

PD-ABB-392

7/20/92

EDUCATION SECTOR SUPPORT PROJECT

Contract No.

306 - 0202 - C - 00 - 6012 - 00

**Supervised by the Office
of the
AID Representative For Afghanistan
AID/REP/Islamabad**

END OF PROJECT REPORT

15 September 1986 to 30 April 1992

**Implementation Agency
University of Nebraska at Omaha**

Respectively Submitted:

G. R. Boardman, Team Leader

**Peshawar
30 June 1992**



University of
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Ref: Contract No.306-0202-C-00-6012-00
End of Project Report

Date: 23 July 1992

In accordance with regulation 752.7026(a), enclosed are the required two copies of the End of Project Report for the Education Sector Support Project, Contract No.306-0202-C-00-6012-00. The implementation agency was the University of Nebraska at Omaha and the project was supervised by the Office of the AID Representative for Afghanistan, AID/Rep/Islamabad.

INTRODUCTION

The final report summarizes the project objectives, planned outputs and verified outputs for the program components. Additionally, for each program component, the supporting activities and corresponding time lines showing planned "****" and actual "■■■■" activities are included. Final status remarks as to program accomplishments and/or program transfers are also included. Program transfers are to the Education Sector Support Project Contract No. 306-0202-C-00-2539-00.

The program components and supporting activities presented in the final report are those as included in the Updated Implementation Plan of 15 May 1991 and the Updated FY92 Curriculum Development Workplan of 31 December 1991. These two activity documents represent the complete program and supporting activity commitments of the Education Sector Support Project. A final financial report and final inventory schedule will be submitted under separate cover.

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University of Nebraska at Omaha
Education Sector Support Project

**UPDATED
IMPLEMENTATION PLAN**

With
Verified Outputs
and
Final Status Remarks
as of 30 April 1992

1. **Improvement of Rural Primary Schools**
2. **Teacher Training**
3. **Literacy**
4. **Scholarship Program**
5. **Middle/Secondary**
6. **Mine Awareness and Narcotics Awareness**
7. **Instructional Materials**

Program Component:	Objectives:	Planned Outputs:	Verified Outputs:													
1. Improvement of Rural Primary Schools a. ECA Support	Increase the institutional capability of the ECA to plan and implement activities that they sponsor.	Smoothly functioning ECA. Less dependence on UNO for planning and implementing activities.	82 employees and 7 dept. established, Quetta regional office functioning. Integrated into AIG Ministry of Education/Pesh.													
Supporting Activity	FY 90				FY 91				FY 92				Final Status Remarks			
	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS				
1) Peshawar																
a) Complete equipping, personnel and office arrangements.	(Completed in FY 90)															
b) Procure library resources.	(Completed in FY 91)															
c) Staff development						*	***	***	***	***	***	***	***	Transfer		
d) Mobilize short-term TA to develop institutional capacity.																
Finance and accounting.						**	***	***	***					Workshops (Weiler)		
Teaching guides and curriculum development						*	***	***	***		*	***		See Updated FY92 Workplan		
Planning and testing.								***	***		*	***		See Updated FY92 Wrokplan		
e) Review and improve:																
Textbook storage/packing/distribution.					(Completed in FY 90)											
Financial payment procedures.	***	***	***	***	***	***	***	***	***	***	***	***	***	Transfer		
Monitoring and reporting procedures.	***	***	***	***	***	***	***	***	***	***	***	***	***	Transfer		
Curriculum development and planning.	***	***	***	***	***	***	***	***	***	***	***	***	***	Transfer		
2) Quetta																
a) Complete equipping, personnel and office arrangements.	(Completed in FY 89)															
b) ECA Peshawar directors provide support structure and training.		*	***			*	***			*	***			Transfer		
c) Establish working relationships among ECA Quetta staff, ESSP, and ECA Peshawar staff.	***	***	***	***	***	***	***	***	***	***	***	***	***	Transfer		
d) Provide administrative support needed to carry out control procedures for primary school, literacy, and MTP from Quetta.	***	***	***	***	***	***	***	***	***	***	***	***	***	Transfer		
3) AIG																
a) Integrate ECA into the AIG.	(Completed in FY 89)															
b) Improve working relationships between AIG, ECA sub unit and UNO, and clarify operational procedures for budgeting, program planning and implementation.	***	***	***	***	***	***	***	***	***	***	***	***	***	Transfer		
c) Assist in development of Ministry of Education.	***	***	***	***	***	***	***	***	***	***	***	***	***	Transfer		

