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AN UPDATE
AND
RECOMMENDED IMPLEMENTATION
ARRANGEMENTS FOR AID
CROSS-BORDER EDUCATION
ACTIVITIES FOR AFGHANISTAN

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I. EXECUTIVE SUMMARY

The US government wishes to address the critical educational needs of the people inside Afghanistan through a cross-border program in primary education. In November and December of 1935, an Education Team (ET) came to Pakistan to assess the current efforts and the magnitude of the problem; its findings were submitted in a document entitled "Afghanistan Education Activity." This document resulted in approval of an Activity Identification Memorandum (AIM), endorsing certain elements of the proposal in terms of priority, but asking the Office for Afghanistan Affairs to complete the planning process and submit another document for final approval. This document is herein submitted for approval as an Activity Approval Memorandum (AAM).

The delays in proceeding with this subsequent AAM process served to diminish the momentum produced by the initial visit of the Education Team. The Education Council of the Seven-Party Alliance (ECSPA) met weekly throughout the past six months. It recognized that the delays were not caused by AID; but its confidence that there would ultimately be cross-border educational assistance, that would have the strengthening of the Alliance as a primary priority, was shaken.

The second visit by the Education Team has served to re-invigorate the spirit of the ECSPA. The latter's members have met daily throughout the Ramazan period coinciding with the ET visit, sometimes for as long as ten hours without a break, with renewed hope that their efforts will produce the desired benefits for their threatened society. The ET has been deeply impressed by the cordiality among the Council members and their unfailing commitment to serve as catalysts and examples for the concept of unity within the Alliance.

The meetings between the members of the ECSPA and the ET have produced a workable and streamlined plan for implementing cross-border educational assistance to appropriately targeted areas of Afghanistan within the quickest possible time. A cross-border education management unit, the Educational Center for Afghanistan (ECA), has been proposed. Policy suggestions relating to the utilization of AID assistance in education and cooperation with extant PVO resources have been developed. The role and content of a Technical Assistance Team (TA) were developed in cooperation with the ECSPA and have been incorporated into this project.

Much time was spent in discussion of the threat caused by external forces to the common AID and ECSPA objectives of a unified and coordinated effort in education. As a result, the ECSPA has tendered an urgent appeal requesting AID to provide an immediate, temporary, and small base of operations for the Educational Center for Afghanistan, at which it might meet in order to head off "external influences" and to sustain its own credibility. The ET concurs with this appeal. A prompt and positive response is crucial to the future of AID cross-border educational activities in Afghanistan.

Two options are presented herein related to the financial administration and implementation of this project; one is the preferred arrangement -- an intermediary TA with demonstrated financial planning and management skills that would disburse funds within the organizational structure devised for the delivery of cross-border educational assistance. The degree to which financial control would pass to the ECA would evolve contingent upon its ability to develop the capacity to use and account satisfactorily for AID funds. Under this arrangement, the TA would also provide technical assistance in the areas of teacher training, project administration, curriculum development and other areas deemed essential to the effective implementation of this assistance program.

Three levels of commitment in terms of proposed fundings are presented; -- minimum, moderate and maximum. The level of funding will determine the specifics in the outputs of the project.

The ECSPA stands ready to begin. It has demonstrated its commitment by reconvening on weekly intervals throughout the uncertain times of the past six months and by its spirit of unity and dedication demonstrated during the first and second visits of the ET. It recognizes that its own credibility and that of AID, as well as the future of a coordinated cross-border assistance program in education, require a timely response.

II. BACKGROUND

A. REVIEW OF AED/UNO REPORT: "AFGHANISTAN EDUCATION ACTIVITY"

The terrible war continues in Afghanistan. It is a life and death struggle between the Soviet forces and those Afghans who are resisting the foreign invasion and domination of their country.

Since 1979, the Soviets have pursued a policy of remolding Afghan social institutions and culture in the Soviet image. Of vital importance to the Soviets has been the attempt to effect complete control over the Afghan educational system in those areas under their domination. The extent of efforts to "Sovietize" Afghan life is clearly demonstrated by the practice of transporting thousands of Afghan youth between the ages of six and eighteen to the Soviet Union for periods of up to a decade for education and indoctrination.

The magnitude of damage that the Soviets have inflicted upon Afghanistan has resulted in the emigration of an estimated four million Afghans into neighboring Pakistan and Iran. An estimated half million civilians have been killed since the invasion of December 1979. Some 15,000 villages or hamlets have been destroyed or damaged. As a result, well over one million school-aged children have been deprived of the opportunity to attain an education for the last seven years.

The educational needs of the Afghans inside their country are currently being addressed in a number of ways, all dramatically insufficient to their needs. Each of the parties of the Alliance have sought to provide some educational resources to various areas under their influence. Individual commanders have sought to sustain educational activities in the areas under their control. Private Voluntary Organizations (PVOs) have provided some assistance, both through party and commander channels.

These efforts suffer from a lack of resources -- financial, material, and personnel. There is a lack of coordination, organization, administrative experience, and training. There is a need for improved and increased curriculum materials. The commitment is strong on the part of all those involved, but they have neither the means nor the capacity under current circumstances to have anything more than an almost negligible impact.

The AED/UNO report made recommendations which seek to:

- assist the Afghan political parties in the development of a management unit in order to meet the immediate and long-range educational needs of Afghanistan;
- assist in the development of administrative, technical and professional skills critical to the reconstruction of Afghanistan;
- provide primary education for all school-aged children, and assist in the development of middle and secondary education;
- provide literacy programs for Afghan Freedom Fighters; ✓
- help ensure teacher training programs for high school graduates who are not trained teachers; and
- provide a limited number of graduate scholarships for Freedom Fighters.

All of the above were to be conducted in a manner that would support the objective of generally strengthening the unity and coordination of the Alliance. More specifically, the focus would be on strengthening the development, cooperation, and coordination of the committee formed by the educational representatives of the seven parties of the Alliance, as well as the education committee of each party.

B. REVIEW OF THE CURRENT SITUATION IN AFGHANISTAN AND PAKISTAN

Since the initial visit of the ET, which concluded in December 1985, a number of developments have occurred which have changed the conditions affecting the implementation of the proposed education activity and have increased the need to proceed with the greatest possible speed.

The situation inside Afghanistan has become more difficult for civilians due to the Spring offensives of the Soviet forces. Attempts to seal off the border have resulted in intensification of the war along the border areas. Exceedingly heavy bombing, destruction of villages and crops, and major battles involving large numbers of forces have produced heavy casualties for both the Mujahideen and civilians. As a result, access to the inside for both military and humanitarian purposes has been rendered more difficult.

Political activity in Pakistan has increased substantially with the termination of martial law, the introduction of a civilian government, and the return of Benazir Bhutto. Understandably, the attention of Pakistani officials has been more directed to these matters and less to the Afghan situation. The humanitarian assistance program proposed by AID has been delayed by the lack of timely approvals by the Government of Pakistan (GOP). The GOP has seemingly moved away from the Pakistani "lead organization" for humanitarian assistance for Afghans inside Afghanistan.

The Seven Party Alliance, initiated in May 1985, has continued to hold together, even as individual parties complain about its effectiveness. The committee formed by the representatives of each of the seven parties, the Education Council of the Seven Party Alliance (ECSPA), has proven to be particularly sincere about sustaining a unified approach. It has met regularly since the departure of the ET in December and proceeded with planning coordinated cross-border educational programming. Its morale had been reduced by the delays in the AID program. (See Appendix A for membership of the ECSPA).

The two PVOs which have decided to focus on cross-border educational activities are the Cultural Council of the Afghanistan Resistance (CCAR) and the Afghanistan Education Committee (AEC), an offshoot of the Swedish-Afghanistan Committee. Their activities have increased and have become more developed since December. Coordination with the educational representatives of the Alliance is still underdeveloped.

The most significant development affecting the proposed education activity has been the increased activities of external groups. These groups, which are private and from the Gulf area, have been strongly alleged by the Afghans to have placed a high priority on proselytization. They have chosen to work with individual parties, groups within parties, and individual commanders. Their focus is decidedly not on increasing the effectiveness of a unified and coordinated approach. Their activities have caused much alarm within the seven parties and among the members of the ECSPA. A detailed assessment of these activities is provided in Appendix B.

III. INTRODUCTION: ACTIVITY APPROVAL MEMORANDUM

A. OBJECTIVES OF THIS REPORT

The overall objective of this report is to serve as an Activity Approval Memorandum (AAM) for an Expanded Primary Education Program (EPEP) for Afghanistan. It is based upon the Academy for Educational Development (AED) and the University of Nebraska at Omaha (UNO) document entitled, "Afghanistan Education Activity," dated December 1985. This report incorporates the AED/UNO document by reference. In January 1986, the Asia and the Near East Project Advisory Committee (ANPAC) of AID endorsed certain elements of the AED/UNO document in Activity Identification Memorandum (AIM). ANPAC further requested the AID Office for Afghanistan Affairs (AID/REP) to complete the planning process and submit an AAM for final project approval.

An Education Team (ET) of two individuals from the University of Nebraska at Omaha was requested to come to Pakistan to assess the current situation and to submit an AAM for the implementation of the endorsed elements of the AIM. The ET and AID/REP personnel held a series of meetings to discuss the current guidelines upon the former's arrival. The guidance from the AID/REP personnel focused on the following items:

Budget: Dramatically reduced budgetary situation resulting in a restructuring of priorities; ET requested to provide a "minimum" budget for highest priorities, as well as "moderate" and "maximum" budgetary recommendations for all sectors of the project; such budgetary projections should be developed based upon a need to determine what funding levels could be sustained under currently anticipated levels of funding, and how the project might be appropriately expanded under possible increased budgetary levels in the future.

Project Implementation: ET requested to include in AAM a description of the management and institutional arrangements essential for implementation of the project; include role of the joint Education Committee of the Seven Party Alliance, role of each party committee, the role of the PVOs involved in cross-border educational assistance, the role of a projected technical assistance team; coordination with the GOP; focus upon an expanded primary education program.

8. FINDINGS RESULTING FROM THE VISIT OF THE EDUCATION TEAM

The following section presents the findings of the ET resulting from its study of the attitudes, conditions, and environment concerning the proposed cross-border education project during its month-long visit to Pakistan. The ET encountered what it considers to have been a generally constructive response from all parties contacted. A schedule of Team Visits and Meetings and a description of the Content of Meetings of the Education Team are presented in Appendices C and D.

1. Findings Concerning the Alliance and the Role of Education. The ET has met with the leaders of each of the seven parties of the Alliance, save one. It is very clear that they recognize the role of education for the future of their society and their national liberation struggle. This was expressed in a phrase, often repeated:

"The future of our national liberation movement lies in education. This education must be Afghan education delivered by Afghans. Its foundation is rooted in Afghan history and culture and in Islam as practiced in Afghanistan."

The leaders have stated to the ET that the earliest delivery of such education inside Afghanistan is an objective of the highest priority. They have indicated that they welcome AID and other assistance in effecting such an objective, providing external support is not synonymous with attempts to influence the content of the education curriculum.

2. Findings Concerning the ECSPA. The ECSPA reacted with understanding upon being informed that the general scope of the AID education activity was being scaled down for the immediate period. The primary concern of the members of the ECSPA seemed to center more on the urgency to begin the project than on its size at this stage. It was clear to the ET that the ECSPA felt besieged by educational activities being initiated outside the framework of the Alliance, particularly the activity of Arab-supported groups, and the flood of rumors concerning potential AID support of a multitude of PVO educational programs. The ECSPA was concerned that the present situation called into serious question its own viability and credibility. It wanted to be able to send a signal to the people inside Afghanistan that cross-border educational assistance was the product of a united effort. And it believes it should be the body through which such assistance should be conducted.

There seemed to have been little awareness among the PVOs and with AID/REP of the ECSPA and the fact that it had been active over the past six months. Part of the blame for that had to rest with the failure of the ECSPA to more actively represent itself; yet there seems to have been little effort by the PVOs and an understaffed AID to maintain contact with the ECSPA members following the initial visit of the ET. One result which is hoped will proceed from the second ET visit is the maintenance of more active contacts between the ECSPA and both the PVOs and AID/REP in the period before the actual inauguration of an AID educational activity.

3. Findings Concerning the PVO and Alliance Relationship. The PVOs were certainly better known to the educational representatives of the seven parties than were the representatives to the PVOs. This fact was due much to a de facto development in the arrangements established by PVOs to conduct their programs.

Both the CCAR and AEC had made efforts to establish working relationships with the parties. These attempts were uneven and did not always involve working with the educational personnel of the parties -- a situation for which party management was sometimes responsible. The procedures established by the CCAR for working through the parties, though not sufficient to the task, are more developed than those of AEC at this stage. AEC procedures seem to have been predicated on establishing working linkages with commanders, sometimes with, and at others without, party involvement.

In any case, neither PVO had a clear understanding of the role of the ECSPA; nor did they have confidence in the capacity of party educational personnel -- in either their party or joint committee roles -- to effect programming inside Afghanistan. Yet, both CCAR and AEC were open, with reservations, to discussing the need for an approach that would strengthen the Alliance and result in a more coordinated effort.

For their part, the representatives of the seven parties had serious reservations and uneven opinions about the PVOs, the quality of their work, their desire to work in cooperation with the parties, and their overall effectiveness. The members of ECSPA saw the PVOs as being too independent and involved in activities that produced a high degree of duplication. The ECSPA presented examples of textbooks designed for the same target audiences by each of the PVOs, as an illustration.

The perceptions of the party representatives concerning the quality and relevance of the textbooks produced by each PVO were mixed. Some representatives were appreciative of the fact that, at least, materials had been produced. Yet, the perception of the AEC textbooks was that they were generally little more than copies of the materials produced during the periods of the Monarchy and Daoud. While a similar feeling was not shared concerning the CCAR curriculum, all representatives were of the opinion that the relevance of the CCAR materials would have been enhanced through more consultation with the party education personnel.

An additional perception which seemed to color ECSPA concerns relating to the PVOs centered on salary levels. Members of the ECSPA expressed their belief that there was a danger of salary inflation for PVO employees that would not be in line with Alliance salary capabilities. This perception seemed to be particularly strong concerning the Afghan staff of the AEC.

In summary, the ET found that the relationship between the PVOs and the Alliance was underdeveloped. As a result, there were suspicions on each side about the interest and effectiveness of the other. Yet, there was not a degree of acrimony evident that would seemingly preclude eventual cooperation.

