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# EDUCATION SECTOR SUPPORT PROJECT

Contract No.  
306 - 0202 - C - 00 - 2034 - 00

Supervised by the Office  
of  
Afghan Field Operations  
USAID/Islamabad

## QUARTERLY REPORT

1 October to 31 December 1993

Implementing Agency  
University of Nebraska at Omaha

Subcontractors  
The Education Development Center, Inc.  
and  
Creative Associates International, Inc.

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Peshawar  
31 December 1993

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## I. INTRODUCTION:

The Education Sector Support Project (ESSP), Contract No. 306-0202-C-2034-00, was implemented 1 May 1992. The University of Nebraska at Omaha is the implementing agency with The Education Development Center, Inc. (EDC), and Creative Associates International, Inc. (CAII) as subcontractors. Appropriate tasks and activities from the first Education Sector Support Project, Contract No. 306-0202-C-00-6012-00, were transferred to the present contract. The objective of the ESSP is to provide educational/humanitarian assistance to Afghan citizens, the primary focus being the controlled areas inside Afghanistan and to a more limited degree the refugees who are returning to Afghanistan. The main focus is to strengthen the primary school network (gr. 1-8) by improving curriculum, textbooks, instructional aids, teacher training and central capabilities in planning, budgeting and policy development; increase the incidence of adult literacy (female) by providing instructional materials and training; and increase access to schools and remove educational disparities.

The format of the quarterly report follows the program tasks/activities as included in the implementation plan (FY92-95). Section I is an introduction. Section II includes a summary of progress this quarter, task tree, and person-month allocation chart. Section III presents the detailed program tasks for first quarter FY94 showing planned "\*\*\*\*" and actual "██████" activities, progress remarks, plans for second quarter FY94, and issues and concerns. Section IV presents the financial report. The Appendix contains supporting documents, referenced data displays, and a briefing paper.

During this past quarter, the following specialists served as consultants to the project: Doe Mayer (Communication/Social Mobilization, CAII) and Zuheir Al-Faqih (Communication/Social Mobilization, CAII); and David Chapman (EMIS Specialist, EDC). Nine other consultants were scheduled but three were unable to serve due to other commitments and five were put on hold pending a USAID program decision related to the ESSP project. Three institutional visits were conducted; Dr. Harold Freeman, EDC; and Dean T. E. Goultierre, UNO and Chancellor Del Weber, UNO.

On 23 November 1994, the ESSP was notified of a USAID program decision to terminate the ESSP project by 30 June 1994 corresponding to a decision by USAID/Washington to close the Afghanistan Mission in FY94. A phase-out plan for the ESSP has been prepared and submitted to the Office of Afghan Field Operations in Islamabad.

## II. SUMMARY OF PROGRESS:

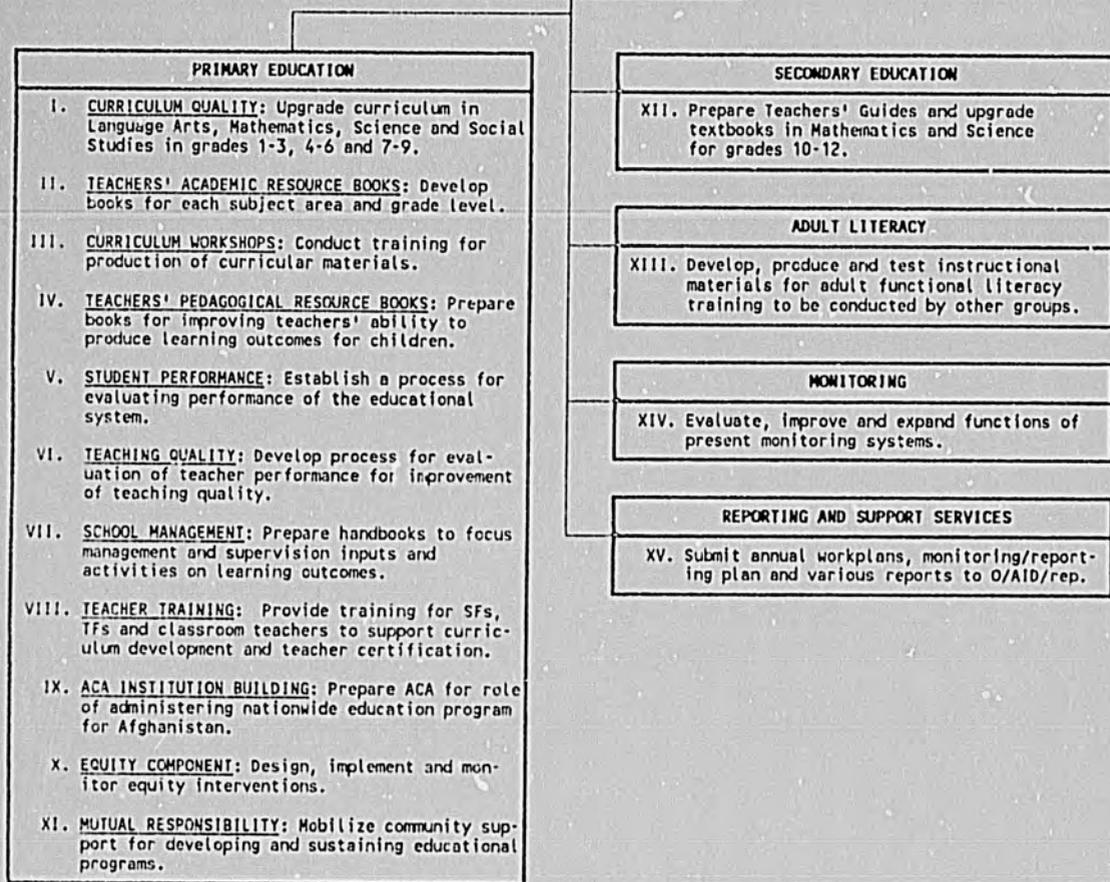
- a. A summary of the important tasks completed this quarter is reported below:

(2)

- . Lesson units for grade 1 were completed; language arts (16 units/96 lessons), social studies (14 units/84 lessons), mathematics (120 lessons), and science (51 lessons). Corresponding to the lesson units, four grade 1 student textbooks are in final editing and preparation for printing. Three pilot grade 1 primary home schools were established to test the materials.
- . Production of the instructional material development center (IMDC) included 17,840 cloth storybooks with 8 Pashto books (new) and 4 functional reading health-related books (new), 21,000 educational charts/maps, 3,800 geography maps (new), 6,000 mine awareness posters, and 500 scientific kits. In addition, an IMDC center was established in Khost which had a production of 9,000 charts/maps.
- . Eight classroom teachers' workshops (5 weeks each) were conducted at the Regional Education Centers in Herat (3 workshops), Khost (2 workshops), and Laghman/Jalalabad (3 workshops). Participation included 94 women teachers and 167 men teachers. Five workshops were conducted in Kabul involving 112 women teachers and 70 men teachers.
- . Enrollment and demographic survey data have been gathered for the schools in 28 provinces, only Kabul Province and a few selected districts remain because of access/instability problems. 2599 schools have been surveyed with 722,400 students being served. The participation rate for girls was 11.3 percent and for women teachers, 13.2 percent.
- . The Phase I EMIS data showed that for girls, the greatest risk of dropping out of school is during the first three grades. For boys, the greatest risk is during grades 7-9. Girls who persist beyond primary school have a much higher probability of completing secondary school (12.5%) than do boys who persist beyond primary school (6.4%).
- . The Phase 2 EMIS pilot data collection has been implemented. Three studies including Special Study 4 - Teachers Issues in Implementing the New Materials, Special Study 6 - Effect of Teacher Training, and Special Study 8 - Audit of Data Accuracy have been implemented.
- . Other project tasks completed were final teacher salary payments for 975 schools, 585,707 textbooks distributed, development of a draft of a revised monitoring plan, and preparation of a project phase-out plan.

## b. Task Tree

**TASK TREE**  
**EDUCATION SECTOR SUPPORT PROJECT**



## c. Person-Month Allocations

31 December 1993

Position/Title	Person-months	
	Projected*	Used to-date
LT1 Chief of Party	36.0	20.0
LT2 Deputy Chief of Party	36.0	20.0
LT3 Inst. Dev./EMIS Coordinator	24.0	20.0
LT4 (TDY) Female Educ./Adult Curr. Specialist	13.0	10.2
LT5 Teacher Trng./Curr. Design Coordinator	33.0	12.5
LT6 Finance Admin/Officer	36.0	20.0
ST1 Educational Policy/Program Planning Specialist	5.9	1.9
ST2 Demography/Social Scientist	4.0	2.0
ST3 Ed. Finance/Economics Specialist	3.3	1.0
ST4 EMIS Specialist	4.0	1.9

\* As currently projected on Staff Loading Chart.

## Person-Month Allocations (Continued) 31 December 1993

Position/Title	Person-months	
	Projected*	Used to-date
ST5 Gender Specialist	12.0	2.2
ST6 Equity Specialist	9.0	2.1
ST7 Teacher Training Specialist	3.0	1.0
ST8 Social Studies/Lang Arts Curriculum Specialist	9.5	5.2
ST9 Mathematics Curriculum Specialist	4.5	0.0
ST10 Science Curriculum Specialist	5.5	2.0
ST11 Achievement Testing Specialist	4.0	1.5
ST12 Program/Tchr. Evaluation/Supv. Specialist	6.0	2.0
ST13 Functional Literacy Specialist	1.5	0.0
ST14 Pedagogy Specialist	1.0	1.0
ST15 Project Finance Specialist	0.0	0.0

Total                      251.2                      126.5

## 11. PROGRAM TASKS/ACTIVITIES:

FIRST QUARTER REPORT - FY94		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN					PRIMARY EDUCATION				
Tasks/Activities	Staffing			FY94			FY94			FIRST QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q1			Q2				
		Yr1		Oct	Nov	Dec	Jan	Feb	Mar		
1. CURRICULUM QUALITY: Undertake process for upgrading curriculum in Language Arts, Mathematics, Science and Social Studies in grade levels 1-3, 4-6, and 7-9.											
1. Prepare/review Scope and Sequence materials derived from Teachers' Guides.	LT4 ST8 ST9 ST10	0.5 2.1 0.7	Planned Actual							Completed for grades 1-6, FY93.	
2. Prepare Scope and Sequence of concepts common to curricula of developed countries. Include Lang Arts, Science, Math and Soc Studies at each grade level.	ST8 ST9 ST10	0.9 1.0								Completed for grades 1-6, FY93.	
3. Compare above Scope and Sequence with current ACA curriculum and textbooks.	ST8 ST9 ST10	1.2 0.5 0.4								Completed for grades 1-6, FY93.	
4. Select appropriate concepts to teach Afghan pupils. Design new Scope and Sequence of concept units with related topics.	LT5 ST5 ST8 ST9 ST10	0.5 0.5 0.8 0.5 0.4								Completed for grades 1-6, FY93.	
5. Review new Scope and Sequence ACA. Obtain conditional approval.	LT2 LT5 ST10	1.0 0.4 0.4		***	***	***				Completed. Meetings were held with ECA and MOE in review of the curriculum. Tentative approval obtained.	
6. Conduct workshop in Omaha for review of Scope and Sequence by Afghan professional educators residing in the USA, along with key staff of ACA/ESSP/AID.	LT1 LT5 ST8	0.5 0.4 1.0								Rescheduled for FY94. Terminated with FY94 phase-out.	
7. Revise Scope and Sequence concept units based on input from workshop. Obtain ACA approval. Make available for curriculum workshops.	LT2 LT4 LT5	0.2 1.0 0.4		***	***	***				Planned Activity pending completion of Subtask 1.6. Terminated with FY94 phase-out.	
8. Produce Teachers' Academic Resource Books (See Task 11).	Task 11			***	***	***	***	***		Completed for the 4MAT resource units, FY93. Four grade 1 teacher texts in process; language arts, social studies, mathematics and science.	
9. Produce Curriculum Materials (See Task 111).	Task 111			***	***	***	***	***		On-going. Complete lesson units for grade 1 prepared using a revised 4MAT (Madeline Hunter) and integrated whole language approach; language arts (16 units/96 lessons), social studies (14 units/84 lessons), mathematics (120 lessons) and science (51 lessons). Four grade 1 student texts in-process.	

FIRST QUARTER REPORT - FY94		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION			
Tasks/Activities	Staffing				FY94			FY94			FIRST QUARTER PROGRESS/REMARKS
	Position	Person Mos			Q1			Q2			
		Yr1			Oct	Nov	Dec	Jan	Feb	Mar	
<u>CURRICULUM QUALITY:</u> Continued:											
Review, edit and obtain approval of materials submitted by SFs and TFs (See Subtask 1.11.6) (SFs=Spec. Facilitators TFs=Trng. Facilitators)	Task II/III				***	***	***	***			On-going. Review, testing and editing of support materials and lesson units by ECA staff and through application in three pilot primary home schools.
Design and prepare appropriate illustrations for books.	LT2	0.5			***	***	***	***			On-going. An artist is working directly with the instructional design staff to illustrate the materials.
2. Prepare audio-visual aids and supplemental materials.	LT2 LT4	0.5 1.0			***	***	***	***	***	***	On-going. Production of instructional aids and support materials in Peshawar in accordance with project requirements; 17,840 cloth storybooks, 21,000 educ. charts/maps - primary, 6,000 word/sentence and math boards, 3,800 geography maps (new), 6,000 mine awareness posters, and 500 scientific kits. IMDC established in Khost with a production of 9,000 charts/maps. (See Appendix A for Instructional Materials Development Center Production Report.)
3. Prepare initial drafts of texts and accompanying materials by desktop publishing/calligraphy.	LT4 LT5	1.0			***	***	***	***	***		On-going. Grade 1 materials scheduled for completion FY94/Q2.
(Note: Program Subtasks 1.14 - 1.19 terminated with FY94 phase-out.)											

FIRST QUARTER REPORT - FY94		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN					PRIMARY EDUCATION			
Tasks/Activities	Staffing			FY94			FY94			FIRST QUARTER PROGRESS/REMARKS
	Position	Person Mos		Q1			Q2			
		Planned	Actual	Oct	Nov	Dec	Jan	Feb	Mar	
<b>TEACHERS' ACADEMIC RESOURCE BOOKS:</b> Develop Book for each subject area at each grade level, 1-9.										
1. Identify concepts and topics commonly taught in developed countries in each subject area at each grade level (see Sub-task 1.2).	ST8 ST9 ST10	0.9 1.0	Planned Actual							Completed for grades 1-6, FY93.
2. For each concept and topic, outline relevant "propositional", "procedural" and "conditional" information.	LT4 LT5	1.0 0.5								Completed for grades 1-3, FY93. (Note: 43 units completed; language arts - 7 units, social studies - 5 units, mathematics - 11 units and science - 20 units.)
3. Conduct workshop for SFs/TFs to evaluate and refine information and compile Academic Resource Bk for each subject at each grade level.	LT1 LT4 LT5 ST8	1.0 1.0 0.5								Completed for math and science master teacher trainers, FY93. Planned Activity for FY94 for the social studies and language arts master teacher trainers. Terminated with FY94 phase-out.
4. Prepare initial drafts of Acad-Resource Books by desktop publishing/calligraphy.	LT4 LT5 ST8	1.0 0.5		***	***	***	***	***	***	Grades 1-3 Production process on-going. Materials at desktop publishing.
5. Edit drafts and print first run of Resource Books in numbers sufficient for pilot testing.	LT2 LT5	1.0 0.5		***	***	***	***	***	***	Grades 1-3 Editing on-going. Printing pending completion of editing/review process.
6. Conduct pilot testing of teachers' understanding of content of Resource Books in selected schools.					***	***	***	***	***	On-going. Draft copies of materials being pilot-tested in three primary home schools in Peshawar.
(Note: Program Subtasks 2.7 - 2.8 terminated with FY94 phase-out.)										
SFs = Specialist Facilitators TFs = Training Facilitators										

FIRST QUARTER REPORT - FY94			EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN					PRIMARY EDUCATION		
Tasks/Activities	Staffing			FY94			FY94			FIRST QUARTER PROGRESS/REMARKS
	Position	Person Mos		Q1			Q2			
		Yr1		Oct	Nov	Dec	Jan	Feb	Mar	
1. CURRICULUM WORKSHOPS: Conduct training for educational development and production of curricular materials. *										
2. Conduct workshop to introduce ACA staff to the holistic educational system to be employed.	LT5	1.0								Completed FY93.
2. Conduct production workshops to train SFs and TFs in the 4-Mat system and to produce sample curricular materials.	LT1	0.2	Planned							Completed FY93. (Note: Instructional design specialists, specialist facilitators, and master teacher trainers, training facilitators, trained. Sample curriculum units produced and training manual completed.)
	LT2	1.0	Actual							
	LT5	2.0								
3. Curriculum Workshops:										
a. Plan workshops and select locations inside Afghanistan.	LT1	0.1		***	***	***				Completed FY93 (Herat, Khost, and Laghman). (Note: FY94/Q1 planned activity for Paghman, Mazar and Kunduz terminated due to FY94 phase-out.)
	LT2	0.5								
	LT5	0.5								
b. SFs/TFs conduct subject area workshops for classroom teachers. Use Academic Resource Bks to upgrade teachers' competency in subj area. Employing previously produced Scope & Sequence/other materials, participants draft curricular mat'ls for each subject area and grade level.	LT2	0.5		***	***	***	***	***		On-going. Eight classroom teachers' workshops conducted at Regional Education Centers in Herat (3), Khost (2), and Laghman/Jalalabad (3). Four additional workshops planned for Q2.
	LT5	1.5		■	■	■				
4. Teachers pilot test (in their own classrooms) the materials developed in the workshops.	LS			***	***	***	***	***	***	On-going. Materials for grade 1 being pilot tested in Primary Home School setting in Peshawar.
(Note: Program Subtasks 3.5 - 3.6 terminated with FY94 phase-out.)										
* New curricular materials to be developed include lesson units, instructional aids, teaching guides, assessment test items and teacher evaluation tools. SFs = Specialist Facilitators, TFs = Training Facilitators.										

