

DD-ALT 718
88771

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 July to 30 September 1993

Implementing Agency
University of Nebraska at Omaha
Subcontractors
The Education Development Center, Inc.
and
Creative Associates International, Inc.

Submitted by:

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Peshawar
30 September 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 is 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 fourth quarter FY93 showing planned "****" and actual "■■■■" activities, progress remarks, plans for first 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: Dr. Ivalyn VanEvery (Curriculum/Female Education, UNO) and Dr. Doris Henry (Planning/Literacy, UNO); Dr. Howard Faber (Curriculum, EDC), Dr. Grant Farr (Demography, EDC) and Dr. Donna Ogle (Whole Language, EDC); and Ms. Kay Huth (Home Schools, CAII), Doe Mayer (Communication/Social Mobilization, CAII) and Zuheir Al-Faqih (Communication/Social Mobilization, CAII).

II. SUMMARY OF PROGRESS:

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

- . Thirty one grade 1 lesson units (language arts - 5, social studies - 12, mathematics - 7 and science - 7) were prepared using a revised 4MAT (Madeline Hunter) and integrated whole language approach. Each lesson unit contains objectives, pre-teaching and teaching activities, practice/applications and challenge items along with required teaching/learning materials, checks for understanding, an evaluation activity and time

(2)

frames. The materials are being prepared in a programmed teaching format for use by less experienced teachers and will be tested in the pilot primary home schools.

Ten workshops were conducted on whole language methods and strategies for the instructional design specialists, men and women master teacher trainers, and selected members of ECA, Peshawar and Quetta. Learner-oriented whole language teacher strategies were modeled through demonstration lessons for grade 1 using a Houses of Afghanistan theme.

Forty three master teacher trainers, 33 men and 10 women, were trained (16 weeks); Herat - 10 men and 10 women, Khost - 11 men, and Laghman - 12 men. Additionally, 119 women and 137 men were provided an in-service teacher training program (5 weeks), all inside Afghanistan. The women master teacher trainers from Peshawar traveled inside Afghanistan to Jalalabad for approximately one month for the conduct of the women's program. This was a first for the ESSP in the training of Afghan women.

The instructional material development center (IMDC) production included 15,500 cloth storybooks including four new Pashto books, 15,000 educational charts/maps, 7,500 word/sentence and math boards, 3,190 cloth globes, 8,000 scientific posters and 700 scientific kits.

Enrollment and demographic survey data have been gathered for the schools in 16 provinces. School age population rates for the 16 provinces were 33.99:1 for age 5-14 boys, 3.51:1 for age 5-14 girls, and 9.68:1 for the ratio of boys to girls. The overall percentage of girl students attending the schools was 7.65 percent and percentage of women teachers was 6.32 percent.

Four pilot adult literacy home schools were implemented in Quetta with 46 students attending. Total ESSP pilot home schools is now 10 with 84 students attending. A draft copy of a Pashto version of the home/family text, Learning to Read and Write (Vol.1), has been completed by ECA and is ready for printing. Eight small, easy to read, first level adult literacy storybooks on health and nutrition were also prepared. The books each contain 8 to 10 words that correspond to the home/family literacy book. The storybooks are in production.

(3)

A draft plan for a social mobilization campaign for women/girls education and community involvement has been prepared. The plan includes a knowledge, attitude and practice (KAP) survey, education awareness workshops (EAW), and a social marketing campaign. The pilot social mobilization campaign will target four areas/sites; Jalalabad (urban/suburban), Paktya/Khost (rural), Herat (urban/suburban) and Badghis/Ghor (rural). The selected community/village sites coincide with the three ESSP regional education centers established in Jalalabad, Khost and Herat, respectively. The plan is being prepared by Creative Associates International, a subcontractor of the ESSP.

b. Task Tree

**TASK TREE
EDUCATION SECTOR SUPPORT PROJECT**

PRIMARY EDUCATION	
I.	CURRICULUM QUALITY: Upgrade curriculum in Language Arts, Mathematics, Science and Social Studies in grades 1-3, 4-6 and 7-9.
II.	TEACHERS' ACADEMIC RESOURCE BOOKS: Develop books for each subject area and grade level.
III.	CURRICULUM WORKSHOPS: Conduct training for production of curricular materials.
IV.	TEACHERS' PEDAGOGICAL RESOURCE BOOKS: Prepare books for improving teachers' ability to produce learning outcomes for children.
V.	STUDENT PERFORMANCE: Establish a process for evaluating performance of the educational system.
VI.	TEACHING QUALITY: Develop process for evaluation of teacher performance for improvement of teaching quality.
VII.	SCHOOL MANAGEMENT: Prepare handbooks to focus management and supervision inputs and activities on learning outcomes.
VIII.	TEACHER TRAINING: Provide training for SFs, TFs and classroom teachers to support curriculum development and teacher certification.
IX.	ACA INSTITUTION BUILDING: Prepare ACA for role of administering nationwide education program for Afghanistan.
X.	EQUITY COMPONENT: Design, implement and monitor equity interventions.
XI.	MUTUAL RESPONSIBILITY: Mobilize community support for developing and sustaining educational programs.

SECONDARY EDUCATION	
XII.	Prepare Teachers' Guides and upgrade textbooks in Mathematics and Science for grades 10-12.

ADULT LITERACY	
XIII.	Develop, produce and test instructional materials for adult functional literacy training to be conducted by other groups.

MONITORING	
XIV.	Evaluate, improve and expand functions of present monitoring systems.

REPORTING AND SUPPORT SERVICES	
XV.	Submit annual workplans, monitoring/reporting plan and various reports to O/AID/rep.

c. Person-Month Allocations

30 September 1993

Position/Title	Person-months	
	Projected*	Used to-date
LT1 Chief of Party	36.0	17.0
LT2 Deputy Chief of Party	36.0	17.0
LT3 Inst. Dev./EMIS Coordinator	24.0	17.0
LT4 Female Educ./Adult (TDY) Curr. Specialist	13.0	10.2
LT5 Teacher Trng./Curr. Design Coordinator	33.0	12.5
LT6 Finance Admin/Officer	36.0	17.0
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	1.2

* As currently projected on Staff Loading Chart.

Person-Month Allocations (Continued) 30 September 1993

Position/Title	Person-months	
	Projected*	Used to-date
ST5 Gender Specialist	12.0	2.2
ST6 Equity Specialist	9.0	0.9
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

112.6

III. PROGRAM TASKS/ACTIVITIES:

FOURTH QUARTER REPORT - Y93				EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN					PRIMARY EDUCATION				
				Staffing		FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS	
				Person Mos		Q4			Q1				
Tasks/Activities				Pos ition	Yr1		Jul	Aug	Sep	Oct	Nov		Dec
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	0.5	Planned	***	***	***	Grades 4-6			Completed for grades 1-6, FY93.			
	ST8	2.1	Actual	■	■	■							
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	0.9		***	***	***	Grades 4-6			Completed for grades 1-6, FY93.			
	ST9			■	■	■							
3. Compare above Scope and Sequence with current ACA curriculum and textbooks.	ST8	1.2		***	***	***	Grades 4-6			Completed for grades 1-6, FY93.			
	ST9	0.5		■	■	■							
4. Select appropriate concepts to teach Afghan pupils. Design new Scope and Sequence of concept units with related topics.	LT5	0.5		***	***	***	Grades 4-6			Completed for grades 1-6. (See Appendix A - Item 1 for sample of grades 1-6 Scope/Sequence.)			
	ST5	0.5		■	■	■							
	ST8	0.8											
	ST9	0.5											
5. Review new Scope and Sequence ACA. Obtain conditional approval.	LT2	1.0					Grades 1-6			Planned Activity FY94/Q1. (Note: Selected ECA staff teamed with UNO instructional design staff for each subject area.)			
	LT5	0.4					***	***	***				
	ST10	0.4											
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	0.5								Rescheduled for FY94.			
	LT5	0.4											
	ST8	1.0											
7. Revise Scope and Sequence concept units based on input from workshop. Obtain ACA approval. Make available for curriculum workshops.	LT2	0.2		***	***	***	Grades 1-6			Planned Activity FY94/Q1. (Note: Pending completion of Subtask 1.5, grades 1-6 Scope/Sequence to be submitted for approval to ECA as a whole.)			
	LT4	1.0		■	■	■	***	***	***				
	LT5	0.4											
8. Produce Teachers' Academic Resource Books (See Task II).	Task	11		***	***	***	Grades 1-3			On-going. The 43 grades 1-3 lesson units to be organized into 4 resource books; language arts, social studies, mathematics and science.			
				■	■	■	***	***	***				
9. Produce 4MAT Curriculum Materials (See Task III).	Task	11		***	***	***	Grades 1-3			On-going. 31 lesson units for grade 1 prepared using a revised 4MAT (Madeline Hunter) and integrated whole language approach; language arts (5), social studies (12), mathematics (7) and science (7). (See Appendix A - Item 2 for Sample Grade 1 Lesson Plans.)			
				■	■	■	***	***	***				

BEST AVAILABLE DOCUMENT

FOURTH QUARTER REPORT - FY93		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION		
Tasks/Activities	Staffing			FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS
	Position	Person Mos		Q4			Q1			
		Yr1		Jul	Aug	Sep	Oct	Nov	Dec	
I. CURRICULUM QUALITY: Continued:										
10. Review, edit and obtain approval of materials submitted by SFs and TFs (See Task 11/111). (SFs=Spec. Facilitators TFs=Trng. Facilitators)	Task 11/111			***	***	***	***	***	***	On-going. Production process for review and editing of materials and lesson units in process, including editing and review by Faber and Ogle (EDC curriculum specialists in U.S.).
11. Design and prepare appropriate illustrations for books.	LT2	0.5		***	***	***	***	***	***	On-going. An artist has been assigned to work directly with the instructional design staff to illustrate the materials.
12. Prepare audio-visual aids and supplemental materials.	LT2 LT4	0.5 1.0		***	***	***	***	***	***	On-going. Production of instructional aids and support materials in accordance with project requirement ; 15,500 cloth storybooks, 15,000 educ. charts/maps - primary, 7,500 word/sentence and math boards, 3,190 cloth globes, 8,000 scientific posters - middle, and 700 scientific kits. (See Appendix B for Instructional Materials Development Center Production Report.)
13. Prepare initial drafts of texts and accompanying materials by desktop publishing/calligraphy.	LT4 LT5	1.0					***	***	***	Planned Activity FY94/Q1. (Note: Preparation of drafts and pilot testing is planned.)

BEST AVAILABLE DOCUMENT

FOURTH QUARTER REPORT - FY93			EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN					PRIMARY EDUCATION			
Tasks/Activities	Staffing			FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q3			Q1				
		Yr1		Jul	Aug	Sep	Oct	Nov	Dec		
II. TEACHERS' ACADEMIC RESOURCE BOOKS: 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 Subtask 1.2).	ST8	0.9	Planned Actual	Grades 4-6							
	ST9			***	***	***					Completed for grades 1-6, FY93.
	ST10	1.0		---	---	---					
2. For each concept and topic, outline relevant "propositional", "procedural" and "conditional" information.	LT4	1.0	Grades 1-3							Completed for grades 1-3, FY93; language arts (7 units), social studies (5 units), mathematics (11 units) and science (20 units).	
	LT5	0.5	---	---	---						
3. Conduct workshop for SFs/TFs to evaluate and refine information and compile Academic Resource Bk for each subject at each grade level.	LT1	1.0	Grades 1-3							Rescheduled. Planned workshop for the social studies and language arts master teacher trainers delayed due to Schutte resignation & re-assignment of master teacher trainers to Khost and Laghman to select and prepare trainees for regional education centers.	
	LT4	1.0	---	---	---						
	LT5	0.5									
4. Prepare initial drafts of Acad-Resource Books by desktop publishing/calligraphy.	LT4	1.0	Grades 1-3							Production process on-going (Ref. Subtask 1.10).	
	LT5	0.5	---	---	---	---	---	---			
	ST8										
5. Edit drafts and print first run of Resource Books in numbers sufficient for pilot testing.	LT2	1.0	Grades 1-3							Rescheduled pending completion of Subtask 2.4.	
	LT5	0.5				---	---				

SFs = Specialist Facilitators
TFs = Training Facilitators

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FOURTH QUARTER REPORT - FY93			EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION		
Tasks/Activities	Staffing		FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS		
	Position	Person Mos	Q4			Q1					
			Jul	Aug	Sep	Oct	Nov	Dec			
III. CURRICULUM WORKSHOPS: Conduct training for educational development and production of curricular materials. *											
1. 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. Instructional design specialists (specialist facilitators) and master teacher trainers (training facilitators) trained, sample curriculum units produced and training manual completed.
	LT2	1.0	Actual	■	■	■					
3. Curriculum Workshops: a. Plan workshops and select locations inside Afghanistan.	LT5	2.0									
	LT1	0.1					***	***	***		Completed FY93 (Herat, Khost, and Laghman). Planned Activity FY94/Q1 (Paghman, Mazar and Kunduz).
	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		***	***	***					Rescheduled FY94/Q2. Classroom teachers to receive training at Regional Education Centers following training of site master teacher trainers.
	LT5	1.5									
4. Teachers pilot test (in their own classrooms) the materials developed in the workshops.	LS			***	***	***	***	***	***		Materials for grade 1 pilot tested in practice teaching classroom. Pilot testing in Primary Home School setting in Peshawar Planned Activity/ FY94/Q1.
* 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.											

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FOURTH QUARTER REPORT - FY93			EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN					PRIMARY EDUCATION		
Tasks/Activities	Staffing		FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS	
	Position	Person Mos	Q4			Q1				
			Jul	Aug	Sep	Oct	Nov	Dec		
IV. TEACHERS' PEDAGOGICAL RESOURCE BOOKS: Prepare books for improving teachers' ability to produce learning outcomes for children.										
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	0.2	Planned	***	***	***	Grades 1-3			Completed. Materials completed and pilot tested in practice teaching class.
	LT5		Actual	██	██	██				
2. Conduct workshop with Sfs, TFS and ACA staff to identify strategies, methods and techniques to be used in relation to specific concepts.	LT1	0.2		***	***	***	Grades 1-3			Completed with all instructional design specialists and math/science master teacher trainers.
	LT4	1.0		██						
	LT5	0.5								
3. Draft, edit and publish Pedagogical Resource Books.	LT5			***	***	***	***	***	***	On-going. Two pedagogy resource books completed and two books in progress. Total planned pedagogy resource books is four.
Sfs = Specialist Facilitators Tfs = Training Facilitators										

BEST AVAILABLE DOCUMENT

FOURTH QUARTER REPORT - FY93		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION			
Tasks/Activities		Staffing			FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS
		Person Mos			Q4			Q1			
		Pos ition	Yr1		Jul	Aug	Sep	Oct	Nov	Dec	
V. STUDENT PERFORMANCE: Establish a process for evaluating performance of the educational system through measuring educational <u>output</u> and <u>purpose-level outcomes</u> .											
1. Achievement Output: Develop criterion-referenced items for assessing student achievement.											
a. Examine learning outcomes that were developed in curriculum workshops.											
	LT1	0.3	Planned	***	***	***	***	***	***	***	On-going as lesson units are developed.
	ST11	0.2	Actual	---	---	---	---	---	---	---	
b. Construct at least one prototype assessment instrument for each grade level.											
	LT1	0.3		***	***	***	***	***	***	***	Checking for understanding assessment procedures are being developed for each stage of the teaching process in development of the lesson unit plus an evaluation activity for the end of the unit. (See Sample Lesson Plans in Appendix A - Item 2.) (Note: Grobe, EDC testing specialist, scheduled for FY94/Q1.)
	ST11	0.5		---	---	---	---	---	---	---	
c. Identify target populations for data collection (including testing) based on subject area/demography/other considerations.											
	LT1	0.3			---	---	---	---	---	---	Testing of assessment procedures included in field teaching of lesson units (practice class and pilot home schools). Special Study 5 on achievement testing planned for FY94/Q1-Q2.
	ST11	0.3			---	---	---	---	---	---	
2. Additional Outputs: Identify indicators and develop items for measuring:											
a. Student Attainment (grade level progression)											
b. Student Attitudes											
c. Student Aspirations											
	LT1	0.4					---	---	---	---	Rescheduled. Planned Activity FY94. (Note: Student attainment data, including attrition, repetition and progression rates included in Phase II of EMIS data collection and as a part of Special Study 10. Student attitude and aspiration data included as a part of Special Studies 5, 11 and 12.)
	ST2	0.5					---	---	---	---	
	ST5	0.2					---	---	---	---	
3. Purpose Level Outcomes: Identify indicators and develop items for measuring:											
a. Economic Outcomes (employment, earnings, etc.)											
b. Later Academic Outcomes											
c. Social Outcomes (community/political responsibility)											
	LT1	0.5				---	---	---	---	---	Rescheduled. Planned Activity FY94. (Note: Purpose level indicators included in Phase V of EMIS data collection and Special Studies 11 and 12.)
	ST2	0.5				---	---	---	---	---	
	ST3	0.3				---	---	---	---	---	
	ST5	0.3				---	---	---	---	---	

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FOURTH QUARTER REPORT - FY93		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION			
Tasks/Activities	Staffing			FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q4			Q1				
		Yr1		Jul	Aug	Sep	Oct	Nov	Dec		
V. <u>STUDENT PERFORMANCE:</u> Continued:											
4. Conduct pilot testing/data collection on "focus" groups of target populations.	LT1 ST3	0.3 0.2				***	***		***	***	Rescheduled. Planned Activity FY94. (Note: Grobe assessment testing specialist, Schleicher, EDC achievement testing specialist, and Kraft, EDC economics specialist, scheduled. Testing of lesson unit assessments with development and field teaching of lessons. Bowers, initial testing specialist, no longer available.)

FOURTH QUARTER REPORT - FY93		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION			
Tasks/Activities	Staffing			FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q4			Q1				
		Yr1		Jul	Aug	Sep	Oct	Nov	Dec		
VI. TEACHING QUALITY: Develop a process for evaluation of teacher performance that will provide feedback for improvement of teaching quality.											
1. Design survey instruments for assessing (all instruments to be grade level and subject area specific):			Planned Actual								Completed FY93.
a. Class structure (planning/organization-task oriented).											
b. Clarity of presentation.											
c. Teacher enthusiasm/feedback.											
d. Variety of activities/teaching strategies used.											
e. Academic learning time/instructional time.											
f. Student participation/time on task.											
g. Use of instructional aids/materials.	LT1 ST12	0.2 0.5									
2. Develop analysis/feedback procedures.	LT1 ST12	0.1 D.3									Completed FY93.
3. Test instruments and process in selected classrooms.	ST12	0.2		*** ██	*** ██	*** ██	*** ██	*** ██	*** ██		Preliminary testing of sample instruments field tested in FY93 (Faber). Data analysis still in process.
4. Finalize instruments and train Head teachers/Supervisors.	ST12			*** ██	*** ██	*** ██			*** ██		Instrumentation prepared and translated and ready for implementation in target schools. Training of Head Teachers/Supervisors needed.
5. Conduct evaluations, making appropriate improvements to the process.	LT1 ST12			*** ██	*** ██	*** ██			*** ██		Rescheduled. Planned Activity FY94/Q1-Q2. (Note: Evans, EDC supervision specialist scheduled.)