In its final meeting with each PVO, the ET found both willing to coordinate efforts through the ECSPA, with some reservations. AEC specifically expressed concern that its effectiveness not be curtailed by party politics.

The ECSPA, while firm in its conviction that it should be the group through which education inside Afghanistan should be coordinated, indicated a willingness to have the support of the two PVOs. It drew up a set of principles under which such support should be offered. These are presented in Appendices F and H.

The ET believes that its visit helped to pave the way for better communications and eventual cooperation between the ECSPA and the PVOs. It became evident, however, that the likelihood for both would be substantially increased through the presence of an intermediary.

4. Additional Findings Concerning the PVOs. The ET found both of the PVOs, the CCAR and the AEC, to be staffed by sincere individuals, dedicated to helping the Afghans. The members of each PVO were cordial in their discussions with the ET and seemed genuinely open to the concept of working in coordination with ECSPA.

A distressing finding concerning the PVOs was the lack of regard each held for the other. Opinions seemed to be based upon rumor and perceptions, fostering a non-productive atmosphere of competition and occasional hostility. This only complicates an already complex situation in the educational area.

It became evident to the ET that, in the interest of advancing cross-border educational assistance, the PVOs should seek to develop a more reasonable relationship. Eventually, they should seek to be active in ways that will not be duplicative. One likely development is that they will be asked to submit their curriculum materials to the ECSPA for suggestions on how redundant publications can be eliminated.

The ET believes that the PVOs provide many resources to the current situation. One important one, from which the ECSPA should be able to profit in its direction of an Afghan cross-border educational unit, is the experience each is able to bring to a coordinated effort. Another, particularly in reference to the AEC, is the internationalization of cross-border education efforts.

5. Findings Relating to the Levels of Progress in Cross-Border Education Programming. There are several developments generated over the past six months which can be grouped as indicators of visible progress in the overall campaign to provide education inside Afghanistan. These are:

- the staffing of the AID/REP office -- this greatly enhances that office's capability to monitor developments in the education sector;
- the development of the ECSPA into an active, motivated, and cohesive group; and
- the progress that both PVOs have made in the development of their activities.

There are also a number of factors which have stalled the progress in education. These are:

- the delays encountered in the initiation of the overall AID Humanitarian Assistance Programs;
- the low level of communications of the Alliance educational representatives with the PVOs and AID/REP;
- the lack of sustained progress in education by the parties themselves; and
- the increased activities in the area of education by groups which do not share the objective of a coordinated approach under the Alliance.

The ET feels that the positive developments are of greater significance at this stage to the ultimate inauguration of the education project than are those of a negative nature. However, it is important to stress again the urgency to move with the greatest possible speed towards the initiation of the project. This is essential in order to reduce the potential for increasing negative impact created by the lack of progress in education within the parties and the increasing activities of external groups more interested in proselytization than the Jihad.

6. Findings Concerning the Location of the Education Unit. The location of the education unit under direction of the ECSPA emerged as a topic of discussion several times throughout the meetings. Some members of the ECSPA favored Islamabad (G-9-4 area), while others favored Peshawar. Some of the reasons given in favor of each are:

a) Islamabad

- removal of the unit from the volatility of party and other politics in Peshawar; and
- reduction of American/European expatriate visibility in an already overburdened Peshawar.

b) Peshawar

- greater proximity to those likely to be involved in either the delivery or the receiving of the assistance to be provided; and
- elimination of the need to move the families of the staff of the unit to Islamabad.

No final recommendation was tendered by the ECSPA on this matter. It is still under discussion. Also, no discussion was held on the idea with GOP officials.

IV. RECOMMENDED IMPLEMENTATION ARRANGEMENT FOR AID CROSS-BORDER EDUCATION ACTIVITIES

A. UPDATING THE PROJECT

The goal, objectives, and overall strategy of the project remain unchanged. However, based upon the (1) revised guidelines established in discussions between AID/REP staff and the ET, (2) the developments in Afghanistan and Pakistan between December 1985 and July 1986, particularly as they relate to the proposed educational activities, and (3) the findings of the ET during its visit, a number of important elements essential to the implementation of the project, as now recommended, have been introduced. These elements are presented in the following update.

1. Reduced Scope. The basic scope presented in the AIM document has been reduced in line with current budgetary conditions. A single management unit is being recommended in this report that is less comprehensive than the Free Afghanistan Department of Education (FADDE) previously presented. The currently proposed unit, called the Education Center for Afghanistan (ECA), is similar in structure to the FADDE, but with a less ambitious design.

The AIM document called for focus on primary and secondary education, as well as a literacy program for Mujahideen. This report focuses on primary education and literacy components. The secondary education component is being postponed for future consideration. //

The development of an Afghanistan Academy, designed to provide specialized post-secondary training in areas of current critical need, has been similarly postponed for future consideration. //

2. Budgetary Levels. The budgetary levels for program outputs -- minimum, moderate, and maximum -- are included in the budgetary recommendations. These outputs, based on three levels of AID funding, are presented for three years. Tables presenting these program output levels are included in the Implementation and Budget sections.

CC & PVO's

3. Guidelines for AID Funding of PVOs. The AIM document made no provisions for AID funding of PVOs -- a development which has resulted from the delay in implementing the AID Humanitarian Assistance Program. AID is currently providing support at moderate levels for specific tasks for both CCAR and AEC. The ECSPA has voiced its concern about a significant increase in AID support for the latter as a potential source of duplication, particularly in the area of textbook production. The ET concurs with this concern and proposes that the following guidelines be observed by AID in the funding of the PVOs:

- the PVOs should be expected to support the concept of providing assistance through the adoption of procedures which seek to strengthen a unified and coordinated approach in cooperation with the ECSPA. AID should make every effort to determine that such an approach is followed by the PVOs.
- every effort should be made to ensure that funds are not expended on redundant activities.
- PVC grants have been deemed necessary to meet the short-term objectives of immediate development and expansion of educational services inside Afghanistan. On this basis, the ET views these grants as important and beneficial. However, AID should predicate continued funding on PVC capacity to adjust and respond to changing conditions and needs.
- AID should encourage the PVOs to concentrate their efforts toward the development of effective partnerships with the Alliance in the medium term.

This report recommends future funding for the PVOs -- either directly or through an intermediary. The ET respects the sincerity and commitment of both PVOs and is supportive of the AID grants to them, provided they are tendered following the above guidelines. The recommendation is in line with the ECSPA recommendations on the same matter.

4. Afghan Scholarship Program. As a result of the Soviet invasion of Afghanistan, thousands of Afghan high school and college graduates, presently residing in Pakistan as refugees, have lost the opportunity to attain a higher education. In addition to the individual hardship caused by over six years of Soviet occupation, there has been a general reduction of human resources within the Afghan society. Much of an entire generation has been deprived of the professional and technical training that will be required for the reconstruction of Afghanistan.

The U.S. Education Foundation in Pakistan -- or the Fulbright Foundation -- has, as a result of discussion with and a request from AID/REP, prepared a proposal for an Afghan Scholarship Program. A copy of this proposal, which is expected to be approved in the near future by the USEF/P Board, is included as Appendix E.

The approach differs from that recommended in the AIM by virtue of the fact that its scope is reduced and the USEF/P vehicle has been introduced. It is recommended that a program to provide scholarships for a selected number of Afghans to pursue studies in American institutions of higher learning be funded by AID according to procedures established by USEF/P. Provisions for funding this activity are made in the budget for this AAM. Suggestions relating to the implementation of this activity are incorporated later in this section.

B. KEY RECOMMENDATIONS OF THE ET

The ECSPA has made measurable progress and has demonstrated a consistent and mature commitment to working together for the purpose of providing cross-border education to Afghans. It needs funds and technical assistance to inaugurate the educational activities.

The ECSPA has proposed that a management unit, the Education Center for Afghanistan (ECA), be developed to provide the following for the benefit of those inside Afghanistan:

- Primary education (Grades 1-6)
- Teacher training for new teachers and in-service training for experienced teachers
- Literacy training for Mujahideen
- Selection and printing of needed textbooks for primary education

The ECA is to be staffed by personnel introduced by each of the parties on an equitable basis. The ECSPA will serve as the supreme council, or board of directors of the ECA and would be responsible for all educational policy matters. A detailed description of the organizational structure of this unit was drawn up in the form of Bylaws for the Educational Center for Afghanistan and is presented in Appendices F and G.

The ET concurs with this proposal of the ECSPA and recommends that AID fund a three-year project through an intermediary Technical Assistance Team (TA). Funding levels and schedules, recommended by the ET, are provided in the subsections titled, "C. Implementation Plan and Schedule" and "D. Technical Assistance Requirements".

The ET further recommends the following for implementation:

- continued AID support to the PVOs under the guidelines suggested by the ET in the previous section and by the ECSPA. No budgetary recommendations for this activity are made in this report.
- AID support for a USEF/P administered Afghan Scholarship Program. A detailed description of this program is found in Appendix E. No financial outlay is projected for the first year of the project. Budgetary projections are included in the final budget section. Budgetary details are presented in Appendix E.

The ET again stresses the critical nature of a prompt and decisive response to these recommendations.

C. IMPLEMENTATION PLAN AND SCHEDULE (FIRST YEAR)

The following implementation plan and schedule focuses on the first year. Budgets are presented at minimum, moderate, and maximum levels. Budgetary projections pertaining to a second and third year follow in the section titled, "V. BUDGET."

1. Support Education Center for Afghanistan (ECA). The establishment of a management unit, referred to as the Education Center for Afghanistan, needs to be effected as soon as possible. When this unit is created and personnel are hired, it can begin establishing schools, hiring teachers, making decisions on which textbooks will be most helpful and, above all, coordinating efforts for the purpose of providing educational opportunities. The amount required to achieve this goal in Fiscal Year 1986 is \$62,125. This amount will cover all personnel payments, renting of an office space, and the purchasing of required furniture and office supplies. The minimum, moderate, and maximum outputs for this activity are the same.

Support Education Center for Afghanistan

First Year (1986)

Personnel Payments	\$34,125
Rent	3,000
Furniture	4,000
Equipment	4,000
Office Supplies	2,000
Vehicle (1)	14,000
Operation/Maintenance	1,000
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TOTAL	\$62,125

2. Support Primary Schools. The war situation and geographical structure of Afghanistan are major obstacles in the sustenance of any type of organized primary schools. The number of students may vary anywhere from 10 children in a particular grade level per center to 100 or more per center or a cluster of centers. The estimate of sixty students per center is based on a careful survey by the ECSPA. Each center will need three teachers on the average.

First Year (1986)

	<u>Minimum Program</u>	<u>Moderate Program</u>	<u>Maximum Program</u>
Number of Schools:	435	500	700
60 Students/School	26,100	30,000	42,000
3 Teachers/School	1,305	1,500	2,100
Printed Textbooks at \$5/St./Yr.	\$130,500	\$150,000	\$ 210,000
Provide Student Supplies at \$15/St./Yr.	\$391,500	\$450,000	\$ 630,000
Provide Monthly Stipends For Teachers at \$80/month x three	\$313,200	\$360,000	\$ 504,000
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TOTAL	\$835,200	\$960,000	\$1,344,000

3. Support Literacy Program. The literacy center for Freedom Fighters must be mobile because of the nature of the war. The estimate of an average of twenty adults in a literacy training center is derived from the fact that a group of Freedom Fighters contains between 12 and 50 or more persons, depending on their location. Thus, an average of twenty adults in each center seems to be a realistic figure.

First Year (1985)

	<u>Minimum Program</u>	<u>Moderate Program</u>	<u>Maximum Program</u>
Number of Centers	58	64	70
20 Adults/Center	1,160	1,280	1,400
Teacher Stipends at \$80/Month x 3	\$13,920	\$15,360	\$16,800

4. Support Teacher Training. The teachers who will be employed for the first year of the proposed project cannot be trained at this juncture. However, plans for training and upgrading will be designed by a technical assistant for the second and the third year. The feedback from the field would assist the ECA and the TA in the designing of teacher training programs.

D. TECHNICAL ASSISTANCE REQUIREMENTS

The need for a Technical Assistance Team (TA) has been envisioned from the beginning. The TA is intended to serve as an intermediary between AID and the ECA, to provide technical assistance as the project requires, and to enhance the capacity of the ECSPA and the ECA for conducting unified and coordinated educational activities.

The recommended TA composition has been reduced substantially -- down from six members in the AIM to two. The advisors, one of whom would serve as team leader, would be assigned as an advisory unit to the ECA to assist in its development. The TA members of the team should have complementary skills in the areas of educational administration, teacher training, and curriculum development. The TA members would be joined by an administrative assistant and a secretary. The responsibilities of the four-member unit might be divided in the following manner, depending on the actual specific skills of the two advisors:

1. The team leader would work with the Director of the ECA and the heads of the departments to establish the organizational framework designed to:

- develop the educational materials needed;
- develop the teacher training program;
- supply and pay ECA personnel and teachers; and
- monitor receipts of materials, the attendance of students, and performance of teachers.

2. The curriculum and instructional materials specialist would provide assistance to the ECA in establishing a system for the:

- development and approval of the curriculum; and
- scheduling, designing, developing, printing, storing and taking of inventory, and distributing of books and other instructional materials.

3. The administrative assistant and secretary would be responsible for the daily operation of the office including:

- typing, filing, and other clerical jobs; and
- keeping receipts of the expenditures and developing a monthly report of the expenses for the AID Representative Office.

The members of the team should have had prior relevant experience in Afghanistan. At least one should have a good working knowledge of Dari and/or Pashto.

The presence of the TA is projected from start-up. During the start-up period (Months one to three, 1986) no short-term, technical-assistance funding is recommended. For years 1987-88, funding for technical assistance personnel at a total of twelve man-months a year is requested. This budgetary request is included in the project budget summary.

First Year (1986)

Team Leader, Educational Administration/ Teacher Training Specialist	\$ 37,500
Curriculum/Instruction Materials Production Specialist	\$ 37,500
Transportation and per diem at \$1,000 a quarter	\$ 1,000
Administrative Assistant	\$ 3,600
Secretary	\$ 900
Team Office	\$ 3,500
Supplies	\$ 1,000
Equipment	\$ 5,000
Vehicle at \$12,000 x 2	\$ 24,000
Operation/Maintenance	\$ 1,000
Drivers at \$200 a month x 2	\$ 1,200
Janitor and guard (3 people)	\$ 1,200
<hr/>	
TOTAL	\$117,400

E. AFGHAN SCHOLARSHIP PROGRAM

It was recommended in the AIM document that a program be conducted to provide higher education opportunities for qualified Afghans at American institutions. This recommendation was made in light of:

- the current absence of such opportunities for Afghans;
- Soviet programs which are geared to training large numbers of Afghan youth in the USSR;
- the future need for personnel trained in skills essential to the reconstruction of Afghanistan; and
- the desire to avoid creating pressures in crowded Pakistani universities as Afghans seek to study there.