FIRST QUARTER REPORT - FY94		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION			
Tasks/Activities	Staffing			FY94			FY94			FIRST QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q1			Q2				
		Yr1		Oct	Nov	Dec	Jan	Feb	Mar		
<p>V. <b>TEACHERS' PEDAGOGICAL RESOURCE BOOKS:</b> Prepare books for improving teachers' ability to produce learning outcomes for children.</p>											
1. SFs and TFs collect learner-oriented materials developed in curriculum workshops and later tried by teachers. Analyze to determine activities and pedagogical methods that produced expected learning outcomes.	LT1 LT5 ST14	0.2 0.5	Planned Actual								Completed FY93. (Note: Materials completed and pilot tested in practice teaching class.)
2. Conduct workshop with SFs, TFS and ACA staff to identify strategies, methods and techniques to be used in relation to specific concepts.	LT1 LT4 LT5 ST14	0.2 1.0 0.5									Completed FY93. (Note: Included were instructional design specialists and math/science master teacher trainers.)
3. Draft, edit and publish Pedagogical Resource Books.	LT5					Grades 1-6 *** **					On-going. Three pedagogy resource books completed and one book in progress.
<p>(Note: Program Subtask 4.4 terminated with FY94 phase-out.)</p>											
<p>SFs = Specialist Facilitators TFs = Training Facilitators</p>											



FIRST QUARTER REPORT - FY94		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION			
		Staffing			FY94			FY94			FIRST QUARTER PROGRESS/REMARKS
		Person Mos			Q1			Q2			
Tasks/Activities		Pos ition	Yr1	Q1	Oct	Nov	Dec	Jan	Feb	Mar	
V. <u>STUDENT PERFORMANCE:</u> Continued:											
4. Conduct pilot testing/data collection on "focus" groups of target populations.		LT1 ST3	0.3 0.2			***	***				
(Note: Program Subtasks 5.5 - 5.8 terminated with FY94 phase-out.)											Field testing of lesson unit assessments included with development and practice teaching of lessons. (Note: Grobe, EDC assessment specialist, and Schleicher, EDC achievement testing specialist, unable to serve as scheduled.)



FIRST QUARTER REPORT - FY94		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION		
Tasks/Activities	Staffing			FY94			FY94			FIRST QUARTER PROGRESS/REMARKS
	Position	Person Mos		Q1			Q2			
		Yr1		Oct	Nov	Dec	Jan	Feb	Mar	
<b>VII. SCHOOL MANAGEMENT:</b> Prepare handbooks to focus management and supervision inputs and activities on learning outcomes.										
<b>1. Head Teachers' School Supervision Handbook:</b>										
a. Conduct training for SFs, TFs, ESSP staff/consultants with selected Head Teachers.*	LT5 ST12	0.5	Planned Actual			***				Completed for selected staff FY93. (Note: Training of more master teacher trainers needed. Terminated with FY94 phase-out.)
b. Compile results of above training. Draft, edit and publish handbook.	LT2 ST12	0.4		***	***	***	***	***		Draft prepared FY93. (Note: Handbook translated and ready for printing.)
c. Distribute handbook to Head Teachers.	LT2					***				Planned Activity FY94. (Note: Terminated with FY94 phase-out.)
d. Update Handbook in annual training workshops.										Terminated with FY94 phase-out.
<b>2. Provincial Supervisors Management Handbook:</b>										
a. Conduct training for ACA staff, ESSP staff/consultants and regional supervisors. **	LT5 ST12					***	***			Planned Activity FY94. (Note: Was to be developed in conjunction with implementation of Special Study 7 - Role of Headmaster, Lanza and Evans. Terminated with FY94 phase-out.)
(Note: Program Subtasks 7.2.b - 7.2.d terminated with FY94 phase-out.)										
* Identify and describe tasks to be performed by Head Teachers/Headmasters in their roles as classroom leaders and instructional supervisors. Supervision Handbook to include classroom level indicators of instructional supervision; e.g., preparation and planning, classroom management, learning equity, effective teaching and conferencing techniques. Handbook to also include school level indicators of instructional supervision; e.g., in-service training, peer level visit/exchanges, and community involvement contacts.						** Identify and describe tasks to be performed by Provincial Supervisors and/or Headteachers in leadership and management roles. Management Handbook to include data reporting requirements concerning students, teachers, schools & communities; procedures/forms for reporting student/teacher performance, and specifications on number of school days and year, hours of instruction per day, and curriculums schedules.				



FIRST QUARTER REPORT - FY94		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION			
Tasks/Activities		Staffing			FY94			FY94			FIRST QUARTER PROGRESS/REMARKS
		Position	Person Mos		Q1			Q2			
			Yr1		Oct	Nov	Dec	Jan	Feb	Mar	
X. ACA INSTITUTION BUILDING: Prepare ACA for role of administering nationwide education program for Afghanistan.											
1. Policy Studies: Conduct policy studies on specific issues identified within areas such as:											
o Budget and Finance		LT1	0.5	Planned	***	***	***	***	***	***	On-going. Four policy studies completed in FY92/93. One study on primary home schools by Huth, CAI; home school specialist, in process and two studies, one on textbook production by MacMakin, EDC production specialist, and one on program sustainability by Lanza, EDC planning specialist, scheduled for Q2.
o Information Flow		LT3	1.0	Actual	---	---	---				
o School Population Analysis		ST1	1.5								
o Women in Education											
2. Demographic Studies: Conduct studies in support of blueprint for infrastructure of education system.											
a. Identify current schools in each province/district.		LS			---	---	---	---	---	---	On-going. 975 ECA schools have received final teacher salary payments. 2,599 schools have been surveyed and 722,400 students served. 1,606 schools have ECA textbooks with 585,707 textbooks distributed during FY94/Q1. (See Appendix C - Item 1 for Summary of Salaried Schools, Item 2 for Summary of Surveyed Schools, and Item 3 for Summary of Textbooks Distributed.)
b. Obtain corresponding enrollment and demographic data.		LT3	0.5		---	---	---	---	---	---	On-going. Complete enrollment and demographic data has been gathered on all schools operational in 25 provinces and partial data on three more provinces, only Kabul remains with no information because of instability. (See Appendix D - Item 1 for Observations Based on Phase 1 Data and Item 2 for the Data Displays.)
c. Forecast school age populations.		LT3	0.5		---	---	---	---	---	---	Only about 20% of school age children are in school. Only 3.5% of the school age females are in school; while about 34% of the males are in school. Nationally, about 11% of the students enrolled in school are girls.
d. Devise and implement school mapping procedures.		LT3	1.5		---	---	---	---	---	---	On-going. Digitized mapping (i.e., school longitude and latitude data) for all schools in each province in process in cooperation with DC&A unit of Office of Afghan Field Operations of USAID.
e. Complete and submit reports identifying issues/constraints		LT1	0.3		---	---	---	---	---	---	Reports are on-going. The issues mentioned most frequently are: 1) need for ECA textbooks and teaching materials for grades 1-12, 2) merging of ECA schools with former government schools, 3) non-existence/shortage of buildings and classrooms and 4) lack of professional and experienced teachers.

FIRST QUARTER REPORT - FY94		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION			
Tasks/Activities	Position	Staffing			FY94			FY94			FIRST QUARTER PROGRESS/REMARKS
		Person Mos			Q1			Q2			
		Yr1			Oct	Nov	Dec	Jan	Feb	Mar	
X. <u>ACA INSTITUTION BUILDING</u> (Continued):											
3. EMIS: Develop expanded EMIS to meet needs of national education system.											
a. Assess current data availability for coverage/accuracy.	LT1 LT3 ST4	0.5 0.3 0.2				*** *** ***	*** *** ***	*** *** ***	*** *** ***	*** *** ***	On-going. Special Study 8 - Audit of Data Accuracy implemented by Chapman, EDC EMIS specialist. (See Appendix D - Item 3 for Description of Study.)
b. Identify priority needs for new information.	LT1 LT3 ST4	0.5 0.2 0.2				*** *** ***	*** *** ***	*** *** ***	*** *** ***	*** *** ***	On-going. Five phase Chapman Education Management Information System (EMIS) for determining indicators being implemented in accordance with USAID Improving the Efficiency of Educational System (IEES) model. Based on DC&A monitoring unit needs and special studies data, information priorities are continually re-evaluated.
c. Establish reporting requirements and develop/improve report formats.	LT1 LT3 ST4	0.5 1.0 1.0				*** *** ***	*** *** ***	*** *** ***	*** *** ***	*** *** ***	On-going. Report formats under continuous revision as data coverage is extended and further analysis completed. Several format revisions recently implemented as the result of recommendations of Chapman, EDC EMIS specialist.
d. Determine software/hardware needed to produce desired reports.	LT3 ST4	1.0 0.1	Planned			*** ***	*** ***	*** ***	*** ***	*** ***	On-going. Basic statistics software, mapping and DEM software packages are being implemented. Some training is needed.
e. Develop data collection instruments.	LT1 LT3 ST4	0.5 0.5 0.5				*** *** ***	*** *** ***	*** *** ***	*** *** ***	*** *** ***	On-going. Phase 2 EMIS pilot data collection implemented. Special Study 4 and Special Study 6 instrumentation ready for implementation.
f. Procure additional hardware, develop new or improve existing software.	LT3	0.5				*** ***	*** ***	*** ***			Terminated with FY94 phase-out.
g. Conduct training program in data collection/processing.	LT3 ST4	0.5 0.5						*** ***			Completed. Training workshop conducted on instrumentation for Phase 2 EMIS pilot and Special Study 4 and Special Study 6 instrumentation. Training conducted by Chapman.

FIRST QUARTER REPORT - FY94		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION			
Tasks/Activities	Position	Staffing			FY94			FY94			FIRST QUARTER PROGRESS/REMARKS
		Person Mos			Q1			Q2			
		Yr1			Oct	Nov	Dec	Jan	Feb	Mar	
IX. <u>ACA INSTITUTION BUILDING</u> (Continued):											
4. Management Training: Develop institutional capacity in ACA for responsible financial and technical management.											
a. Financial Management: Establish sound procedures and provide necessary training:											
1) Identify current financial mechanisms and procedures.	LT2 LT3	0.5 0.5									Completed in FY93.
2) Assist with modifications to current procedures.	LT3 ST3	0.5 0.2		***	***						Completed. (Note: Financial monitoring/training procedures terminated with final teacher salary payments.)
3) Identify human resource requirements/availabilities.	LT1 LT3	0.5 0.2									Terminated with FY94 phase-out.
(Note: Program Subtasks 9.4.a.4 - 9.4.a.6 terminated with FY94 phase-out.)											
b. Other Management Training: Conduct on-going training workshops in:											
1) Budgeting, financial planning and information	LT3	0.3		***	***	***	***	***	***		On-going. ECA is joint participant with ESSP in implementation of EMIS. Main institutional capacity development of ECA focused on policy/planning, EMIS and curriculum development activities.
2) Strategic planning, policy analysis and decision making.	LT3 ST3	0.3		***	***	***	***	***	***		On-going. ECA is involved in the planning and implementation of all ESSP policy/research studies and related training activities.
3) Basic efficiency concepts, use of educational data & establishing performance standards/educational benchmarks.	LT1 LT3 ST3	0.5 0.2 0.3		***	***	***	***	***	***		On-going. Terminated with FY94 program phase-out in March.

FIRST QUARTER REPORT - FY94		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN					PRIMARY EDUCATION				
Tasks/Activities	Position	Staffing		FY94			FY94			FIRST QUARTER PROGRESS/REMARKS	
		Person Mos		Q1			Q2				
		Yr1		Oct	Nov	Dec	Jan	Feb	Mar		
X. <b>EQUITY COMPONENT:</b> Design, implement and monitor equity interventions.											
1. Identify indicators and collect baseline data concerning the following equity/gender issues:	LT1 LT3 ST5 ST6	0.5 2.0 0.5 1.0	Planned Actual	*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	On-going. Baseline equity data gathered in 28 provinces. For every 100 girls who start grade 1, about 10 will complete primary school (gr. 6), about 5 will complete middle school (gr. 9), and about 3 will survive through high school (gr. 12). For girls, the greatest risk of dropping out is during the first three grades. For boys, the greatest risk is during grade 7-9. Girls who persist beyond primary school have a much higher probability of completing secondary school (12.5%) than do boys who persist beyond primary school (6.4%). (See Appendix D - Item 2 for Provincial Data Displays and Participation Rates.)
a. Access to education: o Geographic (underserved regions) o Rural vs. urban o Orphan/handicapped											
b. Gender											
c. Ethnic minorities											
d. Other data (to be identified)											
2. Identify Afghan counterparts (institutions/individuals) to work closely with technical consultants.	LT1 LT2	0.3 0.5		*** ---	*** ---	*** ---					Afghan counterparts identified, placed on hold, and, ultimately, terminated with FY94 phase-out.
3. With counterparts, identify inequities based on review of data collected above and discussions with teachers, parents and community leaders.	ST5 ST6	0.5 0.5		*** ---	*** ---	*** ---					Implementation of KAP (Knowledge, Attitude, and Practice) survey and EAW (Education Awareness Workshops) cancelled with FY94 phase-out.
4. Explore variety of possible interventions aiming at increasing access to education of groups found under-represented.	LT1 ST5 ST6	0.3 0.2 0.5		*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	(Note: Nine pilot adult literacy home schools and three primary home schools on-going in Pakistan, design of social mobilization campaign (Mayer and Al-Faqih) completed and then cancelled, design of gender-sensitive curriculum (Moll-Druecker) and ethnographic and tracer studies research (Rugh) all terminated as the result of FY94 phase-out.
5. Design pilot projects for several of the more promising interventions identified above.				*** ---	*** ---	*** ---					Design of pilot projects for inside Afghanistan terminated with FY94 phase-out.
6. Implement a minimum of three pilot projects in regions where baseline data is considered reliable and complete.	LT2 ST5 ST6	0.5 0.5 0.5		*** ---	*** ---	*** ---					Implementation of pilot projects inside Afghanistan terminated with FY94 phase-out.
(Note: Program Subtasks 10.7 - 10.10 terminated with FY94 phase-out.)											

FIRST QUARTER REPORT - FY94		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION			
Tasks/Activities	Staffing			FY94			FY94			FIRST QUARTER PROGRESS/REMARKS	
	Pos ition	Person Mos		Q1			Q2				
		Yr1		Oct	Nov	Dec	Jan	Feb	Mar		
<b>XI. MUTUAL RESPONSIBILITY: Mobilize community support for developing and sustaining educational programs.</b>											
1. Conduct Community Participation Workshop for training of 6-12 Community Organizers (animators).	LT2	0.5	Planned								Workshops planned for Dec. but cancelled due to FY94 phase-out. (Note: Initial workshops completed in FY93 by Farr, EDC social scientist specialist, for ECA directors and selected ESSP staff.)
	LT5	0.5	Actual								
	ST2	0.2									
	ST5	0.5									
2. Identify community support indicators for subsequent impact evaluation.	LT1	0.3									Completed FY93. (Note: Community survey completed for 390 respondents and 11 districts/villages; Herat (Ghorian, Zinda Jan and Gazara), Nangarhar (Goshta, khoqiani, Rodat, Sherzad and Sorkhod), and Paktya/Khost (Daragai Tanai, Jani Khel and Paten).)
	LT3	1.0									
	ST2	0.3									
	ST5	0.5									
3. Community Organizers travel to designated areas of Afghanistan attempting to obtain commitments for community support and to collect baseline data concerning community support indicators.	LT3	1.0		***	***	***					Implementation planned for FY94/Q1 but cancelled due to FY94 phase-out. (Note: Community surveyors traveled to Parwan (Farwan, Kapisa and Bamyan), Balkh (Balkh, Faryab, Jawzjan and Samangan) and Kunduz (Kunduz, Baghlan, Takhar and Badakhshan) regions to obtain commitment and support for establishment of three Regional Education Centers (REC's) and to identify potential trainees as master teacher trainers. Letters of commitment obtained and trainees identified.)
4. Conduct second Community Participation workshop to review results of organizational efforts.	LT2	0.5		***	***	***					Impl. planned for FY94/Q1. (Note: Farr and B. Ogle, EDC social scientist specialists, scheduled to develop Community Action Plan in consultation with ECA and ESSP staff, FY94/Q1. Community participation workshops were scheduled in conjunction with Educational Awareness Workshops planned as a part of gender equity social mobilization campaign but cancelled due to FY94 phase-out.)
	LT5	0.5									
5. Select sites for establishment of Community Education Development Councils (CEDCs).	LT2	0.5		***	***	***					Completed. (Note: Further implementation terminated due to FY94 phase-out. Selected community/village sites to coincide with Equity Component (Task X) sites; locations Khost (rural), Herat (urban/suburban) and Badghis (rural).)
6. Train (empower) CEDC members in their roles as guardians of the community children's education.	LT2	0.5									Terminated due to FY94 phase-out.
(Note: Program Subtasks 11.7 - 11.10 terminated due to FY94 phase-out.)											

Primary Education - Issues and Concerns:

- . Program sustainability,
- . Textbook production and distribution,
- . Curriculum development, and
- . Research and planning data collection

In accordance with a request from USAID on 23 November 1993, a phase-out plan for the ESSP has been prepared and submitted to USAID in which all program activities are scheduled to be terminated by 30 April 1994 and the project closed by 30 June 1994. The ESSP was currently well positioned to expand and/or implement several major Afghan education program efforts: expanded textbook production and distribution; teacher training delivered through regional educational centers inside Afghanistan - three of which were established, three ready to be opened, and three in planning; expanded instructional material production including implementation inside Afghanistan - only this Fall the first such center inside Afghanistan was established in Khost; implementation of the home school concept inside Afghanistan; curriculum development of the grade 2-6 textbooks and teaching guides; a national research and planning effort with several special research/policy studies affecting national policy decision-making; and implementation of a pilot social mobilization/community involvement campaign. All of these program efforts are now in the process of being down-sized and terminated with the early closing of the project.

Program sustainability is the key issue as ways and means for maintaining and sustaining sub-components of the various ESSP program elements needs to be found. It would be a shame to lose the human resources (core staff) and material resources (e.g., computers, vehicles, and office furnishings) currently mobilized in conjunction with the ESSP projects. A favorable transfer of the equipment and materials to other donor agencies involved in education programs and/or to the regional centers established inside Afghanistan and selected provincial directorates, especially those which are more developed and/or have been responsive to the ESSP project endeavors, is recommended. There is also the future role/responsibility of the ECA to be considered as the ECA has been the main sustaining institution providing continuity, coordination and liaison with the parties, commanders, shuras, educational directorates and ministry officials. All of these programs areas now become key issues and concerns as the project phase-out is implemented and production capacities, development and delivery mechanisms, and related infrastructures need to be down-sized, reformatted and/or dismantled. The effect on the education of the children of Afghanistan will be devastating as the Afghan education processes again are brought to a halt. As an initial strategy the ESSP is proposing that a consultant, Dr. Tony Lanza, a former USAID

employee and an authority on Afghan education with 14 years of experience in Pakistan, Afghanistan and Turkey be authorized to work with the ESSP to identify, assess and implement, where possible, sustainable options related to the program elements identified above. Some interest has been expressed by UNESCO, UNICEF, CARE International and the Swedish Committee related to various program thrusts of the ESSP. Transferability, sustainability and other program funding options need to be explored with these agencies as well as donors such as UNDP, UNHCR, Asian Development Bank and the European Community.

In addition to the overall program sustainability issues and concerns discussed there are specific issues related to the areas of textbook production and distribution, curriculum development, and research and planning data collection. Relative to the textbook item there are concerns about the new Pak-Afghan cross-border transport permit process, access issues in regard to the proposed textbook feasibility/planning study, and some logistics items involved in the production/distribution of two million textbooks over the next four months. A new Pak-Afghan cross-border transport permit procedure is being implemented for both the Northwest Frontier and Baluchistan border crossings. Such new procedures always cause delays in processing as new protocols are implemented and, as decisions need to be made on how and in what form to present application letters, to whom, and what content is to be included. With the large number of textbooks and instructional materials the ESSP is proposing for transport inside Afghanistan during the next four months, any delays will cause serious backlog problems. Every effort will be made to push forward on resolution of the new procedures, but any delays will cause serious problems to the proposed schedules and deliveries.