BEST AVAILABLE DOCUMENT

FOURTH QUARTER REPORT - FY93		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN							PRIMARY EDUCATION		
Tasks/Activities		Staffing			FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS
		Position	Person Mos		Q4			Q1			
			Yr1			Jul	Aug	Sep	Oct	Nov	
VII. <u>SCHOOL MANAGEMENT</u> : Prepare handbooks to focus management and supervision inputs and activities on learning outcomes.											
1. Head Teachers' School Supervision Handbook:											
a. Conduct training for SFs, TFs, ESSP staff/consultants with selected Head Teachers.*		LT5 ST12	0.5	Planned Actual	***	***	***			***	Completed for selected staff. Training of more master teacher trainers needed. Planned Activity FY94.
b. Compile results of above training. Draft, edit and publish handbook.		LT2 ST12	0.4		***	***	***	***	***	***	Draft Completed FY93. Translated and ready for final review and printing.
c. Distribute handbook to Head Teachers.		LT2								***	Planned Activity FY94/Q1-Q2. (Note: Needs to be field tested with headmasters and head teachers.)
2. Provincial Supervisors Management Handbook:											
a. Conduct training for ACA staff, ESSP staff/consultants and regional supervisors. **		LT5 ST12								***	Rescheduled. Development of management level Handbook Planned Activity FY94. (Note: To be developed in conjunction with implementation of Special Study 7 - Role of Headmaster, Lanza and Evans.)
* 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.					

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FOURTH QUARTER REPORT - FY93			EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION		
Tasks/Activities	Staffing			FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q4			Q1				
		Yr1		Jul	Aug	Sep	Oct	Nov	Dec		
VIII. TEACHER TRAINING: Provide training for Specialist Facilitators (SFs), Training Facilitators (TFs) and Classroom Teachers to support curriculum development & teacher certification.											
1. Select cadre of SFs who have been previously trained as professional educators. Upgrade their training as appropriate.	LT1	0.2								Completed FY93.	
2. Select additional group of TFs with lesser professional training, but who have served as MTs, TTs or other staff for ESSP/ECA.	LT2	0.5	Planned	***	***	***				Completed. Ten workshops conducted by Ogle, EDC curriculum specialist, on whole language methods and strategies. (See Appendix C - Item 1, Whole Language Workshops.)	
	LT4	1.0	Actual	■	■	■					
	LT5	1.0									
	ST7	1.0									
3. ESSP staff/consultants provide training for SFs and TFs:										Completed FY93.	
a. Holistic educational system											
b. Curriculum development (work analysis)	LT1	0.5		■	■	■	■	■	■	On-going. Design of instructional units based on integration of language arts and social studies. (See Appendix A-Item 3, Instructional Units.)	
	LT4	1.0		■	■	■	■	■	■		
	LT5	1.0									
	ST7	1.0									
c. Learner-oriented teaching strategies for grade/subject specific content				■	■	■				Completed. Learner-oriented whole language teaching strategies were modeled through demonstration lessons for grade 1 using a Houses in Afghanistan storybook.	
				■	■	■					
4. SFs and TFs (assisted by ESSP staff/consultants) present work analysis and other training to Classroom Teachers.	LT5	0.5		■	■	■	■	■	■	Forty three master teacher trainers including 10 women trained inside Afghanistan; Herat (10 men & 10 women), Khost (11 men) and Laghman (12 men). One hundred nineteen women and 137 men provided a five week in-service teacher training program inside Afghanistan. (Note: Women master teacher trainers from Peshawar traveled inside Afghanistan to conduct the female teacher training. This was a first for the ESSP in the training of Afghan women inside Afghanistan.)	
				■	■	■	■	■	■		
5. Examine/certify Classroom Teachers (CTs) in academic knowledge, use of teaching/learning methods and assessment strategies for specific grade levels taught.	LT5 ST7			■	■	■				Rescheduled for FY94.	

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FOURTH QUARTER REPORT - FY93			EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION			
Tasks/Activities			Staffing			FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS
			Position	Person Mos		Q3			Q4			
				Yr1			Jul	Aug	Sep	Oct	Nov	
IX. 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:			LT1 LT3 ST1	0.5 1.0 1.5	Planned Actual	*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	On-going. Four research/policy studies completed in FY92/93. One study in process. (See Appendix D for Aggregate Responses for Special Community Studies II and III.)
o Budget and Finance												
o Information Flow												
o School Population Analysis												
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. 993 ECA schools identified as eligible for final teacher salaries, 1,803 schools surveyed, 1,559 schools supplied and/or resupplied and 408,000 students served.
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 16 provinces. (See Appendix E - Item 1 for Data Displays on the 16 Provinces.)
c. Forecast school age populations.			LT3	0.5		*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	School age population rates for 16 provinces completed for age 5-14 boys is 33.99:1 and for age 5-14 girls is 3.51:1; thus, the ratio of boys/girls age 5-14 attending schools is 9.68:1. (See Appendix E - Item 2 for the 16 Provinces completed.)
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. (See Appendix E - Item 3 for Maps on Nangarhar, Laghman and Konar.)
e. Complete and submit reports identifying issues/constraints			LT1 LT3	0.3 0.5		*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	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.

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FOURTH QUARTER REPORT - FY93			EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN					PRIMARY EDUCATION		
Tasks/Activities	Staffing			FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS
	Position	Person Mos		Q4			Q1			
		Yr1		Jul	Aug	Sep	Oct	Nov	Dec	
IX. ACA INSTITUTION BUILDING (Continued):										
3. EMIS: Develop expanded EMIS to meet needs of national education system.										
a. Assess current data availability for coverage/accuracy.										
	LT1	0.5		***	***	***	***	***	***	On-going. Special Study 8 - Audit of Data Accuracy is Planned Activity for FY94/Q1-Q2. Mapping and further data analysis of coverage is on-going.
	LT3	0.3		---	---	---				
	ST4	0.2								
b. Identify priority needs for new information.										
	LT1	0.5		***	***	***	***	***	***	On-going. Basic EMIS/IEES framework being implemented. Currently, 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.
	LT3	0.2		---	---	---				
	ST4	0.2								
c. Establish reporting requirements and develop/improve report formats.										
	LT1	0.5		***	***	***	***	***	***	On-going. Report formats under continuous revision as data coverage is extended and further analysis completed.
	LT3	1.0		---	---	---				
	ST4	1.0								
d. Determine software/hardware needed to produce desired reports.										
	LT3	1.0	Planned	***	***	***	***	***	***	On-going. SPSS, mapping and DEH software packages acquired and in process of implementation. Staff training is needed. Planned Activity/Q1-Q2.
	ST4	0.1	Actual	---	---	---				
e. Develop data collection instruments.										
	LT1	0.5		***	***	***	***	***	***	On-going. Phase 2 EMIS data collection instrument ready for pilot testing. Special Study 4 instrumentation ready for pilot testing. Development of Special Study 6 instrumentation is a Planned Activity FY94/Q1.
	LT3	0.5		---	---	---				
	ST4	0.5								
f. Procure additional hardware, develop new or improve existing software.										
	LT3	0.5		***	***	***	***	***	***	On-going. Some additional mapping hardware and software in procurement via RONCO.
g. Conduct training program in data collection/processing.										
	LT3	0.5		***	***			***		Four research methodology and data collection workshops, two in Peshawar and two in Quetta, were conducted by Farr, EDC demography/social scientist specialist. Peshawar participants included three members of research and planning staff, five ECA staff & twelve other members of UNO staff. Quetta participants included four ECA staff and 20 UNO staff. Training workshops conducted included: Sampling Techniques, Basic Study Design and the EMIS data model. (See Appendix C-Item 2.)
	ST4	0.5		---	---					

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FOURTH QUARTER REPORT - FY93			EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION		
Tasks/Activities	Staffing		FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS		
	Position	Person Mos	Q4			Q1					
			Yr1	Yr2	Yr3	Jul	Aug	Sep		Oct	Nov
IX. ACA INSTITUTION BUILDING (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	*** ██	*** ██	*** ██	***	***	***	***	On-going. ESSP staff in daily contact with ECA to assist with standardizing financial, monitoring and management procedures, especially related to school salary distributions. Anticipate completion of this task by 30 November 1993, as final teacher salary payments are currently in process.	
3) Identify human resource requirements/availabilities.	LT1 LT3	0.5 0.2	***	***	***					Rescheduled. (Note: Planning for human resource, budget and financial requirements related to institutional capacity of MOE on hold until a more formal relationship is approved by USAID. ECA is phasing out of financial responsibility for schools.)	
b. Other Management Training: Conduct on-going training workshops in:											
1) Budgeting, financial planning and information systems.	LT3	0.3	*** ██	*** ██	*** ██	***	***	***	***	On-going. ECA is joint participant with ESSP in implementation of EMIS, including all data collection, and has participated in all related EMIS and research methodology training workshops including those recently conducted by Farr. (Note: As indicated in Subtask 9.4.a.2/a.3, ECA is phasing out of financial responsibility of schools as this responsibility is being shifted back to MOE. Main institutional capacity development of ECA to be 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 directly involved in the planning and implementation of all policy/research studies and related training activities. ECA is providing the leadership on all Special Studies.	
3) Basic efficiency concepts, use of educational data & establishing performance standards/educational benchmarks.	LT1 LT3 ST3	0.5 0.2 0.3					***	***	***	Planned Activity FY94/Q1.	

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FOURTH QUARTER REPORT - FY93			EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION		
Tasks/Activities	Staffing			FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q4			Q1				
		Yr1		Jul	Aug	Sep	Oct	Nov	Dec		
X. EQUITY COMPONENT: Design, implement and monitor equity interventions.											
1. Identify indicators and collect baseline data concerning the following equity/gender issues:	LT3 ST5 ST6	0.5 2.0 0.5 1.0	Planned Actual	*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	On-going. Baseline equity data gathered in 16 provinces. Overall 7.65% of the students attending schools are girls with 6.32% female teachers, 13.9% of the schools have girls attending (i.e., are either all girls or coed). (See Appendix E - Item 1 and 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		*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	On-going. Institutional counterparts include the ESSP team leader and deputy team leader and the ESSP Gender Equity Task Force (8 members, 4 men and 4 women) who provide overall project guidance and policy/procedures. Individual counterparts include Assil (R&P/literacy/monitoring), Abdali (home schools), Rahimi (research), Zamani (monitoring/social marketing) and Yousef (awareness workshops) who have responsibilities with the men, and Trina (home schools), Hellal (awareness workshops), Anisa (research) and Razia and Sitara (social marketing) who have responsibilities with the women.
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		*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	On-going. Inequities identified from Phase I EMIS data and Special Studies 1, 2 and 3. Additionally, a KAP (knowledge, attitude and practice) survey and EAW (education awareness workshops) are planned in target areas to include Jalalabad (urban/suburban), Khost/Paktya (rural), Herat (urban/suburban) and Badghis or Ghor (rural) which will further identify inequities and gender status. Planned Activity FY94/Q1-Q2.
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		*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	On-going. Adult literacy home schools (Huth), on-going in Pakistan, and design of social mobilization campaign (Mayer and Al-Faqih) interventions initiated. Pilot primary home schools (Huth) and ethnographic and tracer studies research (Rugh) interventions are Planned Activities FY94/Q1. Design of gender sensitive curriculum (Moll-Druecker) on-hold pending Moll-Druecker availability. (Note: Huth (home schools), Mayer and Al-Faqih (communication), Rugh (research), Moll-Druecker (curriculum) are all Creative Associates International gender equity specialists.)
5. Design pilot projects for several of the more promising interventions identified above.				*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	Design of pilot projects for implementation inside Afghanistan is in process. (See Appendix F for Design of Social Mobilization Campaign.)
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		*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	Rescheduled for FY94/Q1. (Note: Implementation of pilot projects inside Afghanistan pending completion of Subtask X.4 and X.5.)

FOURTH QUARTER REPORT - FY93			EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION		
Tasks/Activities	Staffing			FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q4			Q1				
		Yr1		Jul	Aug	Sep	Oct	Nov	Dec		
XI. MUTUAL RESPONSIBILITY: Mobilize community support for developing and sustaining educational programs.											
1. Conduct Community Participation Workshop for training of 6-12 Community Organizers (animators).	LT2 LT5 ST2 ST5	0.5 0.5 0.2 0.5	Planned Actual								Initial workshops completed in FY93 by Farr for ECA directors and selected ESSP staff.
2. Identify community support indicators for subsequent impact evaluation.	LT1 LT3 ST2 ST5	0.3 1.0 0.3 0.5		*** ■	*** ■	*** ■					Completed. Community survey completed for 390 respondents and 11 districts/villages; Herat (Ghorian, Zinda Jan and Gazara), Nangarhar (Goshta, Khoqiani, Rodat, Sherzad and Sorkhrod), and Paktya/Khost (Daragai Tanai, Jani Khel and Paten). (See Appendix D for Aggregate Responses on Community Indicators.)
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		*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	On-going. Community surveyors travel to Parwan (Parwan, Kapisa and Bamyán), 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 & trainees identified. Implementation planned for FY94/Q1.
4. Conduct second Community Participation workshop to review results of organizational efforts.	LT2 LT5	0.5 0.5			*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	Rescheduled for FY94/Q1. (Note: Farr and Ogle, EDC social scientist specialists, scheduled to develop Community Action Plan in consultation with ECA and ESSP staff. Planned Activity FY94/Q1. Community participation workshops are scheduled in conjunction with Educational Awareness Workshops planned as a part of gender equity social mobilization campaign. See Appendix F.)
5. Select sites for establishment of Community Education Development Councils (CEDCs).	LT2	0.5			*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	Selected community/village sites to coincide with Equity Component (Task X) sites; general location to include Jalalabad (urban/suburban), Paktya/Khost (rural), Herat (urban/suburban) and Badghis/Ghor (rural).
6. Train (empower) CEDC members in their roles as guardians of the community children's education.	LT2	0.5									Rescheduled pending completion of Subtask XI.4 and XI.5.

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Primary Education - Issues and Concerns:

Four issues are included for discussion:

- (a) role/sustainability of ECA,
- (b) increased access and equity,
- (c) community development/mutual responsibility, and
- (d) quality of instruction/curriculum.

The first issue is the role and sustainability of the Education Center for Afghanistan (ECA). As long as the UNO/ESSP functions from Pakistan, the ECA is necessary as a bridge to the Ministry of Education (MOE), the parties which represent the government in Kabul and the regional shuras, commanders and provincial directorates of education. The MOE in Kabul is weak; provincial directorates are stronger. Currently, the MOE is unable to be responsive to the education demands of the provinces and ECA is needed as a central authority to coordinate and assist in developing and strengthening institutional capacity at both the regional and provincial level, especially in the areas of curriculum development/textbook distribution, teacher training and information systems. The role and responsibility of the ECA are changing during this transition period, but ECA is still necessary as the conduit to the political and educational authorities and to assist in rebuilding the infrastructures of the Afghanistan education system. The ECA can also play an important liaison and coordinating role at the regional education centers. Currently, the ECA can be down-sized some as it phases out from teacher salary payments. ECA Quetta can be dissolved as its primary responsibility was salaries. The textbooks and monitoring function can be shifted to the regional centers and/or handled from Peshawar. ECA Peshawar needs to be maintained, especially the curriculum, teacher training, planning and academic/supervision departments along with some monitoring.

The second issue is access and equity. Based on recent survey data from 16 provinces, about 1 in 3 of the boys age 5-14 are attending school and 1 in 30 of the girls age 5-14 are attending. The overall percentage of girls attending school is 7.65 percent and percentage of women teachers is 6.32 percent. The major disparity is the urban/rural issue as percentages of girls attending school in the rural areas are mostly under 5 percent. Home schools, (both women's adult literacy and primary - boys and girls) and a social mobilization campaign are two interventions which can help to promote women/girls and boys education and more community involvement. The programs should help to provide a response to the access and equity issue. Both programs are at a pilot stage in development and field testing with the ESSP project at this time.

Two other ESSP interventions which are on-going inside Afghanistan and can facilitate the access and equity issue are textbook distribution and teacher training. Currently, ECA has supplied about 57 percent of the schools with textbooks, with demand for textbooks still exceeding supply. The demand for in-service teacher training is similar to the textbook issue; that is, the demand is greater than the ESSP can provide. About 60 percent of the teachers have a 12th grade education or less and 15 to 25 percent a 9th grade education or less. This past quarter 43 new master teacher trainers were trained inside Afghanistan; Herat (20), Khost (11) and Laghman (12). New master teacher trainers will continue to be trained at each of the regional education centers as they are established. The Peshawar and Quetta master teacher trainers are serving in the role of trainer of trainers and also providing mobile training units in response to regional and local needs. The four interventions; home schools, social mobilization, textbooks and teacher training are all good cost-effective approaches which can be provided in the current situation in response to the access and equity issue.

The third issue is community development/mutual responsibility. UNO/ESSP has consistently required a regional and/or local contribution (free training facilities and/or use of homes, labor, security, lodging, food and/or transport) in the conduct of its programs. Community interest and support for education by villagers is strong but interest is mainly in-kind; such as, school maintenance, labor contributions, land, voluntary teaching, and/or assistance in school decision making (See Appendix D). The key is a community action plan which leads to local responsibility, sustainability, and gender equity. One intervention to help education in the community is the social mobilization campaign, which will include messages focusing on community involvement and community responsibility. The plan includes three components; (a) a knowledge, attitude and practice (KAP) survey, (b) educational awareness workshops (EAW), and (c) social marketing of messages promoting community support for primary education (boys and girls) and community involvement. Four target areas, two urban/suburban and two rural, are planned for the pilot testing phase. The program is in an early stage in development but holds good promise as a strategy for increasing community awareness and responsibility to education. Currently, the leadership and organizing responsibility for the program will be carried by the UNO/ESSP men with the women assuming more of a design and development role. The ESSP gender equity task force (four men and four women) will guide the program. Cultural sensitivity and awareness will be a key as the program is developed and implemented. Selection of personnel and meeting facilities will also be important issues as joint men/women working groups will be necessary during the planning, development and field testing of the program. The UNO/ESSP plans to develop specific community strategies and messages based on the community interests identified in the research surveys.

The final issue to be discussed is quality of instruction/curriculum. The key issue is implementation of the supervising framework developed by Evans which includes classroom techniques for assessing/monitoring 35 indicators of quality teaching and utilization and the implementation of Special Study 4 - curriculum innovations, Special Study 6 - effect of teacher training on teacher performance, and Special Study 7 - Role of Headmaster. The indicators and corresponding research studies will provide important information central to end-user concerns, teaching quality and curriculum/material utilization issues. Presently, staffing is the main issue as the personnel who need to carry out the supervision component (Sherzad and Hekmaty) and Special Study 4 (Billah) and, ultimately, Special Studies 6 and 7 have responsibilities in other related activities. The staffing issue needs to be reviewed and some re-assignments made in order to effectively implement the instructional supervision training framework and corresponding research studies, which are necessary to ensure a quality program.

FOURTH QUARTER REPORT - FY93			EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						SECONDARY EDUCATION		
Tasks/Activities	Staffing			FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q4			Q1				
		Yr1		Jul	Aug	Sep	Oct	Nov	Dec		
XII. SECONDARY EDUCATION: 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)							<p>On-hold. No textbooks printed and 3,117 textbooks distributed, sample sets as resource materials for teachers only. (Note: Curriculum development/production on-hold per USAID letter of 24 June 1993. Demand and interest for the textbooks for grades 9-12 from the field is high, especially in the urban areas. ESSP requests a review of the present policy to, minimally, allow production of 2,000 copies of each book so a sample set can be placed with each 9-12 teacher as a teaching resource.)</p>

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Secondary Education - Issues and Concerns.

