

PD-AAK-266-D1

| | | | | | | | | |
|---|-----|-----|-------------------------|--------------------------|---|--|---|---|
| AID 1020-25 (7-68) | | | SECURITY CLASSIFICATION | | | 001 PROJECT NUMBER | | |
| PROJECT APPRAISAL REPORT (PAR) (U-446) See M.O. 1026.1 | | | UNCLASSIFIED | | | 306-11-690-0912(C&T) 12 | | |
| 002 PAR | MO. | DAY | YR. | 003 U.S. OBLIGATION SPAN | | 004 PROJECT TITLE | | |
| AS OF: | 1 | 2 | 3 | FY | 4 | Thru FY | 5 | 6 |
| 005 COOPERATING COUNTRY - REGION - AID/W OFFICE | | | | | | Elementary and Secondary Education CURRICULUM-TEXTBOOK ACTIVITY | | |
| AFGHANISTAN | | | | | | | | |

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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 169) | 894 | 881 | - | - | 802 | 5 | 60 | 8 | 19 | - | - |
| PROPOSED OPERATIONAL YEAR (FY 170) | 248 | 208 | 32 | - | 208 | - | - | 8 | - | - | - |

GCC 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 | 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 ON 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):

Based on recommendations from the last PAR, the objectives of this sub-activity have been restated as follows:

1. To help create a modern primary school curriculum and to establish within the Ministry of Education a functional administrative unit

| | | |
|-----------------------------|----------------------------|--------------------------|
| MISSION DIRECTOR APPROVAL → | SIGNATURE <i>W. Skiles</i> | DATE <i>20 Feb. 1970</i> |
|-----------------------------|----------------------------|--------------------------|

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PAR CONTINUATION SHEET

This sheet is to be used for any Narrative Sections for which sufficient space has not been provided on the form. Identify each narrative by its Part and Section Designation.

responsible for and capable of continuing curriculum development for Afghanistan's primary schools; and

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

This PAR covers a period of 10 months from February 10, 1969 to December 1, 1969. The history of the Curriculum and Textbook subproject up to this period was well documented in the previous PAR. To understand fully the progress of this activity during the current reporting period, some reference will need to be made to previous developments.

In looking at the overall effectiveness and progress made toward achieving project goals (writing materials, testing materials, preparing manuscripts, and training counterparts) during this period, the activity is appraised to be less than satisfactory. This appraisal is based on the actual achievements accomplished during the period. As will be pointed out later in Parts I-C and II-A-2, the project operated with a shortage of specialists. The science position was vacant three months previous to February 1969 and continued vacant until June 30, at which time it was combined with the health position. The language arts position became vacant early in February and remained so until October 20, 1969. The Coordinator's position became vacant on July 1 and was then combined with the health-science position. The math position became vacant in August, 1968 and by recommendation of the contractor was dropped from the staffing pattern during the AID cut-backs in 1968-69. This action was recommended by the contractor in the interest of continuing an extra position in the Faculty of Education Project. Dr. Sayres, a cultural anthropologist, arrived in late August, and Dr. Kaufman arrived in late October to fill the language arts position. Thus, from February to July there were three U.S. hire consultants on the C&T team, and in July and August only two. In the month of September there were three and since October 20 there have been four. A consultant in mathematics is expected to arrive in February, 1970.

The specialists who were on the job during this reporting period were competent and achieved satisfactory progress in their respective areas. The overall rating of less than satisfactory is not based on the achievements of technicians who were here, but because of the short staffing during the period progress was not made in mathematics, science, and the language arts, and therefore work in these areas has fallen behind schedule.

On November 4-8, 1969, the TCCU Campus Coordinator visited the activity and discussed with the field team, the RGA, and USAID the needs for staffing and the urgency of getting on with the job. The conversations were very encouraging and the recruitment activities during the last three months of the reporting period gives the activity new life and a new outlook. It should be noted here for future reference that this activity was first planned in 1966 with eight positions. Through

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PAR CONTINUATION SHEET

This sheet is to be used for any Narrative Sections for which sufficient space has not been provided on the form. Identify each narrative by its Part and Section Designation.

the Contractor's recommendations during the last three years the staffing of the field team has been reduced to five positions. The Contractor is now recommending that the staffing be increased to as many as eight or nine positions. This represents a fundamental change in the attitude of the Contractor. With this new interest and enthusiasm for the project the outlook for progress in the immediate future is much improved.

