

PAGE 1 **PO-AAK-267-F1** PROJECT APPRAISAL REPORT (PAR) **3060091** 20

1. PROJECT NO. <b>306-11-390-091.1</b>	2. PAR FOR PERIOD: <b>8/73</b> TO <b>8/75</b>	3. COUNTRY <b>Afghanistan</b>	4. PAR SERIAL NO. <b>76-1</b>
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**Elementary and Secondary Education (Curriculum and Textbook)**

6. PROJECT DURATION: Began FY <b>1965</b> Ends FY <b>1976</b>	7. DATE LATEST PROP <b>Nov. 1970</b>	8. DATE LATEST PIP <b>May 1970</b>	9. DATE PRIOR PAR <b>Sept. 1973</b>
10. U.S. FUNDING	a. Cumulative Obligation Thru Prior FY: <b>\$6,447,000.</b>	b. Current FY Estimated Budget: <b>\$810,000</b>	c. Estimated Budget to completion After Current FY: <b>\$ - 0 -</b>

**11. KEY ACTION AGENTS (Contractor, Participating Agency or Voluntary Agency)**

a. NAME	b. CONTRACT, PASA OR VOL. AG. NO.
<b>Teachers College, Columbia University</b>	<b>AID/0000-207 AID/ASIA-C-1091</b>

**I. NEW ACTIONS PROPOSED AND REQUESTED AS A RESULT OF THIS EVALUATION**

A. ACTION (X)			B. LIST OF ACTIONS	C. PROPOSED ACTION COMPLETION DATE
USAID	AID/W	HOST		
			<p><b>C&amp;T Assistance to 7-8 Grades.</b> Evaluation concluded that TCCU/USAID help to develop curriculum and textbooks, career guidance for 7th and 8th grades (now incorporated into primary schools) was desirable. TCCU has drawn up plan to redirect objectives, available TCCU manpower and resources toward 7-8 grade requirements during remainder of project life.</p>	
X	X	X	1. GOA approval: rough cabinet.	Sept-Oct 75
X		X	2. U.S. approval	Oct 75
X <sup>1</sup>	X		3. Modify TCCU scope of work, in FY 76 ProAg.	Dec 75
			4. TCCU recruit vocational education specialist.	Oct 75
			<p><b>Distribution.</b> Dec 1974 the Directorate of Distribution and a U.S. consultant submitted a distribution plan, featuring a decentralized, streamlined system of accounting, warehousing, stock control, and distribution. Ministry Council accepted in principle but never formally approved. Half of 750,000 first-grade textbooks delivered from Tehran await provincial distribution in new school year.</p>	
X <sup>1</sup>		X	1. Formally approve distribution plan	Sept 75
		X	2. Implement distribution plan, set up model regional warehouse to serve as pilot.	Oct 75
X <sup>1</sup>		X	3. Develop, disseminate official manuals of instruction for those charged with control.	Oct-Dec 75
		X	4. Distribute remaining first-grade textbooks to distant woloowalis.	1 pt 75
		X	5. Distribute second-grade textbooks.	Mar 75
			<p><b>Approval Process.</b> 47 manuscripts are tied up in review</p>	

REVIEWED BY:  PROP  PIP  PROJ AG  PILOT  PIU/C  PIU/D

DATE: **11/7/75** BY: **J. W. Worlberg** MEMORANDUM DIRECTOR: **Vincent W. Brown**

GOA Eval April 30 1975  
 (Part of Health Review Apr 1975)  
 9, 1975

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5. PROJECT TITLE  
**Elementary and Secondary Education (Curriculum and Textbook)**

6. PROJECT DURATION: Began FY _____ Ends FY _____	7. DATE LATEST PROP	8. DATE LATEST PIP	9. DATE PRIOR PAR
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10. U.S. FUNDING	a. Cumulative Obligation Thru Prior FY: \$	b. Current FY Estimated Budget: \$	c. Estimated Budget to completion After Current FY: \$
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11. KEY ACTION AGENTS (Contractor, Participating Agency or Voluntary Agency)

a. NAME	b. CONTRACT, PASA OR VOL. AG. NO.