There is one main issue:

- (a) demand for textbooks, grades 9-12.

The demand and interest for secondary textbooks continues, especially in the urban areas, but due to a basic education priority (currently, defined as grades 1-8) and budget constraints, the ESSP is unable to be responsive. ECA textbooks are the only recognized and sanctioned textbooks for Afghanistan; thus, if comprehensive education is to be provided in Afghanistan and rehabilitation and reconstruction of the country is to take place, funding for the grade 9-12 school materials needs to be found. The main concerns expressed by the Afghan education authorities about not being able to print and distribute secondary school textbooks were clearly stated in the Lanza Report (See Appendix D of the 30 June 1993 ESSP Quarterly Report - The ECA, The MOE and Textbooks for Secondary School Students). Recommendations for secondary education are as follows:

- 1) Define basic education to be grades 1-12, rather than grades 1-8, as is being done in some of the other developing countries. (Reference: Chapman and Mahick, From Data to Action: Information Systems in Education Planning. Pergamon Press, 1993. pg. 48)
- 2) ESSP funds originally earmarked for secondary books were \$315,000. This amount would provide a set of resource books, at least, for each teacher. Minimally, authorization should be provided to expend these funds.
- 3) \$1 to \$ 2 million would provide one set of books (14) for every two students which would be enough to carry the current students through four years of high school; thus, meeting the immediate need.
- 4) Continue to search for other donor alternative funding.

The secondary education textbook issue is one of the most serious constraints currently impeding access to education in Afghanistan. This is an issue which USAID can, at least temporarily, respond to in a limited way. A positive response by USAID would greatly facilitate the rehabilitation and reconstruction of the education system in Afghanistan and would be most appreciated by the Afghans.

FOURTH QUARTER REPORT - FY93			EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						ADULT LITERACY		
Tasks/Activities	Staffing			FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q4			Q1				
		Yr1		Jul	Aug	Sep	Oct	Nov	Dec		
XIII. ADULT LITERACY: 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. Draft of Pashto version of home/family text, Learning to Read & Write (Vol. 1), completed by ECA and ready for printing. Eight small, easy to read, first level adult literacy storybooks on health and nutrition prepared. Topics included are: 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. The books each contain 8 to 10 words that correspond to the home/family literacy book.	
5. Prepare/test/publish accompanying Teachers' Guides and supplementary readings.	LT2 LT4	0.5 1.5					***	***	***	Production of cloth storybooks is a Planned Activity FY94/Q1. Training guide needs to be printed. (Note: Basic 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.										(Note: No training was scheduled this quarter. Planned Activity FY94 as program is expanded to inside Afghanistan.)	
* Instructional materials to be developed include textbooks, audio-visual aids, supplementary readings, teaching guides, and tests for evaluating effectiveness of materials.											

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FOURTH QUARTER REPORT - FY93		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN							ADULT LITERACY		
Tasks/Activities	Position	Staffing		FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS	
		Person Mos		Q4			Q1				
		Yr1		Jul	Aug	Sep	Oct	Nov	Dec		
XIII. ADULT LITERACY: Continued:											
8. Pilot test materials in courses conducted by participating organizations.				***	***	***	***	***	***	***	On-going. Four pilot adult literacy home schools were implemented in Quetta with 46 students attending. Total ESSP pilot home schools is now 10. Schools are supervised and monitored on a daily basis. Initially, eight four students, older girls and women, participated in the classes. Three women from the Peshawar home schools have now moved to Kabul and two of the older girls have transferred to a regular school as their interest and motivation were such that they decided to go school full time.
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			***	***						A summary report on the effectiveness of the adult literacy teacher training was prepared by VanEvery, UNO curriculum specialist. (See Appendix G.) Additionally, a complete report on the UNO/ESSP women's adult literacy home school project, including a descriptive study of the Peshawar pilot home school project and a design for an Afghanistan pilot home school project, was prepared by Huth, CAI home school specialist. (Note: Huth report on file with UNO/ESSP field office.)

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

BEST AVAILABLE DOCUMENT

Adult Literacy - Issues and Concerns.

Three issues are included for discussion:

- (a) documentation of the adult literacy home schools,
- (b) going to scale, and
- (c) followup/monitoring and sustainability.

The pilot adult literacy home school has been fully documented. The documentation includes a detailed descriptive study of the training, teaching and materials; research data on effectiveness; and samples of all forms and instrumentation used in the pilot program. In addition, a training manual, assessment instruments and a preliminary design for implementation inside Afghanistan have been prepared. The monitoring of other agency use and documentation of transportability will be the important next step in the implementation of the adult literacy program and materials. Issues related to the development and pilot testing phase in Pakistan have been minimal with implementation progressing as scheduled.

The "going to scale" issue includes other agency use, pilot testing inside Afghanistan (urban, para-urban and rural), and further development of supplementary reading materials in accordance with defined reading levels. Each of these items will be addressed during this next quarter as the program is transferred inside Afghanistan and field tested. On-going supervision will be a necessity during this phase. Current plans are to target the same regional education sites inside Afghanistan as included in the community/social mobilization intervention.

Lastly, is the issue of followup/monitoring and sustainability. This issue needs careful thought as monitoring of literacy attainment of women in Afghanistan will be sensitive and performing it through other agencies will be difficult. Some type of a standard reporting format will be needed if other agency use and effectiveness is to be monitored. The reading sustainability issue relates to the development and distribution of cloth storybooks appropriate to the defined reading levels and themes previously identified. Currently, eight health related storybooks have been developed at the first level of reading with more in the planning and design stage. If the program model is successful, word of mouth will help expand the program and disseminate its benefits to other communities/villages. Sustainability will be a direct attribute of community acceptance of the program.

BEST AVAILABLE DOCUMENT

FOURTH QUARTER REPORT - FY93				EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN					MONITORING/REPORTING		
Tasks/Activities	Staffing			FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q4			Q1				
		Yr1		Jul	Aug	Sep	Oct	Nov	Dec		
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.											
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. Comparison of UNO/ECA monitoring data and DC&A unit data completed for Nangarhar, Badakhshan and Takhar. A joint DC&A/UNO/ECA team re-visited 15 schools in Nangarhar, 14 were verified with 1 inconclusive due to insufficient information. Of 24 schools visited in Badakhshan 23 were verified, and of 13 schools visited in Takhar all 13 were verified. The schools all had the ECA textbooks and materials and most had good teacher and student attendance, which reflects well for ECA and current monitoring and distribution mechanisms. 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 made on textbook distributions, teacher training and the distribution/delivery processes. Meetings and discussions of UNO/ESSP staff with O/AFO and DC&A staff are in process to identify a set of monitoring indicators mutually agreeable to UNO/ESSP and the DC&A unit. Some modifications to data forms are also in process. EMIS Phase I mapping data has been gathered on 16 provinces and shared with the DC&A unit.
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 Nangarhar, Laghman and Konar. Reports are in process for the remaining 13 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				***					Rescheduled FY94. Quality assessments of classroom learning indicators to be completed by UNO/ECA data collection teams: Special Study 4-Curriculum Innovations, Special Study 5 - Student Achievement, & Special Study 7-Role of Headmaster. Headmasters and headteachers to be trained in observation indicators of quality of teaching rather than provincial authorities. School effectiveness research supports training staff at the school level. Provincial staff need to focus more on monitoring textbook distributions, curriculum schedules/attendance, school management/reports, and access to teacher training. Monitoring of quality of teaching should be at the school level.

BEST AVAILABLE DOCUMENT

FOURTH QUARTER REPORT - FY93		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						MONITORING/REPORTING			
Tasks/Activities	Staffing			FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q4			Q1				
		Yr1		Jul	Aug	Sep	Oct	Nov	Dec		
XIV. MONITORING: Continued:											
b. Target a limited number of provinces to receive training.	LT1 LT2	0.2 0.2			***	***	***				Rescheduled. Instructional supervision training for school level personnel in selected provinces is Planned Activity FY94/Q2.
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 LT2	0.5 0.5									Three regional education offices established. Three additional offices are planned for FY94/Q1 and three for FY95. Local monitoring, textbook distribution, and training activities to be coordinated through the regional education offices. As noted in Subtask 14.4.a, learning environment assessments to be implemented at school level.
5. Work with DC&A Unit in developing indicators and mechanisms for measuring project impact.	LT1 LT2	0.5 0.5	Planned Actual		*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	On-going. Development of textbook distribution and teacher training indicators common to UNO/ESSP and DC&A in process. (Ref. Subtask 14.2.)
6. Supervise monitoring function, including debriefing of monitors.	LT2	1.5			*** ---	*** ---	*** ---	*** ---	*** ---	*** ---	On-going. ECA and UNO monitoring and debriefing reports are on-file. Debriefings are attended by both ECA and UNO staff.

BEST AVAILABLE DOCUMENT

FOURTH QUARTER REPORT - FY93		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						MONITORING/REPORTING		
Tasks/Activities	Staffing			FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS
	Position	Person Mos		Q4			Q1			
		Yr1		Jul	Aug	Sep	Oct	Nov	Dec	
XV. REPORTING AND SUPPORT SERVICES: * 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"> o The first six months. o The first year of the project (First Annual Work Plan). o Life of project (projections). 	LT1	0.3								Completed FY93.
	ST1	0.9								
2. Review First Annual Work Plan with subcontractors (EDC/CA11) 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				***					Rescheduled for FY94/Q2. Because of USAID budget constraints in FY93 and further uncertainty in funding for FY94 Subtask 15.3 was rescheduled. (Note: FY94 funding is still uncertain at this time.)
	ST1									
4. Review and revise 2nd and 3rd Annual Work Plans with O/AID/Rep.	LT1				***					Rescheduled pending completion of Subtask 15.3.
5. Submit Monitoring/Reporting Plan (Tasks XVI and XVII) to O/AID/Rep.						***	***			Initial plan submitted in FY92. Revised plan to be submitted FY94/Q1-Q2.

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

BEST AVAILABLE DOCUMENT

FOURTH QUARTER REPORT - FY93		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						MONITORING/REPORTING			
Tasks/Activities	Staffing			FY93			FY94			FOURTH QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q4			Q1				
		Yr1		Jul	Aug	Sep	Oct	Nov	Dec		
XV. REPORTING AND SUPPORT SERVICES: * Continued:											
6. Submit reports:											
a. Quarterly Progress Reports	LT1	0.4		***			***				FY93/Q3 report submitted in July 1993. FY93/Q4 report scheduled for October 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/Q1.
	LT6	0.1		■	■	■	■	■	■	■	
d. End of Contract Report (Old ESSP and HTP)	LT1										Completed in FY93.
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 Henry (UNO), Faber (EDC), VanEvery (UNO), Schutte (UNO), Farr (EDC), and Ogle (EDC).
				■	■	■	■	■	■	■	
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 and Assil.)
	LT2	1.0		■	■	■	■	■	■	■	
	LT6	0.1		■	■	■	■	■	■	■	
g. Misc reports	LT1	1.4		***	***	***	***	***	***	***	On-going. Weekly activity report and other reports prepared and on-file with O/AFO and/or O/FM as required (Boardman and Klaasmeyer).
	LT6	1.2		■	■	■	■	■	■	■	
7. Provide support services in finance and administration.	LT6	12.9		***	***	***	***	***	***	***	On-going (Klaasmeyer and Weiler). Final teacher salary payments were transferred to approx. 500 ECA schools, in 20 provinces, 854 schools are now completed. Payments will be completed in FY94/Q1. A major effort is now planned in textbook distributions to provide ECA textbooks to all schools in Afghanistan. Procurement activities, accounting and logistical support for IDY consultants has been on-going.
				■	■	■	■	■	■	■	

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

BEST AVAILABLE DOCUMENT

Monitoring/Reporting - Issues and Concerns.

Two monitoring/reporting issues are included for discussion:

- (a) school salary payments/school sustainability/ECA, and
- (b) DC&A monitorings/future plans.

In April of 1992 when security and mobility inside Afghanistan improved, UNO/ESSP decided to send salaries of teachers directly inside with payment monitors. The first phase of this type of salary distribution, which included payments through 6 May 1992, started in the Summer of 1992 and was completed in the Fall of 1992. A second phase, payments from 7 May 1992 to 6 June 1993, was a main activity this past quarter with payments completed to approximately 500 schools in 13 provinces. Currently, UNO/ESSP, has salary distribution teams in nine provinces which will complete the process. Sustainability of the schools is the important issue. There is every indication that with the merging of the ECA schools with government schools, there has been a shifting of the responsibility of salaries to local shura's and the government and, in some cases, the local community. Teachers are willing to volunteer their services, if necessary, but the main issue to sustain the school is a need for textbooks. The monitoring issue becomes one of textbook distribution/monitoring. Related is the role of the ECA, which has carried the major responsibility related to the salary payment issue, both in distribution and monitoring. A downsizing of ECA is now possible. This will be a sensitive issue, but a necessary next step. Related to the salary payment transition, responsibility shifts from ECA to the government. Resolving the payment issue will be a major accomplishment as school salary payments have been an on-going concern with the UNO/ESSP since 1987. The jehadic conditions of the country, especially prior to April of 1992, continuously affected security and travel. In addition, regional/local tribal disputes, bombings and weather conditions have always made verifying schools for salary payments a difficult and challenging task.

On a recent monitoring mission by the DC&A unit of the Office of Afghan Field Operations (O/AFO) to Badakhshan and Takhar provinces, 36 of 37 schools were verified. All had ECA textbooks and materials and most had good teacher and student attendance, which reflects well for the ECA and current UNO/ESSP distribution and monitoring efforts. Still, the DC&A unit made statements in its summary report such as "Books are, however, coming in through the directorate, via the Kabul Ministry of Education.", "A majority of their teachers have only studies in madressas (religious schools) and lack formal secular education.", and "ECA has a bad reputation in the province...".

Such statements are inaccurate and incorrect. All textbooks delivered to Badakhshan and Takhar provinces were distributed directly via ECA and the provincial directorates and not the Ministry of Education in Kabul. Today, no books have been distributed to the provinces via the MOE. The teacher preparation data for the schools in Badakhshan province show 81.9 percent of teachers in Badakhshan with formal secular education and 67.0 percent at 10th grade or higher and 82.7 percent of teachers in Takhar province with a formal secular education and 54.9 percent at 10th grade or higher. In summary, more than 80 percent of the teachers in Badakhshan and Takhar received their education in formal secular schools not in madrassas (theology/religious) schools. ECA has a good reputation in Badakhshan and Takhar provinces as evidenced by requests for additional support by local commanders and educational authorities of the regime. (See Appendix H for letters of support from commanders and local educational authorities and for the Badakhshan and Takhar teacher preparation data.) The incompleteness and subjectivity of O/AFO/DC&A monitoring and reporting unit is still an issue of concern.

With completion of the teacher salary payments, future monitoring efforts will now be redirected to focus more on textbook distributions, teacher training and the delivery processes involved. Meetings and discussions of UNO/ESSP staff with O/AFO and DC&A staff have been on-going in order to identify a set of monitoring indicators mutually agreeable to UNO/ESSP and the DC&A unit. Such a set of indicators should lead to better data comparability and a more open and cooperative monitoring effort; thus, facilitating the improvement of the monitoring mechanisms of both organizations and, hopefully, lead to a resolution of the issue.

IV. FINANCIAL SUMMARY

The following Quarterly Expenditure Summary shows actual cumulative expenses for the new ESSP contract for FY92; actual cumulative expenses as of 30 September 1993 were \$7,058,025.93. Accruals in school salary payments exist due to time required for monitors to verify a school, arrival of textbooks, and the verification process needed for transmittal of salaries. Estimated accrued primary school salaries of \$48,724 are not included.

NEW CONTRACT

	92-III	92-IV	Cum Thru 09/30/92	93-I	93-II	93-III	93-IV	Cum Thru 09/30/93
ESSP TOTAL	391,199.35	1,641,633.17	2,032,832.52	993,103.36	1,130,108.46	1,287,080.35	1,614,901.24	7,058,025.93
A. TA Consul & Log Support	170,093.70	621,157.20	791,250.90	390,982.96	457,225.45	512,224.06	482,245.07	2,633,928.44
Log Support	4,449.68	184,199.62	188,649.30	22,295.23	9,799.80	54,790.12	42,283.93	317,818.38
TA Sub-Cont	30,737.39	82,981.84	113,719.23	80,368.21	168,352.14	121,470.37	152,830.96	636,740.91
TA UNO & ESSP	134,906.63	353,975.74	488,882.37	288,319.52	279,073.51	335,963.57	287,130.18	1,679,369.15
B. ECA	48,746.67	81,709.56	130,456.23	87,245.29	89,896.94	82,619.37	77,312.14	467,529.97
ECA-P	34,215.54	61,602.22	95,817.76	76,298.94	69,450.40	67,165.03	58,184.37	366,916.50
ECA-Q	14,531.13	20,107.34	34,638.47	10,946.35	20,446.54	15,454.34	19,127.77	100,613.47
C. Primary Salaries	0.00	0.00	0.00	8,213.65	16,867.36	232,741.28	448,574.06	706,396.35
Salaries	0.00	0.00	0.00	8,213.65	16,867.36	232,741.28	448,574.06	706,396.35
D. Text Books/Supplies etc.	114,536.98	572,339.34	686,876.32	360,767.12	458,097.54	353,635.28	524,588.80	2,383,965.06
Classroom Supp	7,468.80	54.44	7,523.24	0.00	2,050.31	0.00	0.00	9,573.55
Text Books	0.00	54,822.91	54,822.91	130,252.36	207,606.39	173,635.83	251,915.67	818,233.16
Transportation	11,463.58	18,893.54	30,357.12	3,232.78	5,007.11	4,518.13	3,799.83	46,914.97
Monitoring/EMIS	14,563.15	58,019.45	72,582.60	65,249.83	86,219.50	77,561.50	136,221.64	437,835.07
TT	32,678.06	92,634.24	125,312.30	134,509.54	128,720.76	109,592.40	104,157.92	602,292.92
TT-Women	10,228.86	11,731.56	21,960.42	13,604.25	20,015.12	23,774.62	28,493.74	107,848.15
Mid/Sec ED	0.00	78,385.51	78,385.51	4,367.66	0.00	(30,046.36)	0.00	52,706.81
Refugee Ed.	19,781.19	253,649.99	273,431.18	5,407.26	2,789.41	288.10	0.00	281,915.95
Refugee Ed-MTR.	8,438.60	2,053.77	10,492.37	4,128.32	5,688.91	(5,688.91)	0.00	14,620.69
Refugee Ed-Women	9,914.74	2,093.93	12,008.67	15.12	0.03	(0.03)	0.00	12,023.79
E. Functional Literacy	57,748.22	89,225.45	146,973.67	106,210.15	108,963.17	105,860.36	81,909.17	549,916.52
Literacy	417.51	692.98	1,110.49	2,434.04	11,197.75	19,393.44	9,531.05	43,666.77
IMDC	57,330.71	88,532.47	145,863.18	103,776.11	97,765.42	86,466.92	72,378.12	506,249.75
F. Scholarship	73.78	277,201.62	277,275.40	39,684.19	(942.00)	0.00	272.00	316,289.59
Scholarship	73.78	277,201.62	277,275.40	39,684.19	(942.00)	0.00	272.00	316,289.59

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EDUCATION SECTOR SUPPORT PROJECT
SUMMARY OF ACTUAL EXPENDITURES
NEW CONTRACT

	ACTUAL 05/1-6/30/92	ACTJAL 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
ESSP TOTAL	391,199.35	1,641,633.17	2,032,832.52	993,103.36	1,130,108.46	1,287,080.35	1,614,901.24	5,025,193.41	7,058,025.93
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
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
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
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
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
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
ECA-Q	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
Prim Sch	18,932.38	73,770.89	92,703.77	141,698.79	231,531.17	410,895.24	704,289.56	1,488,414.76	1,581,118.03
Salaries (1)				8,213.65	16,867.36	232,741.28	448,574.06	706,396.35	706,396.35
Classrm Supp	7,468.80	54.44	7,523.24		2,050.31			2,050.31	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
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
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
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
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
Literacy	417.51	692.98	1,110.49	2,434.04	11,197.75	19,393.44	9,531.05	42,556.29	43,666.77
Scholarship	73.78	277,201.62	277,275.40	39,684.19	(942.00)		272.00	39,014.19	316,289.59
Mid/Sec Ed		78,385.51	78,385.51	4,367.66		(30,046.36)		(25,678.70)	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
Refugee Ed Mtr.	8,438.60	2,053.77	10,492.37	4,128.32	5,688.91	(5,688.91)		4,128.32	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
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

(1) Estimated salary accruals of \$48,724 not included.