In the period between the visits of the ET, AID/REP conducted discussions with the US Education Foundation in Pakistan (USEF/P) for the purpose of developing an approach to conducting an Afghan Scholarship Program under Fulbright auspices. USEF/P prepared a draft proposal, included as Appendix E to this document, which was studied by AID/REP and the ET at meetings with the director and director designee of USEF/P. The proposal is expected to be approved by the USEF/P board in the near future and would be governed by the features described below.

1. Project Description.

POLICY: Under the proposal, the program would be governed by policies established by the USEF/P binational (US and Pakistani) Board of Directors. To ensure that the aims of this program remain congruent with the needs of the Afghan Resistance, the USEF/P Board would appoint and consult an advisory committee composed of representatives of the Afghan Seven Party Alliance and the American members of the USEF/P Board. This advisory committee would make recommendations concerning the Afghan priorities under this program.

ADMINISTRATION: All in-country (Pakistan) elements of the program, including the selection process, would be conducted by the Foundation. In keeping with Fulbright procedures, the Institute of International Education (IIE) would administer the placement and monitoring of the Afghan students at US institutions.

CLIENTELE: Under Fulbright procedure, the participants would be selected under an open competition based on their merits. However, USEF/P has recommended that, in view of the political implications of the program, each applicant be endorsed by one of the seven Afghan parties in the Alliance.

FUNDING: USEF/P stipulated that the program be funded solely from sources not available to the Foundation's existing exchange programs. Further, under the plan recommended by USEF/P, it would be necessary to obligate funds for the entire course of study for the initial group of participants, together with administrative overhead and other costs, in the initial grant amount. The same procedure would be followed in each yearly increment of the grant.

PARTICIPANT NUMBER AND LEVEL OF STUDY: In discussions between the ET, AID/REP, and the USEF/P director, it was agreed that the program would be initiated with seven participants. It was further agreed that, at least initially, individuals would be selected who might pursue studies at the Masters degree level.

2. Justification. Questions concerning the applicability of this program to cross-border education activities are sometimes raised. It is the belief of the ET, shared by others who have studied the issue of providing education to Afghans, that the concept of cross-border education need not be exclusive to other educational development. Indeed, the reconstruction of Afghanistan, including, for the current period, cross-border activities, will be dependent upon the availability of trained Afghan personnel.

3. Implementation. The ET concurs with the recommendation of the USEF/P proposal concerning the administration of the selection, placement, and monitoring process. The Fulbright process is one of proven efficiency and quality.

The ET has some further recommendations relating to the implementation of the program, some of which were presented in its discussions with the director of USEF/P.

- All participants should be placed in an English language training and orientation program at an American university prior to beginning their studies. Even though nominated participants will have achieved the necessary level of English to have qualified for selection, all will have been removed from higher education experience by at least nine years by the time they arrive in the US. In order to better ensure success in their studies, the classroom experience provided by an intensive English and orientation program would be crucial.
- It would be wise to consider concentrating the Afghan participants at one or two institutions. The number will not be overwhelming at any one given time. Bringing Afghans together to study at one or two places will serve as reinforcement for returning and will enhance the concept of unity. Experience with the educating of Afghans through AID and Fulbright-related programs in the past has demonstrated that those studying together at specific campuses have formed bonds of friendship and association that bridge cultural and ethnic differences.

The ET recommends that AID directly fund the Afghan Scholarship Program through annual allocations to the USEF/P budget. The Budget for this AID cross-border education project has been prepared to incorporate funding for seven students for each of academic years 1987 and 1988. Consideration for continuing and different levels of funding would be initiated as deemed appropriate.

Finally, the ET suggests that the members of the TA proposed for this project be involved in an advisory capacity concerning this program. Perhaps they could be included on the advisory committee proposed by the USEF/P director to be comprised of representatives from the Alliance and from the US Mission in Pakistan. Such inclusion should help to ensure that this Afghan Scholarship Program complement the overall objectives of the cross-border education activity.

F. IMPLEMENTATION BUDGET -- TOTAL FIRST YEAR (1986)

The total budget for implementing this project during its first year, based upon the detail provided in the previous pages of this section, is projected at three output levels -- minimum, moderate and maximum. The final amount will be determined by fund availability. The budget levels recommended by the ET for the first year (1986) of the AID Cross-Border Education Assistance are:

	<u>Minimum Program</u>	<u>Moderate Program</u>	<u>Maximum Program</u>
1. Support Education Center for Afghanistan (ECA)	\$ 62,125	\$ 62,125	\$ 62,125
2. Support Primary Schools	\$ 835,200	\$ 960,000	\$1,344,000
3. Support Literacy Program	\$ 13,920	\$ 15,360	\$ 16,800
4. Support Teacher Training	\$ -----	\$ -----	\$ -----
5. Technical Assistance (TA)	\$ 117,400	\$ 117,400	\$ 117,400
6. Afghan Scholarship Program	\$ -----	\$ -----	\$ -----
TOTALS	\$1,028,645	\$1,154,885	\$1,540,325

C. IMPLEMENTATION SCHEDULE -- SECOND AND THIRD YEARS (1987 AND 1988)

The schedule for the implementation of this education activity subsequent to the first year is presented below. Projected budgetary expenditures for implementing such a schedule are presented in the final budget. For the years 1987-88, funding to cover a total of twelve man-months a year is requested for short-term consultants to provide specialized expertise for the project in areas where members of the team would not be able to do so.

Summary Implementation Schedule of Critical Events

Fiscal Year by Quarter

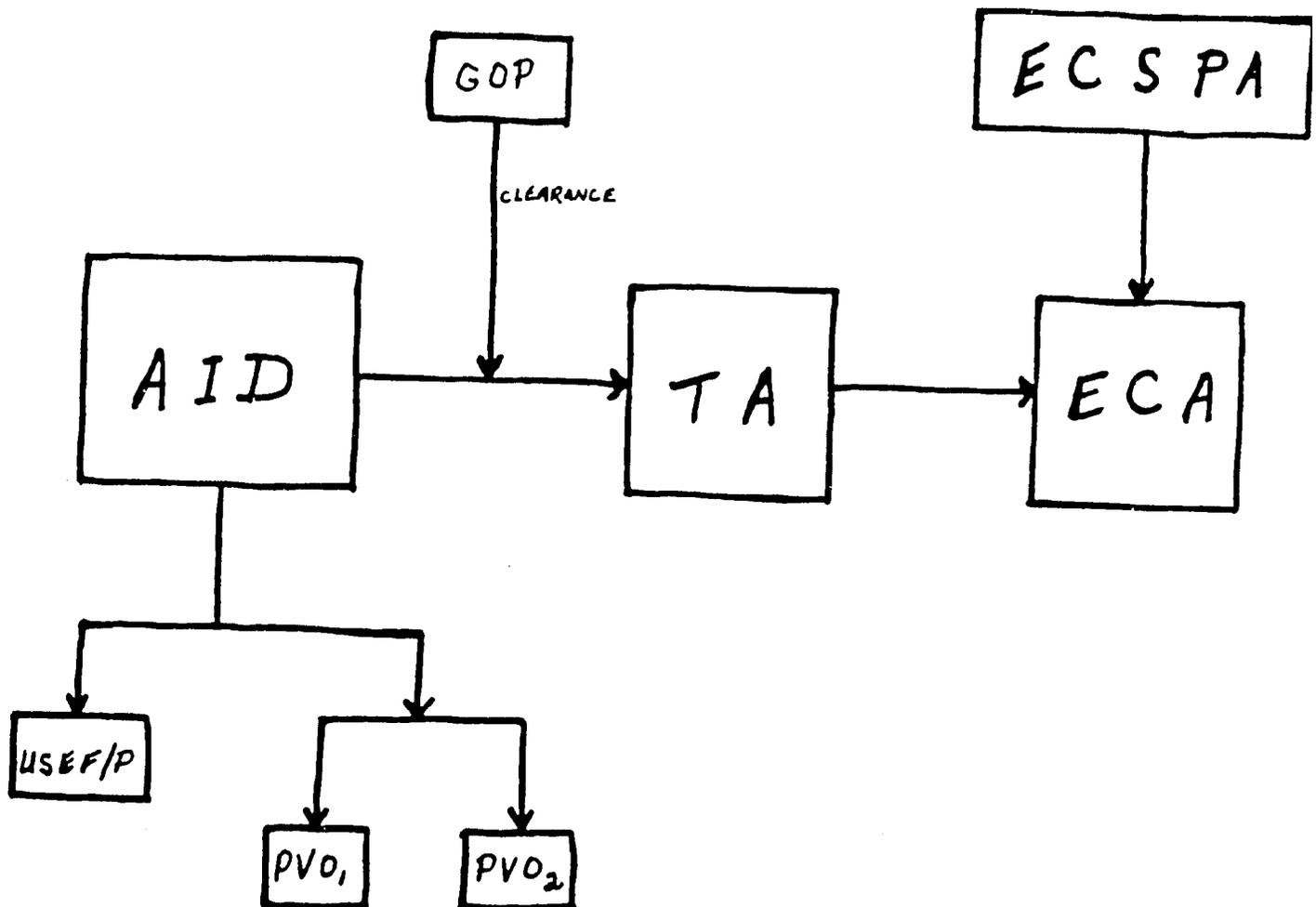
Activities	1986	1987			1988				
	4th Qtr.	1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.
Establish Educational Center for Afghanistan Select ECA Personnel	****								
Select and Print Textbooks for Primary Schools	*****	*****	*****	*****	*****	*****	*****	*****	*****
Establish Schools Inside Afghanistan	*****	*****	*****	*****	*****	*****	*****	*****	*****
Provide Teacher Training		*****	*****	*****	*****	*****	*****	*****	*****
Select Scholarship Students			*****	*****			*****	*****	
Team Leader, Education Administration/Teacher Training Specialist	*****	*****	*****	*****	*****	*****	*****	*****	*****
Curriculum and Instructional Materials Specialist	*****	*****	*****	*****	*****	*****	*****	*****	*****
Administrative Assistant and Secretary (2 people)	*****	*****	*****	*****	*****	*****	*****	*****	*****
Short-Term Consultants		*****	*****	*****	*****	*****	*****	*****	*****

H. OPTIONS FOR FINANCIAL ADMINISTRATION OF AID FUNDS

The ET recommends two options for the financial administration of AID funds.

- Indirect funding of the Educational Center for Afghanistan through an intermediary TA and direct funding of each PVO and USEF/P.
 - Indirect funding of the Educational Center for Afghanistan and each PVO through an intermediary TA and direct funding of USEF/P.
- Option 1: Indirect funding of the ECA through an intermediary TA and direct funding of each PVO and USEF/P.

Schematic Representation



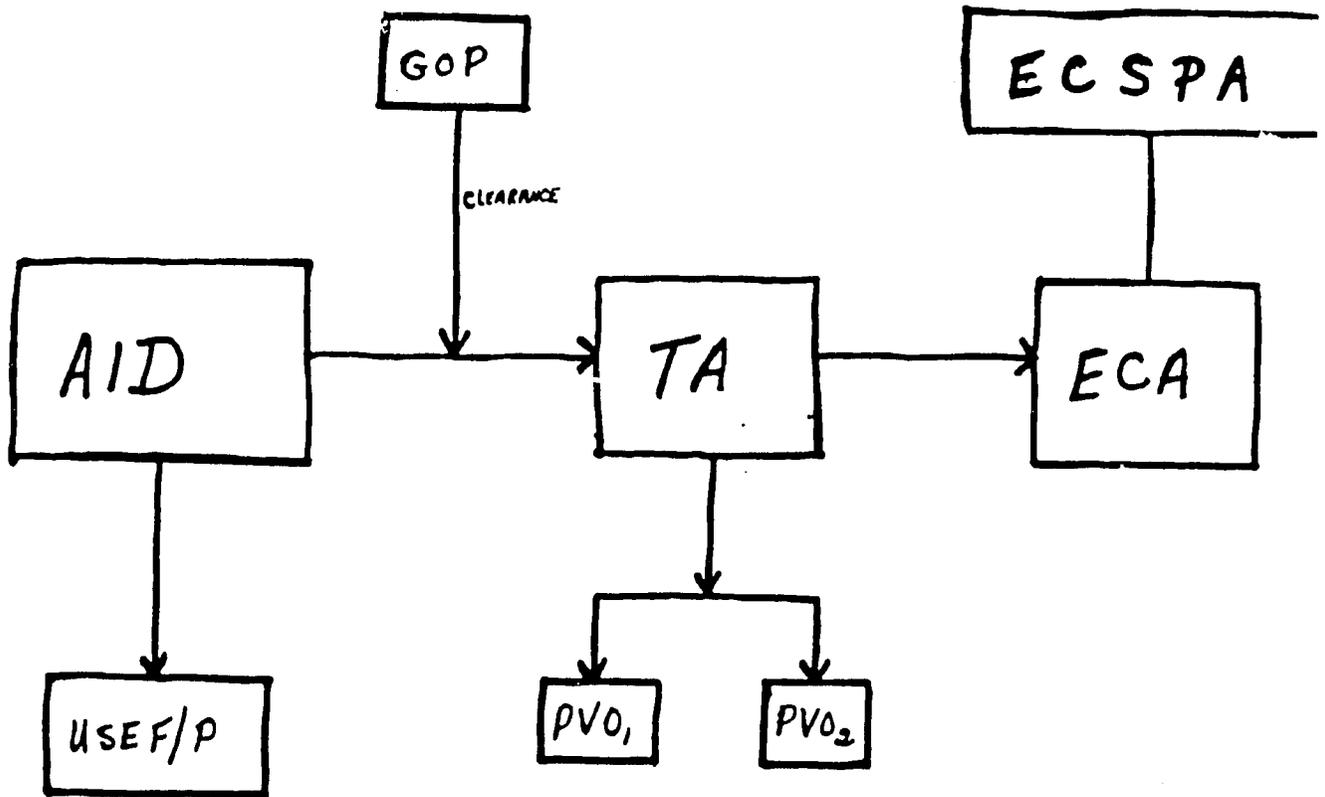
The main features of this plan are that AID would provide funds to a TA intermediary, which would disburse to the ECA based on prescribed regulations and criteria, and to each PVO and USEF/P directly. The ECA would administer its funds in consultation with the ECSPA and the TA. AID would monitor the TA, and, on a selected basis, the ECA activities. However, the TA would have the major role in financial and programmatic monitoring.

