

PD - AAR - 244 39793

PROJECT APPRAISAL REPORT (PAR)

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1. PROJECT NO. 1906-11-600-091.1	2. PAR FOR PERIOD: 4/72 TO 6/73	3. COUNTRY Afghanistan	4. PAR SERIAL NO. 73-14
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Elementary and Secondary Education (Curriculum & Textbook)

6. PROJECT DURATION: Began FY 65 Ends FY 76	7. DATE LATEST PROP Nov. 1970	8. DATE LATEST PIP May 1970	9. DATE PRIOR PAR March 1972
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10. U.S. FUNDING	a. Cumulative Obligation Thru Prior FY: \$ 2,582,000	b. Current FY Estimated Budget: \$ 770,000	c. Estimated Budget to completion After Current FY: \$ 2,735,000
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11. KEY ACTION AGENTS (Contractor, Participating Agency or Voluntary Agency)

a. NAME Teachers College, Columbia University	b. CONTRACT, PASA OR VOL. AG. NO. AID/600-307
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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 ¹		X	1. Re-evaluate and restructure the participant training element under the project to increase (a) utilization of third-country opportunities and (b) short-term practical non-degree program.	September 1973
		X	2. Review the manuscript clearance process to simplify and reduce required steps in the clearance procedure.	September 1973
		X	3. Develop a plan for textbook and instructional materials production and distribution to meet the total needs of Afghanistan's education system.	December 1973
level		X	4. Determine the personnel, physical and financial resources required to extend curriculum and textbook development activities beyond primary schools into the middle-school level.	December 1973
X ¹		X	5. Review and refine plan for introducing new materials to all primary teachers through in-service workshops, radio programs, and inspector, supervisor and administrator training.	December 1973
radio				

1- Columbia University Teachers College.

D. REPLANNING REQUIRES REVISED OR NEW: <input type="checkbox"/> PROP <input type="checkbox"/> PIP <input type="checkbox"/> PRO AG <input type="checkbox"/> PIO/T <input type="checkbox"/> PIO/C <input type="checkbox"/> PIO/P	E. DATE OF MISSION REVIEW May 16, 1973
PROJECT MANAGER: TYPED NAME, SIGNED INITIALS AND DATE A. R. Lanza	MISSION DIRECTOR: TYPED NAME, SIGNED INITIALS AND DATE Vincent Brown

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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			OUT-STANDING		LOW	MEDIUM		HIGH	
	1	2	3	4	5	6	7	1	2	3	4	5
1. Teachers College, Columbia University						X						X
2.												
3.												

Comment on key factors determining rating

- TCCU has provided a fully-staffed and excellent team during this PAR period. The project has been well-managed.**
- Local staff training and utilization has been notably effective.**

4. PARTICIPANT TRAINING	1	2	3	4	5	6	7	1	2	3	4	5
					X							X

Comment on key factors determining rating

TCCU manages participants to the U.S., runs a tight participant program and makes good use of returned participants (a view supported by MinEd Primary Education officials). USAID Direct-funded participants train in Iran and other third countries. Of planned 34 participants, 6 have completed training. A TCCU/USOE/Training Office 3-step English program is proving effective. U.S., third-country participants this project now receive field work and OIT.

5. COMMODITIES	1	2	3	4	5	6	7	1	2	3	4	5
		X								X		

Comment on key factors determining rating

TCCU procurement of commodities has been slow and barely adequate. Campus has agreed to speed up commodity orders. MOE has not provided additional storage space promised for orderly stocking of supplies and equipment. Otherwise, delivery to MOE was adequate and Government use of \$15,000 duplicating machines and materials, videotapes for teacher training, etc., is appropriate to their purpose.

6. COOPERATING COUNTRY	a. PERSONNEL	1	2	3	4	5	6	7	1	2	3	4	5
	b. OTHER			X									X

Comment on key factors determining rating

- Provision of Afghan counterparts has been excellent this rating period.**
- MOE support for and attention to Project activities has been constant and constructive.**
- "Other" category is rated barely satisfactory because of (a) problems of inadequate pay and allowances common to all Afghan Government employees, and (b) delay in the planned reorganization and relocation of the C&T project which has not yet been acted upon.**

7. OTHER DONORS	1	2	3	4	5	6	7	1	2	3	4	5
					X						X	

(See Next Page for Comments on Other Donors)

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

UNESCO continues to work closely with project personnel in testing new materials and in introducing new texts into the teacher training schools.

