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EDUCATION SECTOR SUPPORT PROJECT

Contract No.

306 - 0202 - C - 00 - 2034 - 00

Supervised by the Office
of the
AID Representative for Afghanistan
AID/REP/Islamabad

QUARTERLY REPORT

1 January to 31 March 1993

Implementing Agency

University of Nebraska at Omaha

Assisted by

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

Respectively Submitted:

G. R. Boardman, Team Leader
A. S. Azimi, Deputy
D. G. W. Schutte
D. Weiler
R. Klaasmeyer

Peshawar
31 March 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. The appropriate tasks and activities from an initial 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 will be returning to Afghanistan. The main focus during FY93 is to strengthen the primary school network (gr. 1-3) by improving curriculum, textbooks, instructional aids, teacher training and central capabilities in planning, budgeting and policy development.

The format for the presentation of the quarterly report is the program tasks/activities as included in the implementation plan (FY92-95). Section II includes the summary of progress this quarter, task tree, and person-month allocation chart. Section III presents the detailed program tasks for second quarter FY93 showing planned "****" and actual "■■■■" activities, progress remarks, plans for third quarter, and issues and concerns. Section IV presents the financial report. The Appendix contains supporting documents, referenced data displays, and a briefing paper.

Additionally, during this past quarter the FY92 close out procedures and financial reports were finalized for the Manpower Training Program (Agreement No. 306-0202-A-00-9520-00) and the initial ESSP (Contract No. 306-0202-C-00-6012-00).

II. SUMMARY OF PROGRESS:

- a. The summary of important tasks completed this quarter is reported below:
 - . The scope/sequence skill statements for grades 1-3 were reformatted according to their appropriate concept units and related topics; a draft of social studies scope/sequence statements for grades 4-6 was prepared; and the specialist facilitators have completed preparation for conduct of a curriculum production/training transfer workshop for the master teacher trainers.

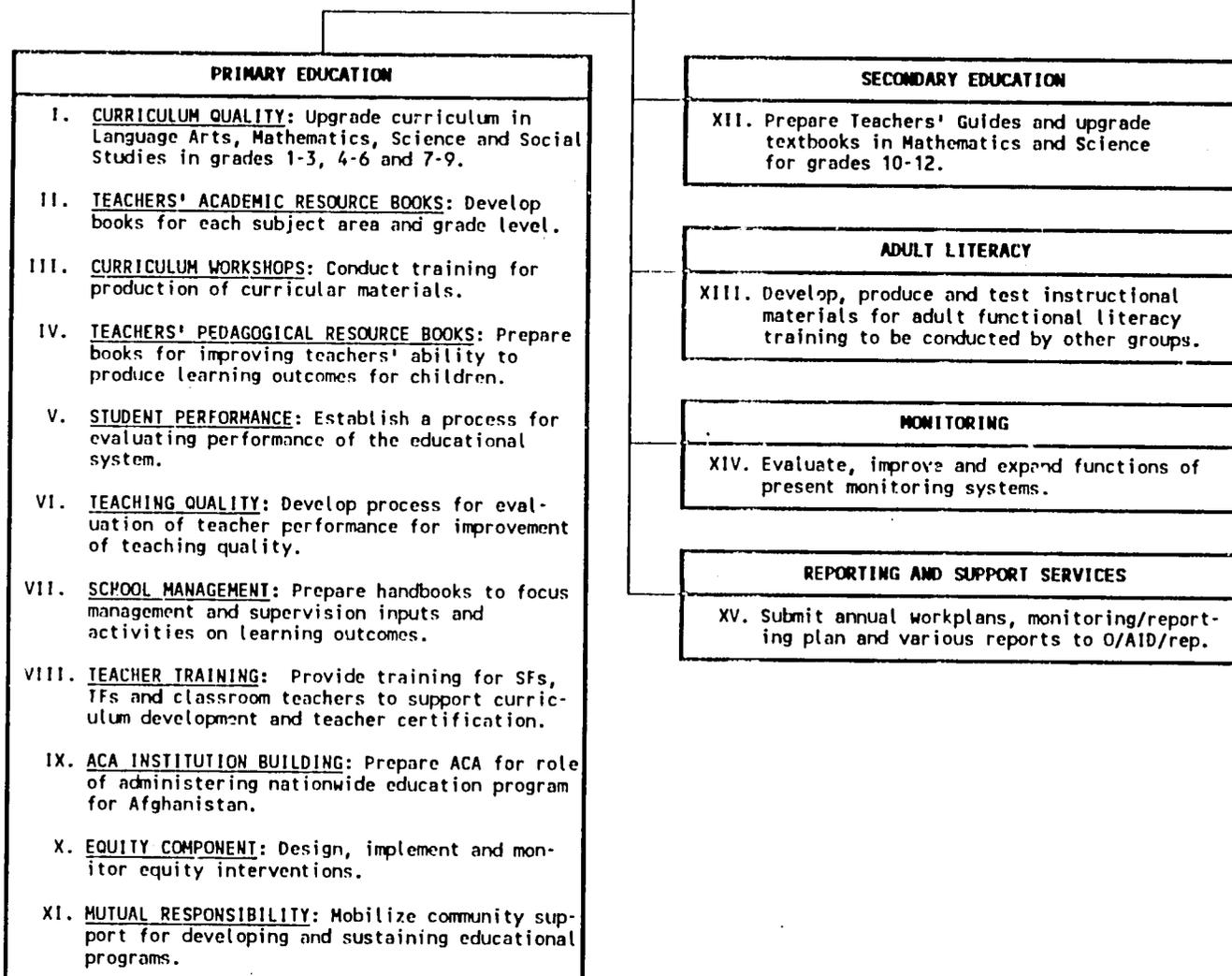
- . Three cloth silkscreened storybooks were designed and manufactured by the Instructional Material Development Center (IMDC); Henny Penny, I Can Ride a Bicycle, and Homes of Afghanistan. The total storybooks developed is now 11. This quarter production included 20,000 cloth books, 2,200 cloth world globes and 15,600 educational charts/maps.
- . Eleven in-service teacher training workshops, 29 days each, were conducted inside Afghanistan. The provinces included were Kandahar, Khost, Nangarhar, Laghman and Konar. Four hundred sixty three classroom teachers participated in the workshops. The demand for the workshops and the ECA textbooks, teaching guides and instructional materials continues to exceed supply. Additionally, the Peshawar female teacher trainers conducted a four week training program for 9 female trainees in Quetta and a ten week training program for 15 female trainees in Peshawar.
- . Pupil learning assessment tasks appropriate to the ESSP 4MAT lesson units were designed by Bowers, an Education Development Center (EDC) testing specialist. Two briefing/training workshops were conducted for ESSP staff in conjunction with the continuous assessment plan proposed. Chapman, an EDC Educational Management Information System (EMIS) specialist, assisted the ESSP in developing a five phase plan for EMIS data collection in accordance with the Improving the Efficiency of Educational System (IEES) model. The reports provide a blueprint for implementation of an effective indicator-based accountability system for the ESSP project.
- . The ECA in cooperation with the ESSP research/planning unit are jointly designing the first three special studies identified by Chapman. The studies are an Analysis of School Participation Rates in Afghanistan, Alternative Financing of Teacher Salaries, and Community Support of Education. Each of the studies will have important policy implications for mutual responsibility and decision making related to the schools and the local community.
- . A report on gender policy issues entitled "A Framework for Achieving Gender Equity in Afghan Education Policy Analysis and Recommendations" was prepared by Dr. El-Sanabary, a Creative Associates International Inc. (CAII) gender/equity policy specialist. A gender/equity counterpart task force has been established and will meet monthly to advise/work with the gender/equity technical specialists.