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Program Component:	Objectives:	Planned Outputs:	Verified Outputs:										
1. Improvement of Rural Primary Schools b. Maintenance of Schools	Provide logistic support to schools and monitor schools, insuring effective deployment of resources.	2000 ECA schools supplied 1000 ECA schools receiving salaries payments.	2373 schools supplied 1178 schools active & eligible for salaries payments. 1013 schools receive salaries.										
Supporting Activity	FY 90				FY 91				FY 92				Final Status Remarks
	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	
1) Teacher Salaries payments a) Monitors report schools operational and verified. Schools eligible for salary payments. Grades 1-3 Grades 1-4 Grades 1-5 Grades 1-6 b) School representative verified for receipt of school salaries, and payment begins. Grades 1-3 Grades 1-4 Grades 1-5 Grades 1-6 c) Continue payments with ESSP contract funds. ESSP salary payments capped ESSP salary payments reduced d) Seek alternatives to reduce salary payments to schools e) Alternative support structures for schools identified, procedures established.													Schools verified: Less 3 gr. -28 3 gr. - 120 4 gr. - 212 5 gr. - 273 6 gr. - 545 Schools paid: Less 3 gr. -21 3 gr. - 83 4 gr. - 164 5 gr. - 241 6 gr. - 504 Transfer (New procedures to be implmt. FY93) Policy Paper Prepared Transfer

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Program Component:	Objectives:	Planned Outputs:	Verified Outputs:										
1. Improvement of Rural Primary Schools b. Maintenance of Schools (Continued)	Provide logistic support to schools, monitor schools, and insure effective deployment of resources.	Grade 1-6 textbooks revise and printed. Textbooks delivered to ECA schools, non-ECA schools, and refugee schools.	54 grade 1-6 textbooks(Pashto/Dari) revised and prepared. (Math/Dari subj one bk gr.1-3) 8.1 million textbooks printed and distributed(FY 87-92).										
Supporting Activity	FY 90				FY 91				FY 92				Final Status Remarks
	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	
2) Textbooks and School Supplies (Grades 1-6)													
a) Revise initial Dari and Pashto manuscripts.	(Completed in FY 90)												
b) Develop teacher guides as supplement.					Planned Actual *** **								Developed and in printing
c) Review/edit references to Jihad.	(Completed in FY 91)												
d) Print 1.5 million textbooks, FY 91 & FY 92.	*** **				*** **				*** **				4.5 million prntd(FY91/92) Purchased
e) Purchase 300,000 sets of school supplies.	** **				** **				** **				
f) Transport books and supplies to schools, FY 91 & FY 92. ECA 1-6, 500,000 books per year	* *				* *				* *				707,000 books transported (FY91/92)
Non-ECA and refugee schools, 1,000,000 books per year	*** **				*** **				*** **				3.8 million books trans- portd(FY91/92)
g) Obtain additional funding for resupply for FY 91 & FY 92.					*** **				*** **				Old ESSP closed early (May FY92). Add'l funding provided in new ESSP.
h) Develop curriculum plan.					*** **				*** **				See updated FY92 Workplan. (Gr. 1-3 scope & sequence in process)
i) Revise textbooks in accordance with new curriculum plan.									*** **				Transfer (Revisions scheduled for FY93)