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APPENDIX A

CURRICULUM DEVELOPMENT/INSTRUCTIONAL DESIGN

- Item 1: Grades 1-6 Scope/Sequence
- Item 2: Grades 1-3 Lesson Plans (Faber)
- Item 3: Instructional Units (Ogle)

English	1	2	3	4	5	6	دري	پښتو
8 Creative Writing:							۸ نوشتن ابتکاري :	۸ ابتکاري ليکل
8.1 Write from a narrative point of view	X	X	X	X	X	X	۱.۸ به اساس نقطه نظر حکايتي مینویسند	۱.۸ د يو حکايتي نقطه نظر په اساس يې ليکي.
8.2 Interpret a picture and write about it	X	X					۲.۸ تصوير را تشریح و به ارتباط آن بنویسند.	۲.۸ يو تصوير تعبير او د هغه په باره کې يې ليکي.
8.3 Write about stories they have read		X	X	X	X	X	۳.۸ به ارتباط قصه يې که خوانده اند نوشته کنند	۳.۸ د هنر کيسو په باره کې چې لوستي يې وي، ليکي.
8.4 Write poetry				X	X	X	۴.۸ اشعار بنویسند	۴.۸ اشعار ليکي.
8.5 Write book reports				X	X	X	۵.۸ در باره يك كتاب گزارش دهند	۵.۸ د كتاب راپورونه ليکي.
8.6 Write letters to friends and relatives			X	X	X	X	۶.۸ به دوستان و اقارب نامه بنویسند	۶.۸ خپلو دوستانو او خپلوانو ته خطونه ليکي.
8.7 Write business letters					X	X	۷.۸ مکاتیب تجارتي می نویسند.	۷.۸ تجارتي ليکونه ليکي.
8.8 Write request letters				X	X	X	۸.۸ درخواستي می نویسند	۸.۸ غوښتن ليکونه ليکي.

English	1	2	3	4	5	6	Dari	Pashto
1. Culture							۱. کلتور	۱. کلتور
1.4 Customs							۲.۱ رسم و رواج ها	۲.۱. دودونه
1.4.1 Holiday:							۱.۲.۱ روز های تعطیل :	۱.۲.۱ درختی ورخی :
1.4.1.1 Religious	X						۱.۱.۲.۱ مذهبی	۱.۱.۲.۱ مذهبی
1.4.1.1.1 Eidi Ramazan	X						۱.۱.۲.۱.۱ عید رمضان	۱.۱.۲.۱.۱ کمکی اختر
1.4.1.1.2 Eidi Qurban			X				۲.۱.۲.۱.۱ عید قربان	۲.۱.۲.۱.۱ لوی اختر
1.4.1.1.3 Miladi unN			X				۳.۱.۲.۱.۱ مولود شریف	۳.۱.۲.۱.۱ مولود شریف
1.4.1.1.4 Aa shora			X				۴.۱.۲.۱.۱ عاشورا	۴.۱.۲.۱.۱ عاشورا
1.4.1.2 National :							۲.۱.۲.۱ ملی :	۲.۱.۲.۱ ملی :
1.4.1.2.1 New Year		X					۱.۲.۱.۲.۱ نوروز	۱.۲.۱.۲.۱ نوروز (نوی کال)
1.4.1.2.2 Independence		X					۳.۲.۱.۲.۱ استقلال	۳.۲.۱.۲.۱ خپلواکی
1.4.1.2.3 Eighth of saur	X						۳.۲.۱.۲.۱ هشت ثور	۳.۲.۱.۲.۱ دغوانی (ثور) اته
1.5 Health: vaccination, drugs and drugs and safe water					X		۵.۱ صحت : واکسین، داروها و آب آشامیدنی پاک	۵.۱ روغتیا: واکسین، درملونه او دڅښلو پاکې اوبه

CONCEPT CONTENT-SPECIFIC
DIVISION: LIFE SCIENCE

Grades / صنف:

بخش : علم حیات

برخه : علم حیات

English	1	2	3	4	5	6	Dari دری	Pashto پشتو
4.5 Health	X	X	X				۵.۴ صحت	۵.۴ روغتیا
4.5.1 Food	X	X	X				۱.۵.۴ غذا	۱.۵.۴ خواړه
4.5.1.1 Healthy food	X	X	X	X		X	۱.۱.۵.۴ غذای صحی	۱.۱.۵.۴ صحی خواړه
4.5.1.2 Different kinds of food		X				X	۲.۱.۵.۴ انواع مختلف غذا	۲.۱.۵.۴ د خوړو مختلف ډولونه
4.5.1.3 Five food groups in a healthy diet			X	X		X	۳.۱.۵.۴ پنج گروپ غذایی در رژیم صحی	۳.۱.۵.۴ په صحی رژیم کی د خوړو پنځه گروپونه
4.5.1.4 What the food groups do for the body				X		X	۴.۱.۵.۴ گروپهای غذایی چه عملی را در بدن انجام میدهند.	۴.۱.۵.۴ د خوړو گروپونه په بدن کی چه عمل سرته رسوی
4.5.2 Exercise	X	X	X	X	X	X	۲.۵.۴ تمرین (سپورت)	۲.۵.۴ تمرین (سپورت)
4.5.2.1 Balancing calories and exercise				X		X	۱.۲.۵.۴ توازن کالوری و تمرین	۱.۲.۵.۴ د کالوری او تمرین موازنه
4.5.2.2 Endurance						X	۲.۲.۵.۴ تمرین دوامدار	۲.۲.۵.۴ دوامدار تمرینونه
4.5.2.3 Flexibility					X		۳.۲.۵.۴ تغییر پذیری	۳.۲.۵.۴ د کریدو قابلیت

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Mathematic
Scope and Sequence
Grades 1-6

Grades / صنف

ریاضی
وسعت و تسلسل
صنوف ۱ - ۶

ریاضی
وسعت او تسلسل
تولگی ۱ - ۶

English	1	2	3	4	5	6	دری	پشتو
5 Measurements							اندازه گیری ها	اندازه کول
5.1 Length							۱.۵ طول :	۱.۵ اوژدوالی :
5.1.1 Local units of measure	X						۱.۱.۵ واحد های اندازه گیری محلی	۱.۱.۵ د اندازه کولو محلی واحدونه
5.1.2 Metric units							۲.۱.۵ واحد های متریک :	۲.۱.۵ متریک واحدونه :
5.1.2.1 Meter		X					۱.۲.۱.۵ متر	۱.۲.۱.۵ متر
5.1.2.2 Centimeter			X				۲.۲.۱.۵ سانتی متر	۲.۲.۱.۵ سانتی متر
5.1.2.3 Kilometer				X			۳.۲.۱.۵ کیلو متر	۳.۲.۱.۵ کیلو متر
5.1.2.4 Millimeter and decimeter					X		۴.۲.۱.۵ میلی متر و دیمتری متر	۴.۲.۱.۵ ملی متر او دیمی متر
5.1.2.5 Adding and subtracting metric measurement units						X	۵.۲.۱.۵ جمع و تفریق واحدهای اندازه گیری متریک	۵.۲.۱.۵ د متریک واحدونود اندازه کولو جمع کول او تفریق کول
5.1.3 Estimating lengths			X	X	X		۳.۱.۵ تخمین کردن طولیا	۳.۱.۵ د اوژدوالی ایتکل کول

Language Dept.
 Grade: One
 Subject: Dari
 Prepared: By Besmellah

Lesson Objectives:

1. Hear, say, read, write 3 letters H(Hay, Halua), P(Pay), Gh(Ghain).
2. Identify H, P, Gh at the beginning of words.

Pre - Teaching:

Students will have Brainstorm to name words that begin with those letters.

Teaching:

1. There will be two columns: one for the words that begin with the 3 letters and the other for the words that do not begin with the 3 letters.

Practice:

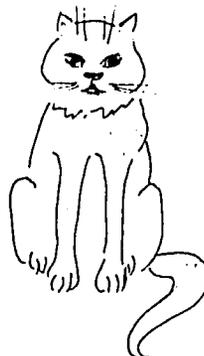
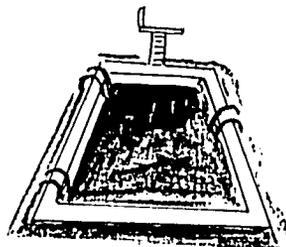
Students will practice hearing, saying, reading, and writing those words that begin with the 3 letters (H, P, Gh).

Materials:

Pictures of pond, cat, sifter, shoes, glasses.

Challenge:

Students will have an assignment to find 3 words that begin with (H, P, Gh) and 6 words that do not begin with the 3 letters.



Lesson Objectives:

1. To establish a habit of listening in the students.
2. To hear, say, write and read Bay (B) Noon(N) and Mecm(M).

Pre - Teaching:

1. Students will be told a story in which the above mentioned letters have been used intentionally and repeatedly (listening).
 2. Students retell the story and the teacher make necessary corrections if there is any (speaking).
- In order to create a concrete experience related to the lesson students will be shown printed letters, to connect their previous knowledge to the new one.

Teaching:

1. Pictures contained words of intended letters are shown to the students, and they are asked to name them.
2. Teacher himself pronounces the words and the students repeat after him.
3. Students will be helped to write the letters in different forms and positions. Teacher will demonstrate how to write them and the students follow him. These activities will continue until the students could say, read and write them correctly.

Practice:

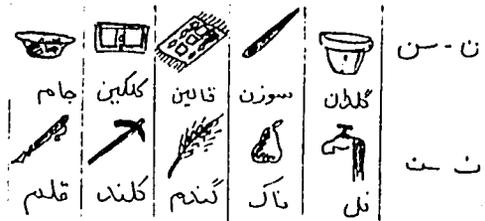
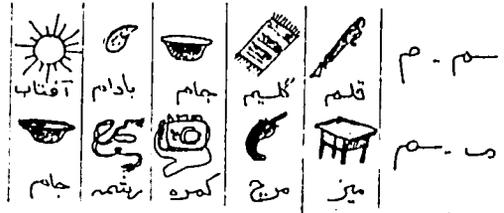
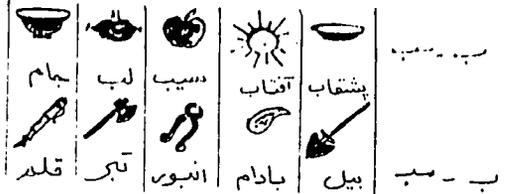
1. One of the students will be invited to name the pictures others will listen carefully and follow him as they hear them.
2. Students will be divided into groups of two one will show the form of the letter and the other will say the sound and name them.
3. Students are asked to write the letters in the air as they were shown by the teacher.
4. Students are wanted to copy these letters from the chalkboard.
5. Students are asked to fill in the missing letter in the word.

Challenge:

Students will have an assignment to say three words which contained Lam(L) and six words don't contain Lam.

Checking for Understanding:

1. Students should be able to recognize all these letters in different situations as in books, newspapers and Magazines etc.
2. Students should teach these letters to other students as they were taught to them.



Teacher's Guide Page with Student Text

Lesson 1.

Objective:

To develop sense of mathematical curiosity and reasoning on names of things places and persons.

Vocabulary: Name, thing, place and person.

Materials: Real objects, pictures of objects, places and persons.

Time: 30-45 minutes

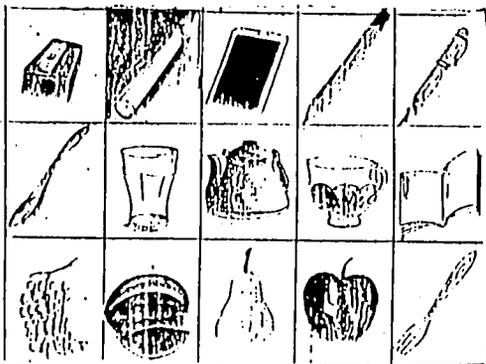
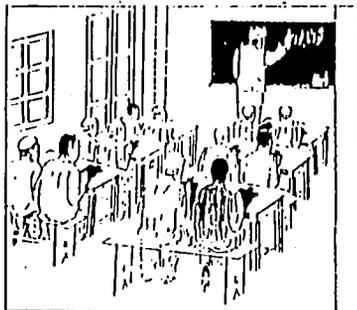
Teaching stages:

1. Pre-teaching stage: Ask students, where do they live? Name the street, county, village, town, etc. How did they come to school? name the means. Who did drive the means? Which letters did you learn in language Art, name them? What did you learn in science about living and non-living things? List some names of living and non-living things.
2. Teaching stage: Put objects, pen, pencil, ball-pen, book, note-book, ruler, duster on a table. Have volunteer students come forward and ask them to tell the name of each objects. Then ask names of things in classroom (window, black-board, ceiling etc). Encourage students to name some more places, things and persons.
3. Practicing stage: Have students to answer questions on students book-P.1. What do you know from looking at the picture? What do you need to find out? Can you name the objects which you use to write on or to write with?

Challenge Questions:

Have students ask friends about names of two things, three places, and two persons.

Answer the questions of your teacher.



P.1

Chapter 2 / Lesson 1

Lesson Objective:

Identify, name and classify different kinds of fruit trees and fruit less trees, grasses, vegetables, crops, and flowers of their community. Students will understand that these things are living things. With their ways of multiplication, protection and uses.

Pre -Teaching:

Ask students if they can name some living and non living things. Have students suggest ways to determine the difference between living and non living things.

Teaching:

1. Provide a picture with charts flash cards.
2. What plants do you grow ?
3. See around you every day ? answers include trees, flowers, grass. The Teacher divide students into groups and use think pair and share.
4. Names the vegetables and fruit trees fruitless trees and grasses that the students know.

Lesson Vocabulary:

grasses
trees
vegetables
flowers
crops
community

Materials:

Samples of living and non - living things, Leaves, Insect, Pencil, Seed, Hen, Gravel, Chalk, water, Cup, Shoe, Flower, Bone, book, Apple or any other fruit, Branch of tree, chair and child.

Living things and non living things.

God has created the living and non living things



1

fig.(1)

Challenge:

Have Interested students ask friends, neighbor or family about caring for living things. Have them find out how people keep their animals and plants healthy ?

Bicycle move. Are they alive ?

Time: 30 minutes

SUMMARY OF WHOLE LANGUAGE TEACHING AND LEARNING

1. Teacher chooses a subject to study for 1 - 2 weeks. It is a subject she thinks the students will enjoy. She thinks of many different activities that may be done to help students learn about this subject. These will be literacy and social studies.
2. Students and teacher together make the plans for what they will do. Students will think of different activities. Some may draw pictures, some may build, some may explore outside of the school, some may write stories. These activities are both student-centered and help teach the curriculum,
3. One story or book may be read by all students so there is common information. The story should be read as quickly as the students can read and enjoy it. The students and teacher decide how many days to read.
4. Students composing their own ideas is important in whole language. The teacher models how our ideas can be written. She writes a morning message for students to read.
5. The teacher helps students understand that their ideas and thoughts are important. The teacher writes what students say. The teacher asks students to read their own ideas. She tries to show that literacy is natural and fun.
6. Children write their ideas. They read what other children write.
7. Children do many activities on the topic. They continue to learn more about their topic. They work in groups and with partners. They talk about the topic and learn during the week.
8. Students talk with their families about the topic. They share what they are learning. They may share what they write and draw.

The more students can read the more they will learn.
The more students can write the more they will learn.
The more activities students do the more they will learn.
Natural, enjoyable activities help students learn quickly.

Whole Language Practices

1. Each day read to children
Each day write with children
Daily message, Language experience
2. Build around children's interests
 - Encourage
 - Do units of study
 - Brainstorm possibilities
 - Ask students what they know
 - Create many activities
 - * Learning styles
 - Have group work
 - Plan with the children
3. Use all language modes -
 - speaking
 - listening
 - reading
 - writing
 - thinking

Homes in Afghanistan

Concepts: There are many kinds of homes in Afghanistan
Each kind of home meets needs of
the people - cultural needs
physical needs

Homes are made from local materials

Goals: Students will appreciate why people make different
kinds of homes
Students will learn about 7 kinds of homes

Materials: Book: Homes in Afghanistan
Graphic organizer
K-W-L sheet
Paper & pencils to draw & write note books
Pictures (if teacher can bring) of houses

Activities: (4MAT)
1. Draw a picture of my house/home.
2. Write about my home.
3. Read stories - Mullah Naz

Activities for Unit on Houses in Afghanistan

1. Write about your own home. Read the story to the class.
2. Draw a picture about a house in another part of Afghanistan, put it on the map of Afghanistan.
3. Write on the chart "What we Learned". Do your own chart and then write on chalkboard for class.
4. Make a small house like one in the book.
5. Think of your own special project about houses and do it.

Students can choose their own projects to learn more about houses in Afghanistan.

Dr. Ogle
ESSP, 1993

APPENDIX B

**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 July to 30 September 1993)

INSTRUCTIONAL MATERIALS/AIDS

(a) Primary School and Literacy Level

	<u>Quantity</u>	<u>Type</u>
1. Dari/Pashtu Alphabet Chart	2,500	Posters
2. Usage of Dari Alphabet	2,500	Posters
3. Usage of Pashtu Alphabet	2,500	Posters
4. Multiplication Chart	2,500	Posters
5. Afghanistan Map	2,500	Posters
6. Dari/Pashtu Five Times Chart	2,500	Posters
7. Dari/Pashtu Word and Sentence Board	2,500	Boards
8. Mathematics Board	2,500	Boards
9. Circular Calculation Board	2,500	Boards
10. Cloth Globe	3,190	Globes

(b) Middle School Level

1. Skeleton Chart	2,000	Posters
2. Blood Circulation Chart	2,000	Posters
3. Chemical Elements Chart	2,000	Posters
4. English Alphabet Chart	2,000	Posters

(c) Reading Books and Kits

1. Illustrated (8) Page Cloth Books for Grades 1-3 Reading Reference Material Who Caught the Farmer's Hat (Pashtu)	3,500	Volumes
The Race between Wind and Sun (Pashtu)	4,000	Volumes
Almighty God is One (Pashtu)	4,000	Volumes
Bundle of Sticks (Pashtu)	4,000	Volumes
2. Scientific Kits (7 items)	700	Sets

SUPPLEMENTAL SUPPORT MATERIALS

(a) Training Materials/Kits

1. Master Teacher Training Charts Dari/Pashtu (8 items)	4,000	Posters
2. Black Board (size 36"x 24")	600	Boards

(b) Miscellaneous Aids

1. Instructional Kit/Cloth Bag	4,500	Bags
2. Carpentry of Airconditioners/Main Office	19	Units
3. Tailoring of Curtains/Main Office	20	Offices
4. Repairing of Doors/Main Office		
5. Information Bulletin Boards for Main Office, TTP and Research and Planning	10	Boards
6. Making of Four Desks and Four Chairs for Practice Class for Instructional Design		

APPENDIX C

PROFESSIONAL DEVELOPMENT

- Item 1: Whole Language Workshops (Ogile)
- Item 2: Research Workshops (Farr)

CONSULTANT REPORT - DONNA M. OGLE

SCOPE OF WORK:

To work with the long term advisors to develop a model structure for training specialists and teacher trainers:

In the use of "Whole Language" methods, strategies and techniques by transferring those used where English is the medium to teachers in classrooms where Persian or Pashtu is the language of instruction.