Relative to a proposed textbook feasibility/planning study for the re-establishment of a textbook production capacity in Afghanistan, any instability in Kabul or access problems will force a delay in implementation. A fall-back position of using video has been proposed but direct access is a potential concern. The study is a necessity for development of a future textbook production capacity in Afghanistan and any delay will effect the time frame necessary to complete the study prior to program phase-out. Security and stability issues as related to Kabul area continues to be a major influencing factor on program implementation. The other potential textbook concern is the high production capacity placed on the IRC Afghan Printing Press to produce two million textbooks during these next four months. IRC authorities have confirmed delivery with a supporting letter but still any delay as the result of load-shedding, Ramadan or other unforeseen variables could be an influencing factor. Production and distribution of textbooks during the remaining months of the ESSP project are seen as key to leaving a sustaining program in support of the Afghan education system until other donor agencies have time to institute assistance.

Third is the issue of continued curriculum development. In order to ensure a quality curriculum for the future, it is important that the comprehensive scope and sequence developed by the ESSP and ECA be implemented along with the planned teaching guides and student textbooks. A model framework has been developed for grade 1 and needs to be extended to grades 2-6. With proper support and guidance this should take about one and a half to two years. These materials are currently being implemented in the primary home schools, and have been well received as the materials are more culturally relevant to the home/family environment and easily formatted for teaching. A more programmed teaching approach, a more relevant curriculum and more community involvement are at the base of the materials, all of which are essential to re-mediating the access and equity problem which now exists in Afghanistan. Every effort needs to be made to continue to sustain the primary school (gr. 1-6) curriculum efforts currently initiated by the ESSP.

Lastly, is a data collection access issue related to the Phase I EMIS data collection in Kabul, Faryab, Jawzjan and some selected schools in Balkh province. These are schools and/or provinces which previous teams have not been able to survey due to some local/regional problems. Security and access are still posing problems in these regions and data collection teams have not been able to survey all the schools in these regions. Hopefully, the security issue will resolve itself in time to complete these final surveys in order that the Phase I data can represent all schools in the 29 provinces.

In summary the primary education issues are mostly related to program sustainability, access and security. Resolution of these issues are critical. As the time-frame for phasing out of the ESSP is short, it would be a tremendous waste of some excellent developmental work and seven years of investment of USAID funding not to be able to maintain and sustain the key program efforts from this investment.

FIRST QUARTER REPORT - FY94		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN					SECONDARY EDUCATION				
Tasks/Activities	Staffing			FY94			FY94			FIRST QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q1			Q2				
		Yr1		Oct	Nov	Dec	Jan	Feb	Mar		
XII. <b>SECONDARY EDUCATION:</b> Prepare Teachers' Guides and upgrade textbooks in Mathematics and Science for grades 9-12.											
1. Complete publication/distribution of limited number of Math/Science books.	LT2	1.0	Planned Actual	(on-hold)			***	***	***	Curriculum development/production placed on-hold per USAID letter of 24 June 1993. (Note: Demand & interest for the textbooks for grades 9-12 from the field has been high, especially in the urban centers. As a part of the phase-out plan ESSP requested a review of the present policy to, minimally, allow production of 100,000 secondary textbooks, so a sample set could be placed with each 9-12 teacher as a teaching resource.)	
(Note: Program Subtasks 12.2 - 12.11 terminated with FY94 phase-out.)											

Secondary Education - Issues and Concerns.

. Demand for textbooks, grades 9-12.

The secondary education textbooks item has been a continuous concern for the past two years. In conjunction with the phase-out plan, USAID has agreed to print and distribute 100,000 secondary textbooks. This will be sufficient to provide sample sets for the teachers, especially in the urban centers. The production and distribution of these textbooks is an important step and USAID is to be commended for providing this initial set of textbooks to help bridge the secondary education gap and, at least temporarily, help facilitate the rehabilitation and reconstruction of Afghan secondary education.

The larger issue still exists and that is to provide textbooks for each of the secondary students or, at least, textbooks for every two or three of the students. Other donor agencies will need to be solicited (e.g., foreign donors or international agencies) to help in production of the grade 9-12 textbooks. Also, ultimately, a production capacity needs to be re-established within the Ministry of Education. This is a future issue which needs to be addressed to ensure sustainability of secondary education.

Meanwhile, USAID should be complimented for taking the first step in responding to the secondary education need. In conjunction with the printing of the textbooks, the marking "funded by USAID" is, also being printed on each of the textbooks.

The lack of secondary education textbooks is, and has been, one of the most serious constraints currently impeding access to education in Afghanistan, especially in the urban centers and for the urban female. This is an issue which USAID has now responded to in a limited way. This initial positive response by USAID will facilitate the rehabilitation and reconstruction of the education system in Afghanistan and is appreciated by the Afghans.

FIRST QUARTER REPORT - FY94			EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						ADULT LITERACY		
Tasks/Activities	Staffing			FY94			FY94			FIRST QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q1			Q2				
		Yr1		Oct	Nov	Dec	Jan	Feb	Mar		
XIII. <u>ADULT LITERACY</u> : Develop, produce and test instructional materials for adult functional literacy training to be conducted by other groups.											
1. Network with groups now engaged in adult literacy training for Afghans. Review instructional materials in use.	LT4	0.6	Planned Actual	*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	On-going. Networking has involved selected participation of local Afghan women on the ESSP Gender Equity Task Force, participation of other agency staff in ESSP adult literacy home school training, and personal contacts especially with Swedish Committee, Pak-German Agency, Asia Foundation, IRC and some Pakistani programs.	
2. Review state-of-the-art in adult functional literacy. Decide on appropriate format and structure for new materials development.										Completed in FY92/93.	
3. Target several functional areas for which text materials will be developed, e.g., family/home, health, foods, work, culture, and agriculture.	LT4 ST5	0.3 1.0								Completed in FY92/93.	
4. Develop instructional materials* (including revision of earlier UNO publications). Development to include limited use of scope and sequence charts.	LT4	1.5		*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	On-going. Pashto version of home/family text, Learning to Read & Write (Vol. 1) completed and printed. Pashto version of corresponding reading pamphlets in process. Dari version of general adult literacy text, Learning to Read and Write (Vol. 3) completed and printed. Four eight-page easy-to-read, first level adult literacy story-books on health and nutrition manufactured. Four books in design phase. Topics included were: washing hands and food, sources of clean water, benefits of eating vegetables, care for burns, care for wounds, dehydration and what to do, healthy baby care and creating a clean house.	
5. Prepare/test/publish accompanying Teachers' Guides and supplementary readings.	LT2 LT4	0.5 1.5		*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	On-going. (Note: Basic Dari texts and support materials printed in FY93.)	
6. Conduct workshop with interested organizations to review new materials.	LT2 LT4	0.5 0.5								Completed in FY92/93.	
7. Conduct workshops and training courses in use of new materials.										Planned Activity FY94. Terminated due to FY94 phase-out.	

\* Instructional materials to be developed include textbooks, audio-visual aids, supplementary readings, teaching guides, and tests for evaluating effectiveness of materials.

FIRST QUARTER REPORT - FY94		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						ADULT LITERACY		
Tasks/Activities	Position	Staffing		FY94			FY94			FIRST QUARTER PROGRESS/REMARKS
		Person Mos		Q1			Q2			
		Yr1		Oct	Nov	Dec	Jan	Feb	Mar	
XIII. ADULT LITERACY: Continued:										
8. Pilot test materials in courses conducted by participating organizations.				***	***	***	***	***	***	On-going. Nine pilot adult literacy home schools in session, four in Quetta and five in Peshawar. One Peshawar course has been completed. The Quetta program is in fifth month of the basic course and the Peshawar program has completed initial six month basic course and is now piloting the three month advanced course.
9. Publish and distribute instructional materials to participating organizations.	LT2	0.2	0.2	***	***	***	***	***	***	(Note: New literacy materials distributed to participating agencies on a limited basis pending pilot testing and training. Old Alphabet of Jihad Literacy materials available and distributed on request.)
10. Administer tests in cooperation with participating organizations to evaluate effectiveness of instructional materials and teaching methods.	ST5 ST13									Completed FY93. (Note: A descriptive report of the adult literacy classroom teaching was prepared by VanEvery, UNO curriculum specialist, and a detailed study of the pilot adult literacy home school project with a design for an Afghanistan pilot home school project was prepared by Huth, CAII home school specialist.
(Note: Program Subtask 13.11 terminated with FY94 phase-out.)										
* Instructional materials to be developed include textbooks, audio-visual aids, supplementary readings, teaching guides, and tests for evaluating effectiveness of materials.										

Adult Literacy - Issues and Concerns.

- . Implementation/sustainability of the adult literacy home schools inside Afghanistan,
- . Production/distribution of the text materials and related instructional aids,
- . Further development and production of functional reading storybooks, and
- . Development/translation of appropriate materials to Pashto.

The pilot adult literacy home school has been very successful in its initial development and implementation in Peshawar and Quetta. The program has been documented and is ready for transportability to Afghanistan. The sustainability of the program is especially important in helping to alleviate the illiteracy problem in both urban centers and the rural areas of Afghanistan. Most immediate is the need for a foreign donor and/or agency to assist in pilot testing the program inside Afghanistan and in further production and distribution of the existing materials.

The second step is the continued development of the supplementary functional cloth reading storybooks to provide reading sustainability, translation of the home/family reading pamphlets to Pashto, and translation of the Vol. 2 Learning to Read and Write (farmers literacy) and Vol. 3 Learning to Read and Write (general adult literacy) materials to Pashto. The home/family text and teaching guide currently exists in both Dari and Pashto. An excellent source book for development of additional functional reading storybooks is the UNICEF publication titled Facts for Life. Each message is already divided into sub-messages which are appropriate for development into a pictorial based basic reader. Further development, production and implementation of the adult literacy home-based school concept is essential to help resolve the illiteracy problem in Afghanistan. The home school program has been well-received is adaptable to the Afghan culture and society.

FIRST QUARTER REPORT - FY94		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						MONITORING/REPORTING		
Tasks/Activities	Staffing			FY94			FY94			FIRST QUARTER PROGRESS/REMARKS
	Position	Person Mos		Q1			Q2			
		Yr1		Oct	Nov	Dec	Jan	Feb	Mar	
<p>XIV. MONITORING: Evaluate/improve/expand functions of the ESSP monitoring system, ensuring effective use of funds in all ESSP activities, including new activities of the revised ESSP.</p>										
1. Evaluate effectiveness of present three-level monitoring system. Review data collected by level-1 and 2 monitors with DC&A Units.	LT2 ST12	0.3 1.0	Planned Actual	*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	On-going. UNO/ECA monitoring data shared with the DC&A unit and O/AFO in Badakhshan and Takhar. Monitoring reports on file with UNO/ESSP main office and DC&A office.
2. Make necessary adjustments to level-1 and 2 data forms and procedures to obtain mapping data and meet other DC&A requirements.	LT1 LT3	0.3 0.5		*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	With completion of the teacher salary payments, monitoring efforts are being redirected to focus more on textbook distributions and teacher training. Meetings and discussions of UNO/ESSP staff with O/AFO and DC&A staff in process to develop a revised monitoring plan. Some modifications to data forms are planned. (See Appendix F for draft of Revised Monitoring Plan.)
3. Prepare/submit semi-annual mapping reports of school locations.	LT1 LT3	0.2 0.5		*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	On-going. Sample mapping reports of schools have been prepared for three provinces. Reports are in process for the remaining 19 provinces for which data have been gathered.
4. Develop program for monitoring classroom learning through student achievement tests and teacher evaluations (Level-3).										
a. Study feasibility of training provincial officers for educational quality assessments.	LT1 LT2	0.2 0.2			*** ---	*** ---				Planned Activity FY94. Quality assessments of classroom learning indicators initially scheduled to be completed by UNO/ECA data collection teams: Special Study 4-Curriculum Innovations, Special Study 5 - Student Achievement, and Special Study 6 - Effect of Teacher Training. As the result of the FY94 phase-out, Special Study 5 has been cancelled and only pilot implementation of Special Studies 4 and 6 will be conducted. (Note: School effectiveness research supports training staff at the school level. Provincial staff need to focus more on monitoring textbook distribution, curriculum schedules/attendance, school management/reports and access to teacher training. Monitoring of quality of teaching should be at the school level.)

FIRST QUARTER REPORT - FY94		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						MONITORING/REPORTING			
Tasks/Activities		Staffing			FY94			FY94			FIRST QUARTER PROGRESS/REMARKS
		Person Mos			Q1			Q2			
		Position	Yr1		Oct	Nov	Dec	Jan	Feb	Mar	
XIV. MONITORING; Continued:											
b. Target a limited number of provinces to receive training.		LT1	0.2								Terminated due to FY94 phase-out. (Note: Instructional supervision training for school level personnel in selected provinces was Planned Activity FY94.)
		LT2	0.2								
c. Establish provincial offices. Provide training in conducting student achievement testing, assessing teacher effectiveness and awareness of inspectors role in promoting learning environment (Supervision Manuals--Task VII).		LT1									Terminated due to FY94 phase-out. (Note: Three regional education offices established in FY93. Three additional offices were planned for FY94 and three for FY95. Local monitoring, textbook distribution, and training activities were to be coordinated through the regional education offices. As noted in Subtask 14.4.a, learning environment assessments were to be implemented at school level.)
		LT2	0.5								
5. Work with DC&A Unit in developing indicators and mechanisms for measuring project impact.		LT1	0.5	Planned	***	***	***	***	***	***	On-going. Development of textbook distribution and teacher training indicators common to UNO/ESSP and DC&A in process. (See Appendix f for sample indicators and proposed procedures.)
		LT2	0.5	Actual	---	---	---				
6. Supervise monitoring function, including debriefing of monitors.		LT2	1.5		***	***	***	***	***	***	On-going. ECA and UNO monitoring and debriefing reports are on-file. Debriefings to be attended by ECA and UNO staff, and DC&A and O/AFO authorities.

FIRST QUARTER REPORT - FY94		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						MONITORING/REPORTING		
Tasks/Activities	Position	Staffing		FY94			FY94			FIRST QUARTER PROGRESS/REMARKS
		Person Mos		Q1			Q2			
		Yr1		Oct	Nov	Dec	Jan	Feb	Mar	
<b>XV. REPORTING AND SUPPORT SERVICES:</b> * Submit annual work plans, monitoring/reporting plan and various other reports to O/AID/Rep.										
1. Submit implementation plans to O/AID/Rep covering all work to be carried out during: <ul style="list-style-type: none"> <li>o The first six months.</li> <li>o The first year of the project (First Annual Work Plan).</li> <li>o Life of project (projections).</li> </ul>	LT1	0.3								Completed FY92/93.
	ST1	0.9								
2. Review First Annual Work Plan with subcontractors (EDC/CAII) and submit revised plan incorporating their input.	LT1	0.1								Completed FY93.
	ST1	0.1								
3. Submit 2nd and 3rd Annual Work Plans and revise projections.	LT1					***				Scheduled for FY94. (Note: Because of USAID budget constraints in FY93 and further uncertainty in funding for FY94, Subtask 15.3 was rescheduled and, ultimately, terminated due to FY94 phase-out.)
	ST1									
4. Review and revise 2nd and 3rd Annual Work Plans with O/AID/Rep.	LT1					***				Initially, rescheduled pending completion of Subtask 15.3 and then terminated due to FY94 phase-out.
5. Submit Monitoring/Reporting Plan (Tasks XVI and XVII) to O/AID/Rep.						***	***	***		On-going. Initial plan submitted in FY92. Revised plan in progress to be submitted FY94/Q2.
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\* ESSP Schedule based on contract start date of 1 May 1992, includes three-year contract with possible two-year extension.

FIRST QUARTER REPORT - FY94		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						MONITORING/REPORTING			
Tasks/Activities	Staffing			FY94			FY94			FIRST QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q1			Q2				
		Yr1		Oct	Nov	Dec	Jan	Feb	Mar		
<b>XV. REPORTING AND SUPPORT SERVICES:</b> * Continued:											
<b>6. Submit reports:</b>											
a. Quarterly Progress Reports	LT1	0.4		***			***				FY93/Q3 report submitted in October 1993. FY93/Q4 report scheduled for January 1993.
	LT6	0.1		■							
b. Financial and Personnel rpts	LT6	2.5		***	***	***	***	***	***	***	Submitted as required (Klaasmeyer).
c. Combined Quarterly/Annual Reports	LT1	0.1		***	***	***	***	***	***	***	Draft FY93 Annual Report prepared. Final editing and printing is Planned Activity FY94/Q2.
	LT6	0.1		■	■						
d. End of Contract Report (Old ESSP and MTP)	LT1										Completed in FY93 for ESSP1 and MTP. ESSP2 contract termination proposal scheduled for FY94/Q2.
e. End of Tour Reports	LT1	0.1		***	***	***	***	***	***	***	On-going. Debriefings with project officer (Tucker), assistant project officer (Wegge) and ESSP staff were held for Chapman, EDC EMIS specialist.
				■	■	■					
f. Misc briefings for AID/Others	LT1	1.0		***	***	***	***	***	***	***	On-going. Briefings provided as required to O/AFO representatives and U.S. government and other agency officials (Boardman, Azimi, Weiler, Klaasmeyer, Assil and Sherzad). Financial assessment and monitoring assessment reviews provided.
	LT2	1.0		■	■	■					
	LT6	0.1		■							
g. Misc reports	LT1	1.4		***	***	***	***	***	***	***	On-going. Weekly activity reports and other reports prepared and on-file with O/AFO and/or O/FH as required (Boardman and Klaasmeyer). PLM report submitted in Oct. Phase-out plan submitted in Dec., reviewed and approved. (See Appendix E for staffing and program phase-out.)
	LT6	1.2		■	■	■					
<b>7. Provide support services in finance and administration.</b>	LT6	12.9		***	***	***	***	***	***	***	On-going (Klaasmeyer and Weiler). Final teacher salary payments were transferred to approx. 130 ECA schools completing salary payments. (See Appendix C - Item 1 for number of salaried schools by district and province.) A major effort is planned in textbook production/distribution to provide ECA textbooks to as many schools and provinces in Afghanistan as feasible during Q2. Distribution of two million textbooks is planned. In conjunction with the FY94 phase-out, staffing and program down-sizing is scheduled and final close-out procedures to be implemented.
				■	■	■					

\* ESSP Schedule based on contract start date of 1 May 1992, includes three-year contract with possible two-year extension.

Monitoring/Reporting - Issues and Concerns.

- . School salary payments,
- . DC&A monitorings/future plan, and
- . Phase-out plan.