(3)

- . A new home/family adult functional literacy text, teaching guide and reading pamphlets were printed and are being used in pilot workshops for adult women literacy trainers. The materials have been well received. Anti-narcotics messages have been printed on the covers of the books. Additionally, mine-awareness messages are now printed on the backs of all gr. 1-6 textbooks.
- . The salary arrears payments were completed for the ECA schools inside Afghanistan. This was a major effort involving ESSP, ECA and many local commanders and regional authorities. The process was completed without incidence and the final ESSP close-out reports filed (Contract No. 306-0202-C-6012-00).

b. Task Tree

TASK TREE EDUCATION SECTOR SUPPORT PROJECT



c. Person-Month Allocations

31 March 1993

Position/Title	Person-months	
	Projected*	Used to-date
LT1 Chief of Party	36.0	11.0
LT2 Deputy Chief of Party	36.0	11.0
LT3 Inst Dev/EMIS Coordinator	24.0	11.0
LT4 Female Educ/Adult (TDY) Curric/Specialist	13.0	6.5
LT5 Teacher Trng/Curric Design Coordinator	33.0	8.0
LT6 Finance Admin/Officer	36.0	11.0
ST1 Educational Policy Project/Project Specialist	5.9	1.2
ST2 Demography/Social Scientist	4.0	0.0
ST3 Ed/Finance/Economics Specialist	3.3	1.0
ST4 EMIS Specialist	4.0	1.2

* As currently projected on Staff Loading Chart.

(6)

Person-Month Allocations (Continued)

31 March 1993

Position/Title	Person-months	
	Projected*	Used to-date
ST5 Gender Specialist	12.0	0.0
ST6 Equity Specialist	9.0	0.7
ST7 Teacher Training Specialist	3.0	0.0
ST8 Social Studies/Lang Arts Curriculum Specialist	9.5	4.0
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 Tech Evaluation Specialist	6.0	1.0
ST13 Functional Literacy Specialist	1.5	0.0
ST14 Pedagogy Specialist	1.0	0.0
ST15 Project Finance Specialist	0.0	0.0

Total

291.2

71.1

III. PROGRAM TASKS/ACTIVITIES:

SECOND QUARTER REPORT - FY93			EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN					PRIMARY EDUCATION		
Tasks/Activities	Staffing			FY93						SECOND QUARTER PROGRESS/REMARKS
	Position	Person Mos		Q2			Q3			
		Yr1		Jan	Feb	Mar	Apr	May	Jun	
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.										
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	Planned Actual							
	ST9									
	ST10	1.0								
4. Select appropriate concepts to teach Afghan pupils. Design new Scope and Sequence of concept units with related topics.				Grades 4-6						
				*	***	***	***	***	***	***
				■	■	■				
				Grades 1-3						
				***	***	***	***	***	***	***
5. Review new Scope and Sequence ACA. Obtain conditional approval.	LT5	0.5								
	ST5	0.5								
	ST8	0.8								
	ST9	0.5								
	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.	LT2	1.0								
	LT5	0.4								
	ST10	0.4								
7. Revise Scope and Sequence concept units based on input from workshop. Obtain ACA approval. Make available for curriculum workshops.										
8. Produce Teachers' Academic Resource Books (See Task II).	LT1	0.5								
	LT5	0.4								
	ST8	1.0								
9. Produce 4MAT Curriculum Materials (See Task III).										
10. Review, edit and obtain approval of materials submitted by SFs and TFs (See Task II/III).	LT2	0.2								
	LT4	1.0								
	LT5	0.4								
12. Prepare audio-visual aids and supplemental materials.										

SFs = Specialist Facilitators
TFs = Training Facilitators

SECOND QUARTER REPORT - FY93			EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN					PRIMARY EDUCATION		
Tasks/Activities	Staffing			FY93						SECOND QUARTER PROGRESS/REMARKS
	Position	Person Mos		Q2			Q3			
		Yr1		Jan	Feb	Mar	Apr	May	Jun	
11 .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	***	***	***	***	***	***	Grades 1-6 Grades 1-3 completed. Social studies in progress for grades 4-6 (See Subtask 1.2).
	ST9	1.0	Actual	■	■	■				
2. For each concept and topic, outline relevant "propositional", "procedural" and "conditional" information.	LT4	1.0		***	***	***	***	***	***	Grades 1-3 On-going. Sample relevant grades 1-3 academic information prepared for selected concepts/topics (See Subtask 1.8)
	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 Completed for SFs. Planned Activity/Q3 for TFs. (See Subtask 1.8)
	LT4	1.0		■	■	■				
	LT5	0.5								
	ST8									
4. Prepare initial drafts of Acad-Resource Books by desktop publishing/calligraphy.	LT4	1.0		***	***	***	***	***	***	Grades 1-3 Production process for review and computer input of draft grades 1-3 materials for desk top publishing initiated.
	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 Production process for editing and printing of draft grades 1-3 materials in design phase Planned Activity/Q3.
	LT5	0.5				■				
6. Conduct pilot testing of teachers' understanding of contents of Resource Books in selected schools.	LT1	0.2				***	***	***	***	Grades 1-3 Initial field testing to be included as part of TFs workshops scheduled as Planned Activity/Q3.
	LT5	0.5								
7. Conduct second workshop for SFs to consider feedback from pilot testing.	LT1	0.1							***	Grades 1-3 Following the TFs workshops, SFs will revise/edit form and format of developed resource materials prior to second field testing with classroom teachers. Planned Activity/Q4.
	LT5	0.5								
8. Revise Academic Resource Books as necessary and print.	LT1	0.2							***	Grades 1-3 Rescheduled for Q4 and/or FY94/Q1.
	LT2	0.2								
	LT5	0.3								

SFs = Specialist Facilitators
TFs = Training Facilitators

SECOND QUARTER REPORT - FY93		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN					PRIMARY EDUCATION				
Tasks/Activities	Staffing			FY93						SECOND QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q2			Q3				
		Yr1		Jan	Feb	Mar	Apr	May	Jun		
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			***	***	***					No workshops conducted during Q2. Workshops were completed for SFs, TFs, and ECA during Q1.
2. Conduct production workshops to train SFs and TFs in the 4-Mat system and to produce sample curricular materials.	LT1	0.2	Planned	***	***	***	***	***	***		On-going for Specialist Facilitators (SFs). Planned Activity for Q3 for math/science Training Facilitators (TFs). (See Appendix A - item 3.)
	LT2	1.0	Actual	■	■	■					
	LT5	2.0									
3. Curriculum Workshops:											
a. Plan workshops and select locations inside Afghanistan.	LT1	0.1		***	***	***	***	***	***		Training locations inside Afghanistan selected and approved for Jalalabad, Khost and Herat. Logistics, preparation and planning is Planned Activity for Q3 with initial workshops to be conducted in Q4.
	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. Planned Activity/Q4.
	LT5	1.5									
* New curricular materials to be developed include 4MAT lesson units, instructional aids, teaching guides, assessment test items and teacher evaluation tools. SFs = Specialist Facilitators, TFs = Training Facilitators.											

SECOND QUARTER REPORT - FY93			EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION	
Tasks/Activities	Staffing			FY93						SECOND QUARTER PROGRESS/REMARKS
	Position	Person Mos		Q2			Q3			
		Yr1		Jan	Feb	Mar	Apr	May	Jun	
IV. <u>TEACHERS' PEDAGOGICAL RESOURCE BOOKS:</u> Prepare books for improving teachers' ability to produce learning outcomes for children.										
Grades 1-3										
2. Conduct workshop with SFs, TFS and ACA staff to identify strategies, methods and techniques to be used in relation to specific concepts.	LT1 LT4 LT5 ST14	0.2 1.0 0.5	Planned Actual	*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	On-going. Training workshops for Specialist Facilitators (SFs) have been continuous. Two Specialist participants added this quarter - both in language arts. Total full-time SFs is 14. Planned Activity/Q3 for math/science Training Facilitators (TFs).
3. Draft, edit and publish Pedagogical Resource Books (PRS).	LT5			*** ■	*** ■	*** ■	*** ■	*** ■	*** ■	On-going. Sample relevant grades 1-3 pedagogical information in preparation. Production process for review and input to computer initiated. Sample prototypes cross-referenced to 4MAT lesson units in development.
SFs = Specialist Facilitators TFs = Training Facilitators										