In the use of "Whole language" methods, strategies, and techniques across the curriculum in science, social studies and mathematics

1. To provide a series of workshops for adult literacy teachers, teacher trainers and instructional design specialists on Whole Language theory and methods using as a focus one of the books developed by the project on Homes in Afghanistan.
2. To work with the Instructional Design specialists and the Master Teacher Trainers to continue the development of the curriculum for primary grades.
3. To visit the female adult literacy teachers in Quetta and Peshawar to support their efforts in developing a curriculum for home schools
4. To work with the female adult literacy program in the development of a series of very easy reading books that communicate themes of health and nutrition

WORK SCHEDULE:

Week One:

1. Conducted a series of three workshops for the Instructional Design team, ECA members and the male master teacher trainers on Whole Language methods and strategies (20 in attendance)
2. Conducted a series of four workshops for the Female Teacher trainers and the Adult Literacy Teachers on Whole Language Methods and Strategies (28 in attendance)

Week Two:

1. Met with the Instructional Design team in Language Arts to begin to find ways I could be helpful in their process. We defined critical issues, and began to outline a structure for thinking of a weekly model of learning.
2. Conducted a full day workshop for adult literacy teachers in Quetta on Whole Language theory and strategies

3. Visited four classes of home schooling and discussed teaching with the teachers
4. Visited demonstration school class

Week Three:

1. Met regularly with language specialists to develop the design for the language curriculum for grade one
2. Developed the model for lesson writing for grade one and worked with Amouzgar in writing the materials that provide the overview of the total curriculum scope and sequence and grade level objectives

Week Four:

1. Conducted two workshops with the female teacher trainers on how to develop weekly curriculum guides for the language arts program
2. Developed a plan for simple books for the adult literacy program based around themes of health and nutrition.
3. Visited home school to become more familiar with the progress of these classes after being implemented for two months.

REPORT ON ACCOMPLISHMENTS:

During the first two weeks I presented a series of workshops to Instructional Design Specialists, Master Teacher Trainers, ECA members and Literacy Teachers about whole language. I was given excellent help in planning for this series during a meeting in Omaha with Howard Faber, Ivalyn VanEvery and Jerry Boardman prior to this visit. They suggested that I use one of the books that had just been produced by the Project, Houses in Afghanistan, develop a plan for how to use this book as a focus for teaching using a whole language orientation and do some demonstration teaching. The workshop was four days: the first day outlined the foundations of whole language in the research on how children learn language and in learning theory. The subsequent three days were based around the theme Houses in Afghanistan. On the second day I explained how I conceptualized a week of instruction to develop concepts in social studies and skills in language arts. I provided a model of a week's activities so the participants could understand the planning process. Then I asked them to participate in a series of activities that are consistent with the philosophy of integration of social studies and language arts by using the content of social studies as the basis for learning. Each day activities involving writing, reading and speaking were designed to model the importance of language in thinking and learning.

I have worked primarily with the language team to design a model for the beginning curriculum that includes oral language as well as writing and reading. Several issues needed to be addressed and we have constructed a design based on weekly units of instruction that include stories and learning the alphabet within this meaningful context. From the beginning of instruction teachers will tell interesting stories to their students. Later students will read stories in their texts. From these the skills of the alphabet and writing will be developed. Pacing of instruction is also an issue. Based on their experiences with the demonstration school we decided not to teach each letter in all forms initially. Rather we are teaching the letter in initial position and only introducing for recognition the letter in middle and final forms. Teams of specialists will write weekly plans using the model developed by Dr. Faber - pre-teaching, teaching, practice and application with evaluation occurring throughout the week as well as on the sixth day.

My recommendation is that the language team develop a timetable for the production of weekly plans. We have assigned particular weeks in the first grade curriculum to individuals and teams so they know their areas of responsibility. The women master teacher trainers have learned how to design weekly plans and have started four weeks of lesson plans. It would be good to continue to have them complete these and they could do so under the direction of Amouzgar. The 17 weeks of lesson plans will then be piloted by three groups - the instructional specialists, the female master teacher trainers and the male master teacher trainers. With this in mind the final form of the curriculum should be practical and sound.

The model of whole language is new and at each step all those writing and using the ideas need support and encouragement. Sharing how students respond and what they learn through the activities will help the groups gain confidence in what they do.

**Research Workshops by
Grant Farr/EDC Consultant**

Item 2

During this consultancy four workshops were conducted:

Sampling Techniques

Date: August 24, 1993

Location: UNO/ESSP

Audience: Approximately 20-25 members of the UNO/ESSP staff and members of the ECA.

Content:

This workshop discussed the issues involved in taking an unbiased and representative sample in Afghanistan. Various sampling approaches were presented and the advantage and disadvantage of each was discussed. Issues of determining the appropriate sample size and how to select samples so as to reduce sampling error were examined. Examples from the Special Studies were used. (See Attachment I)

Data Gathering Techniques

Date: August 26, 1993

Location: UNO\ESSP

Audience: Twenty to twenty-five members of the UNO/ESSP and members of the ECA.

Content: This workshop presented the three basic types of data gathering techniques; observation, interviews, and questionnaires. The advantages and disadvantages of each were discussed. Examples from Special Studies 2 and 3, and from the Phase I of the EMIS survey were presented. How to write and ask questions was discussed. (See Attachment II)

Research and Planning

Date: September 1.

Location: UNO/ESSP Quetta sub-Office

Audience: Twenty members of the Quetta UNO/ESSP staff and members of the Quetta ECA office.

Content: This was the first part of a two day workshop to bring the Quetta office up-to-date on the operations of the Office of Research and Planning and on the value of data based planning. The EMIS data base model was presented and explained, and the data being gathered presently in Phase I of this study were discussed. The purpose and nature of the Special Studies were discussed. The need for accurate and objective data in the planning process was emphasized.

Basic Study Design

Date: September 2

Location: UNO/ESSP Quetta sub-office

Audience: Twenty or so members of the Quetta UNO/ESSP staff and members of the Quetta ECA office.

Content: This workshop covered the basic steps in planning and implementing a research project.

APPENDIX D

COMMUNITY STUDIES

**Aggregate Responses for
Herat, Nangarhar, and Paktya/Khost**

**UNO/ESSP/R & P
COMMUNITY SURVEY RESULTS
SPECIAL STUDIES II & III
(Aggregate Responses & Percentages)**

Name:

Occupation: Headmaster/teacher (33)
 T Student (4) Laborers (6)
 o farmer/land owner (130)
 t Chieftain/Commander (63)
 a Mechanic/Mason/Carpenter (18)
 l Imam/Molavi (30) Driver (10)
 = Police (4) Shepherd (5)
 390 Businessman/shopkeeper (20)
 Rt.Officer (1) Officer (30)
 Mujahid (32) Doctor (4)

Province: (1)Nangarhar, (2)Paktia/Khost (3)Herat

Community/Village: (1)Khowizy, Kot, District/Town: (1)Gowshta, Khogiani, Rudat,
 Memla, Tuto, Sultanpur, (2)Henarak, Sorkhrud, Shirzad, (2)Tanai,
 Toor Kheil, Mia Kheil, Saltak, Jaul Kheil, Dand-wa-Patan,
 Patan, (3)Sia washan, Ziaratjah, (3)Ghorian, Zindajan, Guzara
 Barnabad, Stonan, Zinda Jan

STUDY II:

1. Are you in favor of school support?

Yes: 372 95.38% No: 18 4.62%

If yes, what kind of support are you able to offer for the local school? Please indicate your type of 1st and 2nd priority support by selecting one or more items of the following choices.

ITEMS	1st Priority	2nd Priority	Description
Cash money	28	36	
Cattle	24	25	
Teacher salary	8	21	
School Construction	33	77	
School Maintenance	166	89	
School furnishing	9	20	
Labor	47	15	
Land	21	13	
Other types of support	22		
No ability to donate	34		

2. Have you ever contributed to a school?

Yes: 150 38.46% No: 239 61.28% No answer: 1 0.26%

or do you regularly and voluntarily contribute?

Yes: 284 72.82% No: 105 26.92% No answer: 1 0.26%

Reason: Poverty

3. In your view, who is the most eligible authority to collect the people's contributions.

- Community chief: 71 18.20%	- Local commanders: 9 2.31%
- A committee of community elders, school principal, and local Commanders: 205 52.56%	- Local School personnel: 94 24.2%
- None of the above: 3 0.77%	- Authority you suggest: 8 2.05%

4. Are you ready to pay a school fee for your children's education, if you are required to do so?

Yes: 90 23.08% No: 299 76.67% No answer: 1 0.26%

If 'no' provide your reason briefly:

- * (1) poverty: 235 (78.60%)
- * (2) no Answer: 64 (21.40%)

* percent from (299)

STUDY III:

1. What is your opinion about education? Please reveal your idea, what so ever, by choosing one of the following options.

- Education is very important for the society: 386		98.97%	
- Education is good but not important: 3		0.77%	
- Education is not important for the society: 0		0.00	
- I don't know: 1		0.26%	

2. Do you think girls should be educated?

Yes:245 **62.82%** No:141 **36.15%**

No answer:4 (1.03%)

If **yes**, what level of education is appropriate for them?
Please check one of the following options.

a. Literacy level:50	20.40%	b. Primary level:125	51.04%
c. Secondary Level:36	14.70%	d. Univer. level:33	13.46%
d. Other suggestion : 1 to PHD level 0.40%			
* [percent from (245)]			

3. Have you been currently sending some/all of your male school-age children to school?

Yes:313 **80.25%** No:57 **14.62%** No Answer:20 **5.13%**

4. Are any of your female children currently enrolled in school?

Yes:167 **42.82%** No:223 **57.18%**

If no, please give your reasons:

* [percent from (223)]

(1) tradition	: 124 (55.60%)
(2) no security	: 15 (6.72%)
(3) no separate school:	69 (30.95%)
(4) no answer	: 15 (6.72%)

5. Under what conditions would you send your girls to school?
Please give your opinion:

-under Islamic law	: 206
-security	: 36
-women teachers	: 09
-only religion teachers:	4
-to be taught in homes :	5
-separate girls school :	88

6. Do you often meet with the school administrative body in the form of PTA or otherwise to improve the school situation?

Yes:230 **58.97%** No:158 **40.51%** No Answer:2 **0.52%**

If **yes**, which of the following best explains your school-community participation?

- Meeting	: 212
- Counselling:	83
- Supervision:	57

7. Do you see any problem related to the local school?

Yes: 340 **87.18%** No: 3 **0.77%** don't know: 44 **11.28%** No Ans.: 3 **0.77%**

If **yes**, please specify the nature of the problem by checking one of the following options.

- Financial: 320	<input type="checkbox"/>	- Administrative: 54	<input type="checkbox"/>
- Instructional: 169	<input type="checkbox"/>	- Disciplinary: 51	<input type="checkbox"/>
- Other Problems: 100	<input type="checkbox"/>		

8. What solution do you suggest to deal with the school problems? Give your suggestions:

- government assistance : 187
- organization assist. : 131
- community assistance : 123
- sch. construction : 118
- textbook/sch. facil. : 95
- teacher/salary increase: 98

9. What kind of support have you provided so far or are you going to provide to the school in the future? Please expose your ability/willingness to help the school by choosing one or more items given in the boxes below.

	<u>past</u>	<u>future</u>
Voluntary teaching	-40- (10.26%)	-120- (30.76%)
Operation of curriculum side in term of content, method, and implementation	-28- (7.18%)	-67- (17.18%)
Assistance in school decision making such as student/teacher attendance, hiring teachers, supervision, etc.	-33- (8.46%)	83- (21.28%)
Assistance in school advisory such as school days, instructional hours, shifts, etc.	-28- (7.18%)	-54- (13.85%)
No response:	-261- (66.92%)	-66- (16.92%)

10. Does your family have any handicapped member as a result of the war?

Yes: 137 **35.14%** No: 251 **64.35%** No Answer: 2 **0.51%**

If 'Yes' how many? 201

11. Did you lose any of your family member(s) last year?

Yes:84 21.54% No:304 77.95% No Ans.:2 0.51%

If yes, how many:108

12. What's the age of your youngest child (one year or less old)?

217 55.64%

13. The following question contains brief information about your family members characteristics, please write down the exact number of your family members falling in each category in the boxes given below.

	Total # of Family		# can read Quran only		# can read books too		#can simply read & write		# having frml.Educ.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
#by gender▶	2447	2111	709	556	328	111	408	44	252	35
%by gender▶			28.97	26.34	13.40	5.26	16.67	2.08	10.30	1.66
%overall ▶	53.70	46.30	15.55	12.20	7.20	2.44	8.95	0.96	5.53	0.77
Grand total: 4558										

Note: Each respondent is classified in only one category (i.e., categories are mutually exclusive)

Thank you for providing the above useful information. If you have any suggestion or comments please do not hesitate to mention.

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APPENDIX E

**EDUCATIONAL MANAGEMENT INFORMATION SYSTEM
(EMIS)**

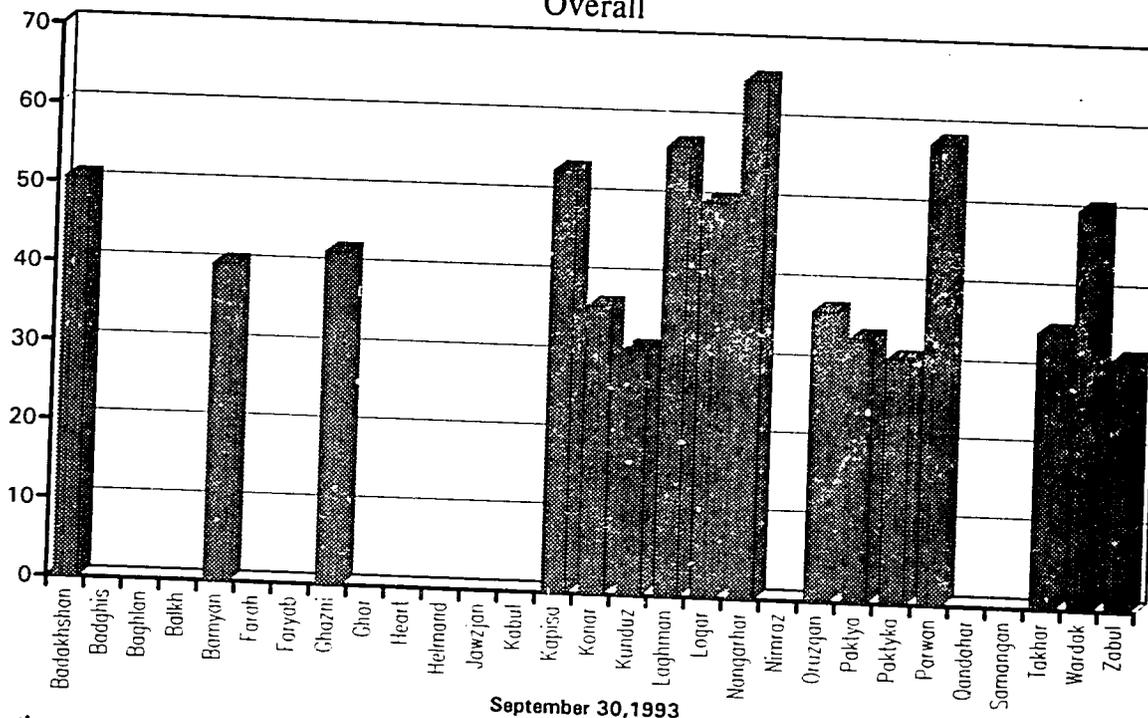
- Item 1: School Statistics/Graphs (16 Provinces)
- Item 2: School Statistics/Tabular (16 Provinces)
- Item 3: Map - Nangarhar, Laghman, and Konar
(Location of Schools)

Item 1: School Statistics/Graphs (16 Provinces), Includes the Following Charts:

1. Percentage of Teachers Qualification by Province - Overall.
(Chart 1 - Black and White)
2. Textbook per Student Ratio - Overall.
(Chart 2 - Color)
3. Percentage of Boy/Girl Enrollment by Grade - Overall.
(Chart 3 - Color)
4. Percentage of Boy/Girl Enrollment by Grade - Urban.
(Chart 3a - Black and White)
5. Percentage of Boy/Girl Enrollment by Grade - Rural.
(Chart 3b - Black and White)
6. Percentage of Female Enrollment by Province - Overall.
(Chart 4 - Black and White)
7. Student-Teacher Ratio by Province - Overall.
(Chart 5 - Color)
8. Percentage of Female Teachers by Province - Overall.
(Chart 6 - Color)
9. Percentage of Female Teachers by Province - Urban.
(Chart 6a - Black and White)
10. Percentage of Female Teachers by Province - Rural.
(Chart 6b - Black and White)