III. KEY OUTPUT INDICATORS AND TARGETS

A. QUANTITATIVE INDICATORS FOR MAJOR OUTPUTS (footnotes page 5)		TARGETS (Percentage/Rate/Amount)					END OF FY 73
		CUMU- LATIVE PRIOR FY	CURRENT FY 73		FY 74	FY 75	
			TO DATE	TO END			
1. Materials ready for press.	PLANNED	34	22	22	34	50	150
	ACTUAL PERFORM- ANCE	17	25				
	REPLANNED			39	27	33	142
2. Afghans trained for C&T sub-project: participants returned.	PLANNED	6	0	3	3	12	53
	ACTUAL PERFORM- ANCE	3	3				
	REPLANNED			4	6	12	44 ⁽¹⁾
3. In-service training of ad- ministrators, supervisors, teacher educators, and educa- tional officials in use of the new materials.	PLANNED ⁽²⁾	300	1700	300	3000	6000	25,000 ⁽²⁾
	ACTUAL PERFORM- ANCE	200	80				
	REPLANNED ⁽³⁾			85	215	200	360 ⁽³⁾
B. QUALITATIVE INDICATORS FOR MAJOR OUTPUTS	1. Systematic materials prepara- tion and publication	COMMENT:	Tests of manuscripts in trial schools supports new curriculum and confirms quality of materials. Writing and illustrating of manuscripts continues on schedule. Improved approval procedure is reducing bottlenecks.				
	2. Trained Afghan staff	COMMENT:	Increased number (6) of returned participants having definite favorable impact on project work. In-service training of staff and increased experience in textbook work is also having significant effect on quality and quantity of output.				
	3. Afghan capacity for research and evaluation as basis for proceeding with curriculum and textbook development.	COMMENT:	Important studies re teacher and administrator reactions to materials as well as tests of student accomplishment, have been conducted this year, and are being utilized in improving the materials.				

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IV. PROJECT PURPOSE

1. Statement of purpose as currently envisaged. 2. Same as in PROP? YES NO
To create a modern and relevant primary school curricula and an MOE unit capable of continuing curriculum research and development.

To prepare up-to-date primary texts and teachers guides based on the new curricula and, in the process, develop a capability for continued preparation, publication and production of texts and materials.

a. 1. Conditions which will exist when above purpose is achieved.	2. Evidence to date of progress toward these conditions.
<p>1. An Afghan organization and staff capable of curriculum development and revision, and textbook preparation, production, and <u>distribution.</u></p> <p>2. Teachers, supervisors, assistants teacher educators, and other education officials with understanding of, and capability of using, new methods and materials.</p>	<p>1) Day-by-day observation of Afghan staff indicates increased ability in writing and illustrating textbooks.</p> <p>2) 42 books delivered to press.</p> <p>3) Evaluation of trial materials indicates improved student learning.</p> <p>1) Feedback from trial materials usage indicates teacher understanding and acceptance.</p> <p>2) Overall in-service plan has been developed and approved.</p> <p>3) Workshops held and being planned for future.</p>

V. PROGRAMMING GOAL

A. Statement of Programming Goal

A developed educational system dedicated to producing a new generation of Afghan youth with skills, attitudes and values necessary for the development of the nation.

B. Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Cite evidence.

Teachers and education officials receiving in-service training in new methods and concepts based upon the use of C&T Project materials represent a significant proportion of the educators of Afghanistan. Full verification of success in developing new attitudes and skills for both teachers and students will not be possible during the proposed life of this project. However, continuous and intensive evaluations indicate that thus far teacher and student utilization of new materials has yielded satisfactory results in accordance with project objectives.

Footnotes for Section III - Key Output Indicators and Targets

- (1) **Final participants will return following contract termination.**

Present plan envisions participant training for all qualified professional staff of the project.

Ten short-term training programs in Teheran are planned for artists and production personnel. To date, four such programs have been completed.

- (2) The in-service teacher training emphasis of the Project has been substantially developed this past year, and in so doing has been drastically refined. The 14, 611/25,000 figures reported last year represented the goal of reaching all primary teachers in Afghanistan since ultimately they will all be utilizing one or more of the new textbooks. Thirty headmasters and 1600 teachers have already been reached. But subsequently in developing detailed plans for the in-service program, it was decided that intensive in-service training would more profitable if given to only 860 key education leaders, who would orient/update 2750 headmasters who in turn would reach the 14,000-plus primary teachers. The three groups are to be reached 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. All primary teacher	14,000+	1,600	Teachers guides Radio programs at specific teaching groups Newspaper releases Films showing use of new textbooks Film news releases Project newsletter Training sessions organized by provincial supervisors and/or teacher educators
2. Primary school headmasters and head teachers	2,750	30	Those listed above Special training sessions for headmasters by supervisors and/or teacher educators
3. Key leadership personnel in Ministry, provincial offices, and teacher training institutions	860	285	Professional involvement with Project activities and means listed above Project staff contacts with key personnel Project staff presentations to professional groups Special conferences, workshops, seminars for these groups

- (3) Since key leadership personnel is the only group that Project personnel will be reaching in a direct, objectively reportable fashion, only that group will comprise the Quantitative Indicator, as reflected in replanned target line.

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