SECOND QUARTER REPORT - FY93			EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION		
Tasks/Activities	Staffing			FY93						SECOND QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q2			Q3				
		Yr1		Jan	Feb	Mar	Apr	May	Jun		
V. <u>STUDENT PERFORMANCE:</u> Continued:											
3. Purpose Level Outcomes: Identify indicators and develop items for measuring:											
a. Economic Outcomes (employment, earnings, etc.)			Planned Actual	*** ■	*** ■	***					Included in proposed EMIS system designed by Chapman. (See Appendix F - item 1 for sample indicators.)
b. Later Academic Outcomes				■	*** ■	***					Included in proposed EMIS system designed by Chapman. (See Appendix F - item 1 for sample indicators.)
c. Social Outcomes (community/political responsibility)	LT1 ST2 ST3 ST5	0.5 0.5 0.3 0.3		■	■	***					Initially to be identified by Adams. Adams unable to serve as TDY; consequently, completed by Chapman. (See Appendix F - item 1 for sample indicators.)
4. Conduct pilot testing/data collection on "focus" groups of target populations.	LT1 ST3	0.3 0.2					***				(Note: Development of pupil assessment tasks will be continuous in conjunction with development of 4MAT lesson units. Field testing will be co-terminous with field testing of lesson units.) Planned Activity/Q3.
5. Finalize all assessment items using feedback from pilot testing/data collection.	LT1 ST3	0.3 0.3						***	***		To be rescheduled.

SECOND QUARTER REPORT - FY93		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN					PRIMARY EDUCATION					
Tasks/Activities	Position	Staffing			FY93						SECOND QUARTER PROGRESS/REMARKS	
		Person Mos			Q2			Q3				
		Yr1			Jan	Feb	Mar	Apr	May	Jun		
VI. TEACHING QUALITY: Develop a process for evaluation of teacher performance that will provide feedback for improvement of teaching quality.												
2. Develop analysis/feedback procedures.	LT1 ST12	0.1 0.3									**	Initial activity completed in Summer 1992. Planned Activity/Q3 and Q4.
3. Test instruments and process in selected classrooms.	ST12	0.2	Planned Actual	*** ■	*** ■	*** ■	***	***	***			Two day training workshops continue to be included by the master teacher trainers as a part of the 4 week in-service workshops provided for classroom teachers inside Afghanistan.
4. Finalize instruments and train Head Teachers/Supervisors.	ST12			***	***	***					**	(Note: Rescheduled for Summer 1993 when TDY consultant (Faber) is available.)
5. Conduct evaluations, making appropriate improvements to the process.	LT1 ST12						Grades 1-3				**	Planned Activity/Q3 and Q4.

SECOND QUARTER REPORT - FY93		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN					PRIMARY EDUCATION			
Tasks/Activities	Staffing			FY93						SECOND QUARTER PROGRESS/REMARKS
	Position	Person Mos		Q2			Q3			
		Yr1		Jan	Feb	Mar	Apr	May	Jun	
VII. <u>SCHOOL MANAGEMENT</u> : Prepare handbooks to focus management and supervision inputs and activities on learning outcomes.										
1. Head Teachers' School Management Handbook:										
a. Conduct training for SFs, TFs, ESSP staff/consultants with selected Head Teachers.*	LT5 ST12	0.5	Planned					Grades 1-3 ***	***	Planned Activity/Q3. (Note: Activities to be coordinated and conducted by TDY consultant Evans.)
b. Compile results of above training. Draft, edit and publish handbook.	LT2 ST12	0.4	Actual						***	Planned Activity/Q3.
2. Provincial Supervisors Handbook:										
a. Conduct training for ACA staff, ESSP staff/consultants and regional supervisors. **	LT5 ST12							***	***	Planned Activity/Q3.
b. Compile results of training, draft, edit and publish handbook.	LT3	0.5							***	Planned Activity/Q3.
* Identify and describe tasks to be performed by Head Teachers in their roles as classroom leaders and school managers. Handbook to include specifications on number of school days per year, hours of instruction per day, frequency of classroom visits and community contact.					** Identify and describe tasks to be performed by supervisors in leadership and management roles. Include reporting requirements for data concerning students, teachers, schools and communities and procedures/forms for reporting student/teacher performance.					

SECOND QUARTER REPORT - FY93		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN					PRIMARY EDUCATION				
Tasks/Activities		Staffing			FY93						SECOND QUARTER PROGRESS/REMARKS
		Position	Person Mos		Q2			Q3			
			Yr1		Jan	Feb	Mar	Apr	May	Jun	
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	Planned Actual	*** ███	*** ███	*** ███					<p>Sixteen Afghan educators, 14 full-time and two part-time, are serving as Specialist Facilitators. Thirteen of the 14 full-time specialists have a masters degree, two are Weber scholars and 10 others are USAID supported participants from pre-war.</p>
2. Select additional group of TFs with lesser professional training, but who have served as MTIs, TIs or other staff for ESSP/ECA.	LT2 LT4 LT5 ST7	0.5 1.0 1.0 1.0					***	***	***		<p>Planned Activity/Q3 and Q4. (Note: All master teacher trainers, men and women, will be trained as Training Facilitators (TFs). Twenty MTIs to be upgraded during Q3 and the remaining in Q4.)</p>
3. ESSP staff/consultants provide training for SFs and TFs:											
b. Curriculum development (work analysis)				Grades 1-3 *** ███	*** ███	*** ███	*** ███	*** ███	*** ███	*** ███	<p>Training is on-going for SFs. Planned Activity/Q3 for TFs - rescheduled from Q2.</p>
c. Learner-oriented teaching strategies for grade/subject specific content.	LT1 LT4 LT5 ST7	0.5 1.0 1.0 1.0		*** ███	*** ███	*** ███	*** ███	*** ███	*** ███	*** ███	<p>Training is on-going for SFs. Planned Activity/Q3 for TFs - rescheduled from Q2.</p>
4. SFs and TFs (assisted by ESSP staff/consultants) present work analysis and other training to Classroom Teachers.	LT5	0.5		*** ███	*** ███	*** ███	***	***	***	***	<p>Eleven in-service teacher training workshops were conducted (2-Kandahar, 1-Khost, 6-Nangarhar, 1 Laghman and 1 Kunar). (See Appendix D - item 1 for seminar sites, number of participants and provinces included.) The workshops included 463 classroom teachers. The workshops were 29 days each and conducted by the master teacher trainers. Fifteen women were trained as master teacher trainers in Peshawar and nine women as teacher trainers in Quetta. (Note: The Afghanistan in-service workshops focus on student-centered pedagogical teaching techniques and ESSP/ECA textbooks and teaching guides produced in FY91/92. The FY93 materials are in development and a field testing stage. Anticipated implementation for sample grades 1-3 new 4MAT lesson unit materials is FY94. See Appendix D - item 2 for proposed teacher training sites inside Afghanistan for FY93/FY94 and FY95.)</p>

