the professional components in a countrywide teacher education program for the preparation of secondary school teachers and other educational leaders for the schools of Afghanistan. The recent changes in the role and purposes of the Faculty of Education and the curriculum revisions described in the 1-A narrative portion of this PAR have expanded the functions of the Faculty and created new needs in program and staff. These new needs have created desire on the part of the RGA and the contractor to have AID assistance broadened and extended beyond the planned termination date of the project. The Mission believes, however, that with the number of trained Afghans already on the Faculty, the Faculty can move ahead with its new plans. AID agrees to making whatever changes are needed to assist the Faculty of Education in developing its newer program within the planned manpower ceilings and resources available for the remaining two-year period.

UNCLASSIFIED

SECURITY CLASSIFICATION UNCLASSIFIED	PROJECT NUMBER 306-11-690-091 (Fac. of Ed.)
--	---

PART I-C - Continued

C.2 - GENERAL QUESTIONS

These questions concern developments since the prior PAR. For each question place "Y" for Yes, "N" for No, or "NA" for Not Applicable in the right hand column. For each question where "Y" is entered, explain briefly in the space below the table.	MARK IN THIS COL.
013 Have there been any significant, unusual or unanticipated results not covered so far in this PAR?	N
014 Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments?	Y
015 Have any problems arisen as the result of advice or action or major contributions to the project by another donor?	N
016 If the answer to 014 or 015 is yes, or for any other reason, is the project now less necessary, unnecessary or subject to modification or earlier termination?	Y
017 Have any important lessons, positive or negative, emerged which might have broad applicability?	Y
018 Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	N
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	N
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N

021 NARRATIVE FOR PART I-C.2 Identify each explanatory note by the number of the entry to which it pertains. (Continue on form AID 1020-25 I as necessary):

- 014 Curriculum changes have been made. More emphasis has been placed on subject matter training and less on professional education, thus creating a complete teacher education program within the Faculty. This duplicates some work of other Faculties. Cutbacks in AID reduced the number of advisors in the Faculty to three experts in professional education fields. Student demonstrations reduced attendance in classes and required a two-month extension of the second semester. Changes in admission policy brought heavy enrollment for which the Faculty was not prepared.**
- 016 Any major modifications of the project to meet the needs of the new developments in the Faculty of Education as described in the 1-A Narrative would require AID and the RGA to change the objectives of the project and increase and extend AID assistance. It has been agreed that AID will abide by its original agreement with the RGA on this project, and make available any needed assistance within the planned manpower ceilings and resources available for the remaining period until physical termination in June 1971.**
- 017 In the English Language Program there is a history of a tendency for specialists to disagree on how English should be taught as a foreign language. Once a basic plan is established and materials are accordingly prepared, project policy should require succeeding specialists to continue with the program and not set about introducing a new method or plan requiring revision of curriculum and the constant preparation of new materials.**

UNCLASSIFIED

306-11-690-091 (Fac. of Ed.)

PART II - IMPLEMENTATION REPORT

II-A - STATUS OF SCHEDULE

022 A-1 -- INDIVIDUAL ACTIONS (See detailed instructions M.O. 1026.1). This is a listing of major actions or steps which were scheduled for physical start or continuing implementation in the reporting period as reflected in the Project Implementation Plan, Part I.

(a) PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
	<p>The following major actions or steps apply to both the professional education area and the English teacher training program. Actions being taken to achieve the targets are the same in both cases.</p> <p>Select and send participants</p> <p>Afghans assuming increased direct teaching load</p> <p>Create additional necessary positions in the Faculty</p> <p>Assist returned participants in orientation to their new work</p> <p>Provide situations for student teaching</p> <p>Develop a coordinated teacher education program with the Faculty of Science (Faculty of Letters is developing its own professional courses)</p> <p>Develop (revise, write) Course outlines, textbooks, and other teaching materials</p> <p>a. Calculus and analytical geometry materials</p> <p>b. Physics Materials (mechanics, electricity, heat, are yet to be developed courses only recently established)</p> <p>c. Eight sets of English materials</p> <p>Give advice and assistance to the dean and other administrative officials on organization and planning for the Faculty of Education</p> <p>Advise and assist in the curriculum development program of the Faculty of Education.</p>		<p>X</p>	

UNCLASSIFIED

SECURITY CLASSIFICATION

UNCLASSIFIED

PROJECT NUMBER

306-11-690-091 (Fac. of Ed.)