The participant training program was initiated during this period. Two Afghans were sent to the U.S. for further training. Plans indicate that as many as five more may be processed for training during the coming year. Some discussions have been held with appropriate M.O.E. officials concerning the placement of the Curriculum and Textbook activity within the structural organization of the Ministry. Further consideration will be given this matter during the coming year. (See 013)

The Curriculum and Textbook activity takes on more significance year by year for both the R.G.A. and USAID. School enrollments in Afghanistan continue to increase. The demand for educational opportunities from all parts of the country is on the increase. The need for curriculum revision and new books and materials increases each year. The M.O.E. and USAID are anxious to move the project ahead as rapidly as possible. At the same time, this is a type of project that requires time to acquire skills in procedures, decision-making and writing. These skills need to be learned by the Afghans in the M.O.E. who will carry on these activities when U.S. assistance is no longer available. This is why the Curriculum and Textbook activity was planned as a ten-year project. This is also why it is important that the Contractor maintain the field team fully staffed with qualified specialists.

The Curriculum and Textbook Project as a ten-year project is fully documented in the PRDP

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PART I-B - PROJECT EFFECTIVENESS

009

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

| 1. CODE NO. AID/W USE ONLY | 2. 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. PROJECT TOTAL FOR PROJEC- LIFE |
| | | | a. PLANNED | b. ACTUAL | | |
| | <p>1. Structural organization in MOE for curriculum development. (This activity is still considered by the MOE as a "special" project and not as a part of the Ministry structure). (See 013)</p> <p>2. Communication skills, language arts 6 Dari L.A. texts; 6 Pashtu L.A. texts 3 Dari 2nd Lang. texts; 3 Pashtu 2nd Lang. texts 18 teacher guides - Total 36</p> <p>a. Courses of study for language arts b. Language arts materials based on the developed course of study written and tested. c. Language Arts Manuscripts prepared for printing d. Production of printed language arts books and materials. (Progress in this area is considerably less than scheduled due to the absence of the language arts specialist for a period of 3 months).</p> <p>3. Mathematics 6 Dari texts; 6 Pashtu texts 12 teacher guides - Total 24</p> <p>a. Courses of study b. Mathematics materials based on new curriculum written and tested c. Mathematics manuscripts prepared for printing d. Production of printed mathematics books and materials (There has been no mathematics specialist on the project since July, 1968. The position was dropped at that</p> | | 1 | | 1 | 1 |
| | | 0 | | | 1 | 2 |
| | | 0 | | | 1 | 36 |
| | | 0 | | | 1 | 36 |
| | | 0 | | | | 36 |
| | | 0 | | | | 24 |
| | | 2 | 2 | 2 | 2 | 2 |
| | | | 1 | | 1 | 24 |
| | | 0 | | | 1 | 24 |
| | | 0 | | | | 24 |

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PART I-B - PROJECT EFFECTIVENESS