SECOND QUARTER REPORT - FY93			EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION		
Tasks/Activities	Staffing			FY93						SECOND QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q2			Q3				
		Yr1		Jan	Feb	Mar	Apr	May	Jun		
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			***				**	**	(Note: Rescheduled for Q3. Adams/EDC, policy consultant, scheduled but unable to serve. Lanza/EDC is now scheduled.)
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.											ECA primary school data base shows 1133 active schools including 1065 schools salaried and 68 schools eligible for salaries; 185 schools inactive which means an inconsistent monitoring report and/or security/access difficulties; and 251 schools dropped. See Appendix E for ECA school information by province and district.
a. Identify current schools in each province/district.	LS		Planned Actual	*** ███	*** ███	*** ███	***	***	***	***	
b. Obtain corresponding enrollment and demographic data.	LT3	0.5		*** ███	*** ███	*** ███	***	***	***	***	The updated 1992 enrollment and demographic data has been entered to the computer for 24 provinces, only Badakhshan, Samangan, Farah, Helmand and Kandahar provinces remain.
c. Forecast school age populations.	LT3	0.5					***	***	***	***	School participation rates are included as a part of Special Study 1 designed by Chapman. (See Appendix G - item 1.) Planned Activity/Q3.
d. Devise and implement school mapping procedures.	LT3	1.5		***	*** ███	*** ███	***	***	***	***	Digitized mapping of active ESSP/ECA schools by province is in process by DC&A unit of O/AFO. Nangarhar Province has been completed. In addition, a process of obtaining geo-positioner data (i.e., school longitude and latitude data) on all schools for each province has been initiated. Nangarhar, Laghman and Konar Provinces are in process.
3. EMIS: Develop expanded EMIS to meet needs of national education system.											
a. Assess current data availability for coverage/accuracy.	LT1 LT3 ST4	0.5 0.3 0.2		*** ███	*** ███	*** ███	***	***	***	***	Data availability was reviewed and first & second order indicators were identified by EMIS consultant (Chapman/EDC) in accordance with the Improving Efficiency of Educational System (IEES) model. (See Appendix F - item 1 for discussion of proposed EMIS system.)
b. Identify priority needs for new information.	LT1 LT3 ST4	0.5 0.2 0.2		*** ███	*** ███	*** ███	***	***	***	***	A five phase plan for data collection was implemented including 13 special studies. (See Appendix F.) Priority data needs were identified in accordance with IEES model.
c. Establish reporting requirements and develop/improve report formats.	LT1 LT3 ST4	0.5 1.0 1.0		***	*** ███	*** ███	***	***	***	***	Sample reporting requirements were established for Phase 1 data. (See Appendix F - item 2 for sample report formats for seven schools in Nangarhar Province.)

SECOND QUARTER REPORT - FY93		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN					PRIMARY EDUCATION				
Tasks/Activities	Staffing			FY93						SECOND QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q2			Q3				
		Yr1		Jan	Feb	Mar	Apr	May	Jun		
IX. ACA INSTITUTION BUILDING (Continued):											
d. Determine software/hardware needed to produce desired reports.	LT3 ST4	1.0 0.1	Planned Actual	*	*** ■	*** ■	***	***	***	***	Software needs were identified for EMIS reporting (Chapman recommends SPSS and SAS statistical packages), and for pupil assessment tasks (Bowers recommends Data Entry Management DEM by Andreas Schleicher of ICC Center, University of Hamburg, Germany.)
e. Develop data collection instruments.	LT1 LT3 ST4	0.5 0.5 0.5			*** ■	*** ■	***	***	***	***	An instrument for collecting Phase 1 EMIS data was developed, field tested and implemented. An instrument for collecting Phase 2 EMIS data is in development.
f. Procure additional hardware, develop new or improve existing software.	LT3	0.5				*** ■	***	***	***	***	Process initiated for identifying and obtaining specifications for procuring SPSS, SAS and DEM software packages.
g. Conduct training program in data collection/processing.	LT3 ST4	0.5 0.5				*** ■	***	***	***	***	One day of training conducted with data collection staff prior to pilot testing, and one day of follow-up training conducted in review of pilot information prior to field implementation. Twelve data collection teams have been trained. Each team has 2 members (1 UNO member and 1 ECA member).
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			*** ■	*** ■	*** ■				On-going. ESSP staff in daily contact with ECA to develop and assist with standardizing financial mechanisms and procedures, especially related to school salary distributions.
2) Assist with modifications to current procedures.	LT3 ST3	0.5 0.2			*** ■	*** ■	*** ■				On-going. Assistance with financial procedures, monitoring and management to ensure standard practice is on-going with ECA offices in Peshawar and Quetta.
3) Identify human resource requirements/availabilities.	LT1 LT3	0.5 0.2					***	***	***		Planned Activity/Q3. (Note: To be included in budget and finance policy studies to be initiated under Subtask 9.1.)
b. Other Management Training: Conduct on-going training workshops in:											
1) Budgeting, financial planning and information systems.	LT3	0.3				*** ■	***	***	***	***	On-going. Information systems briefing and discussion meetings held with ECA by Chapman. Planned Activity/Q3 includes participation in Alternative Financing of Teacher Salaries Study.
2) Strategic planning, policy analysis and decision making.	LT3 ST3	0.3			*** ■	*** ■	*** ■	***	***	***	On-going. ECA directors included in El-Sanabary (gender policy), Chapman (EMIS) and Bowers (assessment) briefing seminars. ECA serves in advisory role to ESSP Task Force on Gender Equity.

SECOND QUARTER REPORT - FY93		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION			
Tasks/Activities		Staffing			FY93						SECOND QUARTER PROGRESS/REMARKS
		Position	Person Mos		Q2			Q1			
			Yr1		Jan	Feb	Mar	Apr	May	Jun	
X. <u>EQUITY COMPONENT</u> : Design, implement and monitor equity interventions.											
1. Identify indicators and collect baseline data concerning the following equity/gender issues: 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)	LT1	0.5	Planned	***	***	***	***	***	***	A report on gender policy issues entitled "A Framework for Achieving Gender Equity in Afghan Education Policy Analysis and Recommendations" was prepared by El-Sanabary, a CAII gender equity policy specialist. Access/equity indicators were identified by El-Sanabary and by Chapman. Initial baseline data on gender and rural/urban access included in Phase 1 of EMIS data currently being gathered. (See Appendix F - item 2 for sample data displays.)	
	LT3	2.0	Actual	■	■	■					
	ST5	0.5									
	ST6	1.0									
2. Identify Afghan counterparts (institutions/individuals) to work closely with technical consultants.	LT1	0.3		***	***	***				A gender equity counterpart task force has been established. The group consists of 2 advisors (ECA director of literacy and ESSP deputy team leader) and 8 members including four women (two Afghan women who have been actively engaged in providing programs for girls/women inside Afghanistan and two expatriate women, Nancy Dupree, a long time advocate of Afghan girls/women programs, and VanEvery, coordinator of female education programs with ESSP), and four men (two ESSP policy/research members and two ESSP field coordinators, one representing the Quetta office and the other the adult literacy program.) The task force is scheduled to meet monthly to advise/work with the gender equity technical specialists. An initial meeting was held with El-Sanabary and a discussion briefing of gender policy issues held.	
	LT2	0.5		■	■	■					
3. With counterparts, identify inequities based on review of data collected above and discussions with teachers, parents and community leaders.	ST5	0.5		***	***	***				Possible inequities identified in the El-Sanabary paper, in the Gender Equity Task Force and ESSP staff discussions/briefings, and in other agency discussions and meetings held by El-Sanabary.	
	ST6	0.5		■	■						
4. Explore variety of possible interventions aiming at increasing access to education of groups found under-represented.	LT1	0.3			***	***	***	***	***	Planned Activity/Q3 and Q4. (Note: CAII technical consultants have been identified and scheduled including Suad Joseph, ethnographic research, for June/July/Aug.; Moll-Druecker, curriculum gender sensitizing, for July/August; and Huth, home-based schools, for June/July. Possible consultants for the information campaign are currently under review.)	
	ST5	0.2			■	■					
	ST6	0.5									
5. Design pilot projects for several of the more promising interventions identified above.							***	***	***	Planned Activity/Q3 and Q4.	

SECOND QUARTER REPORT - FY93				EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						PRIMARY EDUCATION			
Staffing				FY93						SECOND QUARTER PROGRESS/REMARKS			
				Person Mos			Q2		Q3				
Tasks/Activities				Position	Yr1			Jan	Feb			Mar	Apr
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	0.5	Planned		***	***				
				LT5	0.5	Actual							
				ST2	0.2								
				ST5	0.5								
2. Identify community support indicators for subsequent impact evaluation.				LT1	0.3			***	***	***	***	***	
				LT3	1.0			■	■				
				ST2	0.3								
				ST5	0.5								
3. Community Organizers travel to designated areas of Afghanistan attempting to obtain commitments for community support and to collect baseline data concerning community support indicators.				LT3	1.0						***	***	
4. Conduct second Community Participation workshop to review results of organizational efforts.				LT2	0.5						***	***	
				LT5	0.5								
5. Select sites for establishment of Community Education Development Councils (CEDCs).				LT2	0.5							***	
6. Train (empower) CEDC members in their roles as guardians of the community children's education.				LT2	0.5							***	

(Note: Rescheduled for Q3.)