The teacher salary payments have been completed except for a few special cases. This was a major effort which was carried out with the excellent cooperation and diligence of the ECA, UNO staff, and local and regional directorates and educational authorities. Currently, only three issues are unresolved; the first is the theft of some funds scheduled for distribution in a district in northern Balkh province. Hopefully, the culprit can still be apprehended and the monies recovered. Second, is the issue of the location of the Ghoshta schools. The schools are located along the Pak-Afghan border and there is the question of whether they are in Afghanistan or Pakistan. This question is under review. Thirdly is the issue of school sustainability. Currently, the ECA schools appear to be merging back with the government schools and there has been some shifting of the salary responsibility to the local Shura's, the government and, in some cases, to the local community. In other cases, teachers are volunteering their time, but the important issue is that the schools are, for the most part, sustaining. This is an important accomplishment.

Currently, a revised monitoring plan is being developed with representatives of UNO, DC&A and the O/AFO. The plan is focused on textbook distributions and teacher training. Initial and follow-up monitoring indicators have been identified, along with delivery schedules and appropriate instrumentation. The meetings with DC&A and O/AFO representatives have been productive and useful. This is the kind of relationship which would have been helpful in the early days of the project. USAID should be commended for the excellent manner in which the development of the revised monitoring plan is currently being implemented.

Lastly, included is a brief discussion of the phase-out plan. Good cooperation has been received by USAID in assisting in the development and review of the plan. Down-sizing an organization of the size and magnitude of the ESSP is a difficult and sensitive task. The process is going well and USAID has been receptive to allowing some program activities during the January to April period which enhances the opportunity for project sustainability. Initial steps have been taken by the ESSP to begin to down-size the organization in an orderly and systematic fashion. Reduction of a local staff of over 400 employees plus ECA and three regional education centers will be a challenging task. Severance pay, personnel issues, security, transfer of the commodities, shipping and packing, and office logistics will be the key issues.

IV. FINANCIAL SUMMARY

The following Quarterly Expenditure Summary shows actual cumulative expenses for the new ESSP contract for FY92 and FY93; actual cumulative expenses as of 31 December 1993 were \$8,260,969.57.

EDUCATION SECTOR SUPPORT PROJECT  
SUMMARY OF ACTUAL EXPENDITURES  
NEW CONTRACT

	ACTUAL 05/1-6/30/92	ACTUAL 07/1-9/30/92	ACTUAL CUM 09/30/92	ACTUAL 10/1-12/31/92	ACTUAL 1/1-3/31/93	ACTUAL 4/1-6/30/93	ACTUAL 7/1-9/30/93	ACTUAL FY 93	ACTUAL CUM 09/30/93	ACTUAL 10/1-12/31/93	ACTUAL CUM 12/31/93
<b>ESSP TOTAL</b>	<b>391,199.35</b>	<b>1,641,633.17</b>	<b>2,032,832.52</b>	<b>993,103.36</b>	<b>1,130,108.46</b>	<b>1,287,080.35</b>	<b>1,614,901.24</b>	<b>5,025,193.41</b>	<b>7,058,025.93</b>	<b>1,202,943.64</b>	<b>8,260,969.57</b>
Log Support	4,449.68	184,199.62	188,649.30	22,295.23	9,799.80	54,790.12	42,283.93	129,169.08	317,818.38	9,804.42	327,622.80
Tech. Assist	165,644.02	436,957.58	602,601.60	368,687.73	447,425.65	457,433.94	439,961.14	1,713,508.46	2,316,110.06	413,303.50	2,729,413.56
Sub-Cont	30,737.39	82,981.84	113,719.23	80,368.21	168,352.14	121,470.37	152,830.96	523,021.68	636,740.91	157,672.13	794,413.04
UNO & ESSP	134,906.63	353,975.74	488,882.37	288,319.52	279,073.51	335,963.57	287,130.18	1,190,486.78	1,679,369.15	255,631.37	1,935,000.52
Program	221,105.65	1,020,475.97	1,241,581.62	602,120.40	672,883.01	774,856.29	1,132,656.17	3,182,515.87	4,424,097.49	779,835.72	5,203,933.21
ECA-P	34,215.54	61,602.22	95,817.76	76,298.94	69,450.40	67,165.03	58,184.37	271,098.74	366,916.50	52,758.01	419,674.51
ECA-O	14,531.13	20,107.34	34,638.47	10,946.35	20,446.54	15,454.34	19,127.77	65,975.00	100,613.47	38,804.08	139,417.55
Prim Sch	18,932.38	73,770.89	92,703.27	141,698.79	231,531.17	410,895.24	704,269.56	1,488,414.76	1,581,118.03	339,741.76	1,920,859.79
Salaries				8,213.65	16,867.36	232,741.28	448,574.06	706,396.35	706,396.35	42,365.75	748,762.10
Classrm Supp	7,468.80	54.44	7,523.24		2,050.31			2,050.31	9,573.55		9,573.55
Text Books		54,822.91	54,822.91	130,252.36	207,606.39	173,635.83	251,915.67	763,410.25	818,233.16	292,260.37	1,110,493.53
Transportation	11,463.58	18,893.54	30,357.12	3,232.78	5,007.11	4,518.13	3,799.83	16,557.85	46,914.97	5,115.64	52,030.61
Monitoring/EMIS	14,563.15	58,019.45	72,582.60	65,249.83	86,219.50	77,561.50	136,221.64	365,252.47	437,835.07	113,902.57	551,737.64
TT	32,678.06	92,634.24	125,312.30	134,509.54	128,720.76	109,592.40	104,157.92	476,980.62	602,292.92	100,923.67	703,216.59
TT-Women	10,228.86	11,731.56	21,960.42	13,604.25	20,015.12	23,774.62	28,493.74	85,887.73	107,848.15	12,148.91	119,997.06
Literacy	417.51	692.98	1,110.49	2,434.04	11,197.75	19,393.44	9,531.05	42,556.28	43,666.77	11,815.67	55,482.44
Scholarship	73.78	277,201.62	277,275.40	39,684.19	(942.00)		272.00	39,014.19	316,289.59		316,289.59
Mid/Sec Ed		78,385.51	78,385.51	4,367.66		(30,046.36)		(25,678.70)	52,706.81		52,706.81
Refugee Ed	19,781.19	253,649.99	273,431.18	5,407.26	2,789.41	288.10		8,484.77	281,915.95		281,915.95
Refugee Ed Mir.	8,438.60	2,053.77	10,492.37	4,128.32	5,688.91	(5,688.91)		4,128.32	14,620.69		14,620.69
Refugee Ed-Women	9,914.74	2,093.93	12,008.67	15.12	0.03	(0.03)		15.12	12,023.79		12,023.79
IMDC	57,330.71	88,532.47	145,863.18	103,776.11	97,765.42	86,466.92	72,378.12	360,386.57	506,249.75	109,741.05	615,990.80

ESSP PER QUARTER EXPENDITURE  
NEW CONTRACT

	92-III	92-IV	93-i	93-II	93-III	93-IV	94-I	Cum Thru 12/31/93
ESSP TOTAL	391,199.35	1,641,633.17	993,103.36	1,130,108.46	1,287,080.35	1,614,901.24	1,202,943.64	8,260,969.57
A. TA Consul & Log Support	170,093.70	621,157.20	390,982.96	457,225.45	512,224.06	482,245.07	423,107.92	3,057,036.36
Log Support	4,449.68	184,199.62	22,295.23	9,799.80	54,790.12	42,283.93	9,804.42	327,622.80
TA Sub-Cont	30,737.39	82,981.84	80,368.21	168,352.14	121,470.37	152,830.96	157,672.13	794,413.04
TA UNO & ESSP	134,906.63	353,975.74	288,319.52	279,073.51	335,963.57	287,130.18	255,631.37	1,935,000.52
B. ECA	48,746.67	81,709.56	87,245.29	89,896.94	82,619.37	77,312.14	91,562.09	559,092.06
ECA-P	34,215.54	61,602.22	76,298.94	69,450.40	67,165.03	58,184.37	52,758.01	419,674.51
ECA-Q	14,531.13	20,107.34	10,946.35	20,446.54	15,454.34	19,127.77	38,804.08	139,417.55
C. Primary Salaries	0.00	0.00	8,213.65	16,867.36	232,741.28	448,574.06	42,365.75	748,762.10
Salaries	0.00	0.00	8,213.65	16,867.36	232,741.28	448,574.06	42,365.75	748,762.10
D. Text Books/Supplies etc.	114,536.98	572,339.34	360,767.12	458,097.54	353,635.28	524,588.80	524,351.16	2,908,316.22
Classroom Supp	7,468.80	54.44	0.00	2,050.31	0.00	0.00	0.00	9,573.55
Text Books	0.00	54,822.91	130,252.36	207,606.39	173,635.83	251,915.67	292,260.37	1,110,493.53
Transportation	11,463.58	18,893.54	3,232.78	5,007.11	4,518.13	3,799.83	5,115.64	52,030.61
Monitoring/EMIS	14,563.15	58,019.45	65,249.83	85,219.50	77,561.50	136,221.64	113,902.57	551,737.64
TT	32,678.06	92,634.24	134,509.54	128,720.76	109,592.40	104,157.92	100,923.67	703,216.59
TT-Women	10,228.86	11,731.55	13,604.25	20,015.12	23,774.62	28,493.74	12,148.91	119,997.06
Mid/Sec Ed	0.00	78,385.51	4,367.66	0.00	(30,046.36)	0.00	0.00	52,706.81
Refugee Ed	19,781.19	253,649.99	5,407.26	2,789.41	288.10	0.00	0.00	281,915.95
Refugee Ed-MTR	8,438.60	2,053.77	4,128.32	5,688.91	(5,688.91)	0.00	0.00	14,620.69
Refugee Ed-Women	9,914.74	2,093.93	15.12	0.03	(0.03)	0.00	0.00	12,023.79
E. Functional Literacy	57,748.22	89,225.45	106,210.15	108,963.17	105,860.36	81,909.17	121,556.72	671,473.24
Literacy	417.51	692.98	2,434.04	11,197.75	19,393.44	9,531.05	11,815.67	55,482.44
IMDC	57,330.71	88,532.47	103,776.11	97,765.42	86,466.92	72,378.12	109,741.05	615,990.80
F. Scholarship	73.78	277,201.62	39,684.19	(942.00)	0.00	272.00	0.00	316,289.59
Scholarship	73.78	277,201.62	39,684.19	(942.00)	0.00	272.00	0.00	316,289.59

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**APPENDIX A**

**INSTRUCTIONAL MATERIAL DEVELOPMENT CENTER  
(IMDC)**

**IMDC Production Including Instructional  
Materials/Aids and Supplemental Support Materials**

**SUMMARY OF IMDC PRODUCTION  
INCLUDING INSTRUCTIONAL AIDS  
AND SUPPLEMENTAL SUPPORT MATERIALS**

(1 October to 31 December 1993)

INSTRUCTIONAL MATERIALS/AIDS - PESHAWAR

(a) <u>Primary School and Literacy Level</u>	<u>Quantity</u>	<u>Type</u>
1. Dari/Pashtu Alphabet Chart	3000	Posters
2. Usage of Dari Alphabet	3000	Posters
3. Usage of Pashtu Alphabet	3000	Posters
4. Multiplication Chart	3000	Posters
5. Afghanistan Map	3000	Posters
6. Dari/Pashtu Five Times Chart	6000	Posters
7. Dari/Pashtu Word and Sentence Board	3000	Boards
8. Mathematics Board	3000	Boards
(b) <u>Reading Books and Kits</u>		
1. Who Caught the Farmer's Hat - Dari	1000	Volumes
2. Wheels in Afghanistan-Dari	800	Volumes
3. Who Caught the Farmer's Hat - Pashtu	500	Volumes
4. The Ugly Duckling - Pashtu	4000	Volumes
5. Wheels in Afghanistan - Pashtu	580	Volumes
6. Lala Nasruddin - Pashtu	4000	Volumes
7. I Can Ride the Bicycle - Pashtu	2400	Volumes
8. Henny Penny - Pashtu	4000	Volumes
9. Homes in Afghanistan - Pashtu	560	Volumes
10. Vegetables - Dari	4	Volumes
11. Washing Hands - Dari	4	Volumes
12. Sun Stroke - Dari	4	Volumes
13. Healthy Baby - Dari	4	Volumes
14. Scientific kits (7 items)	500	Kits
(c) <u>Middle School Level</u>		
1. Maps (4): Minerals, Topography, Climate - Cool and Hot, and Climate - Dry Regions	2500	Posters
2. Color Large Mine print	2000	Posters
3. Black and White Mine print	4000	Posters

(d) Miscellaneous Items

1.	Cloth Bags	1300	Bags
2.	Print of Sack	3000	Sack
3.	Black Boards (24" x 36")	400	Boards
4.	Sewing and Printing of Bags	8000	Bags
5.	Making of USAID/UNO/ESSP Sign/Logo	7	Logos
6.	Making of Doors, Partition, Cabinet	13	Items
7.	Making of Desk and Chair	2	Items
8.	Repairing of Building - Jalalabad		
9.	Sending of DOD Materials - Jalalabad		
10.	Sending of DOD Materials - Quetta		
	Tarpaulins	700	Tarps
	Blankets	400	Blanket
	Used Tents	40	Tents
	Sleeping Bags	8	Bags

INSTRUCTIONAL MATERIALS/AIDS - KHOST

(a) Primary School and Literacy Level

1.	Multiplication Chart	3000	Posters
2.	Afghanistan Map	3000	Posters
3.	Dari/Pashtu Alphabet Chart	3000	Posters

(b) Miscellaneous Items

1.	Repairing of Building in Khost		
	Carpentry Doors	11	Doors
	Windows and Tables	10	Items
2.	Painting of Building		
	Sending of DOD Materials to Khost Province		
	Tents, Tarpaulins, Blankets, Sleeping Bags		

**APPENDIX B**

**TEACHER TRAINING SEMINARS**

Summary of Seminar Locations, Number of  
Participants and Dates

**Summary of Teacher Training  
Seminars Completed**

**(1 October - 31 December 1993)**

<u>Province</u>	<u>No. of Seminar</u>	<u>No. of Participant</u>	<u>Date Started</u>	<u>Date Completed</u>
Laghman	2	60	09/26/93	10/25/93
Kabul	2	70	10/11/93	11/13/93
Nangarhar	1	39	10/11/93	11/13/93
Khost	2	68	10/19/93	11/21/93
Herat	2	64	10/15/93	01/01/94
Herat	1	30	10/16/93	11/17/93
Kabul	3	112	10/30/93	12/02/93
<hr/>				
Total:	13	443		

**Summary of Teacher Training  
Seminars In-Progress**

Nangarhar	2	82	12/11/93	01/15/94
Kunar	2	56	12/14/93	01/16/94
Khost	2	84	12/14/93	01/16/94
<hr/>				
Total:	6	222		

**APPENDIX C**

**SCHOOLS - SALARIED, SURVEYED AND TEXTBOOKS  
DISTRIBUTED**

- Item 1: ECA Salaried, Inactive and Dropped Schools  
by Province
- Item 2: National Survey of Schools by Province
- Item 3: Summary of Textbook Distributions by Province

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Summary of ECA Salaried, Inactive  
and Dropped Schools by Province

31 December 1993

<u>Province</u>	<u>Province Code</u>	<u>Active Salaried Schools</u>	<u>Inactive Schools</u>	<u>Dropped Schools</u>
Kabul	01	16	4	9
Kapisa	02	62	0	5
Parwan	03	66	8	7
Wardak	04	103	6	20
Logar	05	81	22	17
Ghazni	06	107	9	38
Bamyan	28	22	0	16
Paktya	07	27	0	14
Nangarhar	08	40	8	8
Laghman	09	35	1	11
Konar	10	36	1	9
Paktika	29	32	0	15
Badakshan	11	31	0	25
Takhar	12	27	0	9
Baghlan	13	52	1	42
Kunduz	14	23	1	37
Badghis	19	3	0	4
Herat	20	14	0	23
Farah	21	13	0	6
Ghor	27	16	4	26
Samangan	15	24	9	33
Balkh	16	46	0	22
Jawzjan	17	14	2	36
Faryab	18	33	1	8
Nimroz	22	1	0	0
Helmand	23	16	0	19
Kandahar	24	9	0	9
Zabul	25	10	0	12
Oruzgan	26	16	1	7
=====				
Total:		975	78	487

UNO/ESSP  
Research & Planning  
Phase I Data Collection

National Survey of Schools by Province

No. Provinces	#Surveyed Schools	#Boys Schools	#Co-ed Schools	#Girls Schools	#All Students	#Boys Students	#Girls Students	#All Teachers	#Male Teachers	#Female Teachers	#Schools with ECA Books
1. Kapisa	129	115	8	6	35667	34468	1199	1244	1221	23	96
2. Parwan	177	158	8	11	56272	51371	4901	2151	1930	221	131
3. Wardak	137	132	3	2	29656	29339	317	1230	1230	0	99
4. Logar	144	131	12	1	24836	24077	759	1143	1142	1	99
5. Ghazni	197	162	23	12	44338	40690	3648	1539	1487	52	120
6. Paktya	132	132	0	0	45777	45777	0	1297	1296	1	39
7. Nangarhar	160	129	30	1	82738	75724	7014	2701	2535	166	111
8. Laghman	65	61	3	1	20578	20343	235	709	707	2	42
9. Konar	100	79	16	5	16061	14530	1531	553	542	11	46
10. Badakhshan	231	169	38	24	47826	38383	9443	2040	1690	350	106
11. Takhar	163	150	8	5	36063	34114	2749	1344	1296	48	114
12. Baghlan	175	142	27	6	53651	46597	7054	1645	1314	331	66
13. Kunduz	82	58	23	1	27787	22834	4953	970	683	287	69
14. Samangan	100	82	9	9	18685	15532	3153	652	524	128	56
15. Balkh	73	56	8	9	36344	26251	10093	1416	569	847	27
16. Jawzjan	33	32	1	0	7704	6961	743	228	184	44	11
17. Faryab	3	3	0	0	1372	1372	0	43	43	0	0
18. Badghis	5	5	0	0	991	991	0	42	42	0	0
19. Herat	154	107	43	4	66764	49512	17252	1941	1286	655	150
20. Farah	61	52	8	1	18191	16095	2096	646	550	96	58
21. Nimroz	8	2	5	1	2936	1574	1362	98	47	51	6
22. Helmand	23	23	0	0	4013	4013	0	209	205	4	21
23. Kandhar	21	12	9	0	6948	6062	886	242	212	30	21
24. Zabul	15	15	0	0	1696	1696	0	88	88	0	8
25. Oruzgan	14	14	0	0	1548	1548	0	76	76	0	14
26. Ghor	25	20	1	4	4368	3867	501	159	152	7	5
27. Bamyan	101	88	6	7	17300	15525	1775	560	549	11	62
28. Paktika	71	67	1	3	11490	11199	291	484	484	0	29
<b>Total: 28</b>	<b>2599</b>	<b>2196</b>	<b>290</b>	<b>113</b>	<b>722400</b>	<b>640445</b>	<b>81955</b>	<b>25450</b>	<b>22084</b>	<b>3366</b>	<b>1606</b>

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Summery of Textbook Distributions by Province  
October/November/December 1993

ECA Afghanistan

	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
Badakhshan	2160	2217	1191	3048	2592	2159	1502	2197					17066
Balkh	1800	2379	1686	1600	2232	5656	8265	1078					24696
Takhar	1440	1575	912	2544	1933	948	1008	377					10737
Nangarhar	3600	2481	2024	2953	4174	4817	5269	2679					27997

Non ECA Afghanistan

October	20854	22255	1740	44284	43334	41161	18750	7660	3190	810	1080	1080	206198
November	26192	16278	15862	19469	19256	18488	23827	17902	327	109	109	107	157926
December	520	680	320	320	320	320	1950	1200	40	10	5	5	5690

Pakistan

October	3048	2341	1263	3921	2064	1332	2846	1143	236	62	38	37	18331
November	7276	4573	3772	4432	3235	2878	2590	2110	585	143	108	108	31810
December	17304	11230	10932	9667	9125	10063	7383	8517	518	185	166	166	85256

<b>Sub-total:</b>	84194	66009	39702	92238	88265	87822	73390	44863	4896	1319	1506	1503	585707
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<b>Total:</b>			(Gr. 1 - 6)	458230			(Gr. 7 - 9)	123149		(Gr. 10-12)	4328		
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## APPENDIX D

### EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS)

- Item 1: Observations Based on Phase I Data
- Item 2: School Statistics/Graphs (28 Provinces)
- Item 3: Special Study 8 - Audit of Data Accuracy

# OBSERVATIONS BASED ON PHASE I DATA

Research and Planning Unit  
December 1993

## Background

The Education Management Information System (EMIS) being developed by UNO/ESSP is designed to be implemented in five phases. Phase I data, collected during 1993, concentrated on the collection of basic descriptive data about the number of schools, teachers, and students being served. This information has three primary uses:

- (a) It is essential for determining the amount of curricular material that need to be produced, planning for their distribution, and for describing the achievements of the ECA and UNO/ESSP in extending educational opportunities to the children of Afghanistan.
- (b) It provides useful information about access and equity across Provinces.
- (c) It serves as baseline data against which the progress of UNO/ESSP and other donor's educational development efforts can be assessed.