1. NEW ACTIONS PROPOSED AND REQUESTED AS A RESULT OF THIS EVALUATION

A. ACTION (X)			B. LIST OF ACTIONS	C. PROPOSED ACTION COMPLETION DATE
USAID	AID/W	HOST		
			Each takes 3-12 months to approve. Streamlined procedures to supercede "23 steps" were adopted by the Department in spring 1974 but failure of MOE Academic Council to make guidelines official increases misunderstanding and unpredictability in approval process.	
		X	1. Official promulgation of new review/approval procedures.	Sept 75
		X	2. Decision of proposals that (1) text reviewers be less busy people, get more pay, (2) reviewers be assigned manuscripts full-time for two weeks.	ASAP
			<u>Education Press.</u> With the Saudi, Canadian contributions and paper no longer a constraint, the problems of low production and press management will be accentuated by the enormous demands on the press expected in the next five years.	
		X	1. Budget for, procure additional equipment.	Mar 75
		X	2. Investigate possibility of more double shifts, other alternatives.	Sept 75
			<u>Orientation.</u> (See footnote p. 3 for changes/actions recommended by Aug 75 Workshop) Teachers are experiencing problems with language and math guides. Some use old methods with new materials.	
		X	1. Bring together MOE Departments (incl Primary Educ, Teacher Training) to achieve programs to ensure C&T utilization.	ASAP
X <sup>1</sup>		X	2. Survey Kabul schools to determine effectiveness of orientation to date before moving into provinces.	Oct 75
X <sup>1</sup>		X	3. Develop program to train in-service, pre-service teachers in the TTC's.	Nov 75

(cont'd)

REVISIONS	APPROVED	DATE	MISSION DIRECTOR	DATE

**PROJECT APPRAISAL REPORT (PAR)**

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1. PROJECT NO. <b>206-11-690-091.1</b>	2. PAR FOR PERIOD: <b>6/73</b> TO <b>6/75</b>	3. COUNTRY <b>Afghanistan</b>	4. PAR SERIAL NO. <b>76-4</b>
5. PROJECT TITLE			

**Elementary and Secondary Education (Curriculum and Textbook)**

6. PROJECT DURATION: Began F. _____ Ends FY _____	7. DATE LATEST PROP	8. DATE LATEST PIP	9. DATE PRIOR PAR
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10. U.S. FUNDING	a. Cumulative Obligation Thru Prior FY: \$	b. Current FY Estimated Budget: \$	c. Estimated Budget to completion After Current FY: \$
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**11. KEY ACTION AGENTS (Contractor, Participating Agency or Voluntary Agency)**

a. NAME	b. CONTRACT, PASA OR VOL. AG. NO.

**I. NEW ACTIONS PROPOSED AND REQUESTED AS A RESULT OF THIS EVALUATION**

A. ACTION (X)			B. LIST OF ACTIONS	C. PROPOSED ACTION COMPLETION DATE
USAID	AID/W	HOST		
X <sup>1</sup>		X	4. Design utilization survey, for data to support rapid, effective orientation.	Dec 75-Jan 76
		X	<u>Other.</u> 1. Modify regulations on travel subsidies to facilitate local travel of Afghan C&T staff unaccompanied by TCCU.	ASAP
X <sup>1</sup>		X	2. Design post-TCCU C&T staff development plan.	Feb 76
X		X	3. Publicize C&T success, invite LDC educationalists to observe.	Mar 76

REVIEWED BY: <input type="checkbox"/> Chief <input type="checkbox"/> PM <input type="checkbox"/> PM/AD <input type="checkbox"/> Chief <input type="checkbox"/> Chief <input type="checkbox"/> Chief	DATE OF REVIEW
REVIEWED BY: <input type="checkbox"/> Chief <input type="checkbox"/> PM <input type="checkbox"/> PM/AD <input type="checkbox"/> Chief <input type="checkbox"/> Chief <input type="checkbox"/> Chief	DATE OF REVIEW

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II. PERFORMANCE OF KEY INPUTS AND ACTION AGENTS

A. INPUT OR ACTION AGENT CONTRACTOR, PARTICIPATING AGENCY OR VOLUNTARY AGENCY	B. PERFORMANCE AGAINST PLAN							C. IMPORTANCE FOR ACHIEVING PROJECT PURPOSE (X)					
	UNSATISFACTORY		SATISFACTORY			OUTSTANDING		LOW		MEDIUM		HIGH	
	1	2	3	4	5	6	7	1	2	3	4	5	
1. Teachers College, Columbia Univ.							X						X
2.													
3.													