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Program Component:	Objectives:	Planned Outputs:	Verified Outputs:												
1. Improvement of Rural Primary Schools c. Monitoring	Provide logistic support to schools, monitor schools, and insure effective deployment of resources.	Monitoring teams fully functional. All supplied and salaried schools monitored and data validated.	28 level1 ECA teams (84 monitors), 28 level2 UNO teams (32 monitors), and level3 teams functioning. Database structure developed and 1987-91 monitoring data entered.												
Supporting Activity		FY 90	FY 91	FY 92	Final Status Remarks										
		OND JFM AMJ JAS	OND JFM AMJ JAS	OND JFM AMJ JAS											
1) Level-1 (ECA)		(Completed in FY 87-90)													
a) Monitoring team members designated by ECA and parties.															
b) Data collection instrument reviewed, revised and monitors briefed.	Planned Actual	* * ■				* * ■					* * ■				Instrument revised
c) Monitors outfitted and teams depart.			*** ■			*** ■					*** ■				FY92 monitors scheduled for departure
e) Teams return, submit reports, and debriefed and paid.				*** *** ■		*** *** ■			*** *** ■				*** ■		Transfer
2) Level-2 (ESSP)		(Completed in FY 87-90)													
a) Monitoring team members designated by UNO.															
b) Data collection instrument reviewed and monitors briefed.		** * ■				** * ■					** * ■				Instrument revised
c) Monitors outfitted and teams depart.			** * ■			** * ■					** * ■		*		FY92 monitors scheduled for departure
d) Monitors return, submit reports and debriefed and paid.				*** *** ■		*** *** ■			*** *** ■				*** ■		Transfer
3) Level-3 (teacher trainer surveyors, expatriates, and follow up monitoring teams).															
a) Activities are on-going.		*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	Transfer
4) Database Management															
a) Short-term specialist to provide data element update and validation. Finalize procedures for analysis and reporting of data.				* ■				* ■					* ■		Data definit. updated (Newton)
b) Train ESSP staff in data entry and analysis.		*** ■		* * ■				* * ■					* * ■		Workshops (Newton)
c) Input monitoring data.		*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	Transfer (1991 data inputted)
d) Validate data.		*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	Transfer

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Program Component:	Objectives:	Planned Outputs:	Verified Outputs:			
2. Teacher Training a. Master Teacher Trainers (MTT).	Train a cadre of master teacher trainers for training teachers involved in ECA primary schools.	50 persons trained as master trainers prepared to conduct teacher training including 32 males and 18 females.	52 persons trained as master teacher trainers, includes 42 males and 10 females.			
Supporting Activity		FY 90	FY 91	FY 92	Final Status Remarks	
		OND JFM AMJ JAS	OND JFM AMJ JAS	OND JFM AMJ JAS		
1) Add long term teacher training expatriate.		(Completed in FY 90)				Dunlap
2) Training of master teacher trainers						
a) Design/develop training/teaching materials. Planned Actual		***	***	***	***	Transfer
b) Conduct 2 months workshop and 2 months practical training for master trainers.						Training completed:
12 MTT males in Hangu, FY 90		(Completed in FY 90)				12 MTT (males)
20 MTT males in Hangu, FY 91		(Completed in FY 91)				16 MTT (males)
14 MTT males in Peshawar, FY92 (added)		(Completed in FY 91)				14 MTT (males)
12 MTT females in Peshawar, FY 91						5 MTT(females)
6 MTT females in Peshawar, FY 92						5 MTT(females)
1 U.S. short-term trainer for female MTT		* ***				Henry/FY91 Tixier/FY92
Program Component:	Objectives:	Planned Outputs:	Verified Outputs:			
2. Teacher Training b. Teacher Trainers (TT)	Prepare teacher trainers to assist local schools and master teacher trainers in training teachers.	50 persons trained as teacher trainers to conduct teacher training.	66 persons trained as TTs, includes 61 males & 5 females; 26 males (MOE), 35 males (ECA), 5 females (UNO)			
Supporting Activity		FY 90	FY 91	FY 92	Final Status Remarks	
		OND JFM AMJ JAS	OND JFM AMJ JAS	OND JFM AMJ JAS		
1) Training of teacher trainers (10 weeks).						Training completed:
a) Conduct workshop, 20 TT males in Hangu.		(Completed in FY 90)				19 TT (males)
b) Conduct workshop, 30 TT males in Peshawar.		(Completed in FY 91)				16 TT (males)
c) Conduct workshops, Peshawar, FY92. Planned Actual						26 TT (males) 5 TT (females)
2) Functioning teacher trainers.						
a) Provide local school on-site observations, follow-up, and teacher training inside Afghanistan.		***				Transfer
b) Assist MTT in conducting regional teacher training		***				Transfer