PART II - Continued

023

II-A.2 - OVERALL TIMELINESS

In general, project implementation is (place an "X" in one block):

(a) On schedule	X
(b) Ahead of schedule	
(c) Behind schedule	
(1) AID/W Program Approval	
(2) Implementing Agency (Contractor/Participating Agency/Voluntary Agency)	
(3) Technicians	
(4) Participants	
(5) Commodities (non-FFF)	
(6) Cooperating Country	
(7) Commodities (FFF)	
(8) Other (specify):	

BLOCK (c): If marked, place an "X" in any of the blocks one thru eight that apply. This is limited to key aspects of implementation, e.g., timely delivery of commodities, return of participants to assume their project responsibilities, cooperating country funding, arrival of technicians.

II-B - RESOURCE INPUTS

This section appraises the effectiveness of U.S. resource inputs. There follow illustrative lists of factors, grouped under Implementing Agency, Participant Training and Commodities, that might influence the effectiveness of each of these types of project resources. In the blocks after only those factors which significantly affect project accomplishments, write the letter P if effect is positive or satisfactory, or the letter N if effect is negative or less than satisfactory.

1. FACTORS-IMPLEMENTING AGENCY (Contract/Participating Agency/Voluntary Agency)

024 IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:		032 Quality, comprehensiveness and candor of required reports	P
		033 Promptness of required reports	
025 Adequacy of technical knowledge	P	034 Adherence to work schedule	
026 Understanding of project purposes	P	035 Working relations with Americans	P
027 Project planning and management	P	036 Working relations with cooperating country nationals	P
028 Ability to adapt technical knowledge to local situation		037 Adaptation to local working and living environment	P
029 Effective use of participant training element	P	038 Home office backstopping and substantive interest	N
030 Ability to train and utilize local staff	P	039 Timely recruiting of qualified technicians	N
031 Adherence to AID administrative and other requirements	P	040 Other (describe):	

2. FACTORS-PARTICIPANT TRAINING

041 IF NO PARTICIPANT ELEMENT IN PROJECT. PLACE AN "X" IN THIS BLOCK:		TRAINING UTILIZATION AND FOLLOW UP	P
		052 Appropriateness of original selection	
PREDEPARTURE			
042 English language ability	N	053 Relevance of training for present project purposes	P
043 Availability of host country funding		054 Appropriateness of post-training placement	N
044 Host country operational considerations (e.g., selection procedures)	P	055 Utility of training regardless of changes in project	
045 Technical/professional qualifications	P	056 Ability to get meritorious ideas accepted by supervisors	N
046 Quality of technical orientation	P	057 Adequacy of performance	P
047 Quality of general orientation	P	058 Continuance on project	P
048 Participants' collaboration in planning content of program		059 Availability of necessary facilities and equipment	
049 Collaboration by participants' supervisors in planning training		060 Mission or contractor follow-up activity	N
050 Participants' availability for training	P	061 Other (describe):	
051 Other (describe):			

SECURITY CLASSIFICATION UNCLASSIFIED	PROJECT NUMBER 306-11-690-091 (Fac. of Ed.)
--	---

PART II-B - Continued

3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	062 FFF	063 NON-FFF	X	064 NO COMMODITY ELEMENT			
					072 Control measures against damage and deterioration in shipment.		P
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).						P	073 Control measures against deterioration in storage.
066 Quality of commodities, adherence to specifications, marking.							074 Readiness and availability of facilities. P
067 Timeliness in procurement or reconditioning.						P	075 Appropriateness of use of commodities. P
068 Timeliness of shipment to port of entry.							076 Maintenance and spares support.
069 Adequacy of port and inland storage facilities.						P	077 Adequacy of property records, accounting and controls. P
070 Timeliness of shipment from port to site.						P	078 Other (Describe):
071 Control measures against loss and theft.							

Indicate in a concise narrative statement (under the heading a. Overall Implementation Performance, below) your summary appraisal of the status of project implementation, covering both significant achievements and problem areas. This should include any comments about the adequacy of provision of direct hire technicians as well as an overall appraisal of the comments provided under the three headings (b, c & d) which follow. For projects which include a dollar input for generation of local currency to meet local cost requirements, indicate the status of that input (see Detailed Instructions).

Discuss separately (under separate headings b, c & d) the status of Implementing Agency Actions, Participants and Commodities. Where above listed factors are causing significant problems (marked N), describe briefly in the appropriate narrative section: (1) the cause and source of the problem, (2) the consequences of not correcting it, and (3) what corrective action has been taken, called for, or planned by the Mission. Identify each factor discussed by its number.

079 NARRATIVE FOR PART II-B: (After narrative section a. Overall Implementation Performance, below, follow, on form AID 1020-25 I as needed, with the following narrative section headings: b. Implementing Agency, c. Participants, d. Commodities. List all narrative section headings in order. For any headings which are not applicable, mark them as such and follow immediately below with the next narrative section heading.)

a. Overall Implementation Performance.