The main advantages of this option are that it incorporates an intermediary with extensive experience in education in Afghanistan into the direct line of management and technical assistance; it incorporates a pattern already being followed by AID/REP concerning PVOs; it may be preferred by one of the PVOs (AEC); it should lighten AID administrative burdens; it should provide for the appropriate accountability of AID funds; it should lead to enhanced capability for ECA and the ECSPA; and it should create the least complicated approach in the funding of the arrangement with USEF/P.

The main disadvantages of this option would be probable ECSPA dissatisfaction that the arrangement with the PVOs is not strong enough to ensure cooperation at levels it may seek; it may not provide the most effective check on duplication of efforts; the position of GOP on this manner of approach remains uncertain at this time; and it sustains an indirect system for the management of a number of resources intended for the same purpose.

- Option 2: Indirect funding of the ECA and each PVO through an intermediary TA and direct funding of USEF/P.

Schematic Representation



The features of this plan are similar to Option 1 in every way, except that the funding of PVOs would be effected in the same manner as effected for the ECA -- through an intermediary -- and the monitoring role of the TA is increased to include the PVOs.

The advantages would be similar as well, except this option departs from the pattern currently utilized between AID and the PVOs; this may not be preferred by AEC. Other advantages would be gained: increased coordination between all parties, ECSPA preference, greater likelihood of utilization of short-term technical assistance personnel from PVO channels, a more efficient and direct system for management of activities of similar purpose, greater likelihood of reducing duplication, and increased accountability.

The above suggests that, for the medium and long-terms, Option 2 would be the most desirable for more of the parties involved. For the short-term, perhaps the first two years, Option 1 would be more practical.

-Disbursement of AID Funds. As suggested in each of the options presented above, AID would enter into a contractual agreement with an appropriate organization in order to implement this project. This organization, described as the Technical Assistance Team (TA), would serve as the intermediary and would provide the required technical assistance.

Under this arrangement, AID would develop a disbursement plan based upon the project work design and budget prepared by the intermediary TA. Clearance of this plan would be sought from the Government of Pakistan by AID.

The project work design and budget would have been constructed by the TA in cooperation with the ECSPA and the relevant ECA personnel. Required funds would be disbursed by the TA to the ECA in quarterly allotments under a Task Order System. The degree to which additional financial control would pass to the ECA would be contingent upon its ability to develop the capacity to use and account satisfactorily for the funds it requires.

The intermediary TA would maintain accountability of funds disbursed in Pakistan as specified in its contractual agreement with AID. The TA would work with both AID and the ECA in the development of standards and procedures for the accounting of funds disbursed inside Afghanistan.

I. CROSS-BORDER FINANCIAL DISTRIBUTION AND MONITORING ACTIVITIES

The constraints imposed on financial distribution and monitoring activities by the war in Afghanistan, and by the lack of an organized education system in the areas under Resistance control, are implied by the very nature of this cross-border activity. The arrangements for financial distribution and monitoring will be dependent upon the development of a system that will engender trust within all parties involved.

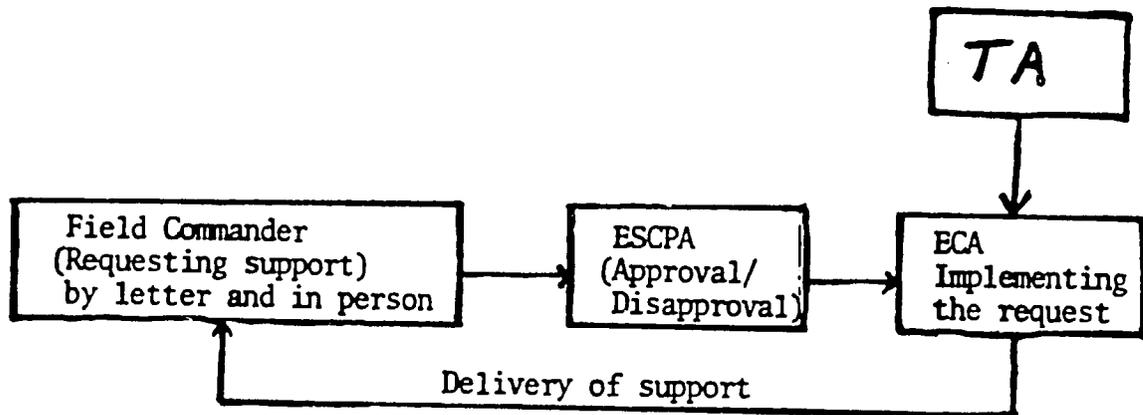
Afghanistan is divided into twenty-nine provinces. Ideally, the distribution and monitoring activities would be administered in each province by a coordinated civil administration, established for the purpose of providing for the inauguration, maintenance and operation of schools and literacy centers. Under current conditions, basic civil administration is localized under the direction of field commanders. Until such time as a more highly developed and coordinated system evolves, financial distribution and monitoring will be dependent upon arrangements established with field commanders.

Currently, both the CCAR and AEC are managing financial disbursement and monitoring through systems they have created and that are being developed and revised as other activities progress. The ECA should be able to profit from the experiences of both the CCAR and the AEC in the developing of its own system.

Outlines of procedures, upon which development of such systems may proceed in the meantime, are presented in the following.

1. Financial Distribution. All requests for school support, mainly teacher salaries, school supplies, and textbooks, must be approved on the basis of criteria developed and adopted by the ECSPA and the administrative staff of the ECA. The ECA will be responsible for the implementation and delivery of school support provided by the project.

Presented below is a model of the distribution of teacher salaries, school supplies, and student textbooks that is intended to bridge the gap until civil administrations are established.



2. Project Monitoring. Monitoring will be based upon the establishment of a system for the measuring of progress in moving towards selected targeted objectives. These objectives will require regular reevaluations and adjustments as they will be subject to the vicissitudes of war, such as population movements and physical and supply losses. Also, the need for maintaining security in order to protect education activities from attempts at interdiction by forces under Soviet control will affect the monitoring process.

The ET proposes that the monitoring of the distribution of teacher salaries, school supplies, and textbooks could be accomplished through both formal and informal procedures. Such procedures would be heavily dependent upon the relationships between field commanders and their parties.

Formal approaches would be based upon procedures developed cooperatively by the TA and the ECA administrative staff. Systems would be constructed utilizing checklists and forms for field commanders to sign that would verify the delivery of requested education assistance. Such verification forms would include school location, attendance and equipment lists, and written reports by teachers and field commanders.

A
 press lists could
 verify the deliveries
 in Soviet hands

Informal approaches should supplement these formal procedures. ECA staff and members of the ECSPA will be personally acquainted or allied with individual field commanders and teachers through party, regional, and ethnic affiliations. Bonds of communication and trust are generally the product of these linkages. ~~Such bonds should help to promote accountability as a means to ensure the acquisition of resources for one's own party, ethnic, and regional interests.~~

It must be remembered that the Afghans involved are most genuine in their recognition of and desire for providing education resources to targeted areas. This incentive should serve to promote perseverance and effectiveness.

In all financial disbursement and monitoring activities, the role of the TA will be most crucial, particularly in translating the variety of approaches into a consistent system of reporting and for effecting adjustments in cross-border education activities as determined necessary.

V. BUDGET

The budget for a three-year program and a full schedule of implementation is presented on the following pages. Each year is defined by variable output levels -- minimum, moderate and maximum. The budgetary figures for the first year (1986) apply only to the last quarter of that fiscal year; the figures for the next two years (1987 and 1988) incorporate all four quarters of each.

The USEF/P commitment for 1986 revolves around the selection of the candidates for higher education in the United States. The actual funding for the scholarship program should take place during the second and third quarters of Fiscal Year 87. The budget for the Afghan Scholarship Program, to be managed through USEF/P, is incorporated from that period.

Other elements included in project years 1987 and 1988, and not implemented in the first year, are short-term technical assistance and teacher training. The budget amount suggested for TA personnel and short-term consultants is based on information provided by AID.

Should circumstances preclude the inauguration of AID cross-border education activities during the last quarter of the 1986 fiscal year, it is recommended that the project be started at full capacity as projected for 1987. It would then be necessary to incorporate the budget for establishing the ECA into the budget for fiscal year 1987.

PROJECT BUDGET SUMMARY

DESIGNED ACTIVITIES	FISCAL YEAR 86			FISCAL YEAR 87			FISCAL YEAR 88		
	Minimum Program	Moderate Program	Maximum Program	Minimum Program	Moderate Program	Maximum Program	Minimum Program	Moderate Program	Maximum Program
<u>Support Primary Schools</u>	435	500	700	970	1,000	1,400	1,940	2,000	2,100
60 Students/School	26,100	30,000	42,000	58,200	60,000	84,000	116,400	120,000	126,000
3 Teacher/School	1,305	1,500	2,100	2,910	3,000	4,200	5,820	6,000	6,300
Provide Monthly Stipend for Teacher @ \$80/Month	\$313,200	\$360,000	\$ 504,000	\$2,793,600	\$2,880,000	\$4,032,000	\$5,587,200	\$5,760,000	\$6,048,000
Provide Students' Supplies @ \$15/St/yr.	391,500	450,000	630,000	873,000	900,000	1,260,000	1,746,000	1,800,000	1,890,000
Print Primary School Textbook @ \$5/St/yr.	130,500	150,000	210,000	291,000	300,000	420,000	582,000	600,000	630,000
SUB TOTAL	\$835,200	\$960,000	\$1,344,000	\$3,957,600	\$4,080,000	\$5,712,000	\$7,915,200	\$8,160,000	\$8,568,000
<u>Support Literacy Program</u> @ 20 adults per center	58	64	70	118	128	140	174	192	210
Teachers' Stipend @ \$80 / month	13,920	15,360	16,800	113,280	132,880	134,400	167,040	191,320	201,600
SUB TOTAL	\$ 13,920	\$ 15,360	\$ 16,800	\$113,280	\$132,880	\$134,400	\$167,040	\$191,320	\$201,600
(St/yr. - Students per year)									

22

PROJECT BUDGET SUMMARY CONTINUED

	FISCAL YEAR 86			FISCAL YEAR 87			FISCAL YEAR 88		
	Minimum Program	Moderate Program	Maximum Program	Minimum Program	Moderate Program	Maximum Program	Minimum Program	Moderate Program	Maximum Program
Support Teacher Training	\$	\$	\$	\$ 34,800	\$ 40,000	\$ 56,000	\$ 34,800	\$ 40,000	\$ 56,000
<u>Support Education Center for Afghanistan</u>									
Personnel Stipend	34,125	34,125	34,125	136,500	136,500	136,500	136,500	136,500	136,500
Rent	3,000	3,000	3,000	12,000	12,000	12,000	12,000	12,000	12,000
Furniture	4,000	4,000	4,000	1,000	1,000	1,000	1,000	1,000	1,000
Equipment	4,000	4,000	4,000	2,000	2,000	2,000	2,000	2,000	2,000
Office Supplies	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Vehicle Supplies	14,000	14,000	14,000						
Operation/Maintenance	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
SUB TOTAL	\$ 62,125	\$ 62,125	\$ 62,125	\$ 154,500					
Graduate Scholarship for 7 Afghans/year				495,391	495,391	495,391	520,161	520,161	520,161

PROJECT BUDGET SUMMARY CONTINUED

CA is same for all programs

Technical Assistance:	FISCAL YEAR 86			FISCAL YEAR 87			FISCAL YEAR 88		
	Minimum Program	Moderate Program	Maximum Program	Minimum Program	Moderate Program	Maximum Program	Minimum Program	Moderate Program	Maximum Program
Team Leader	\$ 37,500	\$ 37,500	\$ 37,500	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000
Curriculum/Instruction	37,500	37,500	37,500	150,000	150,000	150,000	150,000	150,000	150,000
Short Term Consultant				71,500	71,500	71,500	71,500	71,500	71,500
Administrative Assistant	3,600	3,600	3,600	14,400	14,400	14,400	14,400	14,400	14,400
Secretary	900	900	900	3,600	3,600	3,600	3,600	3,600	3,600
Transportation and Per Diem	1,000	1,000	1,000	4,000	4,000	4,000	4,000	4,000	4,000
Team Office	3,500	3,500	3,500	14,000	14,000	14,000	14,000	14,000	14,000
Supplies	1,000	1,000	1,000	2,000	2,000	2,000	2,000	2,000	2,000
Equipment	5,000	5,000	5,000	5,000	5,000	5,000	1,000	1,000	1,000
Vehicles (2 @ \$12,000 each)	24,000	24,000	24,000						
Operation/Maintenance	1,000	1,000	1,000	4,000	4,000	4,000	4,800	4,800	4,800
Drivers (2 @ \$200 per month each)	1,200	1,200	1,200	4,800	4,800	4,800	4,800	4,800	4,800
Janitor and Guard (3 @ \$400 per quarter each)	1,200	1,200	1,200	4,800	4,800	4,800	4,800	4,800	4,800
SUB TOTAL	\$ 117,400	\$ 117,400	\$ 117,400	\$ 428,100	\$ 428,100	\$ 428,100	\$ 424,900	\$ 424,900	\$ 424,900
GRAND TOTAL	\$1,028,645	\$1,154,885	\$1,540,325	\$5,148,871	\$5,290,871	\$6,924,391	\$9,181,301	\$9,450,881	\$9,869,161

Adj: 500,000

total may be high just 1.8

.7

vz

APPENDIX A

MEMBERSHIP OF THE EDUCATION COUNCIL
OF THE SEVEN PARTY ALLIANCE

APPENDIX A

MEMBERSHIP OF THE
EDUCATION COUNCIL OF THE
SEVEN PARTY ALLIANCE (ECSPA)

<u>EDUCATION REPRESENTATIVE</u>	<u>PARTY AND PARTY LEADER</u>
Abdul Shukoor	Hizbi Islami -Engineer Gulbuddin Hikmatyar
Shamsulhaq Peerzadah	Jabheh Nijaati Milli Afghanistan -Professor Sibhattullah Mujaddidi
Engineer Wazirgul Rasooli	Ittihad Islami Barayi Afghanistan -Abdul Rasool Sayyaf
Engineer Yaqoob Roshan	Mahazi Milli -Sayyid Ahmad Gailani
Hajji Abdul Lateef	Hizbi Islami (Khalis) -Mowlawi Muhammad Yoomus Khalis
Abdul Qadeem Yoosufzai	Harakati Inqilabi Islami -Mowlawi Muhammad Nabi Muhammadi
*Dr. Abdul Hai	Jamiati Islami -Ustaad Burhanuddin Rabbani

*Alternate for Dr. Abdul Hai was Israrullah Hameen

APPENDIX B

EXTERNAL INITIATIVES NEGATIVELY
AFFECTING THE ALLIANCE

APPENDIX B

EXTERNAL INITIATIVES NEGATIVELY AFFECTING THE ALLIANCE

In meetings of the ET with the ECSPA as well as with party leaders, the issue of current external interference of an ideological nature affecting the Alliance was raised often by members of all parties. The external forces were clearly identified as being from certain private Arab groups; more precisely, though not exclusively, adherents of Wahabism. The Afghans indicated they appreciated assistance from all sympathetic sources, but not assistance that carried with it the efforts to proselytize.