009

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

| 1. CODE NO. AID/W USE ONLY | 2. 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) | | | | 5. PROJECT TOTAL FOR PROJECT LIFE |
|---|--|--|------------------------------|--------------|-------------------------------------|--|
| | | 3. ACTUAL CUM. TO DATE | 4. AS OF PRIOR JUNE 30 | | 5. PLANNED BY NEXT JUNE 30 | |
| | | | 6. PLANNED | 7. ACTUAL | | |
| | a. Courses of study for social studies | 1 | 1 | 1 | 1 | 2 |
| | b. Materials in social studies written and tested | 0 | | | 1 | 12 |
| | c. Social studies manuscripts prepared for printing | 0 | | | 1 | 12 |
| | d. Production of printed books and materials in social studies | 0 | | | | 12 |
| | 6. Health grades 4,5,6 3 Dari texts; 3 Pashtu texts 6 teacher guides Total 12 | | | | | 12 |
| | a. Courses of study for health | 2 | | | | 12 |
| | b. Materials in health written and tested | 1 | | | 1 | 12 |
| | c. Manuscripts in health prepared for printing | 0 | | | 1 | 12 |
| | d. Production of printed books and materials for health | 0 | | | | 12 |
| | 7. Science grades 4,5,6 3 Dari texts; 3 Pashtu texts 6 teacher guides Total 12 | | | | | 12 |
| | a. Courses of study for science | 0 | 1 | 0 | 1 | 2 |
| | b. Science curriculum materials written and tested | 0 | | | 1 | 12 |
| | c. Manuscripts in science prepared for printing | 0 | | | 1 | 12 |
| | d. Production of printed books and materials in sciences | 0 | | | | 12 |
| | (The Science Specialist completed her tour of duty November 1968. No replacement was made. On 1 July 1969 the position was combined with Health into one position. The specialist, while keeping the health work on schedule has not been able to do so in | | | | | |

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PART I-B - PROJECT EFFECTIVENESS

009

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

| 1. CODE NO. AID/W USE ONLY | 2. 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. PROJECT TOTAL FOR PROJECT LIFE |
| | | | a. PLANNED | b. ACTUAL | | |
| | science. Consequently, work in this area has fallen behind schedule.) | | | | | |
| | 8. Research Capability | | | | 1 | |
| | a. Vocabulary lists established | | | (This work continues for) | | |
| | b. Capability for continued research design and activities established | | | (life of project) | 1 | |
| | 9. Plans and programs for the introduction of new curriculum materials into the schools established. | 0 | | 1 | 1 | |
| | 10. Plans and programs for the introduction of the new materials into teacher training programs established. | 0 | | 1 | 1 | |
| | <p>Note: The total output of this sub-activity in printed books is 110. The figure used in the narrative of the PROP (100) is in error. The PIP has been revised to provide for the 110 as described in the tabulation given in the subject matter breakdown in the PROP. While some of these teacher guides and student texts may be bound together as teacher editions, the task still remains to provide a total of 110 individual manuscripts for printing. Previous estimates on the number of books to be printed were made before the TCCU field team was stabilized and before agreements between USAID and the RGA were finalized.</p> | | | | | |

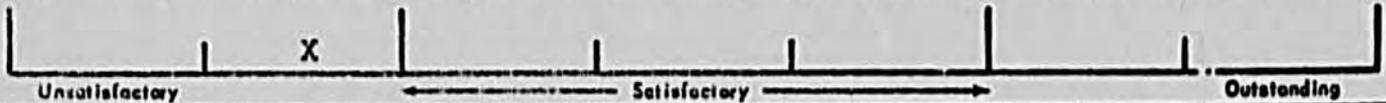
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|-------------------------|----------------------|
| SECURITY CLASSIFICATION | PROJECT NUMBER |
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PART I-B -- Continued

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 EXPLORED 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 create an educational system dedicated to producing a new generation with skills, attitudes and values required in a more dynamic and modernizing environment. | 3 | 1 |
| | (2) To develop an integrated primary and secondary school curriculum with supporting textbooks and other teaching materials which will equip students with skills and attitudes enabling them to be productive citizens and responsible | 3 | 1 |
| | (3) leaders in a modern economy and a democratically oriented society. | | |
| | (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):

(1) (2) The Ministry of Education leadership personnel for this activity have remained consistent throughout the reporting period. However, the progress made toward project goals did not meet RGA and AID expectations because during the period the project operated with a reduced staff of U.S. technicians. Thus overall achievement for this period was less than expected in terms of getting textbooks and teachers guides into production.

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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? | Y |
| 014 Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments? | |
| 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? | N |
| 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): | |

017: Project Output. The momentum that had been evident in the various Curriculum areas during the calendar year 1968 was very noticeably reduced as technicians completed their tours and were not replaced. This was the major factor affecting the accomplishments during the following year, 1969. For example, mathematics materials which were well under way in their development came almost to a complete standstill. The same is true of the materials in Language Arts and Science. Since the arrival of the Language Arts specialist in October, 1969, the outlook for having materials in this area is much brighter. The Math specialist is expected to arrive in February, 1970. It is anticipated that progress in areas where no U.S. specialist is available will continue to be slow.