The participant training program and the commodity program have been, in general, effective. More recently, the implementing agency has had difficulty in maintaining a satisfactory level of performance. The recent failure to recruit and maintain a fully staffed field team has impeded the progress of this activity in meeting USAID program objectives.

PAR CONTINUATION SHEET

PART II-B - Overall Implementation Performance - Cont'd

b. Implementing Agency

- 038) 1. Cause: Poor backstopping by the home campus
039)
2. Consequences: Failure to recruit and maintain a field team from the home campus, long delay in staffing and inadequate communications with the field team have handicapped project effectiveness.
3. Corrective Action: During the visit of the campus representative in February 1969, TCCU commitment to the Faculty of Education activity was reaffirmed. Deep interest was expressed, and a promise to recruit and maintain a fully staffed field team was made. The lack of campus backstopping and recruitment during the past year was explained as the result of waiting to see what direction the Faculty of Education was going to take and what changes, if any, there would be in staffing needs in the TCCU Team.

c. Participants

- 042 1. Cause: Some poor selections and inadequate language ability to be successful in an American university.
2. Consequences: Longer and more expensive training programs in the U.S., and delays in beginning of academic studies.
3. Corrective Action: Better testing and selection of candidates and a longer training period in the English language.
- 054 1. Cause: Some poor orientation upon return; failure to keep agreements for utilization of returnees; frequent changes in personnel and positions.
2. Consequences: Inefficient use of personnel.
3. Corrective Action: Devise a more binding basic policy in cooperation with the RGA. Such a policy is presently being negotiated.
- 056 1. Cause: Long-standing traditions, patterns of thinking and practice.
2. Consequences: Reduced efficiency and ineffective use of personnel and resources.
3. Corrective Action: Continue to help Afghans to see the need for change

060 SEE 054.

SECURITY CLASSIFICATION

UNCLASSIFIED

PROJECT NUMBER

306-11-690-091 (Fac. of Ed.)

PART III - ROLE OF THE COOPERATING COUNTRY

The following list of illustrative items are to be considered by the evaluator. In the block after only those items which significantly affect project effectiveness, write the letter P if the effect of the item is positive or satisfactory, or the letter N if the effect of the item is negative or less than satisfactory.

SPECIFIC OPERATIONAL FACTORS:

080	Coordination and cooperation within and between ministries.	
081	Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise.	P
082	Availability of reliable data for project planning, cont of and evaluation.	N
083	Competence and/or continuity in executive leadership of project.	P
084	Host country project funding.	N
085	Legislative changes relevant to project purposes.	N
086	Existence and adequacy of a project-related LDC organization.	N
087	Resolution of procedural and bureaucratic problems.	N
088	Availability of LDC physical resource inputs and/or supporting services and facilities.	N
089	Maintenance of facilities and equipment.	
090	Resolution of tribal, class or caste problems.	N
091	Receptivity to change and innovation.	
092	Political conditions specific to project.	N
093	Capacity to transform ideas into actions, i.e., ability to implement project plans.	P
094	Intent and/or capacity to sustain and expand the impact of the project after U.S. inputs are terminated.	
095	Extent of LDC efforts to widen the dissemination of project benefits and services.	N
096	Utilization of trained manpower (e.g., participants, counterpart technicians) in project operations.	
097	Enforcement of relevant procedures (e.g., newly established tax collection and audit system).	
098	Other:	
HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:		
099	Level of technical education and/or technical experience.	P
100	Planning and management skills.	P
101	Amount of technician man years available.	P
102	Continuity of staff.	P
103	Willingness to work in rural areas.	
104	Pay and allowances.	N
105	Other:	

In the space below for narrative provide a succinct discussion and overall appraisal of the quality of country performance related to this project, particularly over the past year. Consider important trends and prospects. See Detailed Instructions for an illustrative list of considerations to be covered.

For only those items marked N include brief statements covering the nature of the problem, its impact on the achievement of project targets (i.e., its importance) and the nature and cost of corrective action taken or planned. Identify each explanatory note.

106 NARRATIVE FOR PART III (Continue on form AID 1020-25 I):

The overall host country performance on this project during the past year has been weak. Unless the present trend in lack of continuity in top leadership and stability in organization and planning can be reversed, achieving the project objectives as planned will be in jeopardy. The nature of the problems in host country performance is described in the following items:

- 083) (1) **Problems:** Operations handicapped by changes in Minister of Education, University President (Rector), Vice Presidents, Deans, and failure of Parliament to adopt new University Constitution. Also, the departure of the Afghan Chairman of the English Department to do Peace Corps work in America has had a delaying effect on the turnover of responsibility to Afghans.
- 085)
- 087)
- (2) **Impact on Achievement:** Has kept University administration, the Dean, Faculty, and the project advisors in a more or less continuous state of uncertainty, especially during this past year.