Percentage of Teachers Qualification by Province

Overall



Grade 10-12 Qualification

September 30, 1993

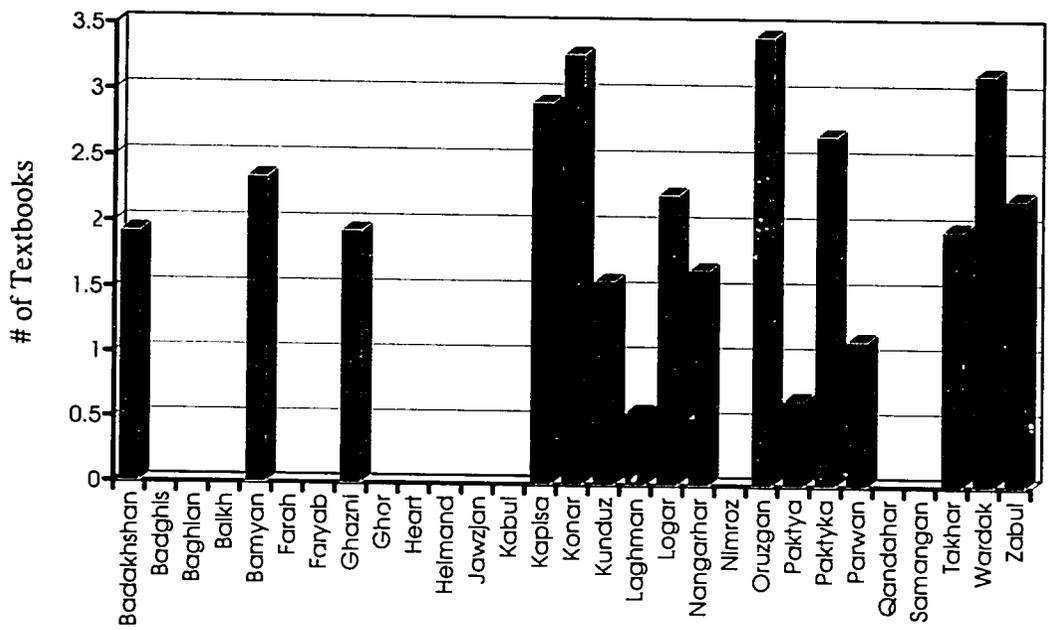
All Schools

Chart 1

67

Textbook per Student Ratio

Overall



Average # of Textbooks per Student = 2.10

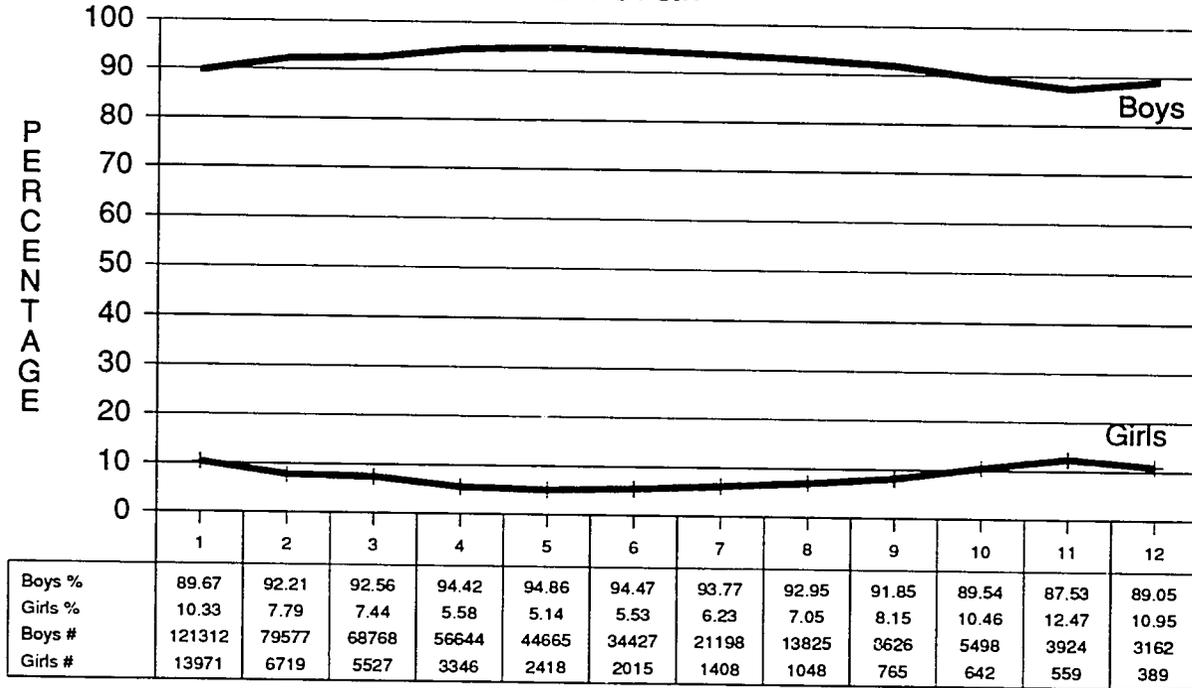
September 30, 1993
All Schools

Chart 2

89

Percentage of Boy/Girl Enrollment by Grade

Overall



— Boys % — Girls %

School Statistics in 16 Provinces.

September 30, 1993

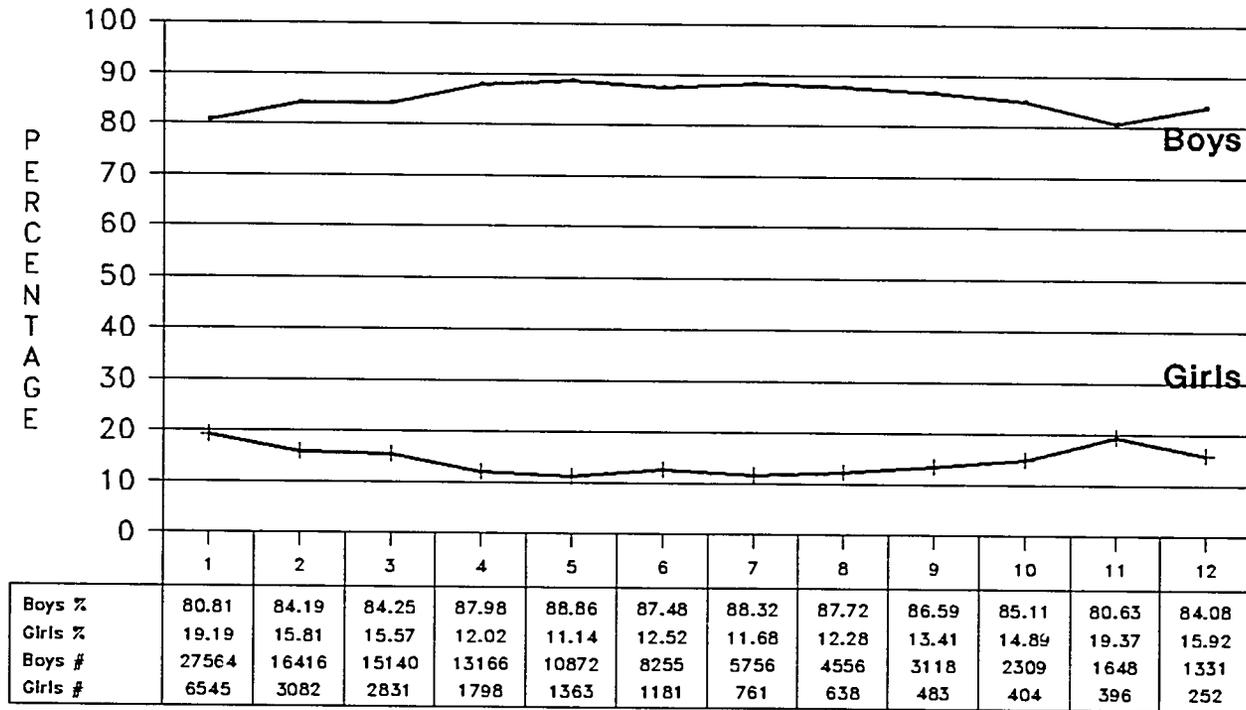
All Schools

Chart 3

139

Percentage of Boy/Girl Enrollment by Grade

Urban



School Statistics in 16 Provinces.

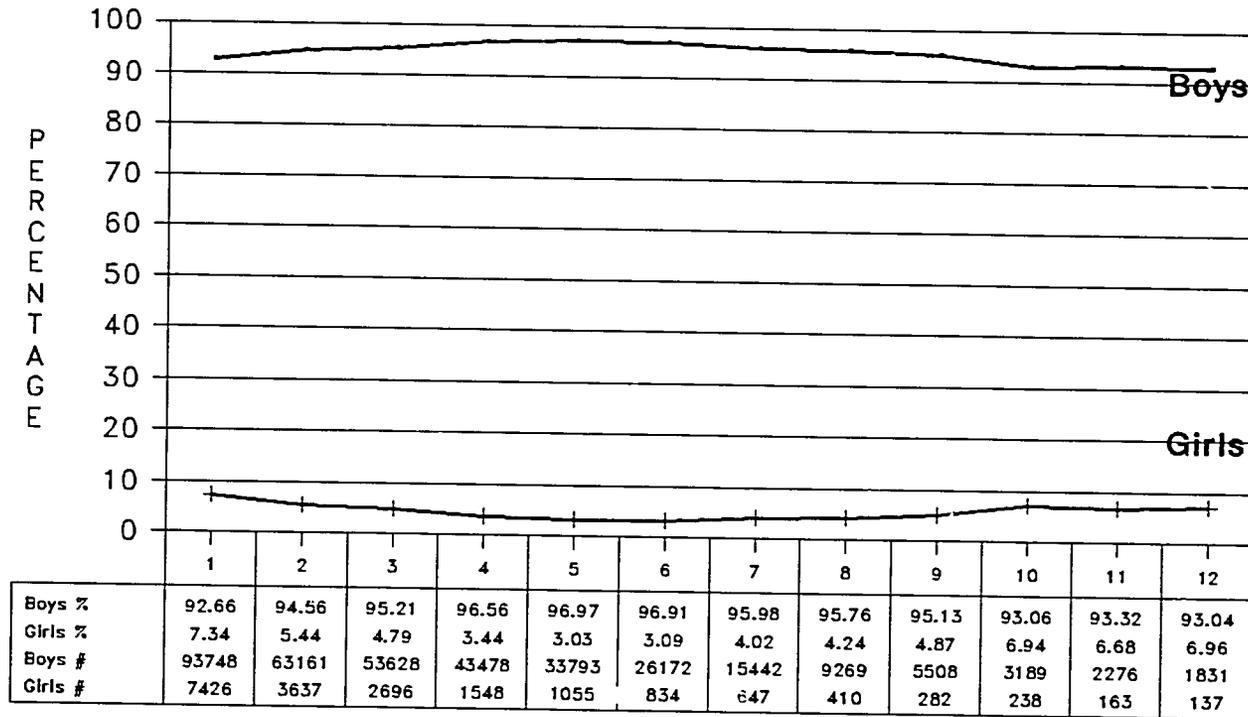
— Boys % + Girls %
 September 30, 1993
 All Schools

Chart 3a

170

Percentage of Boy/Girl Enrollment by Grade

Rural



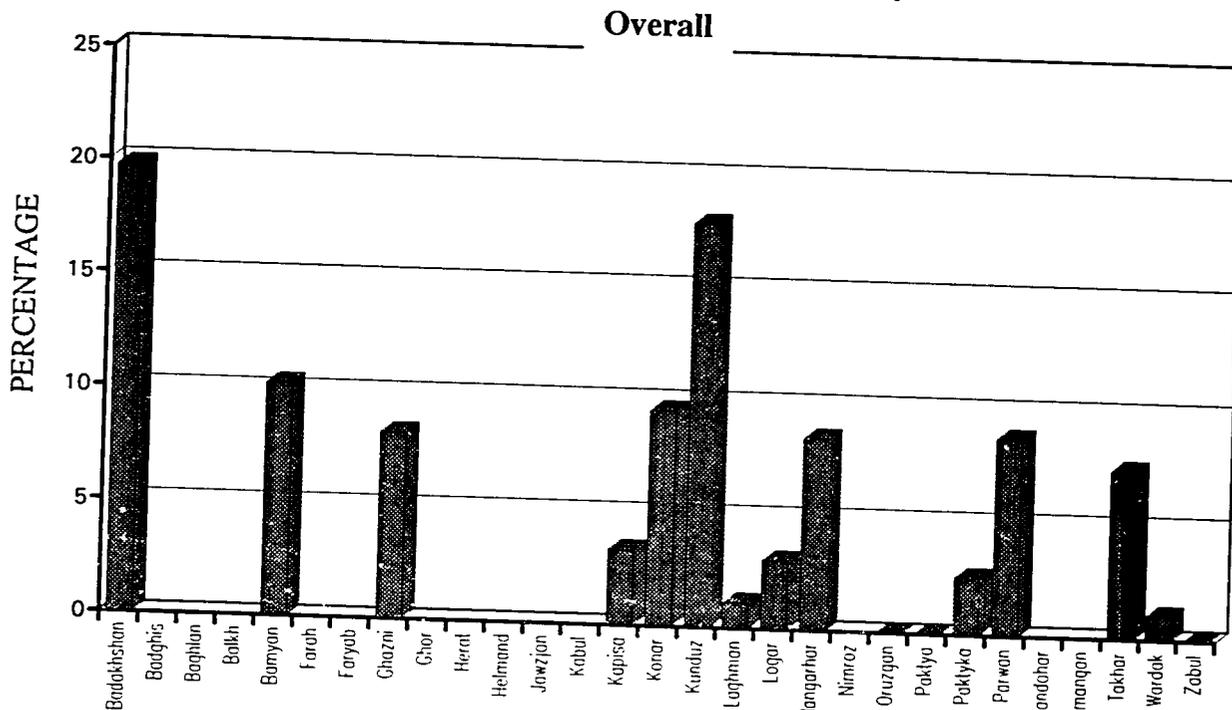
— Boys % + Girls %

School Statistics in 16 Provinces.

September 30, 1993
All Schools

Chart 3b

Percentage of Female Enrollment by Province



Total Female Enrollment in 16 Province = 38807
 Average % of Female Enrol. in 16 Province = 7.65

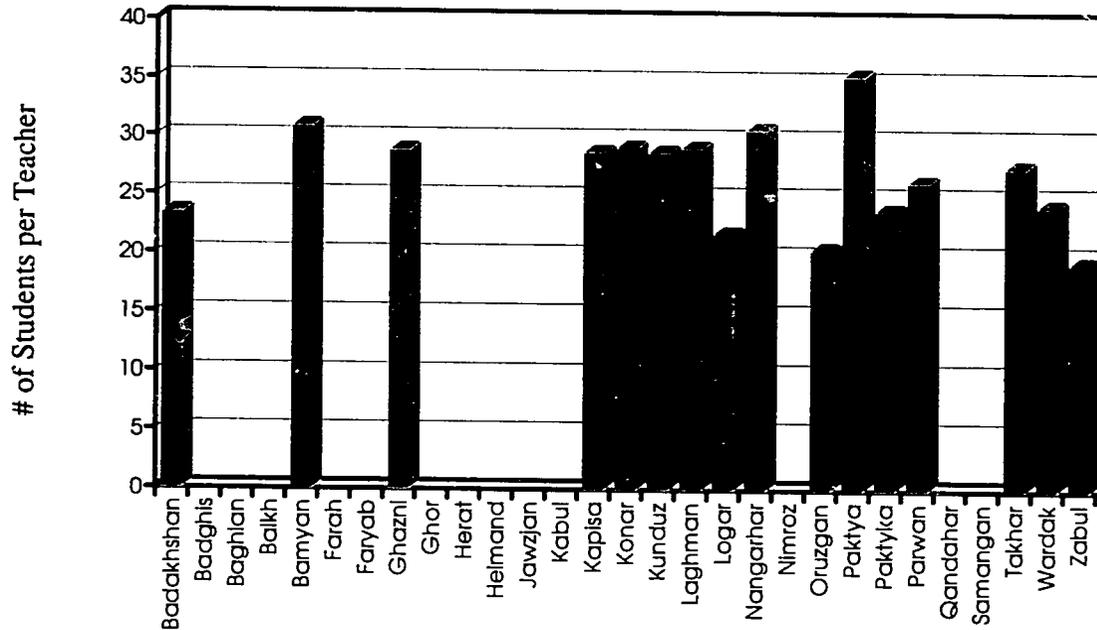
September 30, 1993

All Schools

Chart 4

26

Student-Teacher Ratio by Province Overall



Average Student-Teacher Ratio in 16 Province = 26.70

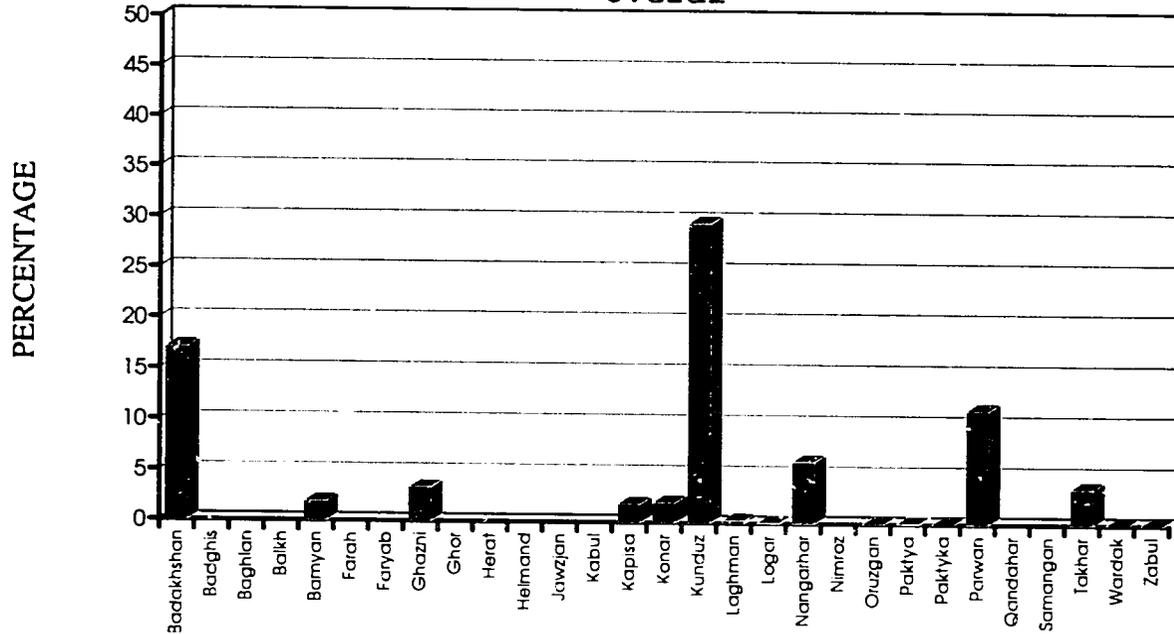
September 30, 1993
All Schools

Chart 5

173

Percentage of Female Teachers by Province

Overall



Total # Female Teachers 16 Province = 1173
 Average # Female Teachers per Province = 73.31

September 30, 1993
 All Schools

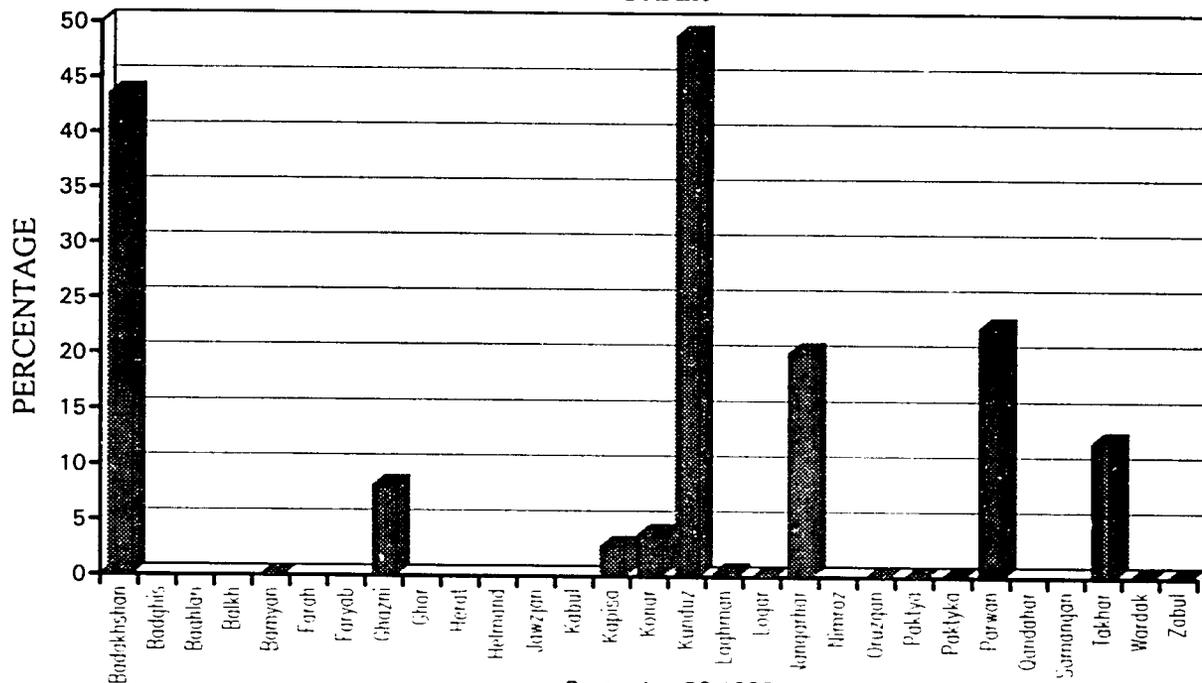
Average % of Female Teachers in 16 Province = 4.83