Indicators identified by EMIS consultant (Chapman/EDC). (See Appendix F - item 1, see Appendix G - item 2, Alternative Financing of Teacher Salaries and item 3, Community Support of Education.)

Planned Activity/Q3.

Planned Activity/Q3. (Note: Anticipate rescheduling to Q4. Activity depends on completion of task 11.1.)

Planned Activity/Q3. (Note: FY93 regional support sites identified as Jalalabad, Khost and Herat. Potential villages in these areas to be identified and surveyed during Q3.)

(Note: Rescheduled to Q4.)

Primary Education - Issues and Concerns:

The issues are as follows:

- (a) curriculum/teaching quality,
- (b) institutional capacity of ECA/MOE,
- (c) sustainability of community support, and
- (d) equitable access.

The objective of the primary education component is to improve its key elements, including curriculum, textbooks, and instructional aids (curriculum quality); teacher training (teaching quality); and central capabilities in planning, budgeting, and policy development (institutional capacity). Sustainability and equitable access are two important output indicators of the effectiveness of the implementation of the quality and institutional capacity objectives. Issues related to each of these purpose level indicators will be discussed with suggested strategies to improve and/or resolve the issue.

Relative to the curriculum/teaching quality issue, there are two areas of concern. The first relates to technology transfer in the training phase and the second to implementation. The production/training technology transfer process developed for the new 4MAT lesson units and accompanying resource books is currently at the second phase; i.e., at the master teacher training transfer level. The information will still need to be transferred to the third phase; i.e., the classroom teacher level (end-user). Through central monitoring and quality control an effective transfer appears to be in process at the second phase; thus the latter issue, an effective end-user transfer and implementation to the classroom is the key. Training and production transfer and implementation are being monitored closely. An effectiveness of training study is scheduled for this next quarter, a supervising framework is in development for the implementation phase, and a special study is being designed on stages of concern, also related to implementation. The two planned special studies will help identify concerns and issues arising in the training/implementation transfer to the field, research central to end-user quality and utilization.

The second issue relates to the institutional capacity of the ECA/MOE and related integration of the ECA into the MOE. An effort has been placed on building a strategic planning capacity within the ECA. This has been done by allowing the ECA to take the leadership role in the special research/planning studies identified in the Chapman report and the ESSP research and planning staff to assume resource consultant type roles. This model has proved to be an effective strategy in the design of the initial three studies and plans are to follow this process in the design of the remaining

studies. The executive director of ECA is the overall coordinator of the special studies and department directors are serving as the research team leaders. Additionally, ECA members have continued to participate in all curriculum, teacher training, management and EMIS workshops conducted by the ESSP; thus, institutional capacity building is on-going. What is lacking is a U.S. bilateral agreement with the government of Afghanistan. This restricts institutional ties and a formal integration of the ECA into the MOE. To date the ECA is still at the dialogue stage with the MOE. This limits any effective transfer of institutional capacity building from the ECA to the MOE. The sooner the ESSP is allowed to begin institutional capacity building with the MOE, the sooner an integrated and effective cooperative ECA/MOE working unit can be developed.

The third area of need is the sustainability of community support. The ESSP is at an early phase with this issue. Several special studies are in process which are focusing on the community support issue, both financial and non-financial. Initial planning has focused on community organizing principles involved in community development. A community organizing awareness workshop is planned for ESSP and ECA staff. The plan is to pilot community support interventions in areas where prior links to the community have been initiated either through the UNO/ESSP or other agency development. The important strategy is to recognize community needs, build on prior interventions, include community participation in all educational activities whether program or financial, and support existing community development structures where possible. Community development and sustainability will be the indicator of success.

The last item is the equitable access issue. To date the strategy has been to gather baseline information on enrollments, teachers, access and gender participation rates. The data collection is in process. Interventions will include home schools, ethnographic research to identify constraints to girls' access to education, gender sensitizing of the curriculum, and a social mobilization campaign. The interventions are scheduled for implementation this Summer. Female trainers, both teacher training and literacy, have indicated a willingness to train staff inside Afghanistan. Pilot programs are planned. A gender equity task force has been initiated to coordinate and advise on related female education activities. As indicated in the last quarterly report, an important strategy is to keep in mind institutional level interventions along with the local level operational activity. Sustainability and capacity building are key to gender equity and will need to be continually facilitated. The Rihani Equity Improvement plan is being implemented. Cultural sensitivity continues to be an important issue. The ESSP is making every effort to sensitize its staff to gender equity issues and to reallocate resources and personnel to focus on the equitable access issue.

SECOND QUARTER REPORT - FY93		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						SECONDARY EDUCATION									
		Staffing			FY93						SECOND QUARTER PROGRESS/REMARKS						
		Person Mos			Q2			Q3									
Tasks/Activities		Pos ition	Yr1		Jan	Feb	Mar	Apr	May	Jun							
XII. <u>SECONDARY EDUCATION</u> : Prepare Teachers' Guides and upgrade textbooks in Mathematics and Science for grades 10-12.																	
1. Complete publication/distribution of limited number of Math/Science books.		LT2	1.0	Planned Actual	*** ***	*** ***	*** ***	*** ***	*** ***	*** ***	No textbooks printed and 5,314 textbooks gr.10-12 distributed, sample sets only. Additionally, 28,931 textbooks gr. 7-9 were distributed, mostly for some schools in Herat. Distribution of existing textbooks limited. Currently, there is a high demand for the textbooks, but budget constraints have limited production and distribution.						
2. Prepare Teachers' Guides with lesson maps for each subject and grade level.		LS			***	***	***				(Note: Grades 9-12 math/science curriculum development/production on hold. Rescheduled to FY95/96 pending year 4/5 funding. FY93/94 priority placed on grades 1-8 curriculum/textbook development.)						

Secondary Education - Issues and Concerns.

There is one issue:

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

There is one issue and that is the continuing need for textbooks and educational materials for grades 9-12, especially in the urban centers. The demand and interest is tremendous but due to a primary school priority and budget constraints the ESSP is unable to be responsive. Every effort should be made by USAID to assist in identifying alternative resources (e.g., foreign donors or international agencies) to help print the grade 9-12 textbooks. The ECA has met with the Deputy Director of USAID Office of Afghan Affairs to discuss the issue and continues to emphasize the issue whenever and wherever possible, but with international donor interest in Afghanistan at a low, interest and funding possibilities are scarce. The Afghan people need access to the grade 9-12 materials and a strong effort to locate a funding source should be made. 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.

SECOND QUARTER REPORT - FY93		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN					ADULT LITERACY			
Tasks/Activities	Staffing			FY93						SECOND QUARTER PROGRESS/REMARKS
	Position	Person Mos		Q2			Q3			
		Yr1		Jan	Feb	Mar	Apr	May	Jun	
XIII. <u>ADULT LITERACY</u> : Develop, produce and test instructional materials for adult functional literacy training to be conducted by other groups.										
1. Network with groups now engaged in adult literacy training for Afghans. Review instructional materials in use.	LT4	0.6	Planned Actual	*** ███	*** ███	*** ███	***	***	***	Networking is on-going, especially with the Pak-German Agency, Swedish Committee, ASIA Foundation, and ACBAR.
4. Develop instructional materials* (including revision of earlier UNO publications). Development to include limited use of scope and sequence charts.	LT4	1.5		*** ███	*** ███	*** ███	***	***	***	Materials completed include an adult home/family Learning to Read and Write text, teaching guide and reading pamphlet and a farmers Learning to Read and Write text and teaching guide. Development of sample cloth functional reading books is in process. Initial target areas are anti-narcotics, health and nutrition. Identification of an appropriate literacy test is also in process.
5. Prepare/test/publish accompanying Teachers' Guides and supplementary readings.	LT2 LT4	0.5 1.5		*** ███	*** ███	*** ███	***	***	***	Teaching materials were printed. A pilot workshop is currently being conducted using the new home/family materials. A standardized training manual has been prepared with a supervised field teaching component. All books and materials have been printed with anti-narcotics messages on the back covers. (See Appendix H for workshop itinerary and opening session remarks.)
6. Conduct workshop with interested organizations to review new materials.	LT2 LT4	0.5 0.5					***	***	***	Planned Activity/Q3. (Note: First other agency workshop to be conducted in Quetta and is scheduled to include Shuhada Clinic, Gharjestan Reconstruction Council, Khorasan Assistance Group and Coordinator of Humanitarian Relief (Farah). All have women adult literacy programs.)
* Instructional materials to be developed include textbooks, audio-visual aids, supplementary readings, teaching guides, and tests for evaluating effectiveness of materials.										