Descriptions of meetings between such Arab groups and Afghans were plentiful. They included extensive detail on how the Arabs were "instructing" the Afghans on the manner and content of religious practices and educational curriculum. The Afghans alleged that these Arab groups indicated that, particularly in the area of education, the Afghans should cede to the Arabs exclusive rights of assistance, as they were more qualified to provide this assistance than "non-believers" (i.e, Western sources). The implication was present that they were also more qualified than the Afghans themselves. One such group is directed by an individual named Al-Fathi.

The Afghans, with unanimity, indicated their concerns relating to these developments. They stressed that in the period when AID's educational assistance program had been stalled, the Arab groups were quite active, seeking to essentially "buy" the participation of Afghans with liberal promises and granting of funds. Educational committees, not all with the approval of the parties and rarely with the support of the ECSPA, were funded, and their members were provided salaries. The chairs of these committees were Arabs or their designees, and they actively pushed their agenda --- the practice of Islam and the development of curricula according to their tarigat (way of practice).

There have been numerous intellectual confrontations between Afghans and Arabs over this issue. Parties began sending representatives to meetings of these committees to ensure that their interests were represented. They sought to make clear to the Arabs, and subsequently to the ET, that religious practices in Afghanistan and the curriculum developed for Afghans will be based upon the Islam indigenous to Afghanistan, not to Arab countries or Iran.

APPENDIX B CONTINUED

Unfortunately, according to the members of the ECSPA, some individuals and cells within a few of the parties have, for various reasons, and in the absence of any discernible progress in the USAID Humanitarian Assistance Programs, been enticed into accepting financial contributions from the Arab groups. This has resulted in some devious developments in a number of parties.

Some Afghans, including those from the affected parties, privately conceded that those parties most affected were Jamiati Islami, Hizbi Islami Hikmatyar, and Hizbi Islami Khalis. Others alleged that the party of Abdul Rasool Sayyaf played a duplicitous role in these activities, seeking to make political gains as a result.

An example of these activities, the situation in Jamiati Islami revolving around a dispute between Ustaaad Rabbani and his second-in-command, Ahmad Jaan Ahmadzai, is presented here. Allegedly, Ahmadzai and his partisans, largely Pashto speakers, have been sustained by Arab funds that were believed to have been secured through Sayyaf. (A similar situation sometime ago within the Jamiati Islami resulted in the defection of Ahmad Shah Ahmadzai, not directly related to Ahmad Jaan Ahmadzai, to Sayyaf's party). Recently, Sayyid Noorullah, another lieutenant in Jamiati Islami, is said to have joined forces with Ahmad Jaan Ahmadzai, again sustained by Wahabi funds. Another example of this manner of activity was presented in the description of the continuing efforts of Qazi Muhammad Ameer Wiqaad to attract followers from Gulbuddin Hikmatyar, often with the complicity of Arab money and allegedly with Sayyaf.

The ET has learned of another manifestation of such Arab activities. One of the members of the ET on a recent trip to Saudi Arabia, was informed on numerous occasions by private Saudi groups that "hundreds" of young Saudis were fighting alongside their "Afghan brothers". During this current study-visit, the ET was informed by Alliance personnel, including commanders from the Jaji and Shumali fronts, that indeed there were "Arab Mujahideen" in their areas. Some reported that a number of these had been rejected because of proselytizing activities. One commander boasted that two had been sent packing without clothes and reported rumors that others had met with untimely ends near Kabul due to their rigid insistence that the Afghans pray their way. The ET observed groups of these Arab Mujahideen regularly at dinner at the Pearl. They dress as Afghan Mujahideen. The ET members early-on sought to speak to one of these groups, thinking they were Afghan, only to learn they were Arab Mujahideen. This particular group was associated

APPENDIX B CONTINUED

with Sayyaf, as was one other. One claimed it was with Jamiati Islami; the associations of two others were left undetermined.

Attendant to all of these activities has been their impact upon education. These endeavors are not solely based upon money matters. There are some obvious political and religious variables involved. These spill over most actively into the area of education, due to its ideological and philosophical nature. In other words, it is the belief of the ET that the battle for influence being waged by certain Arab groups has been joined most actively within the educational arenas.

X } The ECSPA is most concerned that further delays in the inauguration of the AID education assistance will render its own position most vulnerable. It has staked its credibility on the hope of educational assistance that it believes will be offered by AID without interference in the development of the content of the curriculum. Its members have publicly gone on record before the councils of their own parties as favoring the AID assistance over all others because it will not include concomitant introduction of proselytization.

An indication of the impact of such lobbying is provided in the following description. The members of the ET were invited to break Iftar with Mowlawi Muhammad Nabi, the head of Harakati Inqilabi Islami. The ET team leader has known the Mowlawi for a number of years. Present also within the compound were nearly 60 mullahs from inside Afghanistan and from the refugee camps who are adherents of the Mowlawi's Islamic school of instruction. (It is the Mowlawi's practice to meet nightly with such a gathering of people to fulfill his teaching and religious responsibilities. An eloquent orator, the Mowlawi thereat presents a short sermon to those gathered. During Ramazan, this practice has been coupled with the breaking of Iftar).

After the breaking of Iftar on this particular occasion and the subsequent prayer, the Mowlawi took the American team member before a gathering of mullahs. He had chosen as the topic of his sermon the "fraternal nature of American assistance to the Afghan Jihad." He specifically made reference to the fact that America was offering assistance in education without interference in its content. He offered the American member the opportunity to address the mullahs. In Dari, this team member reiterated the statements made by the Mowlawi. Afterwards, numbers of the mullahs made a special effort to indicate their appreciation for the "American approach" and to indicate how heavily active were "certain Arab groups". They repeated that, for Afghanistan,

APPENDIX B CONTINUED

they preferred the "American approach" and were hopeful it would begin quickly so as to forestall any additional Arab advances. Some claimed that acceptance of offers of "large sums of Arab money" earmarked for education was being delayed in the hopes that the Afghans themselves could first proceed with establishing their own framework by means of American assistance.

The ET, during residence at the Pearl Hotel in Peshawar, observed firsthand the distribution of huge sums of money to eager recipients. There were few efforts to be discrete. Attache' cases were brought before Afghans in the lobby of the hotel, opened up in full view, money withdrawn from them in 10,000 PR bundles, and presented to the Afghans. No documents were signed. The ET did not conclude that all such activities were initiated with proselytization in mind, but was certainly left with an impression of the power of this freewheeling approach.

The ET has no delusions that, concomitant to the effecting of the AID education program, Arab influence and activities of the nature described herein would cease. Nor does the ET necessarily think that such may be desirable. Internationalization of assistance is important. The needs of the Afghans are so great it is highly unlikely any one donor could meet them.

The Afghans have not suggested that they wish Arab support to cease; they just need a vehicle that will provide them the clout to get a reasonable handle on the Arab aid and channel it for Afghan, not donor, purposes. Inasmuch as the Arab groups have rejected an approach that supports the Alliance for one that deals with individual contacts, the ECSPA feels that AID assistance, which shares Alliance objectives, will permit it to establish a structure for receiving and directing assistance from a variety of donors. Following its meetings with both the party leaders and the ECSPA, the ET finds this assumption to be credible and practical.

In the face of all this, the ET has made within the body of this report a strong appeal to the Office for Afghanistan Affairs for the immediate establishment of a small, and perhaps temporary, office for what should evolve into the Education Center for Afghanistan, as proposed in this report. At such a place, the ECSPA could establish visible presence and credibility and

APPENDIX B CONTINUED

likely forestall the manner of activities described above. The leaders of the Alliance and the members of the ECSPA have gone to such great lengths to present their fears that failure to do so might result in irreparable damage to the concept of unity and coordination in cross-border education programs, as well as in other areas affecting the Alliance.

It is the belief of the ET that clearly there is a need here for a decisive and timely response.

APPENDIX C

SCHEDULE OF TEAM VISITS AND MEETINGS

APPENDIX C

SCHEDULE OF TEAM VISITS AND MEETINGS

<u>Date</u>	<u>Organization</u>	<u>Official</u>
May 15	AID/REP for Afghan Affairs	Larry Grandall
15	AID/REP	Staff
17	AID/REP	James Purcell
17	Cultural Council of Afghanistan Resistance (CCAR)	S. Kushkaki
18	AID/REP	James Purcell
18	USIS/Pakistan	Kent Obey
19	AID/REP	Val Mahan
20	Mahazi Milli	Dr. Farooq Azam
21	International Rescue Committee	Steve Segal
21	Shura	Nadir Ali Mahdawi
22	Spokesman of the Alliance	Professor Rabbani
22	Jabheh Nijaati Milli	Dr. Najeeb Mujaddadi
22	Educational Council of the Seven Party Alliance (ECSPA)	All Members
23	CCAR Founding Member	M.H. Mujaddadi
23	Commanders from Ghazni	Dr. Kowsar
23	Commanders from Paktia	Nazar Khan
25	Swedish Committee	Ingemar Andersson
25	Afghan Education Committee	Honeke Kouwenberg
25	American Center	John Dixon
26	ECSPA	All Members
26	Hezbi Islami	Gulbuddin Hikmatyar

APPENDIX C CONTINUED

May 26	Hezbi Islami	Mowlawi Yoonus Khalis
27	U.S. Educational Foundation in Pakistan (USEF/P)	Bruce Lohoff
28	Advisory Council of Jihad	Prof. Fazel and Staff
29	ECSPA	All members
June 3	ECSPA	All members, plus AID/REP personnel
3	ECSPA (evening)	Val Mahan and John Gurning (AID/REP) and all members
4	ECSPA	All members
4	Harakati Inqilabi Islami	Mowlawi Muhammad Nabi Muhammadi
5	AEC	Ingemar Andersson
5	ECSPA	All members
6	USEF/P	Bruce Lohoff
June 9	CCAR	Sabahuddin Kushkaki
10	Advisory Council of Jihad	Prof. Fazel and Staff
11	Report	Ambassador and Staff

APPENDIX D

CONTENT OF MEETINGS OF THE EDUCATION TEAM

CONTENT OF THE MEETINGS OF THE EDUCATION TEAM

1. AID/REP. Upon arrival in Islamabad, the ET met with AID/REP personnel over several days prior to departing to Peshawar. These meetings focused on establishing the budgetary and programmatic guidelines for proceeding with the project. Much time was spent in working with AID/REP personnel, which at that time was heavily involved in the construction of an Action Plan to be submitted to AID/Washington concerning the overall programmatic and budgetary plans for the Cross-Border Humanitarian Assistance Program. The ET felt well-informed concerning these matters as it proceeded to Peshawar. The ET continued to meet with the AID/REP personnel, both in Islamabad and Peshawar, throughout its stay.
2. ECSPA. Shortly after its arrival in Peshawar, the ET paid a call to the offices of each of the educational representatives of the seven parties of the Alliance and agreed upon a time for a first meeting. The representatives were still the same people as those who first met with the ET during the November-December visit. (See Appendix A).

At the initial meeting, it soon became apparent that this group had been meeting regularly since the conclusion of the first ET visit. It had, in fact, been meeting on an almost-weekly schedule at each party's educational office in rotation. It had adopted a formal name --- the Educational Council of the Seven Party Alliance (ECSPA). It had developed some draft documents and strategies on a variety of options for cross-border educational assistance. The members came ready to get to work on the revision of this project.

The ET and the ECSPA were often joined at their meetings by AID personnel; only once did someone from the GOP attend, as their limited personnel were devoted to other AID activities. Joint ET and ECSPA meetings were alternated in rotation with meetings of only the members of the ECSPA to work on items determined in the joint meetings. All these meetings were conducted during Ramazan. The members of the ECSPA proved to be exceedingly dedicated --- meeting for as long as it was necessary to complete the agenda of the day. One such meeting went ten hours without a break.

At the first meeting, the ET and the AID regional representative began by explaining why the second visit of the former had been delayed. Then, the current financial and programmatic parameters for cross-border educational assistance were presented to the ECSPA. Little discussion followed on either matter; the ECSPA seemed to readily understand the reasons for both.

The rest of the first meeting, which lasted for five hours, was spent in establishing a schedule of meetings for the period of the visit of the ET and in a discussion of the basic philosophical and organizational impact of the new programmatic parameters. The meeting was adjourned following agreement upon tasks the ECSPA would undertake the following day for presentation to the ET on the day following that.

The meetings between the ET and ECSPA proceeded in this manner throughout the period of the visit. At each joint meeting, discussions were held concerning the materials or matters that resulted from the previous day's session attended only by the members of the ECSPA. Oftentimes, the ECSPA would call the ET on those days when there were no joint meetings to enquire on points of discussion (then before the ECSPA at their meeting).

The members of the ET also met with the individual members of the ECSPA, almost always as guests for the breaking of Iftar. It is significant to note that at each gathering the ET experienced nearly a total abstinence from inter-party gossip or quarrels. The focus for discussions was usually the other educational initiatives being introduced to the Alliance.