## Observations

The following observations are based on Phase I data, collected from 22 of the 29 provinces of Afghanistan. These observations are offered (a) to simulate thinking and reflection on the progress and continuing needs for educational development in Afghanistan and (b) to suggest possible policy implications indicated by the Phase I data. The Kabul area is not included due to security problems which precluded data collection in those areas. Some of the observations are based on the findings of Special Studies which, themselves, were based on the Phase I data.

## Student Flow

1. For every 100 boys who start grade 1, about 17 will complete primary school (through grade 6) and begin middle school (grade 7); about 5 will complete middle school and begin secondary school (grade 10); and about 3 will survive through grade 12.
2. For every 100 girls who start grade 1, about 10 will complete primary school (through grade 6) and begin middle school (grade 7); about 5 will complete middle school and begin secondary school (grade 10); and about 3 will survive through grade 12.

Note: These two observations are "best estimate" claims, based on a cross-sectional analysis. More detailed attrition and repetition rates will be collected in later phases of data collection. Eventually, these claims should be revised based on a longitude cohort analysis.

3. For girls, the greatest risk of dropping out is during the first three grades. For boys, the greatest risk is during grades 7-9. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout are different for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted differently for boys and girls.

Note: The different pattern of dropout for boys and girls presumably reflect differences in the opportunity cost of attending school for boys and girls. The value to the family of keeping girls at home may occur at a younger age than for boys, who's value to the family (in farming or business) may increase when they are a little older. However, the pattern is probably also linked to the lack of female teachers and to cultural and traditional beliefs of the community.

4. Girls who persist beyond primary school have a much higher probability of completing secondary school (12.5%) than do boys who persist beyond primary school (6.4%).

Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4. (boys:  $47/3 = 12.5\%$ ; girls:  $24/3 = 6.4\%$ )

#### Access and Equity

5. Only about 20% of school age children are in school. Only 3.5% of the school age females are in school; while about 34% of the males are in school.

Note: This is a "best estimate" based on data from 13 Provinces. A fuller discussion and relevant caveats are provided in the report of Special Study 1. While more refined analysis may improve the particular estimates, the policy implications of this finding are unlikely to change -- the magnitude of the problem is too great.

6. Female enrollment is low. Nationally, only about 11% of the students enrolled in school are girls. But access for girls is worse than it seems. Aggregate statistics on female enrollment mask the true dimensions of the problem. Five of the 22 Provinces have virtually no girls enrolled in school. National averages are skewed by 4 Provinces with higher female enrollment rates.

Note: There is wide variability in girls enrollment rates across Provinces. Girl's enrollment rates tend to be higher in urban areas and in Northern Provinces.

7. Overall, while a boy has only 1 chance in 100 of entering school and getting a secondary school education in 12 years, that boy still has about 10 times the chance a girl has of doing the same thing. Only about 1 girl in 1000 will finish secondary school in 12 years.

Note: This estimate is developed by combining participation data with student flow data. For males, 34% begin school and, of those only 3% finish secondary school. The joint probability, then, is that only 1 in every 100 Afghani boys will complete secondary school. For females, 3.5% begin school, of those only 3% finish secondary school. That means only about 1 in every 1000 Afghani girls will finish secondary school.

8. In a six village study, 63% of these interviewed think girls should be educated, but only about 43% of the families send their girls to the local school. When asked why, most (55%) said it was due to tradition, but another 31% said it was because there was not a separate girl's school. Forty percent of the parents who do not send their daughters to school said they would if there was a separate girl's schools.

### Teachers

9. Thirteen of the 22 Provinces have no (or almost no) female teachers. Until this imbalance is addressed, it is unlikely that girl's enrollment will increase.

Note: Research on gender equity has clearly shown that one of the most important elements in raising female enrollment is the availability of female teachers. This is particularly true in Muslim societies which tend to have particularly strong prohibitions on mixed gender schools after a particular age.

10. About a quarter of the teaching force have more than a secondary education, about a quarter have less. The largest group (47%) have at least some secondary schooling. While the greatest marginal impact of teacher training is probably in targeting the least qualified teachers, the greatest overall impact is likely to be from training aimed at the large middle group that have some secondary schooling. The dilemma in teacher training, then, is whether to go for dramatic gains (which funding agencies like), or less dramatic but broader gains that serve more students.

Note: This issue is complicated because, as the country stabilizes, the highest rates of teacher attrition will be among the relatively more educated teachers who will have more alternative employment opportunities. In the long term, training aimed at these teachers will contribute to the development of the country, but not necessarily the development of the education system (as these teachers leave teaching). As stated, these issues are complex and go beyond the bounds of this paper. In general, however, as the economic and political situation of Afghanistan improves, teacher attrition can be expected to increase. Future teacher training projects need to plan for this possibility.

11. Most Provinces have 25-30 students per teacher, with the lowest class sizes in rural areas. While these rates are relatively low by world standards, they are a function of the rural and mountainous nature of the country.

## Textbooks

12. While the availability of textbooks vary across Provinces, all but 3 of the 22 Provinces average at least 1 textbook per student; 12 of the 22 Provinces average 2 textbooks per students.

Note: This might be an overestimate, since the books tended to be consolidated in those schools that were open. If more of the schools were to open, the same number of textbooks would be stretched across more students and the average would drop. Having said that, it should be noted that this breadth of distribution still is better than in many developing countries, largely because of the problems education ministries seem to have in financing distribution.

13. Provinces highest in textbooks per student tend to be urban Provinces and those on major transportation routes. This means the marginal cost of distribution in the remaining Provinces will be progressively higher, as only the most difficult areas remain.

## Facilities

14. About 6 of every 10 schools do not have a building. They operate outside or in borrowed facilities.

Note: Most research indicates that facilities are not a major factor in student achievement. However, the extent that this is true in Afghanistan needs to be examined. Given the Winter climate in much of the country, the lack of an enclosed meeting place limits on the effective length of so many school year.

15. There are about twice as many teachers as there are classrooms. This is an artifact of so many schools being outdoors.

## Community Support of Education

16. Within Afghan villages, 99% of the people interviewed thought education was important for the society and 95% expressed strong support for education. But only about 38% had contributed to a school and, when asked what they might contribute in the future, only about 20% offered to give cash or to support teachers' salaries.

Note: Community support of education is a widely heralded strategy for improving the availability and quality of schooling. However, poverty and the competing financial demands on villagers severely limits the feasibility of this option in Afghanistan. Villages are willing but unable to supplement or to off-set the loss of outside support for education. (This finding comes from Special Studies 2 and 3, which was conducted in 15 villages across 3 Provinces.)

**Item 2: School Statistics/Graphs (28 Provinces), Includes the Following Charts:**

- Chart 1. Teachers' Qualifications by Province - Overall.
- Chart 2. Textbooks per Student Ratio - Overall.
- Chart 3. Progression of Boy/Girl Students by Grade - Overall.
- Chart 3a. Progression of Boy/Girl Students by Grade - Urban.
- Chart 3b. Progression of Boy/Girl Students by Grade - Rural.
- Chart 4. Girls' Enrollment by Province - Overall.
- Chart 5. Student - Teacher Ratio by Province - Overall.
- Chart 6. Percentage of Women Teachers by Province - Overall.
- Chart 6a. Percentage of Women Teachers by Province - Urban.
- Chart 6b. Percentage of Women Teachers by Province - Rural.

Note: Incomplete data includes Balkh and Jawzjan provinces which are approximately 50 percent finished and Faryab which contains three schools. Kabul province is not included. Access due to regional instability has delayed the completion of the indicated data.

CHART # 1 - Teachers' Qualifications - This chart provides information concerning training and background of the teachers. The teacher training materials and seminars will need to be prepared and delivered in accordance with the level of the teachers. This chart shows about 50 percent of teachers in the 10th-12th grade educational level, 25 percent below 10th grade and 25% above 12th grade. Teacher training must be targeted at the appropriate level. The two provinces of greatest need are Oruzgan and Zabul where almost 50% of the teachers have a 9th grade education or less.

CHART # 2 - Textbooks per Student Ratio - This information will help management make an informed decision about textbook distribution. In a province by province comparison one can determine the need for textbooks from one area to another. An accepted ratio for a developing country might be two to three books per student, depending on the number of subjects. The chart shows that the ratio ranges from above 3.0 textbooks per student in Konar, Oruzgan and Wardak to less than 1.0 textbook per student in Badghis, Faryab, Ghor, Laghman, Paktya and Kandahar. Some future emphasis needs to be placed in the latter provinces.

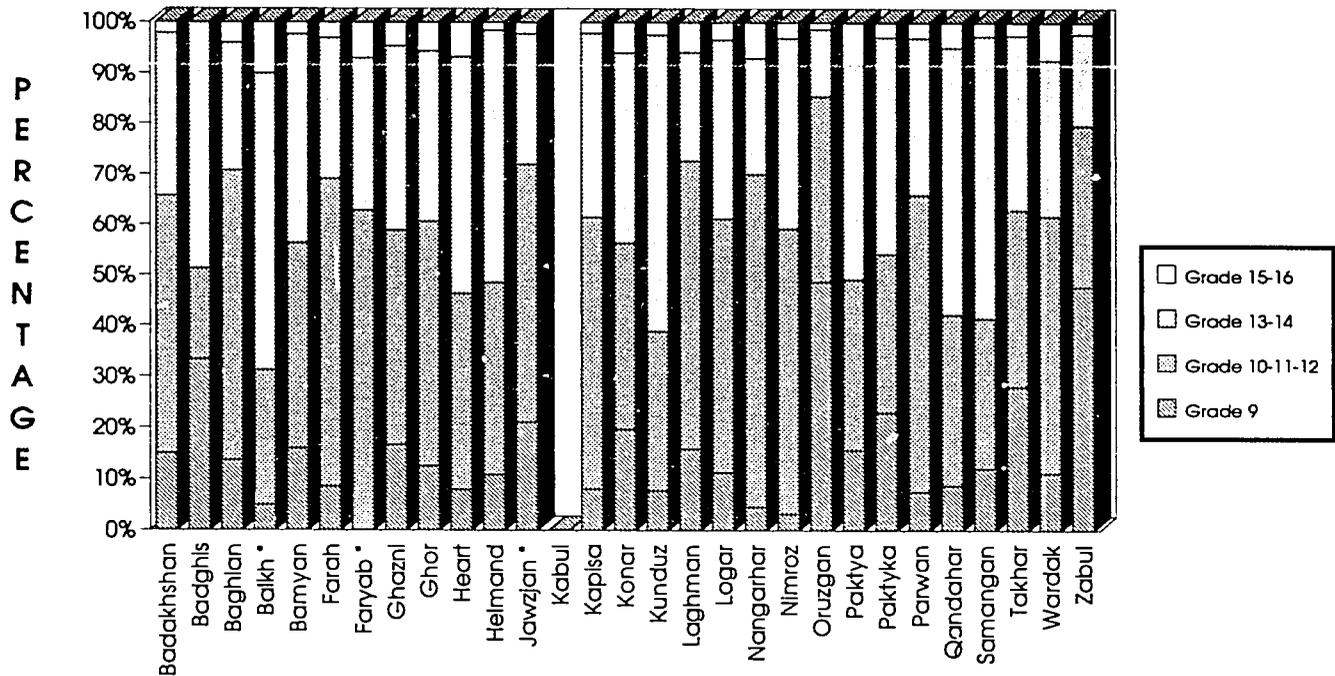
CHART # 3, 3A and 3B - Student Progression - From these charts (Overall, Urban and Rural) one can observe the differences between boy/girl attendance and the progression between grade levels. The information presented highlights the problem of keeping the children in school (persistence) once they have started their education, especially girls during grades 1-3 and boys during grades 7-9. The information confirms some of ESSP's concerns which are being currently addressed; i. e., gender equity and access.

CHART # 4 - Percentage Girls' Enrollment by Province - The information provided shows that girls' attendance ranges from highs in the provinces of Nimroz (45%), Balkh (22%) and Herat (25%) to less than 5% in the provinces of Badghis, Faryab, Helmand, Kapisa, Laghman, Logar, Oruzgan, Paktya, Paktika, Wardak and Zabul. Again this shows that gender issues need to be given more emphasis.

CHART # 5 - Students per Teacher - This chart represents the number of students per class for each teacher and will help the ESSP direct its efforts in teacher training to those areas where the ratio is higher and/or lower than the average or is unacceptable when compared to standards provided for developing countries. The ratio ranges from a high of 35 students per teacher in Paktya to a low of less than 20 students per teacher in Helmand and Zabul. The remaining provinces all in the 20-35 range.

CHART # 6, 6A, 6B - Percentage of Women Teachers by Province - This chart addresses the gender issue with respect to women teachers. On the overall chart (#6) the information shows that the four provinces of Balkh, Herat, Kunduz and Nimroz have about 30% female teachers, compared to a majority of the provinces (16) with less than 5% women teachers. On charts #6A and #6B (Rural and Urban) the information reveals that the concentration of women teachers is in the urban schools. The rural statistics show that only three provinces Badakhshan, Baghlan and Jawzjan have 10% or more women teachers, all of the remaining provinces have less than 10% with most less than 5%.

# Teacher Qualification by Province



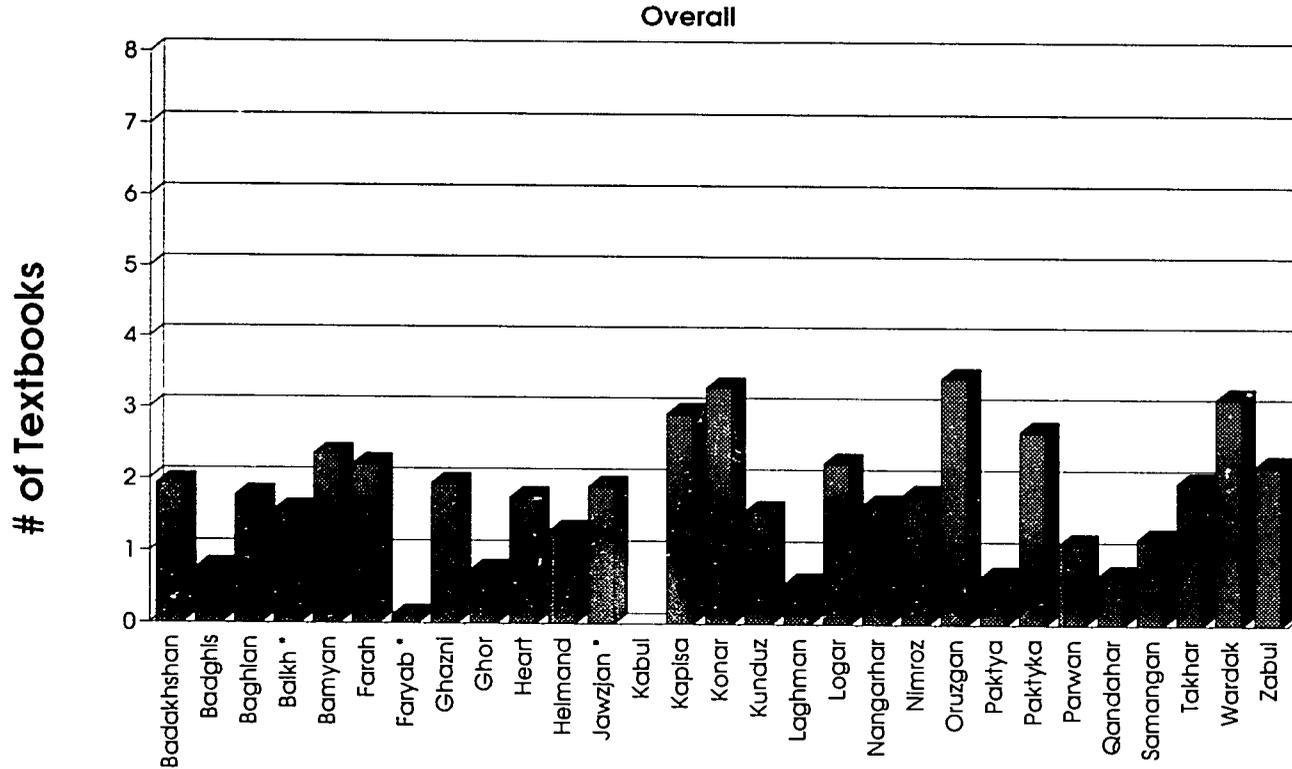
Percentage of Four Categories of Teacher Qualification