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Program Component:	Objectives:	Planned Outputs:	Verified Outputs:			
2. Teacher Training c. Primary School Teachers (PT)	Improve ability of teachers to teach basic primary materials to children, and to improvise with minimal resources.	2,400 teachers trained in 4 week sessions (40 tchrs/session, 30 sessions in FY 91, 30 sessions FY 92).	1314 persons trained as primary school teachers inside Afghanistan; 32 sessions FY91 and 47 sessions scheduled in FY92.			
Supporting Activity		FY 90	FY 91	FY 92	Final Status Remarks	
		OND JFM AMJ JAS	OND JFM AMJ JAS	OND JFM AMJ JAS		
1) Provide training workshops (4 weeks)					Transfer 47 Sessions scheduled/FY92 Note: Old ESSP closed early (May 1992); consequently, scheduled FY92 training transferred to new ESSP.	
a) MTTs and ECA staff identify training sites and trainees. Notify trainees. Planned Actual			* **	* **		* **
b) Master trainers plan training, prepare materials.		**	**	**		**
c) Master trainers travel to sites inside Afghanistan and prepare training facilities.		*	*	*		*
d) Training conducted by master trainers, assisted by teacher trainers.		* **	***	* **	*** * **	
Program Component:	Objectives:	Planned Outputs:	Verified Outputs:			
2. Teacher Training d. Secondary School Teachers. (On-hold)	Improve ability of teachers to teach secondary materials and to improvise with minimal resources.	A total of 180 teachers trained in 30-day sessions during FY 92.	Secondary teacher training placed on-hold.			
Supporting Activity		FY 90	FY 91	FY 92	Final Status Remarks	
		OND JFM AMJ JAS	OND JFM AMJ JAS	OND JFM AMJ JAS		
1) Provide training workshops					(On-hold)	
a) Provide short-term specialist to: Design workshops and training materials. Planned Actual Conduct 4 mos. workshop for 6 MTTs.				*** *		
b) 20-day training sessions for secondary teachers. Trainees identified and notified by ECA.				* ***		
Master trainers plan training, prepare materials. Training conducted.				* ** ***		
Program Component:	Objectives:	Planned Outputs:	Verified Outputs:			
2. Teacher Training e. Funct'l Literacy Teachers (On-hold)	Enable teachers to become effective teachers of adult functional literacy.	150 literacy teachers trained during FY 91 and 92.	Adult functional literacy training placed on-hold. 1000 Mujahideen literacy teachers trained (3 days) FY87-90			
Supporting Activity		FY 90	FY 91	FY 92	Final Status Remarks	
		OND JFM AMJ JAS	OND JFM AMJ JAS	OND JFM AMJ JAS		
1) 12-day training sessions conducted for 150 functional literacy teachers (FY 91 and 92).					(On-hold) Pending development of functional literacy training materials	
a) Literacy trainers assigned. Literacy teachers selected and notified. Planned Actual			**	**		
b) Master trainers plan training, prepare materials.			***	***		
c) Training conducted.			*	*		

Program Component:	Objectives:	Planned Outputs:	Verified Outputs:											
3. Literacy a. Maintenance	Provide literacy program for Mujahideen in winter camps and development of Jihad and functional adult literacy material.	30,000 Mujahideen trained in 1,500 courses (FY 87-90), and development of Jihad literacy & functional literacy materials	43,694 Mujahideen trained in 2,265 courses (FY87-92). Jihad litcy (3 bks.) printed. Funct'l litcy (3 bks.) in draft.											
Supporting Activity	FY 90				FY 91				FY 92				Final Status Remarks	
	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS		
1) Provide training for 30,000 Mujahideen in Winter camps, 1987-90, 1500 courses. (FY91/92 added).	(Completed in FY 91)												358 Courses (FY91/92)	
2) Textbooks and reading materials.	(Completed in FY 90)												Transfer	
a) Provide short-term specialist to assist with development of Vol. 3 of Alphabet of Jihad Literacy.													Muntazer	
b) Prepare functional adult literacy reading materials.	* *** **												3 textbooks & 20 pamphlets (draft)	
c) Development of functional literacy teaching/training materials.	* *** **												Teaching guide (draft)	
3) Testing and training														
a) Prepare literacy test guides.	* *** **												Transfer	
b) Provide training to ECA in use of literacy and test materials.	* *** **												Transfer	
4) Production													Production:	
a) Prepare 12,000 textbooks (Vol 1 & 2) annually.	**			* **			* **						* **	FY91/92 10,000 copies each vol. annually;
b) Prepare 4,000 textbooks (Vol 3) annually.	**			* **			* **						* **	FY91/92 600 inst. kits annually
c) Prepare 400 instructional material kits annually.			* ***			* ***							* ***	