Chart 6

h1

Percentage of Female Teachers by Province

Urban



Total # Female Teachers 16 Province = 858

Average # Female Teachers per Province = 53.62

September 30, 1993

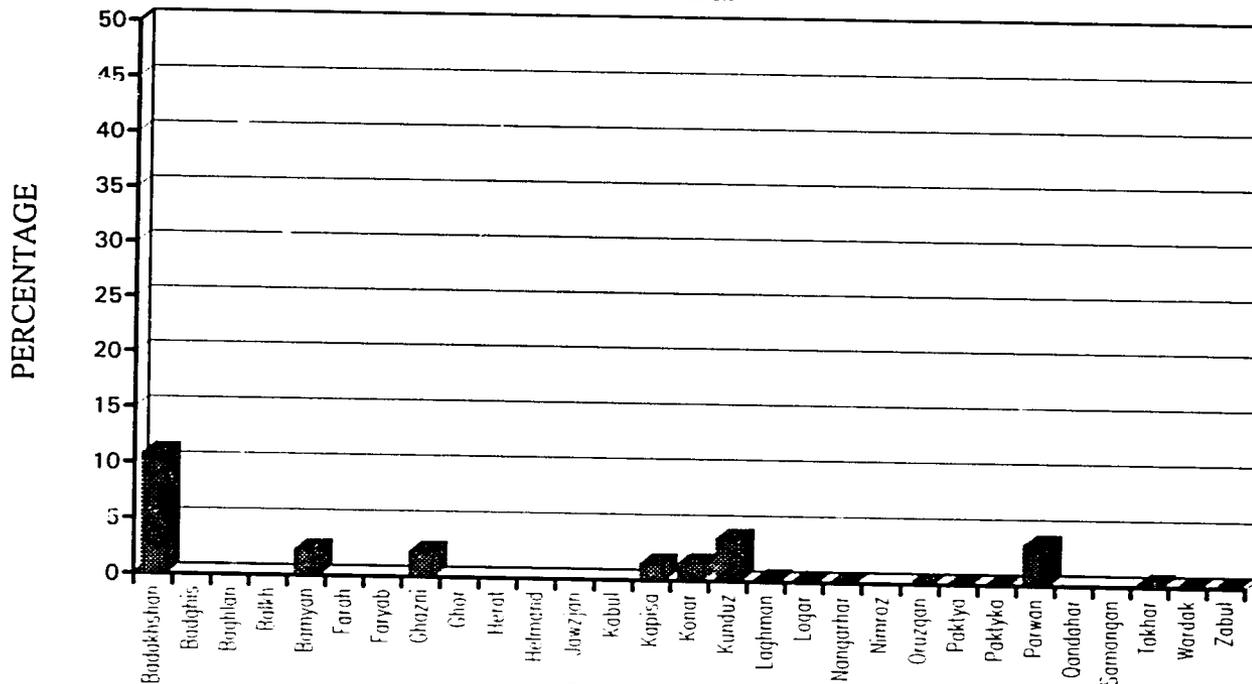
All Schools

Average % of Female Teachers in 16 Province = 10.17

Chart 6a

56

Percentage of Female Teachers by Province Rural



Total # Female Teachers 16 Province = 315

September 30, 1993

Average % of Female Teachers in 16 Province = 1.68

Average # Female Teachers per Province = 19.68

All Schools

Chart 6b

96

SCHOOL STATISTICS (percentage/ratio) FROM 16 PROVINCES (PRIMARY SCHOOLS)

Item 2

Province	Men Teacher urban	Women Tchr. urban	ratio men/women	Men Tchr. rural	Women Tchr. rural	ratio men/women	% boys urban	% girls urban	ratio boys/girls	% boys rural	% girls rural	ratio boys/girls	% schools girls only	% schools co-ed.	% schools are girls
Kapisa	26.23	0.78	33.67:1	71.77	1.21	59.21:1	24.9 ^e	0.48	52.35:1	71.50	3.06	23.37:1	5.13	5.98	11.11
Parwan	27.02	8.71	3.10:1	61.59	1.21	22.98:1	23.2 ^e	4.72	4.91:1	66.79	5.28	12.64:1	7.64	5.56	13.19
Mardak	9.21	0.00	0.00	90.79	0.00	0.00	9.9 ^e	0.16	61.11:1	88.95	0.96	92.90:1	1.45	2.17	3.62
Logar	48.00	0.00	0.00	51.82	0.00	0.00	44.9 ^e	0.30	0.00	52.40	2.41	21.78:1	0.70	10.56	11.27
Ghazni	17.32	1.55	11.17:1	79.18	1.95	40.52:1	15.2 ^e	3.99	3.82:1	76.44	4.35	17.59:1	0.00	11.98	18.23
Paktya	7.38	0.00	0.00	92.54	0.08	0.00	7.1 ^e	0.00	0.00	92.81	0.00	0.00	0.00	0.76	0.76
Mangarhar	22.13	5.94	3.72:1	71.85	0.08	0.00	22.8 ^e	6.68	3.42:1	68.89	1.58	43.67:1	0.62	18.03	19.25
Laghman	38.89	0.15	0.00	60.82	0.15	0.00	38.3 ^e	0.00	0.00	60.59	1.07	56.60:1	1.56	3.11	4.69
Konar	18.42	0.79	23.25:1	79.41	1.39	57.29:1	21.5 ^e	2.89	7.45:1	68.15	7.42	9.18:1	5.21	16.67	21.88
Badakhshan	11.08	8.07	1.37:1	72.19	8.65	8.34:1	14.8 ^e	5.18	2.86:1	66.08	13.92	4.75:1	10.67	17.33	28.00
Takhar	23.61	3.38	6.98:1	72.71	0.23	0.00	32.5 ^e	5.69	5.72:1	59.91	1.89	31.73:1	3.11	5.59	8.70
Kunduz	28.33	27.53	1.03:1	42.89	1.25	34.27:1	37.6 ^e	14.60	2.54:1	45.59	2.77	16.48:1	1.41	23.94	25.35
Zabul	9.89	0.00	0.00	90.11	0.00	0.00	10.3 ^e	0.00	0.00	89.62	0.00	0.00	0.00	0.00	0.00
Oruzgan	54.43	0.00	0.00	45.57	0.00	64.87:1	0.0 ^e	0.00	35.13:1	0.00	0.00	0.00	0.00	0.00	0.00
Bamyan	21.27	0.00	0.00	78.51	0.22	0.00	16.8 ^e	2.47	6.83:1	75.85	4.83	15.70:1	8.43	4.82	13.25
Paktyka	0.63	0.00	0.00	99.37	0.00	0.00	0.9 ^e	0.00	0.00	96.51	2.56	37.75:1	4.17	1.39	5.56
Average %/Rt.	21.39	4.63	4.57:1	72.31	1.67	43.28:1	21.99	3.94	5.50:1	70.35	3.72	18.90:1	4.36	9.65	14.01

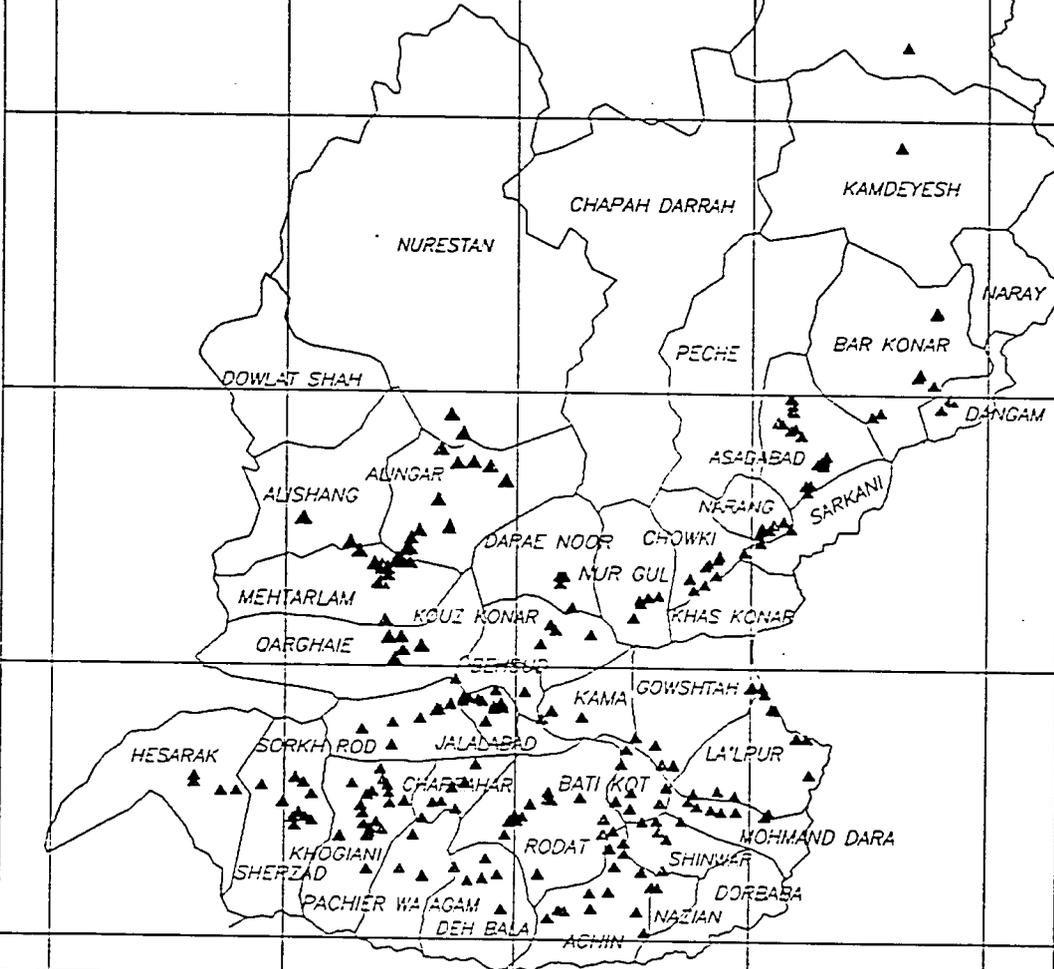
SCHOOL STATISTICS (raw numbers) FROM 16 PROVINCES (PRIMARY SCHOOLS)

Province	Men Teacher urban	Women Tchr. urban	ratio men/women	Men Tchr. rural	Women Tchr. rural	ratio men/women	# boys urban	# girls urban	ratio boys/girls	# boys rural	# girls rural	ratio boys/girls	# schools girls only	# schools co-ed.	# schools are girls
Kapisa	303	9	-	829	14	-	8,323	159	-	23,835	1,020	-	6	7	13
Parwan	484	156	-	1,103	48	-	10,767	2,193	-	31,001	2,453	-	11	8	19
Mardak	111	0	-	1,094	0	-	2,811	46	-	25,175	271	-	2	3	5
Logar	528	0	-	570	1	-	10,452	70	-	12,198	560	-	1	15	16
Ghazni	257	23	-	1,175	29	-	6,417	1,682	-	32,209	1,831	-	12	23	35
Paktya	93	0	-	1,166	1	-	3,007	0	-	39,870	0	-	0	1	1
Mangarhar	551	148	-	1,789	2	-	17,533	5,120	-	52,840	1,210	-	1	30	31
Laghman	266	1	-	416	1	-	7,411	0	-	11,717	207	-	1	2	3
Konar	93	4	-	401	7	-	3,157	429	-	10,117	1,102	-	5	16	21
Badakhshan	210	153	-	1,368	164	-	6,632	2,316	-	29,564	6,229	-	24	39	63
Takhar	314	45	-	967	3	-	11,777	2,064	-	21,735	685	-	5	9	14
Kunduz	249	242	-	377	11	-	9,644	3,800	-	11,863	720	-	1	17	18
Zabul	9	0	-	82	0	-	187	0	-	1,615	0	-	0	0	0
Oruzgan	43	0	-	36	0	-	1,073	0	-	581	0	-	0	0	0
Bamyan	97	0	-	358	1	-	2,151	320	-	9,828	626	-	7	4	11
Paktyka	3	0	-	473	0	-	106	0	-	10,986	291	-	3	1	4
Total #	3,611	781		12,204	282		101,626	18,199		325,134	17,205		79	175	254

77

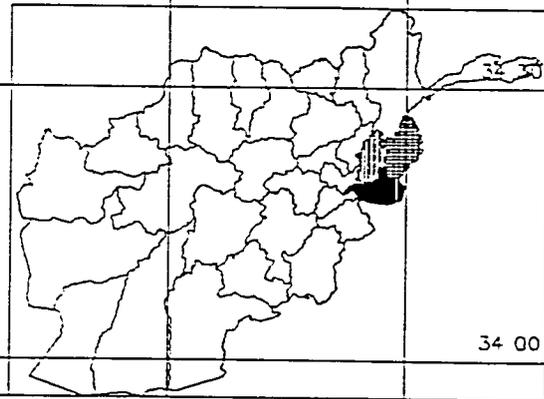
PROVINCES OF KUNAR, LAGHMAN
& NANGARHAR

ZONE NO. II
LOCATION OF SCHOOLS



LEGEND

SCHOOLS ▲



35 30

35 00

34 00

86

APPENDIX F

EQUITY COMPONENT

**Design of Social Mobilization Campaign
(Mayer/Al-Faqih)**

Toward Gender Equity:

A Social Mobilization Campaign for Afghanistan

University of Nebraska at Omaha/Education Sector Support Project
Peshawar, Pakistan

- I. Overview What is social mobilization? What are the goals in Afghanistan? Why will this help Afghanistan?

 Benefits of female education:
 Family health & education
 Social development, equity, democracy
 Environmental development
 Sustainability of all development efforts

 How will it work? Testing cultural integration
- II. Background Creative Associates Int'l team
 (Doe Mayer & Zuheir Al-Faqih)
- III. Problems No schools for girls
 Female illiteracy
- IV. Asking Questions -- What is a "KAP" survey? Where is it done?
- V. Program A. Designing & Pre-testing the information campaign
 Quran, Hadith, Health, Education, Development
 B. Offering it through awareness workshops
 C. "Outreach" to women:
 Using available resources:
 NGO, clinics, bazaars, other
 D. Target Audiences, Target Locations
- VI. Results Measuring success -- another KAP
- VII. Organization -- Who at ESSP?

List of Specific Tasks

Month 1: Develop, organize, select, prepare staff, materials, and questionnaire

1. Become familiar with every aspect of the program, resources, and people involved
2. Identify and contact other NGO/PVO groups that can become a social mobilization "outreach" element as described in report (a list of agencies is included in the report)
3. Review, collect, and file information pertinent to communication campaigns, such as the brochures from Creative Associates and UNESCO women's literacy materials, if found
4. Review, revise "Knowledge, Attitudes & Practices" (KAP) survey questions as necessary; translate and prepare KAP survey and team-training programs in Dari (for Herat teams) and Pashto (for Khost/Jalalabad teams)
5. Compile and review particular advantages/drawbacks of each target area; discuss with potential members of KAP survey teams
6. Review the qualifications of potential KAP survey and the Education Awareness Workshop (EAW) team members; interview and select KAP and EAW teams
7. Meet with IMDC to identify materials that must be pre-tested; since KAP team can also test these materials, getting them ready by the end of the first month would be useful
8. Engage women ESSP Social Mobilization administrators to have early view of campaign elements, preparation

Month 2: Train, launch KAP teams

9. Begin KAP training; note any questions that might invite hedging by respondents; discuss ways to handle potential issues; revise questions as necessary; discuss fall-back positions to unforeseen events
10. Stress the need to collect accurate and complete data
11. If materials are ready for pre-testing, add this task to KAP teams' duties

12. Review survey teams' three task areas:
 - conducting KAP questionnaire
 - pre-testing IMDC materials (if available)
 - contacting local "outreach" groups and obtain name/location/description
13. Send KAP teams out as soon as possible
14. Prepare database to receive KAP responses; determine output forms; hire and train temporary data entry operators if possible to speed input phase
15. Select male EAW team members that will go to target locations once the survey has been completed and pre-test of materials has been completed; pre-testing of follow-up materials can be sent with EAW teams and returned from the field
16. Prepare EAW training agenda

Month 3: Train, launch EAW teams; receive raw KAP data and materials pre-test

17. Approve final EAW program messages; consult with IMDC on any revisions and on follow-up materials
18. Begin training EAW teams;
 - review goals, materials, procedures
 - moderate briefings by KAP teams to EAW counterpart teams
 - discuss fall-back options
 - present field support activities: identifying influentials, supporters, local NGO/health offices for follow-up activities- assign task of gathering/verifying availability of outreach support organizations/individuals in villages
 - review timeline
19. Conduct "mock" EAW training using specially prepared ESSP staff who simulate "difficult customers;" review results, discuss appropriate reactions; document and use as model for TT module (noted below) during Phase Two of campaign
20. Begin process of keypunching KAP data; formulate recommendations on ways to better focus activities and materials as indicated by preliminary review of research; revise IMDC materials according to pre-test results
21. Send workshop teams out; distribute materials, supplies. There is no need to hold EAW team back until KAP data is evaluated as this may take more than a month

Month 4: Convene Gender Equity Task Force for mid-term; prepare support materials and dissemination plan; organize outreach activities

22. Convene Gender Equity Task Force and hold pre-pilot launch update session; review KAP results, recommendations. Discuss outreach plans to contact women in villages regarding institutionalizing Home Schools; review feasibility of conducting EAW for/by women in urban and suburban settings; seek ideas for implementation
23. Prepare follow-up materials for distribution when teams return with information

Month 5/6: Launch outreach and support materials; prepare Second KAP follow-up evaluation

24. Develop plan, materials for formal women's outreach similar to EAW, as recommended by Task Force
25. Pack and prepare appropriate materials to be sent to support organizations
26. Conduct follow-up KAP survey to evaluate success of pilot program
27. Design module to work with Master Teacher Trainers to accomplish two goals: (a) gender-sensitization - helping girls in schools strive to achieve despite customs that bolster boys first (use research results from ESSP/Andrea Rugh studies); and (b) ways to work with rural and urban communities to impart sense of proprietorship and gain community support for education

Month 7: Obtain debriefing from EAW teams, document their findings; conduct follow-up KAP evaluation

28. Evaluate KAP data when teams return and analyze success/failures
29. Convene Gender Equity Task Force to report pilot final results, obtain input
30. Re-design communication plan and launch Phase Two of campaign in broader area; include outline of plan to send women teams directly to selected locations to develop Home School benefits and ways of implementing adult literacy program in their communities and to follow-up on efforts to increase awareness of benefits of girls' education

APPENDIX G

ADULT LITERACY/WOMEN

**Effectiveness of Adult Literacy Teacher Training
Interviews (VanEvery)**

Research of Effectiveness of Adult
Literacy Teacher Training

Interviews (Dr. Ivalyn VanEvery)

1. Have you taught prior to teaching in the home school? If yes, are there any differences between teaching in your previous school and teaching in the home school?