The ET and ECSPA met seven times. The topics discussed at these meetings included:

- the review of the ECSPA's continuous meetings and efforts to provide basic guidelines for the operation of education in Afghanistan;
- concern over the external assistance not being coordinated through ECSPA;
- areas to be dealt with immediately;
- management unit (Educational Center for Afghanistan), organizational structure, policy issues, personnel needed, and a brief job description for key positions;
- PVOs, issues of concern and suggestions for improvement through coordination;
- drafting the by laws for the Educational Center for Afghanistan.
- discussion on the location of the ECA; and
- employment guidelines.

During the waiting period for the approval of funds, the ECSPA plans to work on the following:

- letterhead and stamp for the ECA;
- school, employment, expenditure, and supervision manuals;
- forms for sending school supplies;
- site selection process;
- survey of students in each site with regard to their grade level;
- survey of teachers (# available, # needed); and
- immediate and long-range planning.

3. Leadership of the Seven Parties. The ET sought to meet with the leadership of each of the seven parties. It failed only to meet with Abdul Rasool Sayyaf or his designee, both of whom were not in Peshawar during most of the time that the ET was. In deference to the fact that Ustaa'd Rabbani was serving as the Alliance spokesman at the time, the ET first sought and obtained a meeting with him. They were joined in the meeting by personnel from AID/REP.

The ET met in turn with Farooq Azam of the Mahazi Milli, Gulbudjin Hikmatyar of Hizbi Islami, Mowlawi Khalis of Hizbi Islami (Khalis), Sibgnatullah Mujaddidi of Jabbeh Kijaati Milli, and Mowlawi Muhammad Nabi Muhammadi of Harakati Inqilabi Islami. Each of these meetings was conducted in Dari and lasted from one to three hours. They followed a pattern of general discussion on the status of the Jinad and extended discussion on the proposed educational activity. Invariably, concern was expressed regarding the impact of delays on the activity and the increased presence of external groups.

With one exception, all the leaders expressed enthusiastic support and commitment to a unified approach to cross-border education. Even the one individual who was not so enthusiastic did indicate support for the concept. All wished to know when the education assistance would begin.

In addition to the leaders of the seven parties, the ET also met with Commander Nadir Ali Mahdawi, the representative in Peshawar of the Shura. This party is represented within the Alliance through the party of Sayyid Ahmad Gailani, Mahazi Milli. The ET met with Mahdawi because he and his party represent certain Shia interests. The ET found him and his people to be exceedingly interested in having education in the Kazarajat. Currently, the CCAR is operating two schools in cooperation with this group.

4. GOP. The ET did not have a great deal of contact with GOP officials. They were kept apprised of the ET schedule and availability through the established channels. They instructed the ET to proceed on its schedule of meetings as planned. Two GOP representatives did attend one meeting between the ET and ECSPA. The ET did have an extended meeting with Ahmad Zeb, protocol chief of the Pakistani Commissionerate of Refugees. In each instance of contact, Pakistanis expressed their general support for the proposed education project.
5. PVOs. The ET met with the educational director of the International Rescue Committee (IRC) once and with the staff of the Cultural Council of the Afghanistan Resistance (CCAR) and the Afghan Education Committee (AEC) twice. The IRC clearly indicated that its focus on educational assistance for Afghans was not going to be of a cross-border nature.

The other two are active in developing cross-border education activities ranging from curriculum development, teacher training, site identification, evaluation, etc. The levels of development are admittedly uneven. The size of their programs were limited by lack of resources. Commitment to working in cooperation with the Alliance was not evident, although, in the case of the CCAR, there was demonstrated effort to follow a plan to channel assistance through individual parties.

The ET was impressed by the sincerity of both PVOs and their commitment to assisting Afghans. The meetings were most cordial. The ET expressed to both of them its own mandate as well as its commitment to strengthening the Alliance with any recommendations it would make relating to AID educational assistance. The PVOs responded in a generally positive tone. The ET apprised both of its assessments at the end of its visit.

6. United States Educational Foundation in Pakistan (USEF/P). Between the two visits of the ET, AID/REP personnel met with the Director of the USEF/P to work out the details of a scholarship program to be funded through AID, but to be administered through Fulbright channels. This program is to provide up to seven scholarships each year for qualified Afghans to pursue relevant graduate study in the United States. The ET met twice with the USEF/P Director to discuss the procedure and budgetary elements of this plan. Though not of a directly cross-border nature, the ET concurs with the intent of the plan and is convinced of its workability and value.

7. Resistance Commanders. The ET was approached throughout its stay by individual Resistance commanders who were interested in initiating educational programs in the areas under their control, or improving those already extant. These meetings were informative to the ET for the purposes of understanding the role that local commanders could play in cross-border activities. Each commander was informed of the AID Humanitarian Assistance Program objective of working through the Alliance and the party educational representatives.
8. Advisory Council of the Jihad. This loose-knit organization of a handful of Afghan educators and intellectuals is funded through the Jamiati Islami and is resident in Islamabad. Its existence is further evidence of the availability of qualified Afghan educators who might contribute to educational activities. Although the group is not actively involved in cross-border or refugee education, the ET met twice with it to obtain an independent assessment of the conditions relating to Afghanistan's educational needs.
9. Hashim Mujaddidi. A former senator during the monarchy and member of an influential religious family, Professor Mujaddidi lives in Saudi Arabia and is very knowledgeable concerning Arab interests and groups active in the Afghan Jihad. He is a founding and continuing member of the Cultural Council of the Afghanistan Resistance and makes several trips between Saudi Arabia and Pakistan each year. He was able to help the ET sort out the complex picture pertaining to Arab activities with Afghans.
10. University of Peshawar. This institution is the most informed in Pakistan concerning the Afghan situation. The ET met with the Vice Chancellor, Rasheed Tahirkheli, to update its information on Pakistani assistance to Afghans seeking to attend Pakistani institutions of higher education.

APPENDIX E

PROPOSAL FOR AN AFGHAN FULBRIGHT STUDENT PROGRAM

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U.S. EDUCATIONAL FOUNDATION IN PAKISTAN
P.O. Box 1128
Islamabad

Proposal for an Afghan Fulbright Student Program

[Data as of 03 June 1986]

Introduction: The U.S. Educational Foundation in Pakistan -- Pakistan's Fulbright Foundation -- proposes to develop and administer a program of educational exchange for Afghan students. The program will be called the Afghan Fulbright Student Program. It will be governed by the Foundation's Board of Directors and administered by its staff in Islamabad, but will be funded solely from sources not available to the Foundation's existing Pakistan/American exchange programs. Its client will be the young qualified Afghan refugee who wishes to pursue a B.A./B.Sc. or M.A./M.Sc. degree, primarily in the pure and applied sciences, and return to Pakistan -- or if feasible to Afghanistan -- after completion of his/her studies

Objectives: Why should USEF/P provide Fulbright scholarships to Afghan students?

The Soviet invasion of Afghanistan in 1979 terminated the educational plans of numerous young Afghans. As a result, the thousands of high school and college graduates who presently reside in Pakistan as refugees have lost the opportunity for a university education. The proposed program will restore those opportunities to a small but significant number of these men and women.

In addition to the individual hardships caused by six years of Soviet occupation there has been a general reduction of human resources within the Afghan community: much of an entire generation has been deprived of the technical and other skills that will be required to rebuild a free culture in a free Afghanistan. The proposed program will contribute to the redevelopment of these skills.

Despite the generosity that Afghanistan's refugee population has received from Pakistan, the host country's educational infrastructure has been able to offer academic opportunities to few young Afghans. The proposed program will relieve the pressures currently felt by Pakistan's universities and provide an alternative opportunity for Afghan students.

Prior to the Soviet invasion, Afghanistan enjoyed the exchange programs of its own Fulbright commission. The proposed program will be a gesture toward the renewal of

APPENDIX E CONTINUED

the efforts of Afghanistan's Fulbright commission.

USEF/P is uniquely qualified to address these objectives. Established in 1950 by the Governments of Pakistan and the United States, it is one of forty-three Fulbright commissions located throughout the world. Since 1951, when the first group of Pakistani grantees traveled to America, and 1952, when the first American grantees visited Pakistan, the Foundation has fostered mutual understanding between the people of Pakistan and the United States through educational and cultural exchange. Today, as in the past, the Foundation operates as a binational commission. Receiving support and counsel from both of its parent governments yet serving as an agency of neither, the Foundation supervises a variety of programs that send Pakistani scholars to American campuses while bringing American scholars to universities in Pakistan.

Project Description:

Policy: The program will be governed by policies established by the Foundation's Board of Directors. However, to ensure that the aims of the program remain congruent with the needs of the Afghan community, the Board will appoint and consult an advisory committee composed of representatives from the U.S. Mission in Pakistan and members of the Afghan community. American membership will consist of those Americans serving on the Board; Afghan membership will include representation from the Alliance of Resistance Groups or the Educational Subcommittee of the Alliance. The advisory committee will identify emerging priorities and ratify their incorporation into the program.

Administration: All in-country elements of the program will be administered by the staff of the Foundation. All stateside elements of the program will be administered by the staff of the Institute of International Exchange whose registered office is in New York, New York.

Clientele: Studies suggest that the pool of Afghans who are eligible (i.e., academically qualified and language proficient) for the program is large. It will, of course, be necessary to review the response to this project, but there will be little problem finding the first group of five undergraduate and 2 graduate participants. As in the case of its other programs, USEF/P will conduct an open competition for Afghan Fulbright student grants. Because of the political implications of the program, each applicant will be required to prove that his/her candidacy is endorsed by one of the Afghan political parties operating in Peshawar. Subject to that one political test, however, grantees will

APPENDIX E CONTINUED

be selected on their merits by a committee consisting of qualified American and Afghan educators.

Funding: The program will be funded solely from sources not available to the Foundation's existing exchange program. It will be necessary to demonstrate that the program will never threaten the Foundation's Pakistan/American exchange program funds for the complete educational courses of Afghan participants. This will be an obligation prior to the selection of a given tranche of grantees. Thus, the entire course of study for the initial group of participants, together with administrative overhead and other costs, will be completely funded by the initial grant amount. This procedure will be followed in each yearly increment of the grant. In this way the cost of an Afghan's education will never be charged against other Foundation programs, nor will his/her education, once begun, be jeopardized by policy revisions or changing funding levels.

Schedule: The program will adhere to the following schedule during each year of its operation:

- 30 Jun: Advertisements in English-language and regional-language newspapers have described the competition and announced that application will be entertained if received through member parties of the Alliance prior to 30 June.
- 01 Aug: USEF/P's selection committee has screened applicants and identified candidates.
- 01 Jan: Candidates have completed placement tests (i.e., GMAT, GRE, SAT) and language tests (i.e., TOEFL).
- 15 Jan: USEF/P has forwarded candidate dossiers IIE for candidate placement.
- 15 Apr: IIE has obtained admission for candidates in selected U.S. institutions.
- 30 Jun: Grantees have proceeded to the United States for language training, if necessary, and orientation.
- 01 Sep: Grantees have matriculated in courses of study leading to B.A./B.Sc. or M.A./M.Sc. degrees.

During each student's course of study he/she will be assisted and monitored by IIE. IIE will also be responsible for the disbursement of funds to the student and to his/her institution. Finally, it will be the responsibility of IIE to facilitate the student's return to Pakistan -- or if feasible to Afghanistan -- upon the completion of the course of study.

U.S. EDUCATIONAL FOUNDATION IN PAKISTAN
P.O. Box 1128
Islamabad

Afghan Fulbright Student Program, Estimated Costs

[Data as of 03 Jun 86]

YEARS Program	TRANCHES (@ 7 students per tranche)			
	No. 1	No. 2	No. 3	No. 4
1987 - 1988	\$112175			
1988 - 1989	105742	\$117784		
1989 - 1990	78551	111029	\$123673	
1990 - 1991	81693	82479	116581	\$129857
1991 - 1992		85778	86603	122410
1992 - 1993			90067	90993
1993 - 1994				94570
TOTAL PROGRAM	\$378161	\$397070	\$416923	\$437769
Administration USEF/P over- head (15%)	\$ 56724	\$ 59560	\$ 62538	\$ 65665
IIE Admin. Charges (Est. 16%)	\$ 60506	\$ 63531	\$ 66708	\$ 70043
TOTALS PER YEAR	\$495391	\$520161	\$546169	\$573478

APPENDIX F

BY LAWS
OF
THE EDUCATIONAL CENTER FOR AFGHANISTAN
(TRANSLATED FROM DARI)

MAY 26, 1986

PESHAWAR, PAKISTAN

INTRODUCTION

Because of the Soviet's shameful military aggression, Afghanistan has been destroyed; mosques and schools have been completely abolished, and the children's right to an education and information does not exist. The Afghan nation as a whole, for the purpose of preserving their faith and their land defense, have taken arms against their enemy and are fighting. At this time, it is necessary to pay special attention to the education of the children in the following areas:

1. Due to the absence of educational institutions in Afghanistan, and the need for training of the cadre to take part in the reconstruction of Afghanistan, it is important to establish elementary schools as a first step.
2. For those youths who, because of the war, have not had the opportunity to get an education in the last seven years, or are illiterate Freedom Fighters, literacy programs should begin. These basic literacy courses would take place in the fighting zones and would contain reading, writing, theology and mathematics.
3. In order to handle the shortage of teachers in Afghanistan, teacher training courses for 12th-grade graduates should begin. These courses will be one year in duration, and the graduates of the program will be employed inside Afghanistan.
4. The establishment of a number of vocational courses in the secure areas is also essential.
5. Those students, whose education has been disrupted, should be given the opportunity to upgrade themselves as deemed appropriate.

To achieve the above objectives, it is proposed to establish the Education Center for Afghanistan, whose members will be selected from the Seven Party Alliance, and who are professionals and experienced in the field. The ECA will be responsible for the total operation of education in Afghanistan. All international agencies, which provide assistance in the field of education, can only function after the approval of the ECA providing there is no pre-condition to their assistance.