Program Component:	Objectives:	Planned Outputs:	Verified Outputs:										
4. Scholarship Program b. Weber Scholarships	To enable young Afghans to do degree courses in development related fields at US colleges and universities.	A total of 60 participants departing for the US in FY 90 through 92 and returning with degree course completions.	45 participants began Weber Scholar degree programs in the U.S., 21 FY 90 and 24 FY 91. 8 returned, 35 in progress, & 2 out of sts.										
Supporting Activity	FY 90				FY 91				FY 92				Final Status Remarks
	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	
1) Preparatory work by UNO campus staff.													Activities 1-3 completed in FY89-91.
a) Weber letter to college and university presidents requesting partial support for Afghans.	(Completed in FY 89)												
b) Responses by institutions and inquiries by UNO staff as to specifics of offers for support.	(Completed in FY 89)												
c) Tabulation of information offers and study programs available at each institution. Send with institutional catalogs to Peshawar.	(Completed in FY 89)												
d) Follow-up solicitation of additional support.	(Completed in FY 90)												
2) Preparatory work in Peshawar.													
a) Announcement of program in local media.	(Completed in FY 91)												
b) Interviews and ELSA tests.	(Completed in FY 91)												
c) Candidates selected and placed in intensive English language training.	(Completed in FY 91)												
d) TOEFL testing of candidates to qualify for departure.	(Completed in FY 91)												
e) Communications with institutions through UNO to effect placement of individual students.	(Completed in FY 91)												
f) Departure processing. Candidates depart for UNO.	(Completed in FY 91)												
3) Intensive English Language Training													
a) Weber Scholars study English in Peshawar.	(Completed in FY 91)												
c) O/AID/REP to determine on-going format of program. If modified, other arrangements for participants to study English provided.	(Completed in FY 91)												

Program Component:	Objectives:	Planned Outputs:	Verified Outputs:												
4. Scholarship Program b. Weber Scholarships (Continued)	To enable young Afghans to do degree courses in development related fields at US colleges and universities.	A total of 60 participants departing for the US in FY 90 through 92 and returning with degree course completions.	45 partpnts began Weber Scholar degree programs in the U.S., 21 FY 90 & 24 FY 91. 8 returned, 35 in progress, & 2 out of sts.												
Supporting Activity		FY 90				FY 91				FY 92				Final Status Remarks	
		OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS		
4) Language Refinement and Cultural/Academic Orientation (6 weeks--on UNO campus)		(Completed in FY 91)													
5) Placement and Monitoring															
a) Final placement of participants.		(Completed in FY 91)													
b) Students enroll in programs and continue studies at host institutions.		Planned ***	***	***	***	***	***	***	***	***	***	***	***	***	Transfer
c) Progress of participants monitored.		Actual ***	***	***	***	***	***	***	***	***	***	***	***	***	Transfer 6 participants to return FY92; 29 participants to return FY93.

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Program Component:	Objectives:	Planned Outputs:				Verified Outputs:							
5. Middle/Secondary a. Revision of Middle School (Gr 7-9) Textbks	As part of pilot program, develop manuscripts. Print and distribute books to 300 ECA middle schools.	Textbooks written, distributed to ECA schools, non-ECA schools and refugee camps. Books tested.				83 textbooks out of 84 prepared and printed. 1.22 million textbooks distributed, included 172 ECA middle schools.							
Supporting Activity	FY 90				FY 91				FY 92				Final Status Remarks
	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	
1) Textbook Development a) Short-term specialists work with ECA on manuscript development. Language Areas Social Science Mathematics Science b) Print books (FY 91/92). Planned Actual													(Local hire) FY91/92 1.12 million printed
2) Distribution and Testing a) Distribute books to schools. For ECA schools. For non-ECA schools and camps. b) Test the books, review and revise. c) Develop teaching guides and curriculum plan. d) Finalize curriculum development and revisions													FY91/92: 351,502 distributed 777,206 distributed Transfer Teaching guides developed and ready for printing Transfer