013: The Curriculum and Textbook Activity is placed in the Elementary Education Division of the Ministry of Education as a special project. While this placement does not fix it in the administrative structure of the Ministry as such, it was pointed out by the First Deputy Minister that its current placement gives the activity a special standing with added prestige in comparison to other similar activities and facilitates the implementation of the project in a manner that might otherwise not be possible.

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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 |
| | <u>Personnel Input</u> | | | |
| | Science/Health Coordinator (owens) | | | |
| | Social Studies (Canfield) | | | |
| | Language Arts (Kaufman) | | | |
| | Mathematics | | | |
| | Practical Arts - Agriculture | | | |
| | Production Specialist | | | |
| | Cultural Anthropologist (Sayres) | | | |
| | <u>Training Participants in the U.S.</u> | | | |
| | Director Hamid Ed.D. | X | | |
| | Director (Editor) Ed.S. | | X | |
| | Language Arts Ed.S. | | X | |
| | Language Arts NDP* | | X | |
| | Language Arts NDP* | | X | |
| | Language Arts Bakhtari M.A. | | X | Left 9/69 |
| | Language Arts Wardak M.A. | | X | Returned 8/69 |
| | Social Studies Eqbal M.A. | | X | |
| | Social Studies Kakar Ed.S. | | X | Left 8/69 |
| | Social Studies M.A. | | X | |
| | Mathematics M.A. | | X | |
| | Mathematics M.A. | | X | |
| | Mathematics M.A. | | X | |
| | Health Saidzada M.A. | | X | |
| | Health Anuzyar M.A. | | X | |
| | Health M.A. | | X | |
| | Science Bakhtari M.A. | | X | Left 8/69 |
| | Science Hamidi M.A. | | X | |
| | Science M.A. | | X | |
| | Practical Arts Khairkhan M.A. | | X | |
| | Practical Arts M.A. | | X | |
| | Practical Arts M.A. | | X | |
| | Research Ysofzal M.A. | | X | Left 8/69 |
| | Research Ed.S. | | X | |
| | Textbook Production (Technical training for people in production phase - 60 min) | | | |
| | *Means Non-degree Program (NDP) | | | |

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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) | | (b) STATUS - PLACE AN "X" IN ONE COLUMN | | |
|--------------------|--|--|-----------------------|-----------------------------|
| | | (1) BEHIND SCHEDULE | (2) ON SCHEDULE | (3) AHEAD OF SCHEDULE |
| PIP ITEM NO. | MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS | | | |
| 1. | Providing adequate working space and equipment | | X | |
| 2. | Communication skills, language arts - 36 publica- tions a. Training participants (5) b. Writing courses of study c. Coordinating social studies with language arts d. Writing and testing language arts materials e. Preparing manuscripts for printing f. Printing language arts books and materials | X For 8 months there was no language arts specialist | | |
| 3. | Mathematics - 24 publications a. Training participants (3) b. Writing courses of study c. Writing and testing math materials d. Preparing manuscripts for printing e. Printing mathematics books and materials | X For 18 months there has been no math specialist on the team. One is scheduled to arrive in 2/70. | | |
| 4. | Arts and crafts grades 1,2,3, - 2 publications a. Training participants (1) b. Writing courses of study for arts and crafts c. Writing and training materials d. Preparing manuscripts for printing e. Printing arts and crafts materials | X No practical arts and agricul- ture specialist has been recruited for the team. A cultural anthropologist is starting the work in the upper grades. He arrived 8/69. | | |
| 4a. | Practical works grades 4,5,6 - 12 publications a. Training participants (2) b. Writing courses of study for practical works c. Writing and testing materials d. Preparing manuscripts for printing e. Printing practical works books | X | | |
| 5. | Social studies grades 4,5,6 - 12 publications a. Training participants (3) b. Writing courses of study c. Writing and testing materials d. Preparing manuscripts for printing e. Printing books and material | | X | |
| 6. | Health grades 4,5,6 - 12 publications a. Training participants (3) b. Writing courses of study c. Writing and testing materials | | X | |