PAR CONTINUATION SHEET

106 NARRATIVE FOR PART III - Cont'd

- (3) **Corrective Action:** Since early February 1969, the prospects for resolving these problems are looking better. The appointment of a Minister of Education has just been made. The President of Kabul University seems secure in his appointment. Parliamentary action, however, on the New University Constitution and the Education Laws is not complete and new elections in Afghanistan are scheduled for September and October of the current year. Effects of these elections cannot be predicted.
- 088) (X) **Problems:** Ineffective use of supporting services, facilities, and personnel
091) (faculty, returned participants and advisors) occurs frequently, largely
093) because of resistance to change and innovation - this applies to the academic
096) and the business administration of the University. (See 056, 083, 085 and 087).
The prompt assignment of returned participants to positions for which they were trained continues to be a problem.
- (2) **Impact on Achievement:** Non-receptivity to change, frequent changes in personnel, lack of policy decisions of the Ministry of Education and Parliament make for uncertainty and instability in the operation of the Faculty of Education.
- (3) **Corrective Action:** The adoption of a new constitution by Parliament or the development of a more stable situation which grants greater autonomy and freedom to the administration, faculty and students; also the creation of awareness and willingness to accept change by top-level personnel in the University is an essential element for the further development of the Faculty of Education. (See 056).
- 104 (1) **Problem:** Rates of pay, and allowances for travel and living expenses when engaged in off-campus in-service training or research activities are extremely low.
- (2) **Impact on Achievement:** This situation makes it necessary for many staff members to secure additional employment - thus decreasing their effectiveness in the University.
- (3) **Corrective Action:** This is a government-wide problem. Corrective action may have to await RGA revenue reforms which would then permit increases in pay and allowances.

SECURITY CLASSIFICATION
UNCLASSIFIED

PROJECT NUMBER
306-11-690-091 (Fac. of Ed.)

PART IV - PROGRAMMING IMPLICATIONS

IV-A - EFFECT ON PURPOSE AND DESIGN

Indicate in a brief narrative whether the Mission experience to date with this project and/or changing country circumstances call for some adjustment in project purposes or design, and why, and the approximate cost implications. Cover any of the following considerations or others that may be relevant. (See Detailed Instructions for additional illustrative considerations.) Relevant experience or country situations that were described earlier can simply be referenced. The spelling out of specific changes should be left to the appropriate programming documents, but a brief indication of the type of change contemplated should be given here to clarify the need for change.

For example, changes might be indicated if they would:

1. better achieve program/project purposes;
2. address more critical or higher priority purposes within a goal plan;
3. produce desired results at less cost;
4. give more assurance of lasting institutional development upon U.S. withdrawal.

107 NARRATIVE FOR PART IV-A (Continue on form AID 1020-25 1):

The purposes of this activity remain as stated in the narrative portions of this PAR. Even though the University has made changes in the curriculum and functions of the Faculty of Education, the USAID has carefully reviewed these changes and concluded that our objectives continue to be valid as stated in the PAR and not inconsistent with the new direction of the Faculty. The Mission, therefore, plans to continue the activity course of action as presently scheduled.

IV-B - PROPOSED ACTION

108 This project should be (Place an "X" in appropriate block(s)):

- | | |
|--|----------|
| 1. Continued as presently scheduled in PIP. | X |
| 2. Continued with minor changes in the PIP, made at Mission level (not requiring submission of an amended PIP to AID/W). | |
| 3. Continued with significant changes in the PIP (but not sufficient to require a revised PROP). A formally revised PIP will follow. | |
| 4. Extended beyond its present schedule to (Date): Mo. ___ Day ___ Yr. ___. Explain in narrative, PROP will follow. | |
| 5. Substantively revised. PROP will follow. | |
| 6. Evaluated in depth to determine its effectiveness, future scope, and duration. | |
| 7. Discontinued earlier than presently scheduled. Date recommended for termination: Mo. ___ Day ___ Yr. ___. X | |
| 8. Other. Explain in narrative. | |

109 NARRATIVE FOR PART IV-B:

As discussed in 107 above, the Mission recommends physical termination in FY 1971 as scheduled. Some restructuring within the planned resources and staffing pattern will be made as explained in the Narrative for Part 1-A.