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Program Component:	Objectives:	Planned Outputs:	Verified Outputs:																																																																																																																																																																																																	
5. Middle/Secondary a. Revision of High School (Gr 10-12) Textbooks	As part of pilot program, develop manuscripts. Print and distribute books to 15 high schools.	Textbooks prepared, distributed to pilot H.S. Books tested.	15 textbooks out of 84 prepared and printed (mathematics and science only). 37,420 textbooks distributed.																																																																																																																																																																																																	
Supporting Activity	FY 90				FY 91				FY 92				Final Status Remarks																																																																																																																																																																																							
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1) Textbook Development																																																																																																																																																																																																				
a) Short-term specialists work with ECA on manuscript development.																																																																																																																																																																																																				
<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Language Areas</td> <td style="width: 33%;">Mathematics</td> <td style="width: 33%;">Planned</td> </tr> <tr> <td>Social Science</td> <td>Science</td> <td>Actual</td> </tr> </table>	Language Areas	Mathematics	Planned	Social Science	Science	Actual	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
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b) Print books.																																																																																																																																																																																																				
2) Distribution and Testing																																																																																																																																																																																																				
a) Distribution of books to 15 high schools.																																																																																																																																																																																																				
b) Test the books.																																																																																																																																																																																																				

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Program Component:	Objectives:	Planned Outputs:												Verified Outputs:			
6. Mine Awareness and Narcotics Awareness a. Material Development	Provide mine awareness materials for UN,ECA primary schools literacy centers and other agency distribution units.	Production and distribution of 600,000 mine awareness kits including 1,800,000 prints, and 75,000 mine marking flags.												738,520 kits including 2,226,760 silkscreen prints, 197,000 awareness handkerchiefs, 63,500 mine marking flags.			
Supporting Activity		FY 90				FY 91				FY 92				Final Status Remarks			
		OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS				
1) Mine Awareness - Production																	
a) Design/production of instructional mine awareness materials.																	
Lease office building		(Completed in 89)															
Hire, procure, process office supplies, equipment and production tables.		(Completed in 89)															
Produce and distribute: 600,000 instructional kits		Planned	***	***	***	***	***	***	***	***	***	***	***	***	Production: 738,520 kits		
1,800,000 silkscreen prints		Actual	***	***	***	***	***	***	***	***	***	***	***	***	2,226,760 prints		
200,000 awareness handkerchiefs			***	***	***	***	***	***	***	***	***	***	***	***	197,000 handkerchiefs		
75,000 mine marking flags			***	***	***	***	***	***	***	***	***	***	***	***	63,500 flags		
b) Produce functional literacy materials on mine awareness.				***	***	***	***	***	***	***	***	***	***	***	Transfer		

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Program Component:	Objectives:	Planned Outputs:												Verified Outputs:			
6. Mine Awareness and Narcotics Awareness a. Material Development (Continued)	Provide narcotics awareness materials for UN, ECA primary schools, literacy centers and other agency distribution units	Production and distribution of instructional kits, silkscreen prints, and print materials.												2686 kits including 11,700 silkscreen prints.			
Supporting Activity		FY 90				FY 91				FY 92				Final Status Remarks			
		OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS				
2) Narcotics Awareness - Production																	
a) Design/production of narcotics awareness materials.																	
Produce and distribute:																	
Instructional kits.	Planned	***	***	***	***	***	***	***	***	***	***	***	***	***	Production: 2,686 kits		
Silkscreen prints.	Actual	***	***	***	***	***	***	***	***	***	***	***	***	***	11,700 prints		
b) Produce functional literacy material on narcotics awareness.				***	***	***	***	***	***	***	***	***	***	***	Transfer		