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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.

| 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 |
| | d. Preparing manuscripts for printing e. Printing books and materials | | | |
| 7. | Science grades 4,5,6 - 12 publications a. Training participants (3) b. Writing courses of study c. Writing and testing materials d. Preparing manuscripts for printing e. Printing books and materials | X | | |
| | | | | No science specialist has been on the team since 11/68. The position is now combined with health. |
| 8. | Research a. Training participants (2) b. Establishing vocabulary lists and controls c. Establishing children's achievement and development levels d. Establishing capability for continuing research | | X | |
| 9. | Develop and establish plans for introduction of new curriculum materials. | | X | |
| 10. | Establish plans for introducing new materials into teacher training programs | | X | |
| 11. | Distribute and install materials and in-service education programs in Afghan schools | | X | |

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PART II - Continued

023

II-A.2 - OVERALL TIMELINESS

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

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.

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

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 |
| 025 | Adequacy of technical knowledge | P | 033 Promptness of required reports | N |
| 026 | Understanding of project purposes | P | 034 Adherence to work schedule | |
| 027 | Project planning and management | P | 035 Working relations with Americans | P |
| 028 | Ability to adapt technical knowledge to local situation | P | 036 Working relations with cooperating country nationals | |
| 029 | Effective use of participant training element | | 037 Adaptation to local working and living environment | N |
| 030 | Ability to train and utilize local staff | P | 038 Home office backstopping and substantive interest | |
| 031 | Adherence to AID administrative and other requirements | P | 039 Timely recruiting of qualified technicians | N |
| | | | 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 | |
| | PREDEPARTURE | | 052 Appropriateness of original selection | |
| 042 | English language ability | N | 053 Relevance of training for present project purposes | |
| 043 | Availability of host country funding | | 054 Appropriateness of post-training placement | |
| 044 | Host country operational considerations (e.g., selection procedures) | P | 055 Utility of training regardless of changes in project | |
| 045 | Technical/professional qualifications | N | 056 Ability to get meritorious ideas accepted by supervisors | |
| 046 | Quality of technical orientation | | 057 Adequacy of performance | |
| 047 | Quality of general orientation | | 058 Continuance on project | |
| 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 | |
| 050 | Participants' availability for training | P | 061 Other (describe): | |
| 051 | Other (describe): | | | |

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PART II-B - Continued

3. FACTORS-COMMODITIES

| PLACE AN "X" IN APPROPRIATE BLOCK: | 062 FFF | 063 NON-FFF | 064 NO COMMODITY ELEMENT | 072 Control measures against damage and deterioration in shipment. | |
|---|------------|----------------|-----------------------------------|--|---|
| 065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization). | | | | 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. | | | | 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. | | | | 077 Adequacy of property records, accounting and controls. | P |
| 070 Timeliness of shipment from port to site. | | | | 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 1020-251 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 overall implementation of this activity is behind schedule. This is due to the failure of the contractor to maintain a fully staffed field team of qualified specialists. The participant training program is fully planned and was initiated during the past year by sending two Afghans for training to the U.S. Others will be sent as scheduled in the years ahead. The commodity element is small and has been administered in a satisfactory manner. Working space and facilities in the M.O.E. have caused some concern but adjustments have been possible which caused no real handicap to the implementation of the project. The U.S. specialists who have been assigned are competent and effective. The difficulty has been the lack of specialists necessary to keep the work going in all areas. The activity has been adequately monitored by qualified direct hire technicians.

b. Implementing Agency/034

038-039 Problem. The problems during this period were home office backstopping, substantive interest, and timely recruiting of qualified staff.

Cause of Problem

The real cause is difficult to ascertain. There was apparent loss of interest and enthusiasm in this activity during the Year 1968 and early 1969 on the part of the home campus. This gave rise to a slowing down of the efforts to fill vacancies on the field team staff. In fact, this loss of interest was expressed by the former campus representative by indicating that TCCU might not wish to continue with the

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CST activity if their presence in the Faculty of Education was terminated with that project's phase out in June, 1971.