Overall Schools

January 31, 1994

Chart 1

# Textbook per Student Ratio

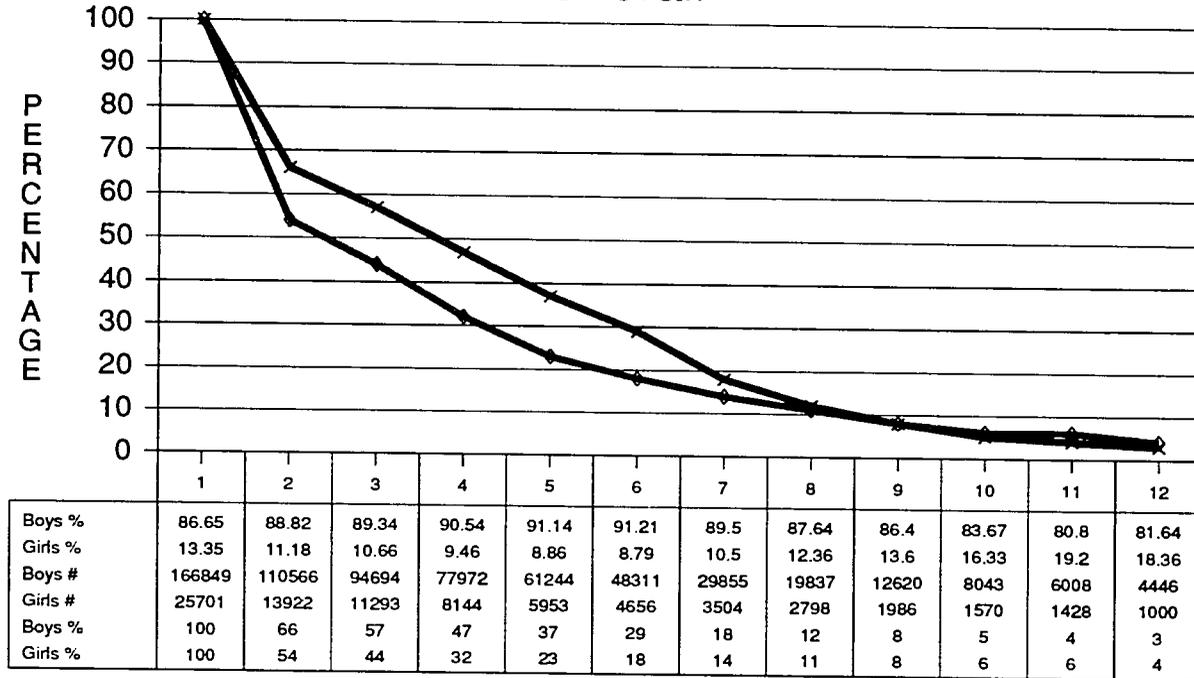


Average # of Textbooks per Student = 1.94

January 31, 1994

Chart 2

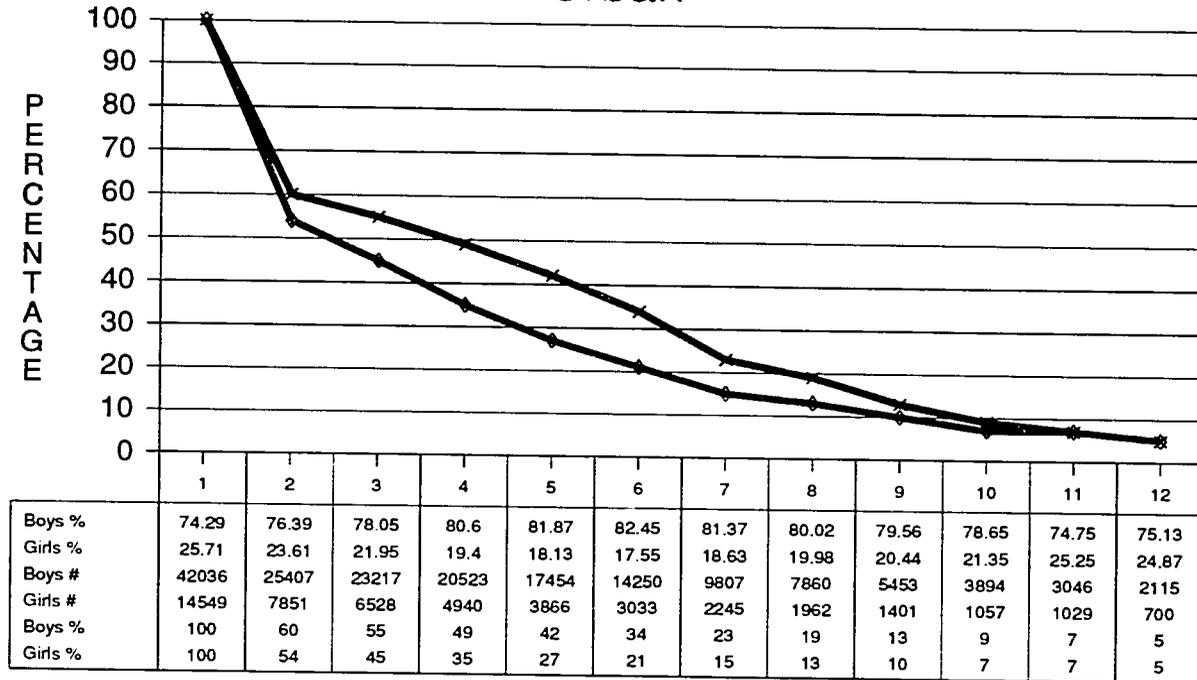
# Boy/Girl Progression Percentage in 28 Provinces Overall



Boys %    
  Girls %

# Boy/Girl Progression Percentage in 28 Provinces

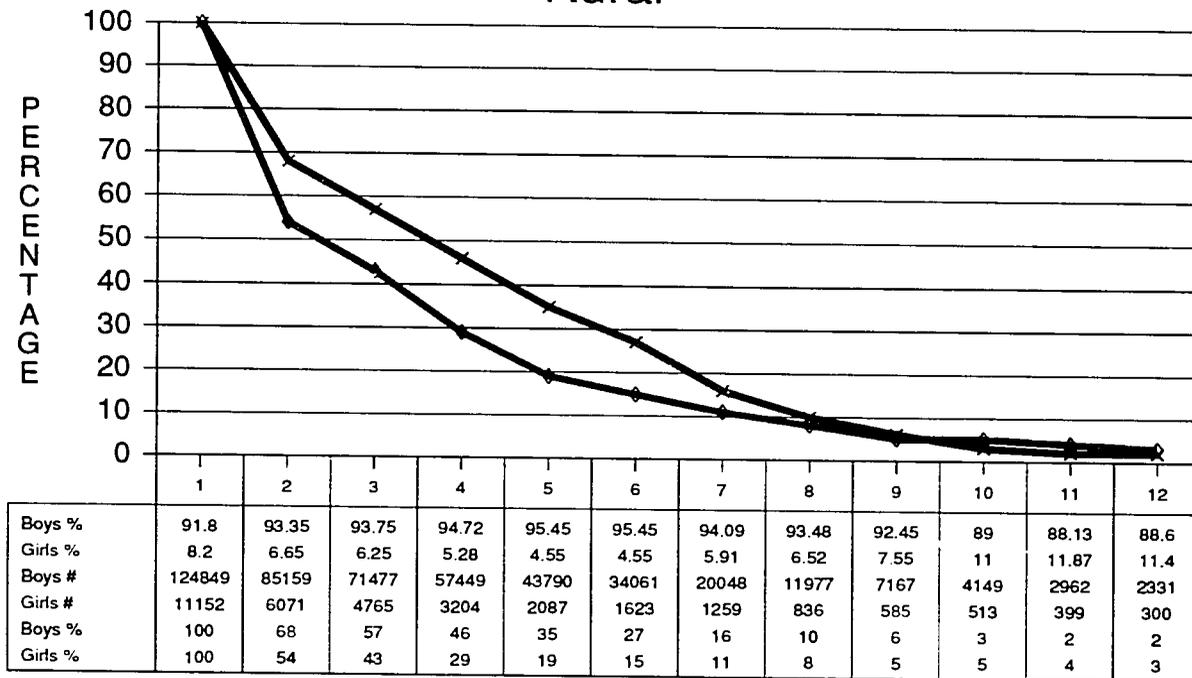
## Urban



--- Boys %    --- Girls %

# Boy/Girl Progression Percentage in 28 Provinces

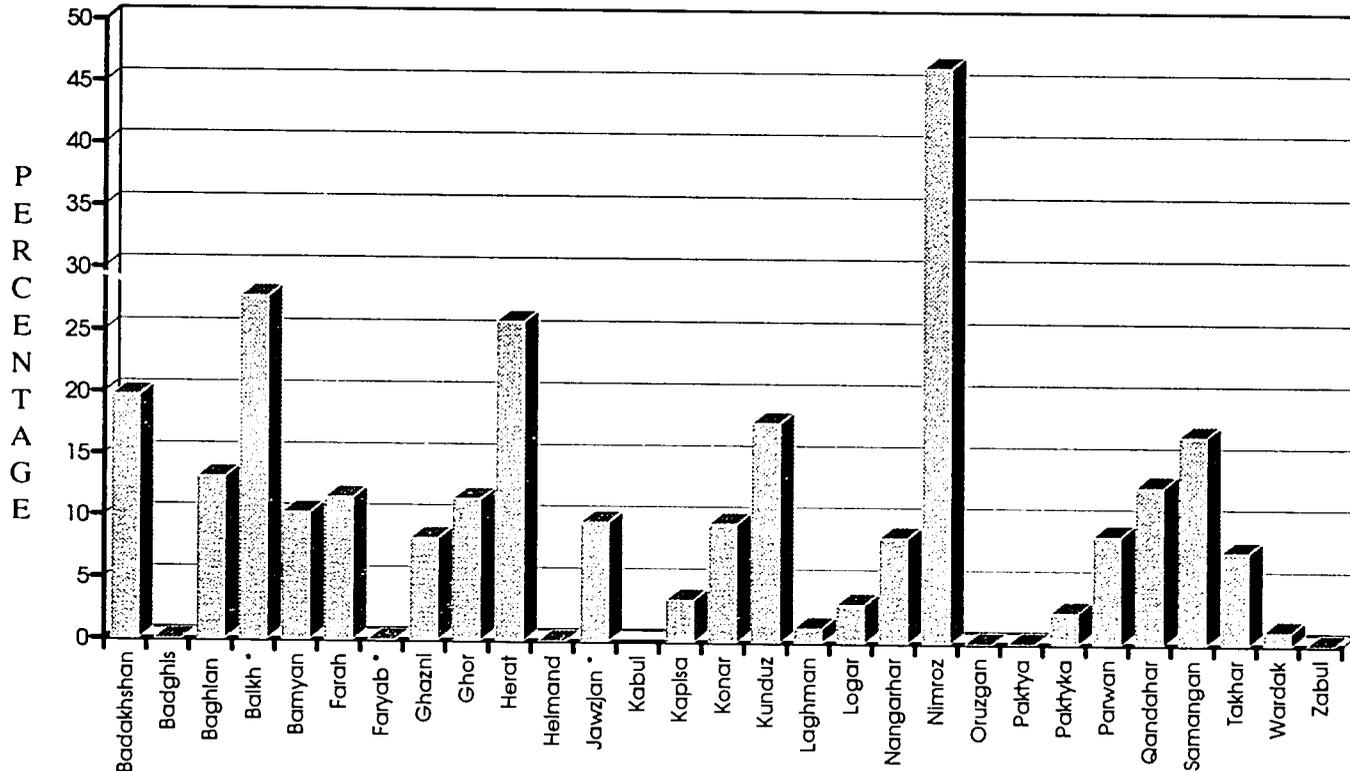
## Rural



—+— Boys %    —◇— Girls %

# Percentage of Female Enrollment by Province

Overall



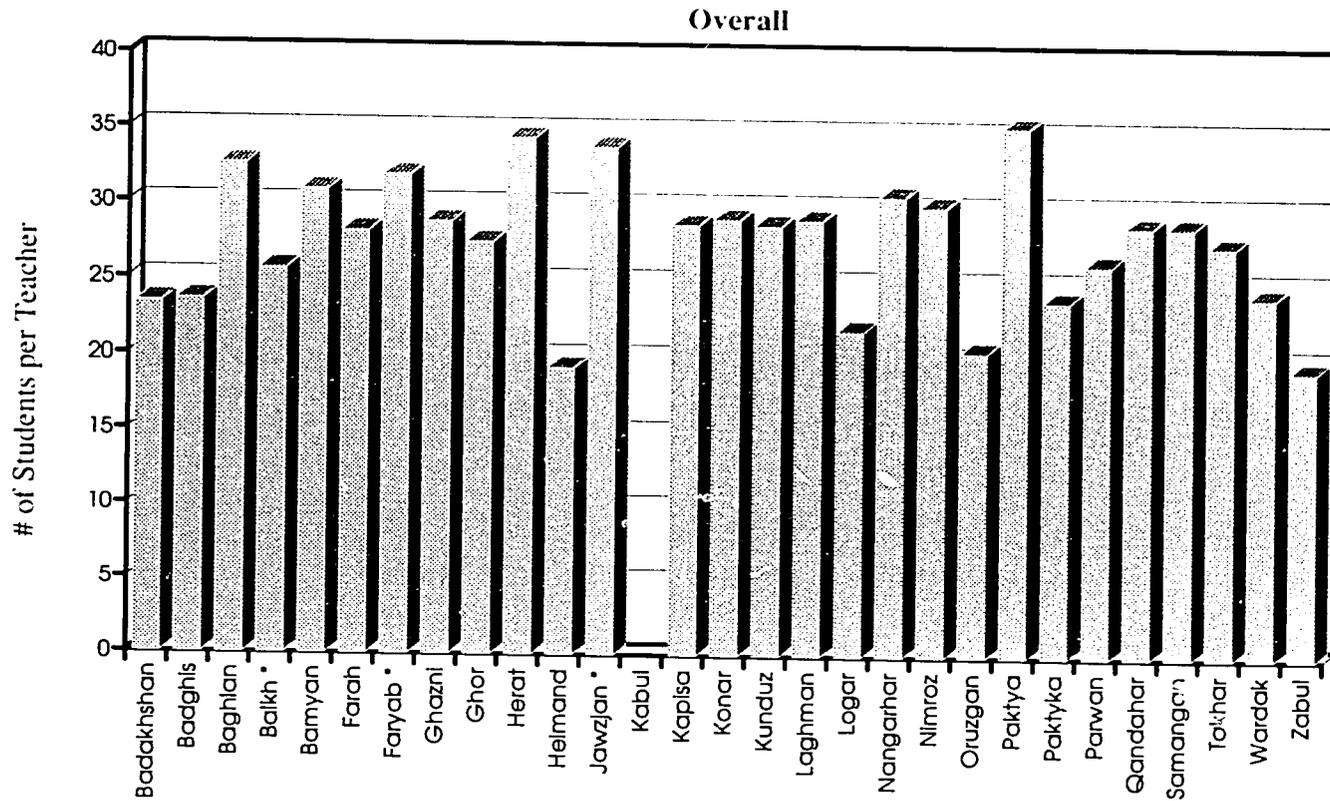
Total Female Enrollment in 28 Provinces = 81955

Average % of Female Enrollment in 28 Provinces = 11.34%

January 31, 1994

**Chart 4**

# Student-Teacher Ratio by Province



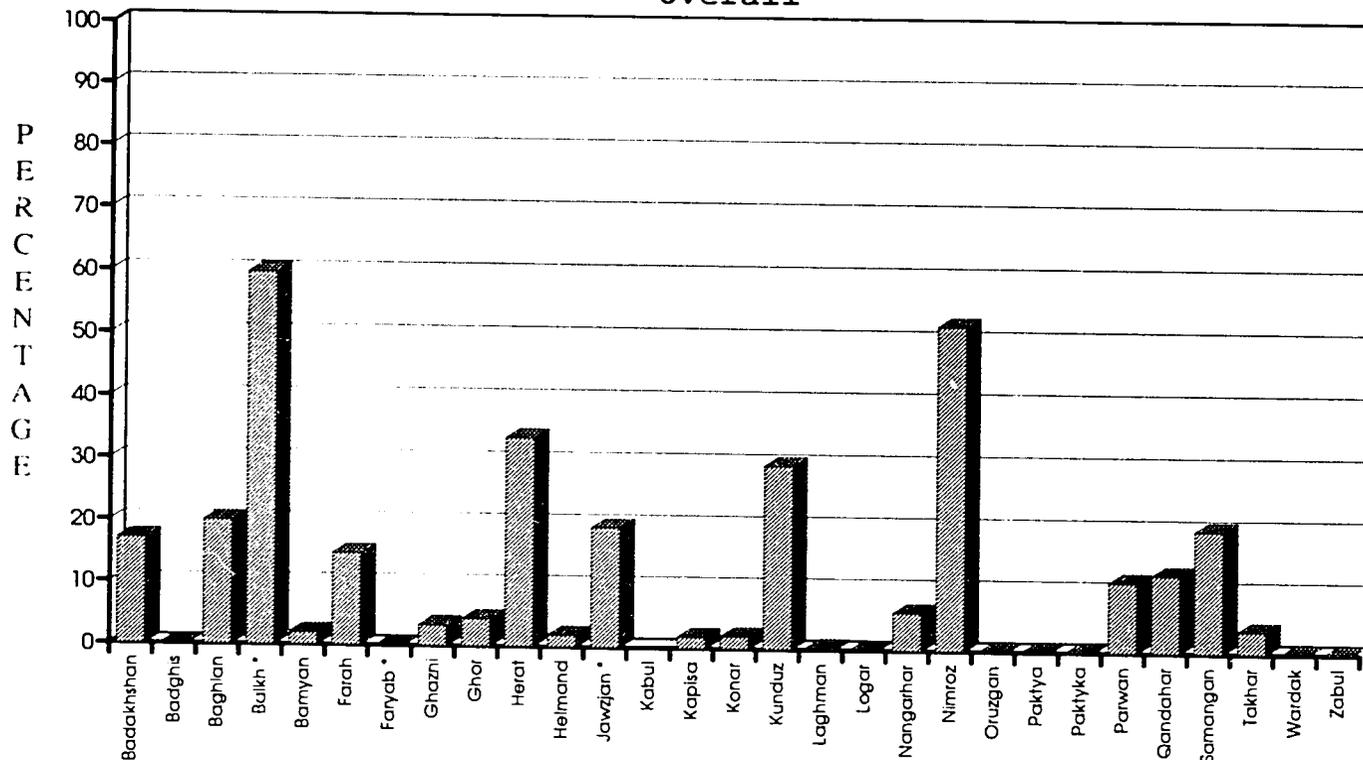
Average Student-Teacher Ratio in 28 Provinces = 28.39