Comment on key factors determining rating: TCCU has identified, articulated, marshalled resources for and contributed significantly to solving several important problems outside its scope of work but which if left unattended, would have diminished the achievement of the project purpose. Notable among these were emergency printing; distribution and utilization. TCCU has readily helped to redesign the project to include new responsibilities.

TCCU has provided a fully-staffed and excellent team. Project has been well-managed. Local staff training and utilization have been notably effective.

TCCU relations with the Ministry of Education are outstanding. GOA has requested that TCCU extend its services to include 7-8 grade C&T development.

4. PARTICIPANT TRAINING						X							X
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Comment on key factors determining rating: TCCU manages participants to U.S. and Iran, runs tight participant program, makes good use of returned participants. Of planned 53 to U.S., 28 have returned. Of planned 24 to Tehran, 24 have returned. Frequent requests for extensions may signify poor planning. TCCU runs effective OJT for employees not going overseas and for returnees. Cadre turnover is less than 10% / year. Replacements are trained.

5. COMMODITIES						X							X
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Comment on key factors determining rating: Major effort was emergency \$382,000 purchase of 773,000 textbooks from Franklin Books/Tehran. Procurement was outstanding at all stages; ordered 11/74, printed in Tehran, cleared customs, majority trucked to Kabul by 2/28/75 deadline (3000 by air). Less efficient delivery into children and teachers' hands continues.

TCCU procurement of minor (\$7500-15,000/yr) materials (books, office/electronic equip, etc) has improved markedly. Delivery to MOE was adequate. Its use is appropriate to its purposes.

6. MATERIALS								X					X
7. PERSONNEL						X				X			

Comment on key factors determining rating: Quality of Ministry C&T leadership, Afghan counterparts and participant trainees has been excellent. MOE attention to and support for project activities was constant and constructive, notably so during the period of promulgation of the new Education Reform Plan which is based upon the aims, objectives, materials, techniques introduced over past 8 years by C&T project.

During the rating period the planned reorganization and relocation of the C&T function was effected. The Distribution Directorate was established, its Director made VP of Publications but the 9-month old distribution plan awaits official promulgation. Cumbersome review/approval process ties up 47 manuscripts. Questions re capability of Education Press to handle imminent increased printing load are answered with assurances rather than action plan. Beyond inadequate pay and allowances common to all GOA employees, GOA (MOE apart) attitude to project has been consistently supportive.

8. SUPPORT SERVICES						X						X	
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II. 7. Continued: Comment on key factors determining rating of Other Donors

UNESCO Teacher Education Project advisors, placed in the eight teacher training institutes, have tested new materials, conducted pre-service teacher orientation, and organized in-service C&T workshops for teachers, supervisors and school administrators.

UNICEF has become active in providing science kits, and vehicles for book distribution.

### III. KEY OUTPUT INDICATORS AND TARGETS

A. QUANTITATIVE INDICATORS FOR MAJOR OUTPUTS (all cumulative)		TARGETS (Percentage/Rate/Amount)					END OF PROJECT
		CUMULATIVE PRIOR FY	CURRENT FY 76		FY 77	FY 78	
			TO DATE	TO END			
Manuscripts (titles) ready for press, printed and/or distributed	PLANNED	110	112	120	130		130
	ACTUAL PERFORMANCE	51	57				
	REPLANNED			88	130		130
Titles Distributed.	PLANNED	22	28	57	130		130
	ACTUAL PERFORMANCE	22	28				
	REPLANNED			57	130		130
Number of key education leaders (administrators, supervisors, inspectors, teacher educators, educational officials) trained in-service in use of new materials.	PLANNED	500	500	860	860		860
	ACTUAL PERFORMANCE	326	326				
	REPLANNED			333	333		333
Number of first-grade headmasters and head teachers trained in-service in use of new materials. 1/	PLANNED	400	480	880	1280		1280
	ACTUAL PERFORMANCE	400	400				
	REPLANNED			880	1280		1280
1. Systematic materials preparation and publication	COMMENT: Drafting, illustrating continue on schedule. Bottleneck is review process: 47 manuscripts await approval. Dep Min directed that less busy officials be named to review committees, relieved of regular duties. Press working double shifts is counting on to handle printing load. Tests in trial schools support the new curriculum, confirms quality of materials.						
2. Trained Afghan Staff	COMMENT: Increased number of returned participants (26 from U.S., 24 from Iran shortcourses) having favourable impact on project work. In-service training of staff, increased experience significantly affecting quality, quantity of output.						
3. Afghan capacity for research and evaluation as basis for proceeding with curriculum and textbook development.	COMMENT: Important studies of teacher/administrator's reactions to materials, tests of students' accomplishment, have improved materials. Approx 4000 pupils took part in testing program. Research Section planned, designed, administered, analyzed, reported several times that number of individual tests and sub-tests.						