Consequences

The consequences of this "slow down" have been readily observable. Morale in both the field team and the M.O.E. personnel was badly damaged. Progress in achieving USAID/RGA goals was impeded. The work in several areas came almost to a complete standstill. This, in turn, caused USAID to consider whether or not a change in contractors should be contemplated.

Corrective Action

In July, 1969, TCCU/NY appointed a new campus representative for the Afghanistan projects. He proceeded immediately to fill the vacant positions in the field team with qualified personnel. Communications between TCCU/NY, the field team, and USAID/A opened and within three weeks two candidates were appointed and being processed for travel to Kabul. The Deputy Chief, Ed. Div./USAID, made a visit to the TCCU campus in N.Y. followed shortly by a visit of the Chief of Party from Kabul. The newly appointed campus representative then made a visit to Kabul on November 4-8, 1969. As a result of these activities, the CST project enjoys a new outlook, improved morale, a more complete staff, and a promise of more to come. It is anticipated that this new interest in the activity by TCCU and the substantive support from the campus will be maintained and that the momentum needed to move ahead with the work of the project will be recaptured.

c. Participant Training

042,045 English Language Ability, Professional Qualifications.

Problem

Plans to send participants to the U.S. on training programs are often changed because of their inability to work in the English language at a level sufficient for advanced study. Also, many of the counterparts assigned to the activity do not have a level of training, experience, or competency to understand and become immediately effective in the curriculum development and writing processes.

Cause of Problem

In Afghanistan the level of ability required in English for graduate study in the U.S. does not exist in a wide range of people. Also, the competencies required in the curriculum development process and writing textbooks exists in a very few who are already employed in top level jobs, and are not available to the activity.

Consequences

This means that Afghans often have to take extra work in English and may not be ready to depart on a training program as scheduled. It also means that a new group of counterparts have to be trained in curriculum and textbook writing

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procedures which requires more time and consistent help from the technicians. This situation is not unusual, and is precisely the reason why the need for the project is critical.

Corrective Action.

Plans are made to identify possible participants for training far enough in advance to anticipate their need for further study in English. Also, a large number of competent Afghans will not be out of the country on training programs at any one time.

d. Commodities

The commodity item in this activity is small consisting primarily of paper and paper products, office supplies, and books. These have been procured in sufficient quantity and are well deployed and used in the activity.

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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. | P |
| 081 Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise. | |
| 082 Availability of reliable data for project planning, control and evaluation. | P |
| 083 Competence and/or continuity in executive leadership of project. | P |
| 084 Host country project funding. | P |
| 085 Legislative changes relevant to project purposes. | |
| 086 Existence and adequacy of a project-related LDC organization. | P |
| 087 Resolution of procedural and bureaucratic problems. | |
| 088 Availability of LDC physical resource inputs and/or supporting services and facilities. | P |
| 089 Maintenance of facilities and equipment. | |
| 090 Resolution of tribal, class or caste problems. | |
| 091 Receptivity to change and innovation. | P |
| 092 Political conditions specific to project. | |
| 093 Capacity to transform ideas into actions, i.e., ability to implement project plans. | |
| 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. | |
| 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: | N |
| HOST COUNTRY COUNTERPART TECHNICIAN FACTORS: | |
| 099 Level of technical education and/or technical experience. | |
| 100 Planning and management skills. | |
| 101 Amount of technician man years available. | P |
| 102 Continuity of staff. | |
| 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 Ministry of Education continues to view this project with a high priority of importance. At no time during this reporting period, even when morale was down due to the absence of U.S. advisors, was there any evidence of a real lack of interest or support from the Ministry. The Steering Committee continued to function and continues to anticipate its involvement in the activity. The Afghan officials see this project as very important to the future development of the M.O.E. and primary education in Afghanistan. The items checked above merely indicate areas or factors that have or will continue to require some special attention.