January 31, 1994

Chart 5

# Percentage of Female Teachers by Province

Overall



Total # Female Teachers in 28 Provinces = 3366

Average % of Female Teachers in 28 Provinces = 13.23

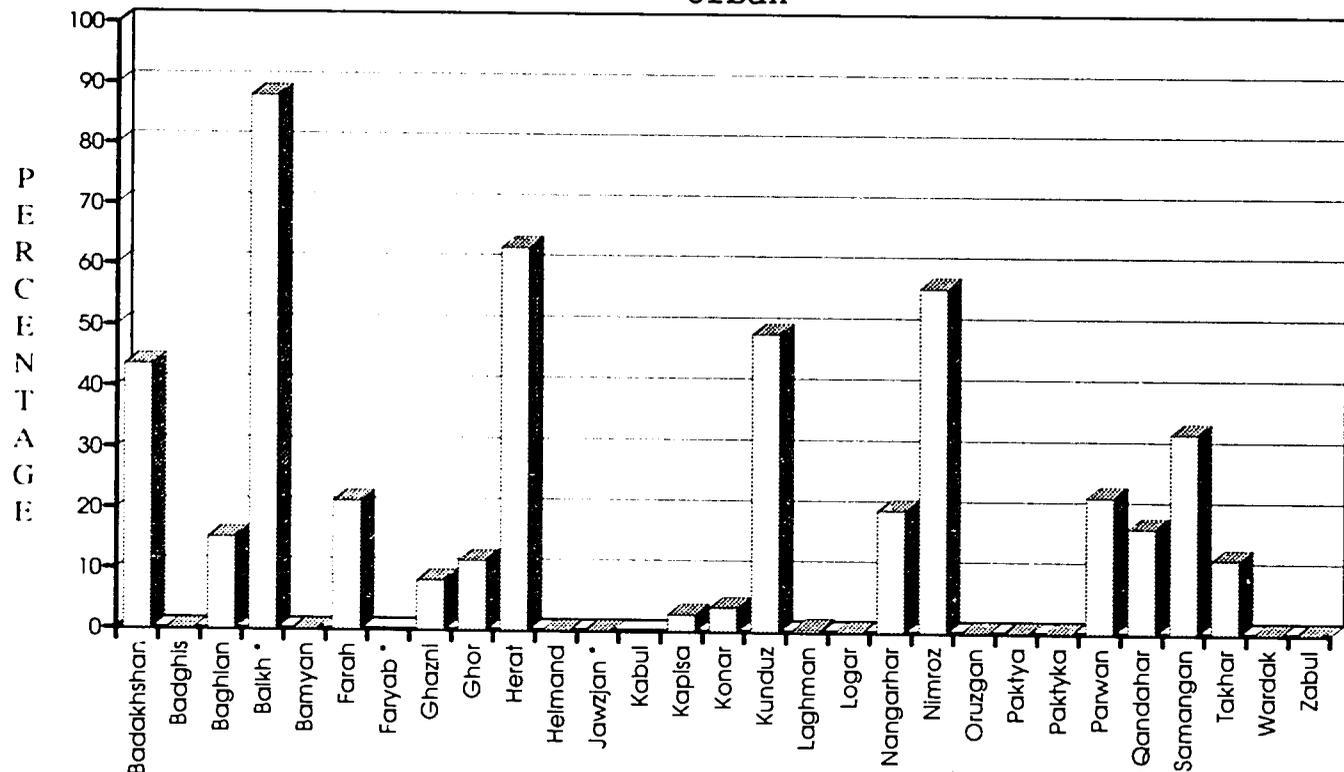
Average # Female Teachers per Province = 120.21

January 31, 1994

**Chart 6**

# Percentage of Female Teachers by Province

Urban



Total # Female Teachers in 28 Provinces = 2583

Average # Female Teachers per Province = 92.25

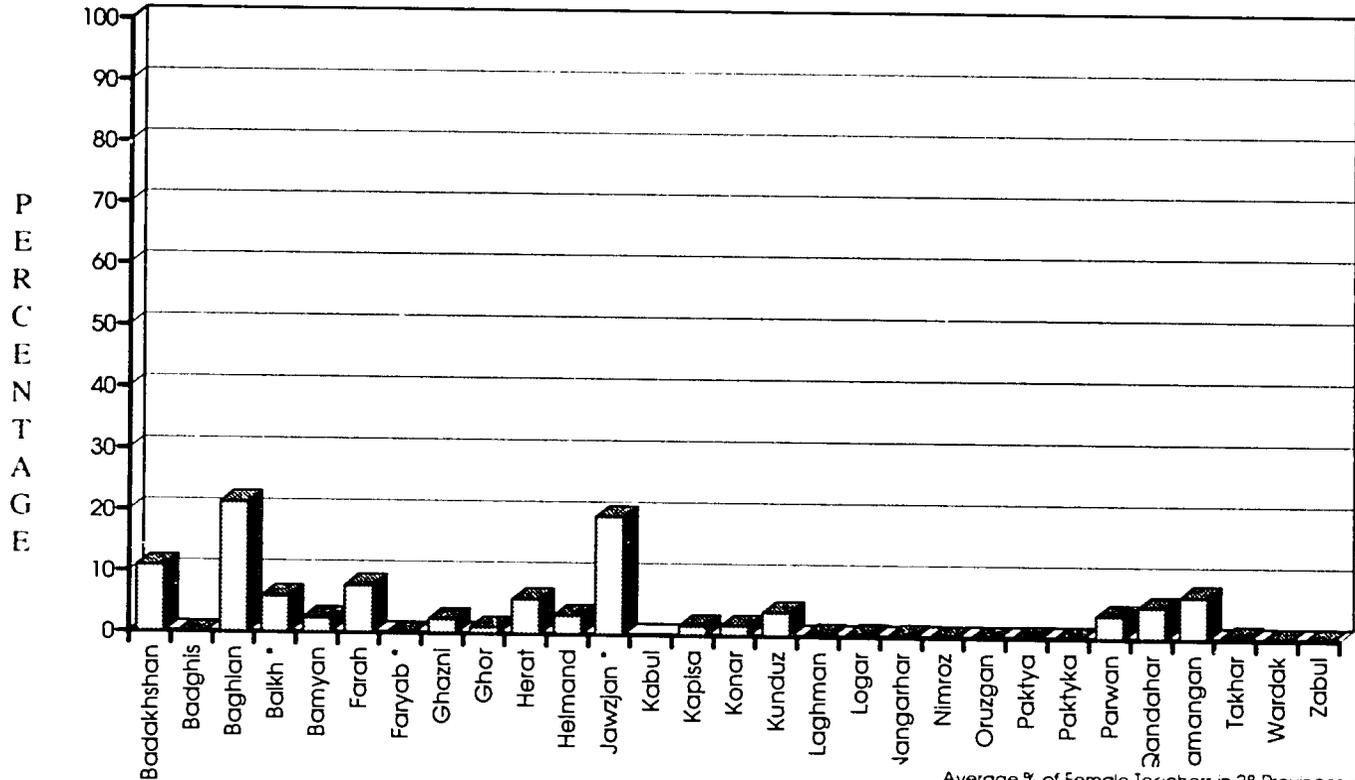
Average % of Female Teachers in 28 Provinces = 32.38%

January 31, 1994

**Chart 6a**

# Percentage of Female Teachers by Province

Rural



Total # Female Teachers in 28 Provinces = 783

Average # Female Teachers per Province = 27.96

Average % of Female Teachers in 28 Provinces = 4.48%

January 31, 1994

**Chart 6b**

## IMPLEMENTATION PLAN

by David Chapman  
EDC EMIS Specialist

### SPECIAL STUDY 8: Audit of Data Accuracy

**Overview:** While many schools in Afghanistan do not yet have well developed record keeping systems for maintaining information about students and teachers, the data being collected from the schools is thought (by ESSP) to be essentially accurate and a reasonable basis for educational planning. This pilot study is undertaken as to provide an empirical estimate of the amount of error in current education data, first, as a basis for assessing the confidence that can be placed in these data in future planning and resource allocation decisions and, second, as an empirical basis for correcting present estimates of student enrollment and teacher supply.

**Purpose:** This study will investigate two separate, but closely related issues: (a) the reliability of the student and teacher data provided by the schools and (b) the accuracy of the student and teacher data provided by the schools. Reliability refers to the consistency of the data provided by each school--for example, whether a school provides the same numbers for first grade male enrollment when that information is collected twice in the same school year. Accuracy refers to the extent that the data reported by each school reflects the actual number of students and teachers in that school. Reliability and accuracy may both be low if school record keeping is weak and headmasters and teachers make errors in guessing the enrollment. Accuracy will also be low if schools misreporting data in the belief that it will increase the resources provided to that school (e.g., more textbooks, teacher salaries, etc.) Both considerations are important to ensuring trustworthy data for central level educational planning and decision making.

**Procedure:** This study will be conducted in conjunction with the piloting of the Phase II Data Collection Form. Approximately 2-3 weeks after the initial data collection team visits a school to collect Phase II data (which involves the collection of both Phase I and II data), a second data collection will re-visit a total of 50 of those same schools in two provinces. During this second visit, the team will again complete the Phase I portion of the data collection form which collects information on student enrollment by grade and gender and teacher supply by grade level and subject. While in the school, the team will also ask to review class registers for all classes in the school. Student enrollment taken from these class registers will be recorded on a special Class Register Data Form. (If teachers are reluctant to allow access to their Class Registers, the research team will not press the issue.)

**Data Analysis:** Data will be analyzed in two stages.

**Stage One:** Each item on the Phase I Data Collection Form completed by the school 2-3 weeks earlier will be compared with that same item from this second administration of the Phase I Data Collection Form. For each item (e.g., male enrollment in grade 4), a discrepancy score will be computed by subtracting the value from the second form from the value of that same item on the first form. This discrepancy score will then be divided by the value of the item on the first form. This will give a percent of discrepancy. The average percent of discrepancy for each item will then be computed by summing the percent of discrepancy across all schools in the sample. The average percent of discrepancy will indicate the extent the same information was provided both times the data were collected in the school. An examination across items might indicate types of data in which there tends to be greater error in reporting. For example, there may be more error in early grades, where class sizes are larger and it is harder for teachers to estimate enrollment.

**Stage Two:** For each school, enrollment by grade and gender will be computed based on data from the Class Registers. These totals will be compared to the corresponding information from the Phase I Data Collection Form completed during the same school visit. A discrepancy score will be computed for each grade level by subtracting the enrollment taken from Phase I Data Collection Form from the enrollment computed from the Class Registers. The percent of discrepancy will then be computed by dividing the discrepancy score by the value taken from the Class Register. The average percent of discrepancy will indicate the extent that the data provided by the school on the Phase I Data Collection Form was the same as that recorded in the teachers' registers. This represents a measure of the accuracy of the data provided by the school.

**Interpretation of Results:** The comparison of student enrollment and teacher data collected across two occasions 2-3 weeks apart provides an estimate of the reliability of the data in the larger EMIS. Low discrepancies suggest that the data available in the EMIS can be safely used for resource allocation decisions (e.g., textbook, teacher, and salary allocations). Such a finding is of particular importance to international assistance agencies that wish to support education development activities in Afghanistan, but need to be able to plan and justify their investment decisions. High discrepancies would suggest that the aggregate data available in the UNO/ESSP EMIS are not yet an accurate reflection of the level of activity in the schools. This finding would indicate the need for more school-level training for headmasters on how to maintain and report school level data.

**APPENDIX E**

**PHASE-OUT PLAN  
(draft)**

- Item 1: Program Phase-out
- Item 2: Staffing Phase-out
- Item 3: Textbook Printing

UNO/ESSP Program Phase-out							
CURRICULUM QUALITY	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>1.0 Curriculum Plan</b>							
a) Scope and sequence charts prepared (gr. 1-8)	T						
b) Resource books (academic) developed (gr. 1-8)	T						
<b>2.0 Textbook Revision</b>							
a) Textbooks developed/revised (gr. 1-6)	***						
b) Textbooks printed/distributed (gr. 1-8)	***	***	***	***	**		
c) Textbooks developed/revised (gr. 7-8)	T						
d) Textbooks developed/revised (gr. 9-12)	T						
e) Textbooks printed/distributed (gr. 9-12)	Same as 2.0.b.						
<b>3.0 Instructional Aids Produced</b>							
a-j) Instructional aids produced/distributed	***	***	***	***			
<b>TEACHING QUALITY</b>							
<b>4.0 Teaching Materials Produced</b>							
a) Teacher's guides developed (gr. 1-8) (Completion of gr. 1-3 Science/Soc. Studies only)	***	**					
b) Resource books (pedagogical) developed (gr.1-8) (Completion of editing/printing of one book gr. 1-3)	***	**					
c) Resource books (assessment) developed (gr. 1-8)	T						
d) Lesson units developed (gr. 1-8) (Completion of editing/printing of gr. 1 units only)	***	**					
e) Teacher's guides developed (gr. 7-9)	T						
<b>5.0 Teacher Training</b>							
a) Instructional design specialists (men) (6 months)	**						
b) Master teacher trainers (men/women) (16 weeks)	**						
c) Teacher trainers (men/women) (10 weeks)	T						
d) Classroom teachers (men/women) (5 weeks)	***	***	**				
<b>6.0 Student Attainment</b>							
a-c) Collect/analyse student attainment data	**						
<b>MANAGEMENT QUALITY</b>							
<b>7.0 Institutional Capacity of the Education Center for Afghanistan (ECA)</b>							
a) Employees (75% terminated by 12-31) (Only directors to be retained thru March)	***	***	***	**			
b) ECA schools receiving salaries	T						
c-e) Schools supplied/resupplied textbooks	Same as 2.0.b.						
f) Regional education center established	T						
<b>8.0 Organizational Development (ECA)</b>							
a-e) Participating in organizational development workshops, studies	T						
<b>9.0 Management/Supervision (Schools)</b>							
a) Management/Supervision handbooks prepared (Completion of printing of one book)	***	**					
b) Instructional supervision trainers (men/women)	T						
c) School headmasters/supervisors trained (men/women)	T						
d) District directors trained (men)	T						
T = Terminated * = On-going ■ = Scheduled Phase-out	Side headings and activities are cross-referenced to the Purpose Level Monitoring Indicators of 30 September 1993.						

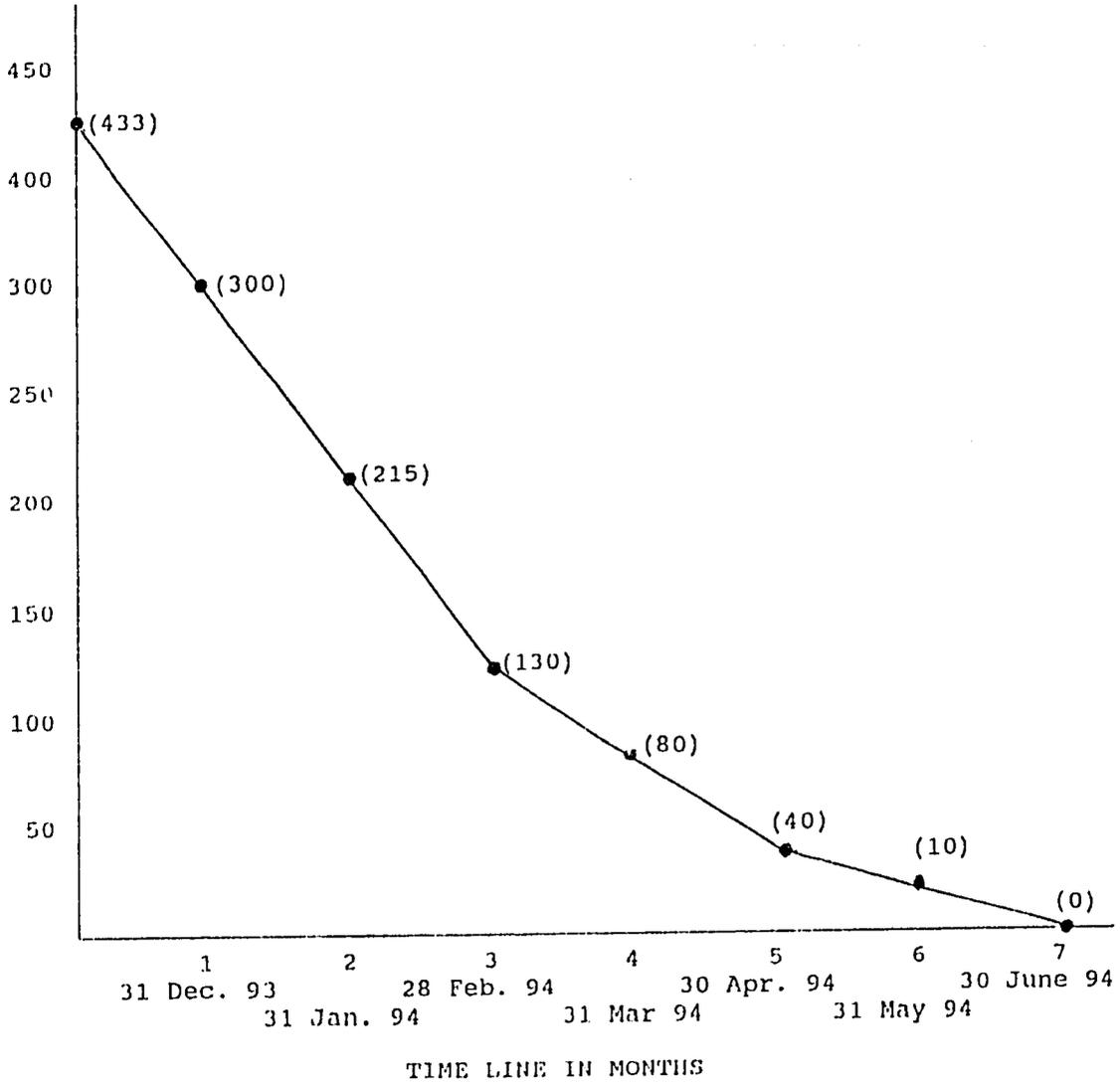
**UNO/ESSP Program Phase-out**

ACCESS AND EQUITY	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>10.0 Interventions (Gender)</b>							
a) Research/policy studies (Complete primary home school study - local consultant)	***	***	***■				
b) Home-based schools - literacy (women) (5 tchrs. - pilot, 4 others completed)	***	***	***	***■			
c) Home-based schools - primary (3 tchrs. - pilot)	***	***	***	***■			
d) Curriculum gender sensitizing units	T						
e) Social mobilization campaign units	T						
<b>11.0 Participation Rates</b>							
a-s) Collect/analyze data on participation rates (EMIS-Phase I/II)	***	***	***	***■			
<b>12.0 Adult Literacy (Women)</b>							
a) Literacy books/teaching guides developed	***■						
b) Literacy books printed/distributed (home/family books) (Complete translation to Pashto by ECA)	***	***■					
c-e) Produce/distribute literacy instr.aids (Complete new cloth reading books - in process)	***	***■					
f) Literacy courses (men/women)	T						
g) Participants provided courses (Mujahideen)	T						
h) Participants provided courses (Home schools)	Same as 10.0.b						
<b>MUTUAL RESPONSIBILITY</b>							
<b>13.0 Local Community</b>							
a-c) Community support studies/action plan	T						
<b>14.0 School Authorities (Teachers, Headmasters)</b>							
a-c) Collect/analyse teacher education data (Special Study 4/6)	***	***	***■				
d) Teacher attendance	T						
e) Schools with education council/committee	T						
f) Parent-teacher contacts/per school	T						
<b>15.0 Central/Regional (MOE, ECA, Provincial)</b>							
a) School expenditures provided (financial)	T						
b) Textbooks provided per student	Same as 7 c-e						
c) School visits (monitoring) (Use new ESSP/USAID monitoring plan)	***	***	***	***■			
T = Terminated * = On-going ■ = Scheduled Phase-out	Side headings and activities are cross-referenced to the Purpose Level Monitoring Indicators of 30 September 1993.						