Footnote (1) attachment to Block III. A: Continuation of page 3

Materials Orientation

The first strategy of orienting all 14,000 primary teachers in the new curriculum and textbooks was abandoned in favour of intensive in-service training of 660 key education leaders, who in turn would reach headmasters in the educational continuum. The August 1975 Curriculum and Textbook Workshop recommended concentrating on orienting first-grade teachers, and perhaps second- and third-grade teachers, during the remaining TCCU tenure in-country, and focus on fourth/fifth/sixth grade teachers in 1977-78 when subject matter textbooks are being distributed. The failure of the Departments of Primary Education and Teacher Training, among others, to cooperate properly among themselves has prevented a systematic orientation to date as was hoped. The groups oriented to date are as follows:

<u>Group</u>	<u>Number to be reached</u>	<u>Number reached to date (est)</u>	<u>Major means of reaching</u>
1. First-grade teachers	4463	1178 (all Kabal region)	Teachers guides, radio programs directed at specific teaching groups Newspaper releases Films showing use of new textbooks News releases Project newsletter One-week seminars, training courses
2. First-grade headmasters and head teachers	1280	about 400	Those listed above Special training programs for headmasters
3. School inspectors	199	194	Those listed above Professional involvement with project activities
4. Central inspectors	30	30	Project staff participation with key personnel
5. Postgraduate teacher educators	60	60	Project staff presentations to professional groups Special conferences, workshops, seminars
6. Professional academic assistance to Provincial Directors of Education	26	24	
7. Members of Primary Department Supervisory Staff	18	18	
8. Subject matter teachers grades 1-6, mainly 1-3. (Math, language trial teachers, etc)	unknown Yet	000	Same as (1) above, emphasizing seminars

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II. 7. Continued: Comment on key factors determining rating of Other Donors

### III. KEY OUTPUT INDICATORS AND TARGETS

A. QUANTITATIVE INDICATORS FOR MAJOR OUTPUTS		TARGETS (Percentage/Rate/Amount)					END OF PROJECT
		CUMU- LATIVE PRIOR FY	CURRENT FY 76		FY 77	FY 78	
			TO DATE	TO END			
Number of first-grade teachers trained in-service in use of new materials.	PLANNED	1000	1000	3000	4463		4463
	ACTUAL PERFORM- ANCE	1178	1178				
	RE PLANNED			3000	4463		4463
C & T participants returned from USA.	PLANNED	24	25	33	52	53	53
	ACTUAL PERFORM- ANCE	25	26				
	RE PLANNED			36	57	58	58
C & T participants returned from Iran short courses.	PLANNED	24	0	33	36		36
	ACTUAL PERFORM- ANCE	24	0				
	RE PLANNED			33	42		42
Evaluation of trial materials.	PLANNED	100	104	128	130		130
	ACTUAL PERFORM- ANCE	98	102				
	RE PLANNED			128	130		130
B. QUALITATIVE INDICATORS FOR MAJOR OUTPUTS	COMMENT						
	COMMENT						
	COMMENT						

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II. 7. Continued: Comment on key factors determining rating of Other Donors