098 Production and Printing Coordination

This refers to the coordination of the printing facilities and resources to compose, print, and distribute the textbooks. Dr. Samady, First Deputy Minister of Education, has given assurance to the Mission that the capability for doing the printing job once the layout is complete already exists in Kabul.

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All that is needed now is a firm indication of the number and size of the books to be published in each area and a schedule showing when and in what sequence the manuscripts will be ready and presented for publication. The contractor is preparing such a schedule based on the projected implementation plans for the next three years. This will give the Ministry the necessary information to plan and coordinate the work of its printing services. The contractor has also requested the Ministry of Education to provide some short-term consultant service in textbook illustrations, art work and layout, calligraphy, paper quality and binding. This consultation should indicate any possible further need for service in this area.

000 Level of Technical Education and Experience

This item appears in the evaluation of many AID-assisted projects. It is normal that it should appear. The RGA is providing to the activity the best counterparts that are available. Yet, their level of technical competence or English language usage is often not sufficient to main a projected training schedule. In the current year five participants were processed for advanced training in the U.S. Only two were found qualified to proceed. This means that in scheduling advanced training or outputs requiring considerable professional competence, this factor must be taken into consideration.

104 Pay and Allowances

Ministry of Education personnel are paid on the regular civil service wage scale. Afghans assigned to the Curriculum and Textbook Activity are paid an additional increment in order to make their salaries more comparable to those paid to Afghans of equal training and experience at the University. While this helps in the recruitment of a qualified Afghan staff for the project, the salaries are still very low in terms of the training and competencies expected and the competition is keen with the University for such qualified staff.

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 I):

The Mission recommends no changes in the purposes or design of this activity. It is clearly understood that while no project at this Mission has been scheduled beyond 1973, the Curriculum and Textbook Activity is planned as a ten-year project extending to approximately 1976. This has been clearly set forth in all previous reviews and related documents. The Mission is ready to consider a strengthening of this activity when it is evident that increased U.S. resources would accelerate the accomplishment of the activity objectives.

The in-service training is proceeding on schedule and will be moved ahead faster as soon as all TCCU team specialists are on board. Plans are now being made to increase the number of U.S. specialists by recruiting a science specialist to start work during the summer of 1970. Also, the contractor has asked the Ministry to secure the services of a short-term consultant to advise on such problems as textbook illustrations, layout, design, printing, paper quality, binding, etc. The timing in the implementation of this subproject has been and will continue to be paced to the speed with which Afghans can be introduced to and comprehend curriculum development and textbook production activities, and to the timeliness with which specialists positions during the past year were filled by the contractor.

IV-B - PROPOSED ACTION

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

| | |
|--|---|
| 1. Continued as presently scheduled in PIP. | |
| 2. Continued with minor changes in the PIP, made at Mission level (not requiring submission of an amended PIP to AID/W). | X |
| 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. 6 Day 30 Yr. 76. Explain in narrative. | X |
| 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. | |
| 8. Other. Explain in narrative. | X |

109 NARRATIVE FOR PART IV-B:

Minor changes in the PIP will be made at the Mission level to accommodate the production schedule as Afghans are trained and a full complement of U.S. specialists are working in the activity. These changes will not involve the purposes or design of the project. Line item #4 in section 108 above has been checked to emphasize again the fact that this activity has been planned for a period of approximately 10 years and that 1973 as a termination date is significant only in that no projects at this Mission were documented beyond that date. This is fully explained in the PROP.

The progress recorded for this activity during the past year and the performance of the contractor in filling vacancies in the technical staff have not met

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expectations and agreements as planned by the Mission and the RGA. However, during the last 3 months of this reporting period the contractor has appointed a new campus representative who recently visited the TCCU operation at the Mission (Nov. 4 - 11, 1969) and through whose efforts recruitment activity has been stepped up and commitments of campus interest and support for the project have been made. Thus the activity has taken on a new character and shows a renewed and more vigorous life. The Mission believes that the contractor should demonstrate during the coming year that this recent burst of interest and enthusiasm is real and that the recruitment activity and campus support of the recent months can and will be maintained.