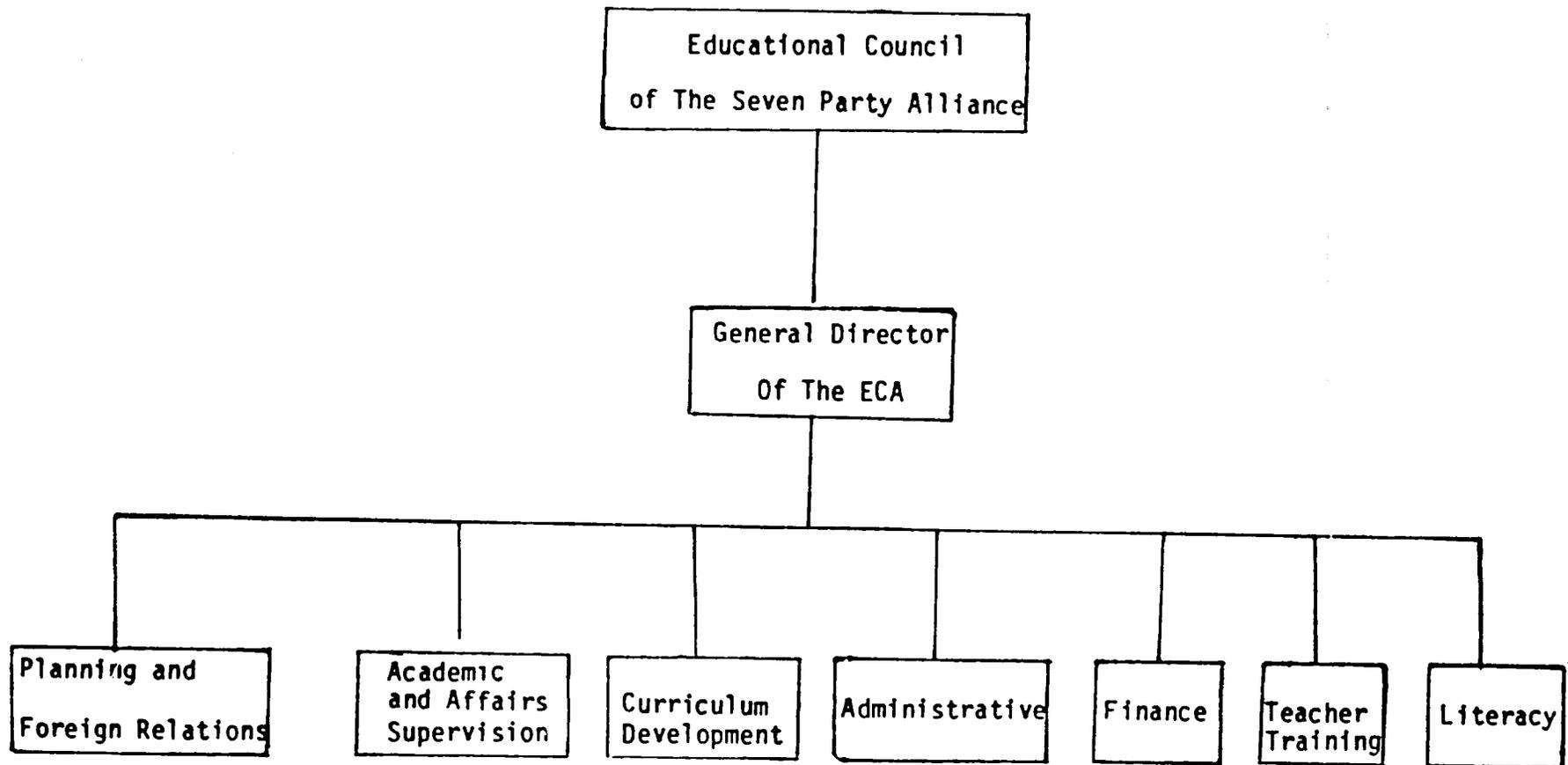
ORGANIZATIONAL STRUCTURE
AND
METHODS OF OPERATION

During the remaining portion of the fiscal year 86, the establishment of 435 primary schools in the 29 provinces of Afghanistan is essential. Each school will contain an average of three sections (classes) with a total of 60 students taught by three teachers. The literacy program may start at the beginning of the fiscal year 87.

The Educational Council, which is comprised of the representatives of the Seven Party Alliance of the resistance, will constitute the Supreme Council of the ECA. The chairman of the Council will be selected from the seven members for a period of three months on a rotational basis.

The Education Center for Afghanistan is made up of seven departments as follows: Curriculum Development, Academic Affairs and Supervision, Administration, Finance, Planning and Foreign Relations, Teacher Training, and Literacy. Each department will be headed by an experienced member of the Seven Party Alliance. The head of the ECA will be chosen from the heads of the departments for a period of three months on a rotational basis. The individual chosen to head the ECA will also be responsible for his own department. All other personnel needed for the seven departments will be selected by the heads of the departments and the consultation of the Educational Council of the Seven Party Alliance.

ORGANIZATIONAL CHART:
EDUCATION CENTER FOR AFGHANISTAN



JOB DESCRIPTIONS

I. Responsibilities of the Educational Council

- A. The Council is the central decision making body for all educational affairs.
- B. The decision of the Council is final. In case of the importance of an issue where upon the Council cannot make a decision, the final decision will be requested from the Council of the leaders of the Seven Party Alliance.
- C. The Educational Council will meet every two weeks.
- D. In case of emergency, the Council will meet as deemed necessary.
- E. The evaluation of the educational activities will be done by the Council.
- F. The quarterly report of the ECA will be evaluated by the Council.
- G. Individuals' job assignment within the ECA will be done by the Council.
- H. When needed to reassign or replace individual(s) in ECA, the Council will use its power and the majority-rule concept.
- I. Agencies interested in educational activities of Afghanistan will be advised by the Council.
- J. Educational manuals can be applied after the approval of the Council.
- K. Review and approval of ECA decisions will be done by the Council.

II. Responsibilities of the Head of the ECA.

- A. The ECA's weekly meeting will be chaired by the head of the ECA. The decisions resulting from these meetings will need the approval of the Council.

The responsibilities of the head of the ECA.

1. The head of the ECA would supervise and evaluate the tasks of all departments in his term;
2. Will sign all out-going letters;
3. Will chair all the ECA meetings;
4. Will see the application of programs and approve the decisions;
5. Report all activities of the ECA to the Council at the end of his term.

III. Department of Curriculum Development

- A. Preparation of a common curriculum which is acceptable to the Afghan Muslim society and the conditions of Jihad in Afghanistan.
- B. The curriculum will be prepared by Afghan experts in the field.
- C. Agencies providing assistance have no right to interfere directly or indirectly in the preparation of the curriculum.
- D. While the curriculum is under consideration and finalized, all the published textbooks prepared by the previous unity and other agencies who have published textbooks will be reviewed and the one that is deemed appropriate and complete will be published and distributed to the schools.
- E. The textbooks sent inside Afghanistan by agencies will be thoroughly reviewed and if approved would be used.
- F. Establish functional libraries and resource materials.

IV. Department of Administration

- A. Submitting other department's proposals to the ECA meeting.
- B. Recording the decisions and instructions of the ECA.
- C. Corresponding with all related agencies.
- D. Recording and keeping all administrative documents in the archive.
- E. Controlling the attendance, providing monthly reports for payments and announcing all major decisions.
- F. Preparing files on individuals, working for the ECA and completing the assignment or dismissal processes.

V. Department of Finance

- A. Monthly payments of the ECA personnel and school personnel inside the country.
- B. Preparing monthly expenditures of the ECA and schools.
- C. Preparation and distribution of all needed items.
- D. Organizing store rooms as needed.
- E. Preparing final accounting system in each fiscal year.

VI. Department of Teacher Training

- A. Establishing seminars and educational and professional courses.
- B. Providing teachers with useful methods of teaching as related to the war situation.
- C. Identifying teachers based on their academic level and experiences acquired.

VII. Department of Literacy

- A. Establish literacy and educational courses based on the situation of the war.
- B. Preparing special teaching materials for adults.
- C. Identifying the location of the literacy centers.

VIII. Department of Planning and Foreign Relations

- A. Preparing necessary information regarding students, their age group, the number of schools, centers, and courses in different locations, as well as the number of students attending schools and those who need to be enrolled.
- B. Identifying the location of schools in different areas inside the country.
- C. Planning educational programs based on the war situation and the availability of financial support.
- D. Planning development programs for schools in terms of quantity and quality.
- E. Establishing channels of communication with Pakistani authorities, as well as other assisting agencies.
- F. Providing educational opportunities in higher education for Afghans.

IV. Department of Academic Affairs and Supervision

- A. Designing a syllabus for primary and secondary schools and submitting it to the Department of Curriculum Development for preparation, writing, and publication of textbooks.
- B. Preparing school manuals.
- C. Preparing guidelines for the administration of schools.
- D. Visiting schools.

- E. Providing examination samples to school administration.
- F. Preparing questions and a list of criteria for the employment of teachers and referring them to the department of administration.
- G. Establishing schools.

Items of this by-law constitute guidelines for the operation of schools at this time. Other related manuals will be prepared eventually.

Signed by:

Abdul Qadeem Yoosufzai, Harakat Inqilabe Islami Afghanistan

Muhammad Israrullah, Jamiati Islami Afghanistan

Shamsulhaq Peerzadah, Jabheh Nijat Milli Afghanistan

Abdul Shukoor, Hizbi Islami (Hikmatyar)

Wazirgul Rasooli, Ittihad Islami Afghanistan

Mauammad Yaqoob Roshan, Mahazi Milli

Abdul Lateef, Hezbi Islami (Khalis)

اساسنامه

مرکز تعلیمی برای افغانستان

۲۶ می ۱۹۸۶

پشاور — پاکستان

بیشکندار

از آن جا که نظریه‌ها هم بیشتر مانده روس خونخوار حاکمان افغانستان حکم بخورده بخود گرفته مساجد و مدارس بکلی از بین رفته اطفال معصوم همه بی سرنوشت و از نعمت علم و دانش بی بهره مانده اند و از جانبی چون کافه مردم افغانستان بنظر دافع از دین و خاک خویش تمام محسوس نموده بقیابل دشمن دین و وطن خود بیایزده پوداخته مسلحانه می جنگند لازم و ضروری دیده میشود که در قسمت تعلیم و تربیه انحصاراً بانظر داشت نکات ذیل در مساجد مختلف توجه جدی بعمل آید

- ۱ - جهت تربیه اطفال در داخل افغانستان نسبت عدم دستک‌های تعلیمی و تربیتی از حیث مزیای و دانشی مناسب گشته اند بحیث مجاهدین آگاه و با دانش و اما رگر آینده سلکت مجاهدان مدارس ابتدایی تاسیس گردد .
 - ۲ - برای آینده جوانان نیکه در اثر تفرص دشمن مدت هفت سال نتوانسته اند به تعلیمات خود ادامه دهند و تا حدی هم از مزایای سواد محروم بوده نعلماً به صفت مدافع و خاک خود به مقابل دشمن می‌زنند کورسهای سواد آتوزی دایر گردد تا فضا از طوم دینی محاسب و سواد بهره مند گردیده آگاهانه به جهاد خویش ادامه دهند .
 - ۳ - برای نیکه نفیسه کمبود معلم در داخل افغانستان حسیره شده بتواند کورسهای تربیه معلم حاد اقل الی مدت یکسال دایر گردد تا فارغین صنف ۱۲ که بکار و بی سرنوشت اند تحت تربیه گرفته شده به صفت معلم در داخل افغانستان استخدام شوند .
 - ۴ - کورسهای مسلکی و حرفی در مناطق نسبتاً صون بر اینکه اطفال به چهاره افغانستان پیشه فی را جهت تأمین حیات آینده خویش امیخته باشند عند الموقیع دایر گردد .
 - ۵ - جهت تکمیل تحصیل کسانی که تحصیلات شان تا مکمل مانده است عند اللزوم تدابیر اتخاذ گردد .
- برای برآورده شدن منظور فوق مرکز تعلیمی افغانستان که امطای انرا اشخاص تعلیم یافته و محبوس در امور تعلیم و تربیه مربوط هفت تنظیم اسلامی و جهادی افغانستان تشکیل میدهند شروع به کار نموده تمام امور متعلق به این مرکز را پیش میبرند و موسسات اسنادی و بین‌المللی کسب خواهش کنند به این مرکز را داشته باشند میتوانند صرف در قسمت تهیه مواد لوازم و مصارفات آن همکاری نموده حسب مدخله در امر اداری نهضات تعلیمی، پروگرامها، تمین اشخاص و امثال انرا ندارد .
- صورت تشکیل و نحوه کار این مرکز ضمیمه هذا است .
- اسمید است زحمات این مرکز در مسیر تعلیم و تربیه اطفال مردم افغانستان طوری که ارزو است مفید میباشد بود .

تشکیل و نمونه کار

برای سال مالی (۱۹۸۵-۱۹۸۶) طور اوسط دایر نمودن (۲۳۵) مدرسه ابتدایی در (۲۹) ولایت کشور که هر مدرسه دارای (۳) شعبه و (۶۵) شاگرد بوده در نظر گرفته شده، و راجع به دایر نمودن کورسهای تربیه معلم و سواد آموزی بعداً اقدام بعمل خواهد آمد. در راس تشکیل مرکز تعلیمی افغانستان شورای مالی تعلیمی که دارای هفت عضو بوده و مشتمل بر نماینده های با صلاحیت تعلیم و تربیه هفت تنظیم اسلامی و جهادی افغانستان میباشد قرار دارد. ریاست جلسات این شورا بالنوبه برای دوره سه ماهه بدوش یک نفر از همین نماینده های هفت تنظیم میباشد.

باینتر از ان امریت مرکز تعلیمی است. این امریت هفت مدیریت را که عبارت اند از (مدیریت نصاب تعلیمی - مدیریت تدریسی و نظارت - مدیریت اجرا - مدیریت مالی - مدیریت پلان و ارتباط - مدیریت تربیه معلم و کورسها و مدیریت سواد آموزی) در بر دارد. در راس همین مدیریت ها یک نفر از تعلیم و تربیه هفت تنظیم اسلامی و جهادی افغانستان نظر به معلومات و تجربه شان احراز وظیفه مینمایند. امر مرکز تعلیمی طور دائم یک نفر نبوده بلکه بالنوبه بدو هر دو بهار تمت برای سه ماه با حفظ وظیفه اصلی نمود وظیفه امریت مرکز تعلیمی را نیز به عهد خواهد داشت. باقی امضاء بهار تمت ها به مشوره مدیران دیپارتمنت ها و امپلاشورای مالی تعلیمی از اشخاص مسلکی و با تجربه هفت تنظیم تعیین خواهد شد. (تشکیل ضمیمه است).