Adult Literacy - Issues and Concerns.

Three issues are included for discussion:

- (a) maintaining quality in "going to scale"
- (b) identification of an appropriate literacy test, and
- (c) development of adult functional literacy storybooks.

The experience of many countries indicates that programs and curriculum that work well during the pilot phase of development often encounter unexpected difficulties when they are rapidly implemented on a broader scale (going to scale). The focus for the ESSP literacy materials is to increase incidence by providing textbooks, instructional materials and technical guidance to other agencies and groups engaged in literacy training. Developed materials must be transportable with minimum training and introduction to the techniques and strategies required for their use. Currently, literacy the materials are in a controlled field testing situation. This will be followed by a second phase of testing involving "focused groups". Small groups of users will be invited to participate in focused group discussions about their experiences using the training and instructional materials. Maintaining quality and effectiveness in utilization while moving to full distribution and use of the materials in an issue which needs to be carefully monitored.

The second issue is the need for a standardized literacy test in order to better define the levels of literacy and to assess degree of adult literacy both pre and post to the introduction of the materials. The current strategy is to use the literacy test package which was developed by Andreas Schleicher of the Instructional Coordinating Center of the University of Hamburg, Germany and Dr. John Bowers, EDC testing specialist. The literacy test has been used in over 35 countries and would provide reasonably good comparative data for Afghanistan. Inquiry as to authorization for use of the test is currently in process.

The last issue is the development of relevant adult functional literacy cloth storybooks to supplement the textbook, teaching guide and reading pamphlets. Appropriate functional storybooks should be developed in health, nutrition, anti-narcotics and environmental areas (e.g., mine awareness, tree planting, recycling and energy). The books are necessary to sustain the newly literate adult and to provide social education messages. This is a new area of development with good potential but will need field testing and follow-up monitoring relevant to utilization and cost effectiveness. Adult functional literacy is critical to the development of Afghanistan and the cloth storybook innovation could be a significant intervention if properly tested, implemented and monitored. Cost-effectiveness will be a key and every effort should be made to facilitate and study the impact of the strategy.

SECOND QUARTER REPORT - FY93			EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						MONITORING/REPORTING		
Tasks/Activities	Staffing			FY93						SECOND QUARTER PROGRESS/REMARKS	
	Position	Person Mos		Q2			Q3				
		Yr1		Jan	Feb	Mar	Apr	May	Jun		
XVI. <u>MONITORING</u> : 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	*** ---	*** ---	*** ---					Comparison of ESSP/ECA monitoring data and DC&A unit data completed for Logar, Mangarhar and Konar Provinces. Reports are on file with O/AFO and ESSP. Comparisons continue to show DC&A monitoring efforts to be incomplete with little concern for data quality and follow-up to ensure accuracy in reporting.
2. Make necessary adjustments to Level-1 and 2 data forms and procedures to obtain mapping data and meet other DC&A requirements.	LT11 LT3	0.3 0.5			*** ---	*** ---	*** ---	*** ---			Planned Activity/Q3. (Note: Mapping data to be gathered via monitoring conducted simultaneously with Phase I EMIS data collection. Pilot data gathered in March for seven schools in Mangarhar Province indicate feasibility of this approach.)
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		*** ---	*** ---	*** ---					(Note: Rescheduled due to lack of formal relationship with MOE in Kabul and a functional GOA infrastructure. Current plans are to work directly with headmasters in quality assessment data collection.)
b. Target a limited number of provinces to receive training.	LT1 LT2	0.2 0.2					*** ---	*** ---	*** ---		Planned Activity/Q3. (Note: A special headmasters study is planned to examine the role of the headmaster related to instructional supervision and school-community program involvement/relationships.)
5. Work with DC&A Unit in developing indicators and mechanisms for measuring project impact.	LT1 LT2	0.5 0.5		*** ---	*** ---	*** ---	*** ---	*** ---	*** ---		On-going. Several meetings with DC&A unit staff have been held to identify a process and/or mechanism to provide updated monitoring information. A better mechanism for DC&A monitor debriefings and project comparability analysis prior to report submission is still needed. There has been a cooperative programming effort between the ESSP and O/AFO in identifying and developing purpose level indicators in accordance with the USAID PIR system.
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. This past quarter school salary arrears payment monitoring and the corresponding debriefings were the major focus.

SECOND QUARTER REPORT - FY93		EDUCATION SECTOR SUPPORT PROJECT--AFGHANISTAN						MONITORING/REPORTING	
Tasks/Activities	Staffing		FY93						SECOND QUARTER PROGRESS/REMARKS
	Position	Person Mos	Q2			Q3			
			Jan	Feb	Mar	Apr	May	Jun	
XVII. REPORTING AND SUPPORT SERVICES: * Submit annual work plans, monitoring/reporting plan and various other reports to O/AID/Rep.									
3. Submit 2nd and 3rd Annual Work Plans and revise projections.	LT1 ST1								*** (Note: Rescheduled to September/October 1993. Due to uncertainties in budget relative to FY94/95 and need for approval of USAID strategies paper for FY94, update of annual work plan rescheduled to Fall. Initial FY92-95 implementation plan including tasks/activities and timelines are currently being followed.)
6. Submit reports:									
a. Quarterly Progress Reports	LT1 0.4 LT6 0.1		*** ██				***		Q1/FY93 report filed in January 1993 Q2/FY93 report scheduled for April 1993.
b. Financial and Personnel rpts	LT6 2.5		*** ██	*** ██	*** ██	*** ██	*** ██	*** ██	Submitted as required (Klaasmeyer).
c. Combined Quarterly/Annual Reports	LT1 0.1 LT6 0.1		*** ██	*** ██	*** ██	*** ██	*** ██		FY92 Annual Report finalized and in printing.
d. End of Contract Report (Old ESSP and MTP)	LT1		*** ██	*** ██	*** ██	*** ██	*** ██		Final inventory and financial reports for ESSP Contract No. 306-0202-C-6012-00 in-progress with scheduled completion for April/Q3. End of contract for MTP Agreement No 306-0202-A-00-9520-00 in-progress with scheduled completion also for April/Q3. Security issues and Winter snows caused delay in return of monitors resulting in rescheduling.
e. End of Tour Reports	LT1 0.1		*** ██	*** ██	*** ██	*** ██	*** ██	*** ██	Debriefings held with project officer and assistant project officer for El-Sanabary (CAII) and Chapman (EDC). Reports are on file.
f. Misc briefings for AID/Others	LT1 1.0 LT2 1.0 LT6 0.1		*** ██	*** ██	*** ██	*** ██	*** ██	*** ██	Briefings provided as required to O/AFO representatives and U.S. government and other agency officials (Boardman, Azimi and Assil).
g. Misc reports	LT1 1.4 LT6 1.2		*** ██	*** ██	*** ██	*** ██	*** ██	*** ██	Weekly activity reports and other reports placed on-file with O/AFO as required (Boardman and Klaasmeyer).
7. Provide support services in finance and administration.	LT6 12.9		*** ██	*** ██	*** ██	*** ██	*** ██	*** ██	On-going (Klaasmeyer and Weiler). A major effort was provided in completing the salary arrears payments for ECA schools inside Afghanistan, inventory close-out procedures for the old ESSP contract and MTP agreement, and in procurement issues related to the new ESSP contract.