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Program Component:	Objectives:	Planned Outputs:	Verified Outputs:										
7. Instructional Materials a. Primary Schools and Literacy	Provide instructional support materials for improvement of primary school classroom teaching and literacy program.	25,000 Instructional kits 130,000 Silkscreen charts/maps 25,000 Persian/Pashto boards 25,000 Mathematics boards	66,875 instructional kits (gr. 1-3 & literacy) including 216,890 silkscreen charts/maps & 75,053 Persian/Pashto, mathematics, & circular calculation boards, & 21,100 scientific charts (gr.4-6)										
Supporting Activity	FY 90				FY 91				FY 92				Final Status Remarks
	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	
1) Relocate and expand instructional material development center.	(Completed in FY 89 and 90)												
2) Instructional material kits (gr. 1-3 and literacy)													Transfer
a) Manufacture 130,000 large silkscreen charts and maps. Planned Actual	* ■	* ■	** ■		* ■	* ■	** ■		* ■	* ■	** ■		(Production exceeded for a-d)
b) Manufacture 25,000 mathematics boards.	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	***
c) Manufacture 25,000 Persian/Pashto word and sentence boards.	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	***
d) Manufacture 20,000 single size instructional material kits and 5,000 double size kits.	* ■	* ■	** ■		* ■	* ■	** ■		* ■	* ■	** ■		
e) Design and develop additional gr. 1-3 and literacy support materials (educ., health and agric.)	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	(Agri. Educ., 21,300 prints, 5 designs)
3) Instructional material kits (gr. 4-6)													
a) Design and test materials for grades 4-6.			*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	(21,100 Scientific charts, 4 designs)
b) Manufacture and distribute gr. 4-6 materials to schools.				*** ■	Transfer								
4) Develop teacher training materials.								*** ■	*** ■	*** ■	*** ■	*** ■	(2,000 posters 15 designs)
5) Develop print production capability.								*** ■	*** ■	*** ■	*** ■	*** ■	Transfer (2 brochures)
6) Misc. production.						*** ■	Transfer						
a) School bags, carry bags, and book packaging bags.													(41,940 bags, 8 types)
b) Uniforms, file notebooks and certificates.													(1,112 Uniforms, 120 file notebooks)

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University of Nebraska at Omaha
Education Sector Support Project

**UPDATED FY92
CURRICULUM DEVELOPMENT**

PLAN

With

Verified Outputs

and

Final Status Remarks

as of 30 April 1992

- 8. Teacher's Guides**
- 9. Curriculum and Textbook Plan**
- 10. Teacher's Resource Books**
- 11. Student Achievement Tests**
- 12. Teacher Evaluation Instruments**

Program Component:	Objectives:	Planned Outputs:	Verified Outputs:																				
9. TEACHER'S GUIDES	Develop Teacher's Guide for textbooks and instructional aids in all subjects, grades 1-9.	Grade 1-9 Teacher's guides prepared.	Teacher guides for textbooks gr.1-9 completed for mathematics & language arts; gr. 4-9 for social studies & sci.																				
Supporting Activity	1991											1992											Final Status Remarks
	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
1. Complete drafting/initial editing in Dari with ECA teams.	Planned ***	Actual ***	(Yasir & Wakil)											Activities 1-5 completed									
2. Translate a sample of Guides Dari to English. Prepare printed copies in both languages.	***	***	(Wakil & ESSP staff)																				
3. Review English versions of Guides for technical content. Suggest revisions.			(Freund & Tixier y Vigil)																				
4. Revisc Guides. Translate to Dari. Obtain approval.			(ECA Teams)																				
5. Translate Guides from Dari to Pashto. Review and revise as necessary.			(ECA Teams)												In progress								
6. Print Guides in Dari and Pashto.			(IRC)												In progress								
7. Conduct workshops for teacher trainers and master trainers in use of new Guides.			(ESSP staff)												Workshops conducted								
8. Distributed Guides to ECA and refugee camp schools for field testing and feedback.															(ECA) ***	Activities 8-10 transfer							
9. Conduct workshops in use of Guides for classroom teachers. Distributed to all schools.															(MTT) ***								
10. Review and update Teacher's Guides based on revised textbooks & instructional materials.															(ECA) ***								
* Extra emphasis in math and science due to critical needs in reconstruction areas (health, agriculture, engineering, etc.)																							