کتابخانه عمومی و تخصصی دانشگاه تهران

کتابخانه عمومی و تخصصی

کتابخانه عمومی و تخصصی

کتابخانه عمومی و تخصصی

ردیف	عنوان کتاب	نوع کتاب	تاریخ	محل	توضیحات
۱	کتابخانه عمومی و تخصصی	کتابخانه عمومی	۱۳۰۲	تهران	
۲	کتابخانه عمومی و تخصصی	کتابخانه عمومی	۱۳۰۲	تهران	
۳	کتابخانه عمومی و تخصصی	کتابخانه عمومی	۱۳۰۲	تهران	
۴	کتابخانه عمومی و تخصصی	کتابخانه عمومی	۱۳۰۲	تهران	
۵	کتابخانه عمومی و تخصصی	کتابخانه عمومی	۱۳۰۲	تهران	
۶	کتابخانه عمومی و تخصصی	کتابخانه عمومی	۱۳۰۲	تهران	
۷	کتابخانه عمومی و تخصصی	کتابخانه عمومی	۱۳۰۲	تهران	
۸	کتابخانه عمومی و تخصصی	کتابخانه عمومی	۱۳۰۲	تهران	
۹	کتابخانه عمومی و تخصصی	کتابخانه عمومی	۱۳۰۲	تهران	
۱۰	کتابخانه عمومی و تخصصی	کتابخانه عمومی	۱۳۰۲	تهران	

وظایف

۱ - وظیفه شورای عالی تعلیمی :

- الف - این شورا کوه مرکز اصلی تصمیم گیری در همه امور مربوط به مرکز تعلیمی است .
- ب - تصاحب و فاصله های این شورا ناطع است . اگر در بعضی مسائل به فاصله رسیده نتواند حل نهائی آن متعلق به شورای عالی ایالتی ف میگردد .
- ج - شورای عالی تعلیمی طور مادی در هر پانزده ریز دایر میگردد .
- د - در حالات نفع العاده البته هر وقتیکه لازم افتد دایر شده میتواند .
- ه - بر چنین تمام امور مربوط به مرکز تعلیمی وقتاً فوقتاً تحت نظر این شورا بعمل می آید .
- و - فیه و اجراءات در باره راهبر کار امریت مرکز تعلیمی در هر سه ماه از وظایف این شورا است .
- ز - تعیین وظایف در داخل مرکز تعلیمی به اشخاصیکه از طرف تنظیم ها معرفی میگردد مربوط به این شورا است .
- ح - در تغییر و تبدیل وظایف اشخاص مندراللزوم راس اکثریت شورا معتبر است .
- ط - همکاری موسسات ذمه لاقه در امر تعلیمی افغانستان به مشوره این شورا صورت میگردد .
- ی - انفاذ لوائح مربوط به مرکز تعلیمی بعد از تصویب این شورا صورت میگردد .
- ک - فیه به فاصله های مجلس امریت مرکز تعلیمی و منظوری آن از وظیفه شورا عالی تعلیمی است .

۲ - وظیفه امریت مرکز تعلیمی افغانستان

الف - مجلس مرکز تعلیمی : مجلس امریت مرکز تعلیمی هفته یک مرتبه روی امور مربوط به داخل امریت دایر و فاصله های این مجلس بعد از تأیید شورا عالی تعلیمی مرمی الا اجرا میگردد .

ب - وظیفه امر مرکز تعلیمی :

- ۱ - امر تعلیمی ^{کنز} پیوسته در دوران مدت کار خویش مراقت تمام امور دیگر مدیریت ها را به معده داشته هدایت لازمه صلا مینماید .
- ۲ - مکاتیب مربوط به مراجع خارج از امریت به امضا امر مرکز تعلیمی صادر میگردد .
- ۳ - ریاست مجلس امریت مرکز تعلیمی را امر مرکز تعلیمی به معنده دارد .
- ۴ - تطبیق پروگرامها - هدایات و تصاحب شورای عالی تعلیمی و وظیفه امر مرکز تعلیمی است .
- ۵ - امر مرکز تعلیمی تکلف است که صورت اجراءات شعبات مربوط با در هر سه ماه بشورای عالی تعلیمی تقدیم دارد

۳ - وظیفه مدیریت نصاب تعلیمی :

- الف - تهیه نصاب واحد و مشترک مورد قبول جامعه و نسل سلمان افغانستان در شرایط جهادی باشد
- ب - نصاب تعلیمی واحد بوسیله شخصین اهل فن و اشخاص محرب افغانی تهیه و ترتیب میگردد ...
- ج - موسسات و مراجع ^{مکلی} ککی و ذمه لانه حق هیچ گونه مداخله مستقیم و یا غیر مستقیم را در تدوین و تهیه نصاب واحد ندارند .
- د - مجالس الهی تدوین برپایه نصاب تعلیمی واحد تحت افاز هر چه سرپرست تدوین در داخل کشور از کتب که توسط اتحاد های قبلی و موسسات محوره تهیه و چاپ گردیده است مشورت و بهتر انرا انتخاب و آسوده تکثیر میسازد . ^{در تهیه نصاب کتب در تالیف در کتاب مورد نیاز خیر خود برپرداخت .}
- ه - کسی که از منابع مختلفه امدادی بداخل کشور فرستاده میشود بعد از تدقیق - تشخیص و تائید اعضا نصاب مرکز تعلیمی افغانستان جواز پیدا کرده میتواند .
- و - احداث کتبخانه مجوز و تهیه کتب نقد قسم هرگز و وظیفه مدیریت نصاب تعلیمی است .

۴ - وظیفه مدیریت اجراییه :

- الف - تقدیم نمودن پیشنهادات دایره به ^{مجلس} (هیئت) مرکز تعلیمی و بل اخره به شورا عالی .
- ب - ثبت و صدور تصاویر هدایات و اوامر ^{مجلس} ^{رئیس هیات} تعلیمی به مراجع مربوط .
- ج - اخذ و صدور تمام مکاتیب مرکز تعلیمی به مراجع مربوط .
- د - حفظ تمام اسناد و دوسیه های مربوطه در آرشیف .
- ه - مراقبت حاضرین ضمیمین مرکز تعلیمی - ترتیب راپور معاشات ماهانه و ابلاغ سابل عام و اهم .
- و - ترتیب دفتر سوانح و اکنال مراحل تقویو تبدل و انفکاک ضمیمین مرکز تعلیمی .

۵ - وظیفه مدیریت مالی :

- الف - اجرا معاشات ضمیمین مرکز تعلیمی و پرسونل مکاتب و مدارس مربوط .
- ب - اجراء مصارفات مرکز تعلیمی مناسبه و معاطله اسناد مصرفی .
- ج - تهیه و توزیع تمام مواد و لوازم مورد نیاز .
- د - ترتیب و تنظیم ^{کلیه} تمهیلخانه های مربوط .
- ه - تصفه حسابات معتدین در اخر سال مالی .
- و - وظیفه مدیریت تهیه معلم و کور - ها :

الف - دایره نمودن سیمتارها و کورسهای تعلیمی تربیوی و سلکی .

- ب - با نظر داشت شرایط جنگ و جهاد تجهیز و تعلیم معلمین و ^{مدرسه ها} مدرسین با متود های ^{مدرسه} ^{درسی} .

ج - تشخیص و تفکیک تارسیمن از نگاه سهه های طمی و تحریری شان .

۷ - وظیفه مدیریت - واد اموزی :

الف - تاسیس کورسهای سواد اموزی با نظر داشت شرایط حماد در داخل .

ب - تهیه پروگرامهای خاص درسی برای کلان سالان .

ج - تشخیص نقاط و محلات ^{در روستا} ~~محل~~ ^{محل} ~~محل~~ برای تدوین کورسها .

۸ - وظیفه مدیریت کلان و ارتباط :

الف - تهیه معلومات ضروری در مورد شاگردان محروم از تحصیل به شمول و تفریق کلان سالان .

ب - تهیه احصایه مدارس - کورسها، شاگردان بدرسین و فارغ التحملان مربوط به مدارس مرکز تعلیمی .

ج - دریافت زمینه تاسیس مدارس در نقاط داخل کشور .

د - پلانگذاری پروگرامهای تعلیمی و تربیتی با نظر داشت شرایط حماد و مساعدت های مالی .

ه - طرح پروگرامهای انگشانی و ارتقائی مدارس داخل از نظر کمیت و کیفیت .

و - قیام ارتباط لازم با مقامات پاکستانی، موسسات ککی و مراجع ذبعلافه .

ز - مندالموقع فراهم آوری زمینه برای تحصیلات عالی محصلین افغانی .

۹ - وظیفه مدیریت درسی و نظارت :

الف تعیین ساعات درسی مضامین قابل تدوین در مدارس و سپردن ان به مدیریت تعاب جهت تهیه مفردات

تشخیصی و ترتیب کتب و مند الزوم تالیف و ترجمه کتب مورد ضرورت .

ب - تهیه ترتیب لواحق مدارس .

ج - ترتیب نمونه های کتب و دفاتر ادارات مدارس .

د - بازدید و بررسی امور مدارس مربوطه در مواقع لازمه .

ه - اجراء امور مربوط به امتحانات .

و - تهیه - ولات معلمین و مدرسین و اخذ امتحان انما جهت استخدام به وظیفه معلمی .

ز - تاسیس مدارس .

سواد فنی مجالته قسم لایحه کار در طریق (۶) وفق ترتیب گردید البته مندالموقع

تعلیمات نامه مکمل ترتیب و طرف استفاده قرار خواهد گرفت .

- ۴ - محمد بهرام برزنجی نمایندگی دولت لغمان
- ۵ - عبدالرحمن محمد یعقوب اولی نمایندگی پروان
- ۶ - درویش علی اولی نمایندگی لغمان
- ۷ - حاجی محمد یعقوب نمایندگی پروان

- ۱ - تارسی محمد پروان نمایندگی لغمان
- ۲ - شمس محمد پروان نمایندگی لغمان
- ۳ - محمد پروان نمایندگی لغمان

APPENDIX G

POSITION RESPONSIBILITIES AND PERSONNEL
OF THE ECA

APPENDIX G

POSITION RESPONSIBILITIES AND PERSONNEL OF THE ECA

I. Position Responsibilities:

These position responsibility descriptions are the product of discussions between the ECSPA and ET.

A. Educational Council of the Seven Party Alliance (ECSPA)

The proposed Educational Council, made up of educational representatives of the Seven Party Alliance, is considered the supreme council, and would be responsible for all educational policy matters. Additionally, they have established the professional and experienced criteria and would introduce them to the Educational Center for Afghanistan (ECA), which will serve as the management unit for the project.

B. General Director of the ECA

The Director's responsibility would be to serve as the chief executive officer and administrator of the ECA. His duties would include:

- coordinating the establishment of objectives and planning of annual activities to meet goals;
- evaluating the performance of his co-workers;
- keeping the ECSPA aware of the on-going activities.

C. Department Directors

Each director would be responsible for establishing a department to carry out the activities specified by the administration. Additionally, he would be responsible for establishing departmental goals, supervising and evaluating the support staff, and ensuring that the annual objectives are met.

II. Personnel:

The number of personnel needed to accomplish the designed goals vary in each department, as the need for assigning additional persons is concerned.

A. Planning and Foreign Relations: (4)

In addition to the director of the department, two staff members and an English Language typist are needed.

APPENDIX G CONTINUED

B. Academic and Supervision: (6)

Two professional staff members and three clerical staff members and the Director of the Department are needed.

C. Curriculum Development: (8)

The professional staff members of this department will include 7 individuals and the Director working in the different subject matters of the primary schools. The number of individuals assigned to work on different subjects are as follows:

- Theology (2)
- Mathematics (1)
- Social Sciences (1)
- and Languages (Dari/Pashto) (2)
- Natural Sciences (1)

D. Administration: (4)

The persons assigned to perform administrative jobs as follows:

- Employment (1)
- Dari/Pashto Typist (1)
- Record Keeping (1)

E. Finance: (7)

Those hired to work in this department will include:

- Controller (1)
- Cashier (1)
- Accountant (1)
- Storekeeper (1)
- Supplies Manager (2)

F. Teacher Training: (3)

Three professional teacher trainers, which include the Director and his two staff members, will work in this department.

The total number of professional and support personnel required to work in the ECA at this time would be 42 persons. Given the magnitude of the tasks under the current circumstances, this seems to be the most logical and realistic combination of individuals to achieve the objectives of the ECA.

APPENDIX H

LETTER TO AID/REP
(TRANSLATED FROM DARI)

1/6

APPENDIX H

TRANSLATION OF LETTER TO AID/REP

TO AID/REP: The Educational Representatives of Afghanistan's Seven Party Alliance who have been meeting with the educational teams from the United States on issues concerning the establishment and organization of the schools inside Afghanistan, have unanimously chosen the methods of operation. To achieve the goals set up, to see the outcome of the hard work, and not to waste any more time, we would like to make the following recommendations:

1. Members of the Education Center for Afghanistan should start working as soon as possible to plan the preliminary stage of the tasks ahead and to see that this project becomes a reality.
2. While waiting for the final approval of the project, it is essential to rent a building and purchase needed furniture.
3. To avoid any more delay while waiting for the approval of funds, arrangements may be made to use parts of the money specified for other voluntary organizations
4. The personnel assigned to the ECA, during the waiting time for approval can perform the following tasks:
 - a. To avoid confusion in the minds of children in Afghanistan, based on curricula developed by different committees, and to prepare a common, useful and needed curriculum the assigned personnel will review the textbooks published by the Swedish Committee, the Cultural Council, parties and other sources, and choose the most appropriate curricula and publish them for the use of children inside Afghanistan.
 - b. At the same time, another task which needs to be accomplished is to choose the site for schools by contacting the provincial and local Jihad commanders. This would help smooth the beginning of the schools.
 - c. The statistics regarding the number of students will be collected and the needed supplies will be determined.

- d. Based on collected data, the type and the amount of supplies for different school locations will be identified.
- e. The data on teachers will be collected and the number of teachers available and those needed will be determined. If needed, the available teachers in the refugee camps will be surveyed.
- f. Particular attention will be accorded to the ECA personnel and the selection processes based on professionalism and experience.

The above items are only a sample of what the ECA can do to facilitate the smooth operation of the educational activities. Because of the unity of the Jihad, we sincerely hope that support for establishment be granted as early as possible.

Signed by:

Muhammad Israrullah Hameem, Jamiati Islamai

Shamsulhaq Peerzadah, Jabheh Nijaati Milli Afghanistan

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