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

Monitoring/Reporting - Issues and Concerns.

Three monitoring/reporting issues are included for discussion:

- (a) DC&A monitorings,
- (b) school salary payments, and
- (c) gender/equity data collection.

UNO/ESSP requests that when the Data Collection and Analysis (DC&A) unit of the USAID Office of Afghan Affairs visits schools, that every effort be made, both before and after site visitations, to check with the UNO and ECA monitoring offices to review the latest school information files prior to filing any reports. In a recent situation, which involved Logar Province, ESSP found in following up with the 18 schools in which the DC&A unit had indicated schools were closed that: four were previously ESSP dropped schools, one was a previously ESSP inactive school, four were sites where monitors visited wrong locations, four were sites where DC&A data did not include the village name and/or school name of site visited, again probably wrong locations, and five others had incomplete data with visits occurring on non-school days. In a second situation, which involved Nangarhar and Konar Provinces, six sites were visited by the DC&A unit. Five of the sites visited were during the Winter vacation period. Also, of the six sites, one site was an obvious wrong location and two others were previously designated by ESSP as inactive schools.

The issue seems to be that sufficient time is not taken during the preparation phase, pre and post to site visits, nor during data collection and follow-up to ensure completeness and accuracy. Incomplete data are gathered unofficially and/or from the bazaar without proper preparation and follow-up (accuracy); data are gathered during vacation periods, Fridays and other times which are not normal times when schools are in session (timeliness); and improper conclusions are reached based on incomplete data (interpretability). Again, the UNO/ESSP would ask for a full and open monitoring effort rather than the incomplete effort currently taking place. The official monitoring reports are on file.

The UNO/ESSP finance and monitoring/salary payment teams completed the final arrears salary payments for the period prior to 6 May 1992 without incident and the final close-out reports have been filed on the old ESSP project. The issue remaining is the need for ESSP to complete payments for the period of 7 May 1992 to 21 June 1993 and to phase out of teacher salaries completely. Every effort is planned during these next two quarters to repeat the process as initiated for expediting the old contract salary arrears payments and to finish the salary issue completely. The management and monitoring of salary payments inside Afghanistan has always been difficult at best. Since, for the time being, the government of

Afghanistan is probably not prepared to assume all teacher salaries, a special study on Alternative Financing of Teacher Salaries has been initiated to assess community willingness to cover some school salary costs. Sustainability of the schools is important and every effort will be made to shift the salary responsibility to the local community as well as the central government.

The ESSP data collectors currently are involved in collecting the Phase I Improving Efficiency of Educational Systems (IEES)/Education Management Information System (EMIS) data in accordance with the Chapman recommendation. The data collection involves selected gender equity data on students and teachers and some literacy rate information. The issue is the continued practice of under reporting of girls, over reporting of boys, and limited access to accurate female information. Such reporting difficulties are a cultural practice in Afghanistan. The ESSP found this to be true in the earlier refugee school monitorings as well. This is a difficult issue as access/security issues mandate male monitoring teams, and male monitors have restricted access to accurate local female education information whether girls in school, number of female teachers or literacy rates. An ethnographic study and an audit of data accuracy study may be strategies to determine possible gender adjustment rates which can be applied. As equity interventions are planned and implemented, and access and effectiveness data gathered, data accuracy and reliability issues will continue to be of concern, especially as related to gender.

IV. FINANCIAL SUMMARY

The following Quarterly Expenditure Summary shows actual cumulative expenses through FY88, and for FY89, FY90, FY91, and FY92 for the old ESSP contract and Manpower Training Program. All accrued primary school salaries from the old contract were finalized as 31 March 1993; actual cumulative expenses as of 31 March 1993 were \$31,449,702.72. 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 \$749,820 from the new contract are not included. A Quarterly Expenditure Summary for the new ESSP contract shows actual expenditures for FY92 and actual cumulative expenses through 31 March 1993 of \$4,156,044.34.

SUMMARY OF ACTUAL QUARTERLY EXPENDITURES
OLD CONTRACT

	ACTUAL CUM Sept 1988	ACTUAL FY 89	ACTUAL CUM Sept 1989	ACTUAL FY 90	ACTUAL CUM Sept 1990	ACTUAL FY 91	ACTUAL CUM Sept 1991	ACTUAL FY92	ACTUAL CUM Sept 1992	ACTUAL 10/1-12/31/92	ACTUAL 1/1-3/31/93	ACTUAL CUM 03/31/93
UNO TOTAL	4,205,944.69	5,323,009.46	9,528,954.15	6,304,396.53	15,833,350.68	7,410,151.10	23,243,501.78	7,762,988.68	31,026,490.46	320,036.03	103,176.23	31,449,702.72
ESSP TOTAL	4,205,944.69	5,207,639.17	9,413,583.86	5,787,210.45	15,200,794.31	6,787,174.68	21,987,968.99	6,923,498.90	28,911,467.89	192,608.92	97,182.11	29,201,258.92
Log Support:	236,228.00	220,021.80	456,249.80	257,092.71	713,342.51	402,453.34	1,115,795.85	172,544.15	1,288,340.00	0.00	(692.25)	1,287,647.75
Tech. Assist	1,119,542.47	967,808.65	2,087,351.12	1,031,947.11	3,119,298.23	1,410,941.07	4,530,239.30	1,078,347.41	5,608,586.71	31,703.86	(1,807.62)	5,638,482.95
Sub-Cont	74,801.43	108,227.23	183,028.66	118,459.48	301,488.14	220,093.92	521,582.06	178,329.43	699,911.49	70.96	(70.96)	699,911.49
UNO & ESSP	1,044,741.04	859,581.42	1,904,322.46	913,487.63	2,817,810.09	1,190,847.15	4,008,657.24	900,017.98	4,908,675.22	31,632.90	(1,736.66)	4,938,571.46
Program	2,851,174.22	4,019,808.72	6,869,982.94	4,498,170.63	11,368,153.57	4,973,780.27	16,341,933.84	5,672,607.34	22,014,541.18	160,905.06	99,681.98	22,275,128.22
ECA-P	313,889.25	225,505.89	544,395.14	256,997.91	801,393.05	281,804.71	1,083,197.76	157,125.73	1,240,323.49	0.00	12.91	1,240,336.40
ECA-Q	35,081.94	247,113.72	282,195.66	(63,227.73)	218,967.93	95,907.40	314,875.33	46,990.35	361,865.68	0.00	0.01	361,865.69
Prim Sch	1,695,204.76	2,130,390.85	3,825,595.61	2,157,864.33	5,983,459.94	2,555,422.86	8,538,882.80	2,081,247.69	10,620,130.49	115,880.91	91,946.93	10,827,958.33
Salaries (1)	615,311.11	1,385,097.72	2,000,408.83	1,027,226.62	3,027,635.45	1,295,410.14	4,323,045.59	1,088,628.02	5,411,673.61	110,697.29	91,946.93	5,614,317.83
Classrm Supp	88,301.79	214,192.58	302,494.37	144,753.99	447,248.36	207,452.37	654,700.73	99,786.53	754,487.26	5,183.62	0.00	759,670.88
Text Books	520,386.58	374,446.37	894,832.95	899,749.93	1,794,582.88	961,930.17	2,756,513.05	836,806.21	3,593,319.26	0.00	0.00	3,593,319.26
Transportation	471,205.28	156,654.18	627,859.46	86,133.79	713,993.25	90,630.18	804,623.43	56,026.93	860,650.36	0.00	0.00	860,650.36
Monitoring	72,777.85	86,413.62	159,191.47	103,762.49	262,953.96	101,517.76	364,471.72	100,517.83	464,989.55	3,354.40	94.63	468,438.58
TT	19,099.86	7,027.07	26,126.93	104,952.66	131,079.59	320,655.74	451,735.33	249,418.69	701,154.02	0.00	547.67	701,701.69
TT-Women						2,617.14	2,617.14	32,418.26	35,035.40	0.00	0.00	35,035.40
Literacy	342,066.15	166,657.15	508,723.30	107,897.76	616,621.06	5,586.96	622,208.02	73,343.85	695,551.87	0.00	48.74	695,600.61
Scholarship	352,494.30	999,190.70	1,351,685.00	1,129,201.72	2,480,886.72	908,122.02	3,389,008.74	422,487.27	3,811,496.01	0.00	(209.92)	3,811,286.09
Mid/Sec Ed		5,964.15	5,964.15	196,170.27	202,134.42	865,578.97	1,067,713.39	280,085.68	1,347,799.07	21,446.08	0.00	1,369,245.15
Refugee Ed-P								1,769,281.69	1,769,281.69	13,173.86	0.00	1,782,455.57
Refugee Ed-Q								204,989.10	204,989.10	7,064.91	0.00	212,054.01
Refugee Ed Mtr-P								2,887.73	2,887.73	0.00	0.00	2,887.73
Refugee Ed Mtr-Q								1,175.55	1,175.55	0.00	0.00	1,175.55
Refugee Ed-Women								70,846.02	70,846.02	(15.12)	0.00	70,830.90
DAJ								2,510.92	2,510.92	0.00	0.00	2,510.92
Mine Aware		129,421.76	129,421.76	389,361.70	518,783.46	170,792.38	689,575.84	67,345.56	756,921.40	0.00	0.00	756,921.40
Less UNOCA						(55,000.00)	(55,000.00)		(55,000.00)	0.00	0.00	(55,000.00)
Less Oper. Salam						(342,890.00)	(342,890.00)		(342,890.00)	0.00	0.00	(342,890.00)
Less OMA						(86,642.43)	(86,642.43)		(86,642.43)	0.00	0.00	(86,642.43)
AV	14,560.11	22,123.81	36,683.92	105,880.57	142,564.49	151,951.21	294,515.70	102,098.86	396,614.56	0.00	7,241.01	403,855.57
Drug Awareness				9,308.95	9,308.95	7,147.33	16,455.28	7,863.24	24,319.52	0.00	0.00	24,319.52
Less UNFDAC						(8,791.78)	(8,791.78)	(26.68)	(8,818.46)	0.00	0.00	(8,818.46)
MTP	0.00	115,370.29	115,370.29	517,186.08	632,556.37	622,976.42	1,255,532.79	859,489.78	2,115,022.57	127,427.11	5,994.12	2,248,443.80