### III. KEY OUTPUT INDICATORS AND TARGETS

A. QUANTITATIVE INDICATORS FOR MAJOR OUTPUTS		TARGETS (Percentage/Rate/Amount)					
		CUMU- LATIVE PRIOR FY	CURRENT FY 76		FY 77	FY 78	END OF PROJECT
			TO DATE	TO END			
Number of primary textbooks and teachers guides published.	PLANNED	3 mil	3 mil	5 mil	7 mil	10 mil	7 mil
	ACTUAL PERFORM- ANCE	3 mil	3.25 mil				
	RE PLANNED			4.75 mil	7.5 mil	10 mil	7.5 mil
Number of primary textbooks and teachers guides distributed.	PLANNED	750,000	1 mil	3 mil	5 mil	8 mil	5 mil
	ACTUAL PERFORM- ANCE	800,000	900,000				
	RE PLANNED			2.5 mil	4.8 mil	7.5 mil	4.8 mil
Number of children reached with new primary textbooks.	PLANNED	300,000	300,000	600,000	900,000	900,000	900,000
	ACTUAL PERFORM- ANCE	300,000	300,000				
	RE PLANNED			600,000	900,000	900,000	900,000
Number of teachers reached with teachers guides.	PLANNED	5000	5000	10,000	22,000	50,000	22,000
	ACTUAL PERFORM- ANCE	5000	5000				
	RE PLANNED			10,000	22,000	50,000	22,000
QUALITATIVE INDICATORS FOR MAJOR OUTPUTS	COMMENT						
	* -- Includes Health textbooks, first-year language and math textbooks, and 375,000 first-grade textbooks from Franklin Books, Tehran.						
	COMMENT						
	COMMENT						

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IV. PROJECT PURPOSE

1. Statement of purpose as currently envisaged.

2. Same as in PROP?  YES  NO

This project has four interdependent purposes:

1. Institutionalization of processes of curriculum and textbook development.
2. Preparation of curriculum, and textbooks and teachers guides, for the major subject areas of the elementary grades.
3. Nationwide distribution of new textbooks and teachers guides.
4. Nationwide utilization of new textbooks and teachers guides.

1. Conditions which will exist when above purpose is achieved.	2. Evidence to date of progress toward these conditions.
<ol style="list-style-type: none"> <li>1. Established directorate for C&amp;T development in MOF.</li> <li>2. Cadre of 65 trained experienced C&amp;T specialists in Directorate working independently on planning, development and production.</li> <li>3. Approved primary curriculum.</li> <li>4. Approved 130 titles of textbooks, guides.</li> <li>5. Improved student achievement.</li> <li>6. Effective distribution system.</li> <li>7. Distribution of 5 million textbooks to 900,000 children by 1977.</li> <li>8. Distribution of 100,000 guides to 220,000 teachers by 1977.</li> <li>9. Educator and teacher readiness for use of new textbooks.</li> <li>10. Proper teacher use of textbooks, teachers guides.</li> </ol>	<p>Established, integrated into MOE Publication Department. Consistent MOF support for C&amp;T.</p> <p>Sixty trained on schedule. Cadre turnover averages less than 10 percent/year. Quality of personnel provided for training continues superior.</p> <p>Approved</p> <p>51 approved, 47 in approval process, in language, math, science, social studies, health, practical work.</p> <p>Research, sampling prove new materials/methods result in improved reading comprehension, vocabulary, math, science</p> <p>Plan approved in principle awaits official promulgation.</p> <p>900,000 books distributed to c. 300,000 children.</p> <p>About 10,000 guides distributed to about 5000 teachers.</p> <p>326 of 333 education leaders, c. 400 of 1200 first-grade headmasters, 1176 of 4483 first-grade teachers, oriented.</p> <p>No evidence yet.</p>

V. PROGRAMMING GOAL

A primary education system that affords a significantly-increased proportion of Afghan youth the knowledge, skills, attitudes, and values required for the development of Afghanistan.

The purpose and objectives of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem of illiteracy.

The purpose was redesigned to include all elements necessary, including distribution and utilization, to introduce a basic education appropriate to Afghan development to an increasing percentage of primary age children of the "poorest majority". Project is designed to sustain the extension of elementary education and reduce illiteracy through these most essential tools, books and curricula. Project-developed curriculum led to Practical Works courses directed to the child's early adjustment to his environment and orientation to the world of work. Future sixth graders should be better prepared for skills training.

Numerical goals of the old regime were modified somewhat by the new. However, the project meets all the new (Jan 75) education policy criteria. If targets are met, the project will provide most of the required 25 million primary books by 1979.