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Program Component:	Objectives:	Planned Outputs:	Verified Outputs:											
10. TEACHER'S RESOURCE BOOKS	Develop two prototype Teacher's Resource Bks(one language arts, one math/sci. for gr. 4, 5, or 6).	Two prototype resource books prepared (gr. 1-3).	Old ESSP closed 30 April 1992; all activities transferred to new ESSP 1 May 1992.											
Supporting Activity	1991	1992										Final Status Remarks		
	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep		Oct	
<ol style="list-style-type: none"> 1. Meet with ECA Curriculum Department to determine grade level and subject areas. 2. Review teacher's guides to determine content and focus of books. Planned Actual 3. Conduct three-day workshop: <ol style="list-style-type: none"> a) Introduce ECA/AEA to concept of resource books. b) Form two integrated ECA/AEA teams of 8-10 persons (language arts and math/science) 4. Develop drafts of Resource Books in Dari and translate to English. 5. Review/revise English drafts for technical content. Finalize content. 6. Translate revised books to Dari and Pashto. 7. Conduct three-day workshop for Master Teacher Trainers in use of Resource Books in schools. 8. Publish/distribute prototype Resource Books. 9. Evaluate prototypes and develop additional Resource Books. 								***	***					Activities 1-9 transfer.
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Program Component:	Objectives:	Planned Outputs:	Verified Outputs:																							
11. STUDENT ACHIEVEMENT TESTS	Develop and introduce criterion-based student achievement tests in language arts & math/sci. gr.2, 4, 6 & 8	Prototype tests developed for selected grades and subjects.	Prototype tests and test guide developed for grades 2, 4 and 6.																							
Supporting Activity	1991											1992											Final Status Remarks			
	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug		Sep	Oct	
1. Complete first draft of test series. Translate to English.	***	***	***																					(Wakil and ECA Teams)	Activities 1-6 completed.	
2. Review/revise translations, prepare criteria for further test development.			***	***	***																			Planned Actual	(Freund and ESSP)	
3. Complete draft of prototype tests in Dari and Pashto.			***	***	***	***																			(Wakil and ECA Teams)	Prototype tests developed
4. Develop draft of Teacher's Manual Test Guide with instructions for administering tests, sample tests, etc. Translate to English, review/revise and correct in Dari and translate to Pashto.			**	***	***	***																			(Wakil & ECA Teams)	Teacher's Manual Test guide developed (draft)
5. Conduct pilot testing of prototype tests and Test Guide in refugee camp schools.						***	***	***																	(Wakil, Freund & ECA Teams)	Pilot testing conducted
6. Revise tests and handbook.							*	***																	(Wakil, Freund & ECA Teams)	
7. Return to schools for further testing. Use "small focus" groups of students of same age to establish preliminary norms and time limits.													***	***	***	>>>									(ECA Teams)	Activities 7-11 transfer
8. Establish a more refined preliminary norm schedule for each test. Finalize tests.																							>>>			
9. Conduct three-day workshop for Master Teacher Trainers in test administration and interpretation.																							>>>			
10. Publish/distribute/administer tests.																							>>>			
11. Evaluate prototypes and develop additional tests.																							>>>			

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Program Component:	Objectives:	Planned Outputs:	Verified Outputs:										
12. TEACHER EVALUATION INSTRUMENTS.	Develop & test prototype instruments for evaluating teacher performance, subj. matter and teaching effectiveness.	Prototype instruments prepared and tested for grades 1-3.	Old ESSP closed 30 April 1992; all activities transfer to new ESSP 1 May 1992.										
Supporting Activity	1991		1992							Final Status Remarks			
	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul		Aug	Sep	Oct
(Note: Defer development of subject matter component of teacher evaluation until FY93.)													Activities 1-7 transfer
1. Meet with ESSP and ECA/AEA to review objectives, grade levels and procedures. Planned Actual									(Faber) ***				Activities 1-6 scheduled for Summer 1992.
2. Form small team to assist consultant. Orient team in objectives and procedures.									(Faber) ***				
3. Review textbooks and instructional aids. Establish effectiveness criteria for which teachers are responsible.									(Faber/Team) *** *				
4. Complete first draft of instruments in Dari and English.									(Faber/Team) * **				
5. Review/revise instruments.									(Faber/Team) * **				
6. Select and train small group of evaluators.									(Faber/Team) **				
7. Field test instruments at ECA schools inside Afghanistan.									(Team) * ***	***	>>>		
8. Refine instruments and re-train evaluators.												>>>	
9. Recommend guidelines for reporting and interpreting evaluation results.												>>>	

END OF DOCUMENT

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