The unanimous answer to prior teaching experience and differences in regular school and home school was - YES. Differences noted include: Teaching needs to be very basic. I could not speak English with my students. I had 25 students before now I have 5. The adult students learn more slowly and need more help than younger student. They expect more respect and need more attention in order not to become discouraged. There are chairs and tables in schools but non in home schools. The children do not have any other responsibilities - their minds are more active than adults. Adults are more experienced and they realize and remember more quickly. We need to be more kind to adults, otherwise they will become discouraged. Some methods used in regular schools are not useful for a home school, like role play.

2. Which instructional techniques are you using in the home school?

Unanimous answer - Repetition, question and answer, demonstration, lecture. Others were paired work, silent reading and discussion.

3. What diagnostic tool was used to identify the teachers' knowledge during the first week of home school classes?

They were evaluated orally because they were completely illiterate and could not read and write. Some were asked to write the letters of the alphabet and to count and then write numbers.

4. What is the average amount of time you spend preparing your lesson for the next day?

The consistent answer was 90 minutes. Some said it varies according to the subject. Dari and math, where materials are needed, take more time than Quran and Islamic studies.

5. How many students do you think should be in one home school class?

Answers ranged from a minimum of 5 to a maximum of 20. One-half of the respondents said 5 minimum, 11 maximum.

BEST AVAILABLE DOCUMENT

6. Do you think the teaching methods that you learned in the Literacy Training Course were appropriate for the adult learners?

The methods taught were both useful and good. They were question and answer, demonstration, lecture and repetition. One response included that a detailed lesson on teaching methods would have been helpful.

7. How will you know at the end of the course if your students are literate?

A unanimous answer - testing and evaluation.

8. What do you think is the purpose of home school instruction?

To make women literate. To teach the daughters of these families who do not allow their daughters to go to school even though they wish to be literate.

9. What are the benefits of having a supervisor?

She helps solve problems and shares personal experiences. It also has a positive effect on the literacy students when she visits.

10. What would you like the supervisor to do that would assist you in your teaching in the home school?

Help solve problems, and suggest materials and aids to assist in teaching. Analyze and evaluate my teaching.

11. Is the two hour block of time a good time frame to work with the female adult learners?

Just right - any shorter and they would not have time for the whole lesson; any longer would interfere with family responsibilities. If more students are added then we might need one-half hour more.

12. Why do you think your students were successful?

They are interested in learning. The materials and methods were effective. They attended regularly. The students felt relaxed and at home by being so close to their house.

13. Do you think home schools should be continued in the future?

Yes, it is very useful for the women who are not allowed by their men to go out of the house. It is the best way to educate women who because of cultural and environmental conditions can not learn away from home.

14. After your supervisor observed your teaching, what feedback did you receive?

We meet together and discuss the methods I used and she gave me suggestions. Also problems are discussed in the twice monthly meeting.

15. What suggestion would you give the teachers teaching in a home school for the first time.

She must be patient and friendly and relate the lessons to their daily lives. She needs to be strict about attendance and being on time. The rules need to be made clear on the first day. She must make a plan and then implement it. The materials needed should be prepared and used at the proper time. Take the tests seriously. Talk to the family or the owner of the house immediately after a problem has occurred. The amount of homework should not exhaust the students. Share with the students the benefits of literate people and literacy.

16. What would be the best program for preparing teachers to teach adults in the home schools?

A seminar lasting from one to two months related to literacy and including teaching methods in detail. It should be specific and to the point.

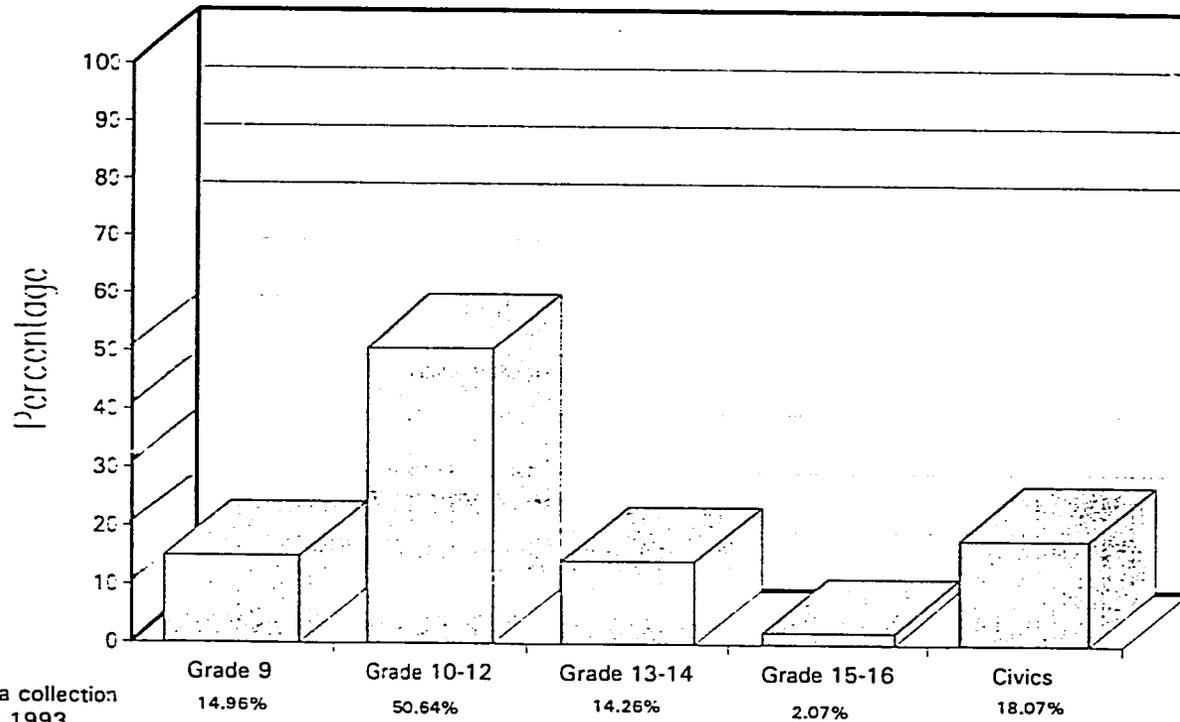
APPENDIX H

BADAKHSHAN AND TAKHAR

Item 1: Teacher Qualifications

Item 2: Letters of Support

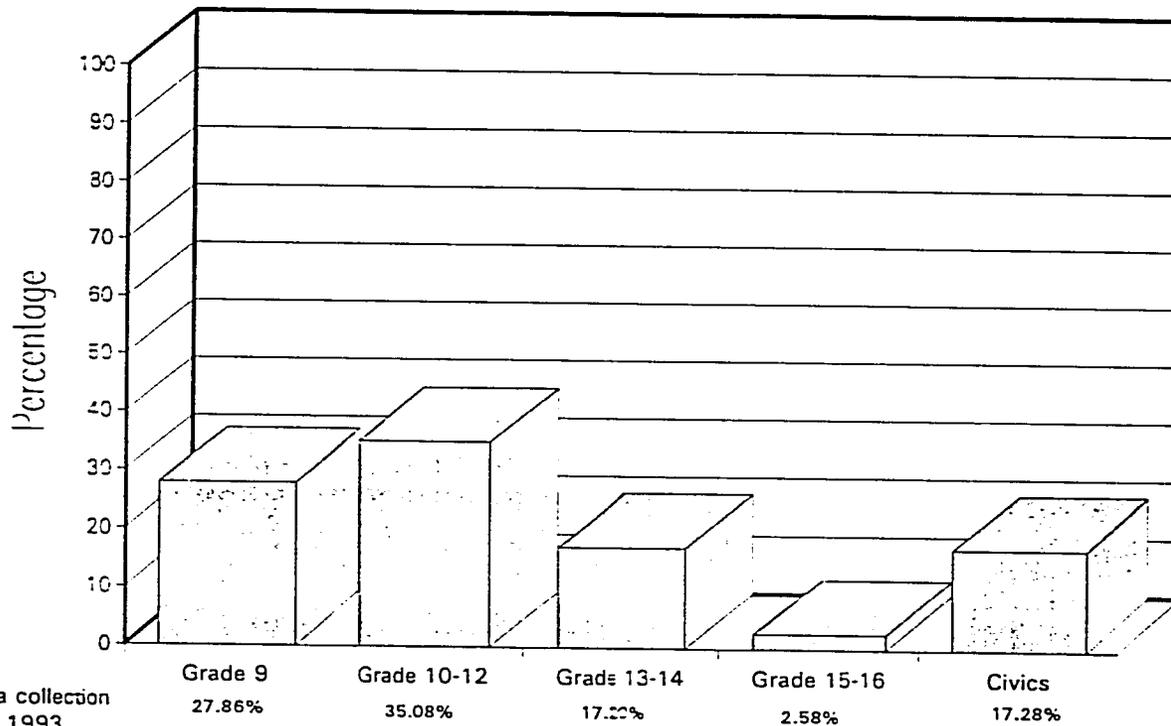
Percentage of Teacher Qualification in Badakhshan Province Overall



Per R & P data collection
Dated August 1993

68

Percentage of Teacher Qualification in Takhar Province Overall



Per R & P data collection
Dated August 1993

017

Takhar Provincial Office
Administrative Department

Date: 16 September 1993

To: Honorable Head of UNO/ESSP Office:
Accept my greetings;

Dear Sir,

As I have the information, your center (UNO/ESSP and ECA) is planning to move its educational programs inside Afghanistan and to form a Northern zone. I was informed as to the establishment of a center proposed for the four northern provinces.

Since the problems of education in Takhar province are very serious; the textbooks and instructional materials for the ECA schools related to districts in the remote areas of the province are insufficient; therefore I am asking for the ECA and UNO/ESSP continuing cooperation in this respect. Hoping that you can give us a helping hand in this educational campaign to the extent possible.

We fully agree with you on the setting up of an education center which could take care of affairs relating to the honorable office (UNO/ESSP and ECA) in the four provinces (Baghlan, Kunduz, Takhar and Badakhshan). We are ready to put a building at the disposal of your center and to assure the security of the center, its personnel and belongings.

Therefore, I am introducing Mr. Mohammad Nabi (Nabil) to you so that an education center can be transferred through him to Takhar province.

With Regard,

Engineer Sayad Ahmad (Roeen)
Governor of Takhar Province

Takhar Provincial Office
Administrative Department

Date: 16 September 1993

To: Honorable Head of UNO/ESSP Office:
Accept my greetings;

Dear Sir,

We are aware UNO/ESSP and ECA have a plan to establish an Education Center for the four northern provinces (Baghlan, Kunduz, Takhar and Badakhshan).

Since, we are facing immense problems in regard to the education affairs in Takhar province; therefore, we hope that the esteemed office establishes the Education Center in Takhar province so that our problems can be resolved. We assure you concerning the providing of a building for the center and provision of security measures for the center, its staff and belongings.

With Regards,

Commander Pir Mohammad
Commander Qari Mohammad Sediq
Commander Matlab Beg
Commander Haji Aqa Gul and Commander Abdul Qayom Beg

Date: September 11, 1993

To: Honorable Head of UNO/ESSP Office:
Accept my greetings:

Dear Sir;

I hope you can continue to successfully pursue your mission under the light of the blessings of the Almighty God.

The ECA team, which sometime back come here from Peshawar as per letter No. 3448 dated 05/28/72 issued by Executive Department ECA, visited the teaching programs of schools related to Badakhshan province. They paid the salaries to those eligible and did a good job.

At present education is active all over Badakhshan province by the blessing of Almighty God. All districts and jehadic formations are working through one point (Education Department). The schools are supplied the ECA textbooks and instructional aids from this department.

Presently, we have 50,000 students in (high, secondary and primary) schools, one dormitory and a teacher training center. The institutions are taught by 3000 teachers.

We are in urgent need of more textbooks and instructional materials. In addition, we are in need of notebooks, chalk, color-pencils, paper, ruler, black-boards, audio visual materials and whatever you can provide to us.

Whatever instruction is issued by your side is acceptable and can be performed.

Please do not forget us!

Thank you in advance for your cooperation.

With Regards,

Murad Mohammad
Head of Education Dept.
Badakhshan Province

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Islamic State of Afghanistan
Badakhshan Province
Education Department
Military High Council

Date: September 7, 1993

To: Honorable Head of UNO/ESSP Office:
Accept My Greetings:

Dear Sir;

Esteemed brothers, Abdul Basir and Baha-U-Deen, who were assigned by UNO/ESSP and ECA to survey the level of professional skills of the teachers of the primary schools of Badakhshan province have arrived to Faizabad. According to the terms of the letter, after review and making some necessary verifications, some 16 expert teachers were selected out of which 8 will be introduced for training in the seminar.

We will proceed to prepare the way for holding the seminars. In this connection, a facility has already been located for which the team has indicated its approval, the next necessary action should be taken by your side. We will be obliged if the honorable office keeps us informed in this regard. The Education Department expresses its appreciation to the members of the team who suffered a lot due to some hardships and difficulties in visiting Faizabad as they had to move by walking and also to wait for several days to hold the proper meetings for the seminars.

With Regards,

Murad Mohammad
Head of Education Department

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APPENDIX I

BRIEFING PAPER

BRIEFING PAPER

EDUCATION SECTOR SUPPORT PROJECT (ESSP)

30 September 1993

I. 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 30 September 1993 were approx \$7.2 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/Kabul. ESSP expatriate staffing includes five positions.

II. 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.

III. 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, two regional offices
 - . 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)	41 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	
	Narcotics 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

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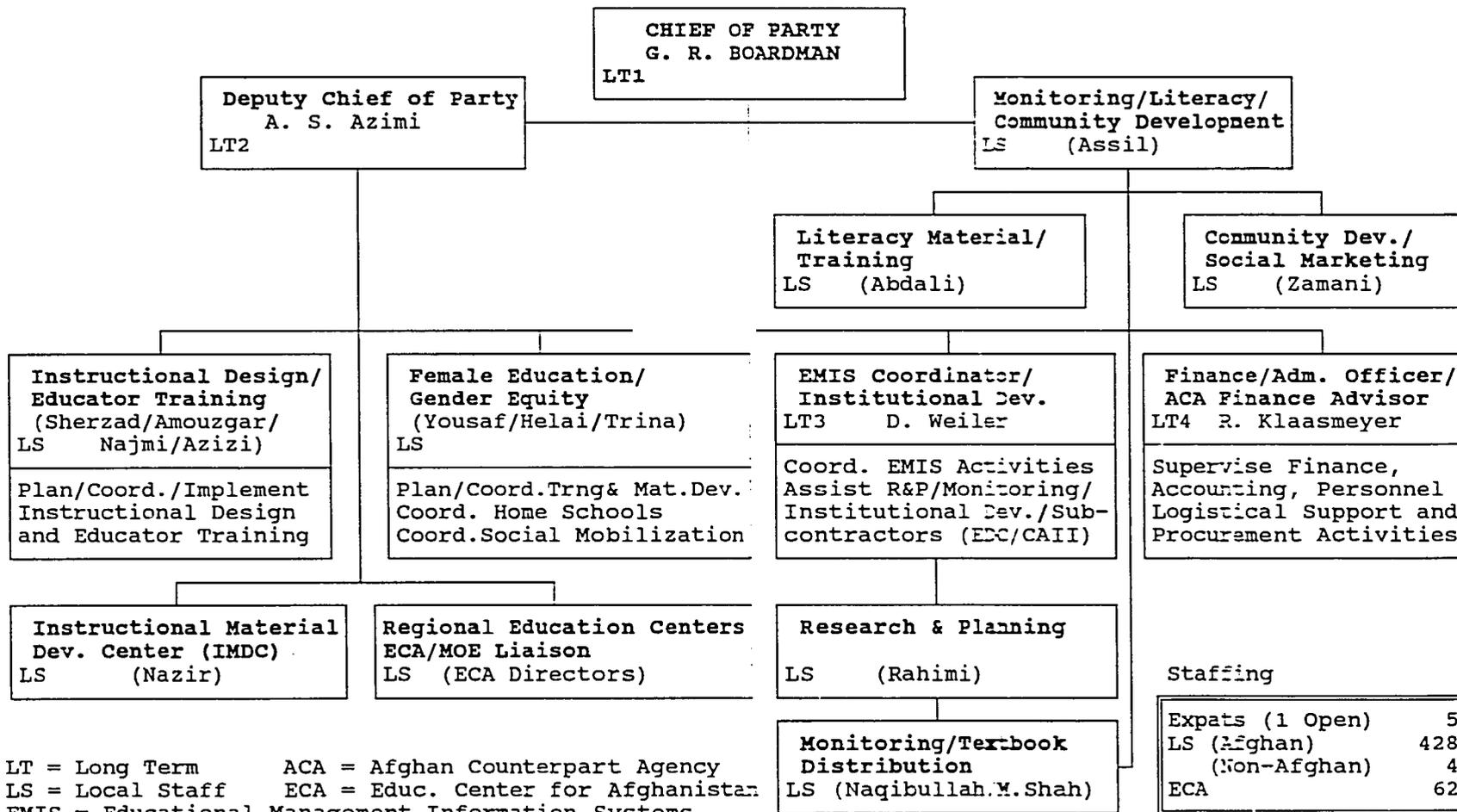
IV. Summary of Accomplishments - ESSP (May 1992 thru September 1993)

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. (16 Provinces)</u> Surveyed ECA Supplied Girls/Coed	<u>Schools</u> 1,803 1,550 254	<u>Students</u> 472,376 (gr. 1-12) 408,000 (gr. 1-9) 15,405 (gr. 1-8)	
C.	<u>Textbooks</u> Gr. 1-6 Gr. 7-9 Gr. 10-12	<u>Distributed</u> 2,508,218 644,777 47,782		
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; 31 Home School Lesson Units for Gr. 1-2; and 4 Pedagogy Resource Books (two in process).			
E.	<u>Material Development</u> Primary/Literacy Language/Math (Primary) Storybooks (Primary) Scientific (Primary) Scientific (Middle)	<u>Kits</u> 15,880 15,130 ----- 2,581 5,215	<u>Quantity</u> 95,280 43,120 74,100 18,067 20,860	<u>Type</u> Charts/Maps (6 kinds) Boards (3 kinds) Cloth (12 kinds) Math/Sc.Aids (7 items) Charts (4 kinds)
F.	<u>Teacher Training</u> Specialist Facilitators (M-16) Master Teacher Trainers (M-40, F-31) Teacher Trainers (M-10, F-7) ECA Classroom Tchrs (M-1250, F-119) Ref.Schls Classroom Tchrs (F-218)	<u>Number</u> 16 71 17 1369 218	<u>Program</u> training training training training training	<u>Trng Period</u> 6 months 16 weeks 10 weeks 4-5 weeks 4-5 weeks
G.	<u>Literacy</u> Learning to Read and Write (3 books): Home/Family (Vol.1), Farmers (Vol.2) and General Adult (Vol.3), each 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 (6 months)	<u>Textbook/Material Development/Training</u>		
H.	<u>Scholarships</u> 45 Particip. (contd.)	6 ret.	39 in-prog.*	0 out-of-status
I.	<u>Manpower Training</u> Peshawar (male) Peshawar (female) Quetta Hayatabad Maruf Ghazni	<u>Skills Area</u> Office/Trade Office Trade Auto Trade Trade	<u>Stdts Enr</u> 213 43 175 89 52 120	<u>Stdts in-prog.*</u> 150 34 124 78 38 83

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

ESSP ORGANIZATIONAL CHART/STAFFING PLAN

30 September 1993



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