67

### UNO/ESSP Staffing Phase-out

NO. OF  
EMPLOYEES



4

## UNO/ESSP Staffing Phase-out

<u>Staffing Reduction by Program</u>	<u>Percent</u>
Month 1: ECA Peshawar	(80%)
(31 Dec.) Monitoring*	(60%)
IMDC	(50%)
Instructional Design	(80%)
Month 2: ESSP Quetta	(80%)
(31 Jan.) Monitoring*	(40%)
IMDC	(40%)
Instructional Design	(20%)
Month 3: ECA Peshawar	(20%)
(28 Feb.) ESSP Quetta	(20%)
Literacy (women)	(100%)
Team Office	(40%)
Month 4: Teacher Training (men/women)	(100%)
(31 Mar.) Desktop Publishing	(100%)
IMDC	(10%)
Team Office	(20%)
Month 5: Research and Planning	(100%)
(30 Apr.) Warehousing/Textbook Distr.	(100%)
Team Office	(20%)
Month 6: Program Coordinators	(100%)
(31 May) Team Office	(10%)
Month 7: Expatriate Staff	(100%)
(30 June) Team Office	(10%)

\* Full time monitoring staff will be terminated in December and January and part-time monitoring, as needed, will be employed in February, March and April for the final textbook distribution monitoring.

Item 3

TO: Pam A. Wedge, Assistant Project officer  
USAID/Isalabad

FROM: G. R. Boardman, Team Leader  
UNO/ESSP

DATE: 3 January 1994

RE: Textbook Printing

After reviewing the need for textbooks inside Afghanistan, ESSP decided on the following numbers that should be printed during the phase-out period. As many books as possible up to 1.5 million will be distributed to schools, remaining books plus any books not distributed to schools because of time constraints and/or access/security problems will be warehoused.

	<u>Printed</u>	<u>Distributed Pending Access/Security</u>	<u>Warehoused Inside Afghanistan</u>
Grades 1 - 6	1.2 million	939,000 books	216,000
Grades 7 - 8	700,000	505,500 books	195,000
Grades 9 - 12	100,000	55,500 books	44,500
Total:	<u>2.0 million</u>	<u>1.5 million</u>	<u>.5 million</u>

This printing will by no means allow us to give a book to each student in Afghanistan. This will enable the UNO/ESSP to provide a more complete coverage in the primary grades and in the 7th and 8th grade the coverage will be 1 textbook for approximately each 2-3 students. In grades 9 through 12 our desire is to provide some books for selected urban centers and, in some cases, sample sets for teachers to use as reference material. The capabilities of printing and distributing will not allow us to provide a book for each student.

According to our conversation with John Dixon, IRC director, the total number of books (2,000,000) is within IRC's management capacity for the next 4 months (January - April).

Books Scheduled for Distribution

1-	Grade	1st.	81,000
2-	Grade	2nd.	65,000
3-	Grade	3rd.	90,000
4-	Grade	4th	249,000
5-	Grade	5th	194,000
6-	Grade	6th	260,000
			<u>939,000</u>

7-	Grade	7th	274,500
8-	Grade	8th	231,000
			<u>505,500</u>

9-	Grade	9th	34,000
10-	Grade	10th	12,000
11-	Grade	11th	6,000
12-	Grade	12th	3,500
			<u>55,500</u>

			=====
	Total:		1,500,000

**APPENDIX F**

**MONITORING PLAN**

(Draft) 31 December 1993

**UNO/ESSP Monitoring Plan  
January thru April 1994**

Monitoring activities of UNO/ESSP for January thru April 1994 shall be concentrated on textbook distributions and teacher training seminars.

**Purpose: Assurance that textbooks and educational materials are being delivered to the provincial directorates and identified for pre-selected schools based on current requests and known needs.**

**A. TEXTBOOK DISTRIBUTIONS**

**1. Initial Monitoring:**

. Deliver textbooks to provincial education offices inside Afghanistan according to the described schedule.

. Each truck of textbooks will be accompanied by a monitor.

. The monitor will bring a Receipt for Delivery Form, from the provincial education office which contains a description of the shipment. The receipt should have a signature of an authorized official of the office and its official stamp.

. The monitor will take a picture of the official receiving the textbooks, an appropriate office marking, the truck and the official transmitting the textbooks.

. A textbook distribution schedule will be provided to the provincial education office and schools will be notified regarding availability of textbooks.

. The monitor will file a brief report of the trip in accordance with the attached Trip Report Form.

. A letter will be sent from UNO/ESSP to the headmaster of each school stating that textbooks have been delivered to the provincial directorates for distribution to his/her schools.

. If the circumstances prevent the completion of the delivery, the monitor shall complete a report describing the circumstances of the aborted delivery and the details of the current location and supervision of the materials. This report will be translated into English and a meeting will be held to determine the next course of action. This meeting will be attended by UNO administrative and monitoring staff, USAID project staff and representative from the DC&A.

2. Planned Delivery Schedule\*:

A. January

1. Southwest Provinces:
  - Kandahar
  - Helmand
  - Herat
  - Badghis
  - Zabul
  - Nimroz
  - Farah
  - Orozgan
  - Ghor
2. Nangarhar
3. Laghman
4. Kunar

\*Note: Delivery is tentative pending access, security and approval of Pak-Afghan border permits and is subject to further review based on any additional requests received.

B. February

1. Khost
2. Paktia
3. Paktika
4. Logar
5. Wardak
6. Ghazni
7. South-western provinces:
  - Kandahar
  - Helmand
  - Herat
  - Badghis
  - Zabul
  - Nimroz
  - Farah
  - Orozgan
  - Ghor

C. March

1. Logar
2. Wardak
3. Ghazni
4. Bamyan
5. Paktia

If the situation becomes calm, some priority will also be given to Kabul, Parwan, Kapisa and Balkh.

- D. April
1. Herat (region)
  2. Khost (region)
  3. Jalalabad (region)

Because of the time limit the final delivery of textbooks and educational materials will be to the three regions where UNO/ESSP has sub-offices. The books and materials will be stored in warehouses and from there distributed to the other provinces in the region.

Note: In textbook distribution special consideration will be given to girl schools. Relative to the secondary textbooks, due to limited number, these materials will mainly be sent to selected urban areas with the intent of placing at least one set per designated teacher/subject.

3. Followup Monitoring:

. Two to three weeks after delivery of textbooks a joint monitoring team of UNO/ESSP and DC&A Unit would be sent to followup on the textbook distribution.

. A one to two page monitoring form to be developed by the DC&A Unit will be used in this monitoring activity.

B. TEACHER TRAINING SEMINARS

**Purpose: Assurance that teacher training participant are receiving the standard training program and that the training program is effective and useful.**

1. Initial Monitoring:

. Seminar Participant Survey Form for selection of the participants.

. Teacher Background Information Form to be filed on each participant including a picture.

. Seminar Evaluation Form to be completed at end of the seminar by each participant.

. Attendance records of participants of the seminars will be prepared.

2. Planned Delivery Schedule\*:

Seminars scheduled to be completed during January to February period:

<u>No. of Seminars</u>	<u>Province</u>	<u>Start Date</u>	<u>Compl. Date</u>
2	Nangarhar/M	Dec. 11, 93	Jan. 15, 94
2	Kunar/M	Dec. 14, 93	Jan. 16, 94
2	Khost/M	Dec. 14, 93	Jan. 16, 94
1	Peshawar/W	Jan. 16, 94	Feb. 27, 94
1	Nangarhar/W	(scheduled Jan/Feb)	
2	Nangarhar/M	(scheduled Jan/Feb)	
2	Laghman/M	(scheduled Jan/Feb)	
2	Khost/M	(scheduled Jan/Feb)	
1	Konar/M	(scheduled Jan/Feb)	

\*Note: Delivery is tentative pending access, security and approval of Pak-Afghan border permits and is subject to further review based on any additional requests received.

3. Followup Monitoring:

. A joint monitoring team of UNO/ESSP and DC&A Unit will followup on the seminars by reviewing the documented file and by visiting the seminars and/or selected participants.

**APPENDIX G**

**BRIEFING PAPER**

## BRIEFING PAPER

### EDUCATION SECTOR SUPPORT PROJECT (ESSP)

31 December 1993

#### Introduction:

- A. The university of Nebraska at Omaha (UNO) is the technical assistance contractor for the ESSP and is assisted by The Education Development Center, Inc. and Creative Associates International, Inc. UNO has a long history of support for the Afghan cause: Center for Afghanistan Studies (since 1972), Library Collection, Higher Education Project at Kabul University (1974-1978), Atlas of Afghanistan Project, Afghan Participant Training, and the Education Sector Support Project (1986-92).
- B. The USAID Office for Afghan Affairs supervises the project. Project implementation of the initial ESSP began in October 1986 and was completed 30 April 1992 with expenditures of approx \$31.6 million. A new three year ESSP contract was initiated 1 May 1992. Expenditures through 31 December 1993 were approx \$8.3 million. The project contract through FY95 is 18.0 million.
- C. The counterpart agency for ESSP is the Education Center for Afghanistan (ECA). Initially, ECA was advised by representatives of the Alliance, later reported as a subunit through the Ministry of Education/Afghan Interim Government (AIG) and Afghan Education Authority (AEA), and currently is involved in cooperative planning with the Ministry of Education (MOE)/Kabul. ESSP expatriate staffing includes five positions.

#### Program Objectives:

- A. To strengthen the primary school network by improving its key elements, including curriculum, textbooks, and instructional aids, teacher training and central capabilities in planning, budgeting, and policy development.
- B. To increase the incidence of adult literacy by providing textbooks, instructional materials, and technical guidance to groups engaged in literacy training.
- C. To increase access to schools and to remove educational disparities by reaching under-served gender, geographic and ethnic groups.

#### I. Summary of Accomplishments - ESSP (October 1986 thru April 1992)

- A. Education Center for Afghanistan (ECA)
  - . Operational in Fall of 1986
  - . Integrated into AIG/Ministry of Education in 1989
  - . Afghan Education Authority in the Fall of 1991
  - . Informal dialogue with the MOE/Kabul since April 1992
  - . Main office in Peshawar, regional office - Quetta
  - . 82 employees and 7 departments

(October 1986 thru April 1992 - Continued)

B.	<u>Schools</u>	<u>Active</u>	<u>Salaried</u>
	Afghanistan	1,178	1,013
	Refugee/Pakistan	1,031	1,031 (8,040 staff)
C.	<u>Textbooks</u>	<u>Prepared</u>	<u>Printed</u>
	Gr. 1-6	56	8.1 million
	Gr. 7-9	83	1.2 million
	Gr. 10-12	15	37 thousand
D.	<u>Teacher Training</u>	<u>Number</u>	<u>Training Period</u>
	Master Trainers	52	20 weeks
	Teacher Trainers	66	10 weeks
	Classroom Teachers	1,314	4 weeks
E.	<u>Literacy</u>	<u>Courses</u>	<u>Participants</u>
	Mujahideen	2,265	43,694
F.	<u>Scholarships</u>		
	50 Particip. (ASP)	43 ret.	0 in-prog. 7 out of status
	10 Particip. (ASP/Web)	0 ret.	10 in-prog. 0 out of status
	45 Particip. (Web)	8 ret.	35 in-prog. 2 out of status
G.	<u>Material Development</u>	<u>Kits</u>	<u>Silkscreen Posters</u>
	Educ. Materials	66,875	216,890
	Mine Awareness	738,520	2.2 million
	Narcotic Awareness	2,686	11,700
H.	<u>Teachers' Guide</u>	<u>Subjects</u>	
	Gr. 1-3	Reading and Math	
	Gr. 4-9	Reading, Math, Science, Soc. Studies	
I.	<u>Manpower Training</u>	<u>Skills Area</u>	<u>Stdts Enr</u> <u>Stdts Pass</u>
	Peshawar (male)	Office/Trade	906 622
	Peshawar (female)	Office	35 27
	Quetta	Trade	376 251
	Hayatabad	Auto	50 42

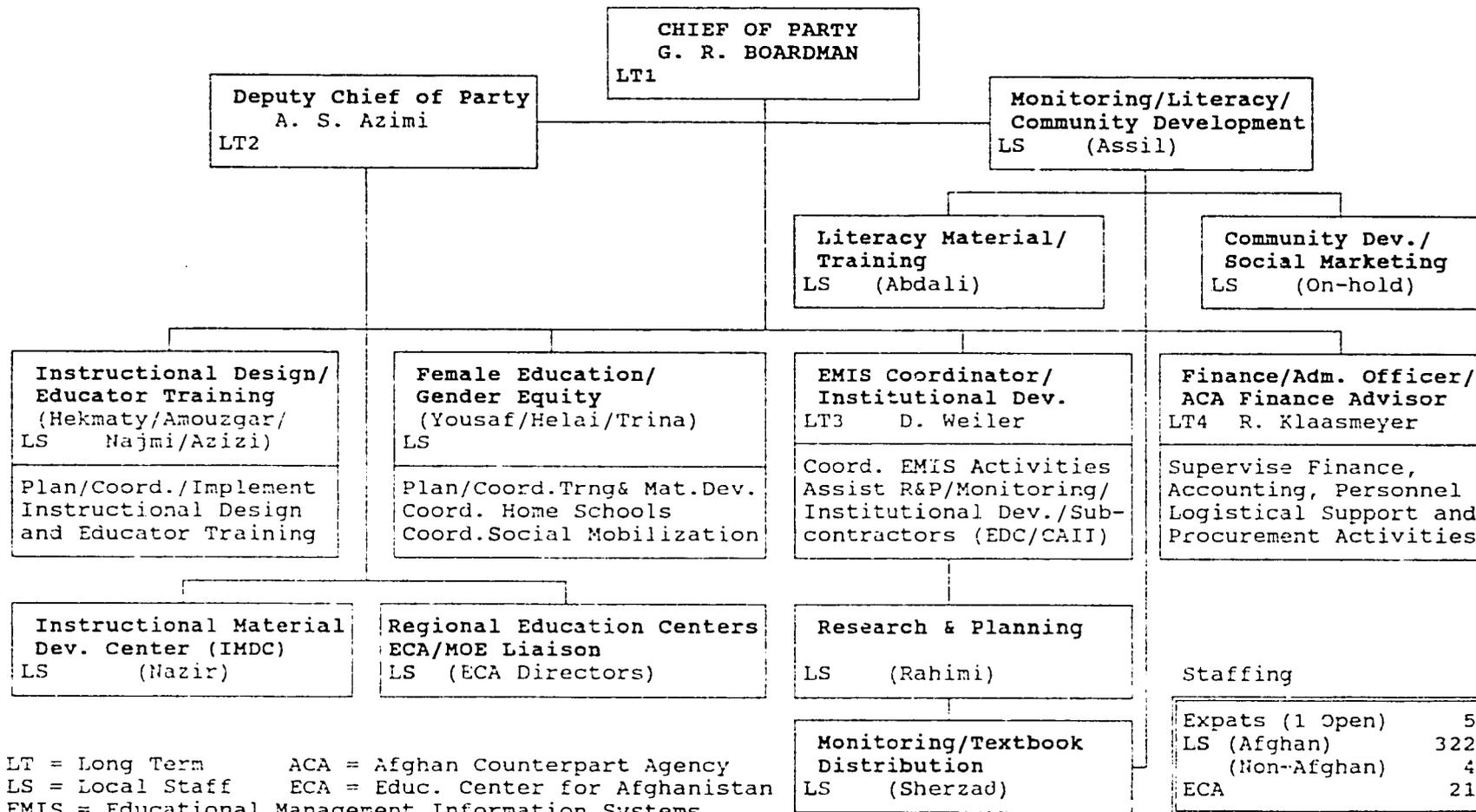
V. Summary of Accomplishments - ESSP (May 1992 thru December 1993)

A.	<u>Education Center for Afghanistan</u> (ECA) Sub-office in Kabul (FY92).	<u>Regional Education Centers (REC)</u> Offices in Herat, Khost and Laghman (FY93).		
B.	<u>Research Info. (28 Provinces)</u>	<u>Schools</u>	<u>Students</u>	
	Surveyed	2,599	722,400	(gr. 1-12)
	ECA Supplied	1,606	446,392	(gr. 1-9)
	ECA Salaried	975		
	Girls/Coed	113/290	81,955	(gr. 1-8)
C.	<u>Textbooks</u>	<u>Distributed</u>		
	Gr. 1-6	2,966,448		
	Gr. 7-9	767,926		
	Gr. 10-12	52,110		
D.	<u>Curriculum Quality</u>	Development includes Scope/Seq. for Gr. 1-6, Reading, Math/Sci. & Soc. Studies; Teaching Guides and Textbooks for Gr. 1-9; Home School Lesson Units for Gr. 1; and 4 Pedagogy Resource Books.		
E.	<u>Material Development</u>	<u>Kits</u>	<u>Quantity</u>	<u>Type</u>
	Primary/Literacy	18,880	116,280	Charts/Maps (6 kinds)
	Language/Math (Primary)	18,130	49,120	Boards (3 kinds)
	Storybooks (Primary)	-----	91,940	Cloth (12 kinds)
	Scientific (Primary)	3,081	21,567	Math/Sc.Aids (7 items)
	Scientific (Middle)	5,215	20,860	Charts (4 kinds)
	Geography (Middle)	600	2,500	Posters
F.	<u>Teacher Training</u>	<u>Number</u>	<u>Program</u>	<u>Trng Period</u>
	Specialist Facilitators (M-16)	16	training	6 months
	Master Teacher Trainers (M-40, F-31)	71	training	16 weeks
	Teacher Trainers (M-10, F-7)	17	training	10 weeks
	ECA Classroom Tchrs (M-1487, F-325)	1812	training	4-5 weeks
	Ref.Schls Classroom Tchrs (F-218)	218	training	4-5 weeks
G.	<u>Literacy</u>	<u>Textbooks/Material Development/Training</u>		
	Learning to Read and Write (3 books): Home/Family (Vol.1), Farmers (Vol.2) and General Adult (Vol.3), includes textbook, teaching guide, and storybooks.			
	17 ESSP Women Trainers (2 weeks)			
	5 Other Agency Women Trainers (2 weeks)			
	10 Pilot Adult Literacy Home Schools (Basic - 6 months)			
	5 Pilot Adult Literacy Home Schools (Advanced - 3 months)			
H.	<u>Scholarships</u>			
	45 Particip. (contd.)	6 ret.	39 in-prog.*	0 out-of-status
I.	<u>Manpower Training</u>	<u>Skills Area</u>	<u>Stdts Enr</u>	<u>Stdts in-prog.*</u>
	Peshawar (male)	Office/Trade	213	150
	Peshawar (female)	Office	43	34
	Quetta	Trade	175	124
	Hayatabad	Auto	89	78
	Maruf	Trade	52	38
	Ghazni	Trade	120	83

\* Note: Students in-progress when transferred to HRD on 30 Sept. 1992.

ESSP ORGANIZATIONAL CHART/STAFFING PLAN

31 December 1993



LT = Long Term      ACA = Afghan Counterpart Agency  
 LS = Local Staff    ECA = Educ. Center for Afghanistan  
 EMIS = Educational Management Information Systems

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