1) Accrued salaries finalized as of 31 March 1993.

ESSP PER QUARTER EXPENDITURE
OLD CONTRACT

	ACTUAL COM	FY 88	FY 89	91-I	91-II	91-III	91-IV	92-I	92-II	92-III	92-IV	93-I	93-II	Cumul thru 03-31-93
	Sept 1988													
UNO TOTAL	4,205,944.69	5,323,009.46	6,304,396.53	2,123,778.78	1,848,954.18	1,712,468.71	1,724,949.43	1,667,025.49	2,450,875.06	2,760,746.92	904,340.21	320,036.03	103,178.23	31,449,702.72
ESSP TOTAL	4,205,944.69	5,207,639.17	5,787,210.45	1,970,421.78	1,690,377.60	1,561,723.21	1,564,652.09	1,456,582.54	2,218,594.87	2,570,483.55	677,837.94	192,608.92	97,182.11	29,201,258.92
A. TA Consul & Log Support	1,355,770.47	1,187,830.45	1,289,039.82	507,752.26	359,076.05	417,654.37	528,911.73	340,907.80	632,598.02	320,741.23	(43,355.49)	31,703.86	(2,499.87)	6,926,130.70
Log Support:	236,228.00	220,021.80	257,092.71	139,290.23	64,430.00	58,111.15	140,621.96	70,142.29	109,862.55	(7,460.69)	0.00	0.00	(692.25)	1,297,647.75
TA Sub-Cont	74,801.43	108,227.23	118,459.48	47,836.06	42,540.40	56,889.18	72,828.28	59,605.32	91,878.81	26,774.34	70.96	70.96	(70.96)	699,911.49
TA UNO & ESSP	1,044,741.04	859,581.42	913,487.63	320,625.97	252,105.65	302,654.04	315,461.49	211,160.19	430,856.66	301,427.58	(43,426.45)	31,632.90	(1,736.66)	4,938,571.46
B. ECA	353,971.19	472,619.61	193,770.18	91,538.21	102,619.60	91,065.89	92,488.41	78,577.60	93,765.99	31,545.61	226.88	0.00	12.92	1,602,202.09
ECA-P	318,889.25	225,505.89	256,997.91	70,352.19	89,642.51	57,685.79	64,124.22	63,631.61	74,465.67	13,028.45	0.00	0.00	12.91	1,240,336.40
ECA-Q	35,081.94	247,113.72	(63,227.73)	21,186.02	12,977.09	33,380.10	28,364.19	14,945.99	19,300.32	12,517.16	226.88	0.00	0.01	361,865.69
C. Primary Salaries	615,311.11	1,385,097.72	1,027,226.62	325,179.22	469,764.45	310,835.04	189,631.43	145,102.26	614,943.54	1,665,744.29	707,954.74	130,920.96	91,946.93	7,679,658.31
Salaries(3)	615,311.11	1,385,097.72	1,027,226.62	325,179.22	469,764.45	310,835.04	189,631.43	123,170.27	215,257.87	486,677.50	263,522.38	110,697.29	91,946.93	5,614,317.83
Refugee Ed								20,043.41	371,609.93	1,130,554.44	247,073.91	13,173.88	0.00	1,782,455.57
Refugee Ed-Q								1,988.58	8.15	6,430.64	196,661.73	7,064.91	0.00	212,054.01
Refugee Ed-Women									28,067.59	42,081.71	696.72	(15.12)	0.00	70,830.90
D. Text Books/Supplies etc.	1,171,771.36	844,697.97	1,535,523.13	1,004,495.65	474,006.84	636,217.61	435,662.23	602,499.31	577,086.70	360,310.75	121,737.57	29,984.10	642.30	7,794,635.52
Classroom Supp	88,301.79	214,192.58	144,753.99	59,462.01	10,306.68	10,548.51	127,135.17	99,234.20	552.33	0.00	0.00	5,183.62	0.00	759,670.88
Text Books	520,386.58	374,446.37	899,749.93	571,687.52	33,192.16	251,070.78	105,979.71	254,644.14	311,034.59	216,403.73	54,723.75	0.00	0.00	3,593,319.26
Transportation	471,205.28	156,654.18	86,133.79	2,346.48	17,239.08	13,071.85	57,972.77	39,103.17	5,383.28	11,536.64	3.84	0.00	0.00	860,650.36
Monitoring	72,777.85	86,413.62	103,762.49	28,287.87	6,900.02	26,766.06	39,563.81	58,087.45	28,185.94	14,244.44	0.00	3,354.40	94.63	468,438.58
TT	19,099.86	7,027.07	104,952.66	67,838.93	22,392.81	179,484.41	50,939.59	142,228.37	67,493.60	39,695.72	0.00	0.00	547.67	701,701.69
TT-Women								2,617.14	17,804.64	5,543.88	0.00	0.00	0.00	35,035.40
Mid/Sec ED		5,964.15	196,170.27	274,872.84	383,976.09	155,276.00	51,454.04	132.24	136,399.46	75,858.86	67,695.12	21,446.08	0.00	1,369,245.15
Refugee Ed-MTR									3,240.01	(4,555.72)	1,203.44	0.00	0.00	2,887.73
Refugee Ed-MTR-Q									2,656.90	(1,491.35)	0.00	0.00	0.00	1,175.55
DAI									1,325.95	3,073.55	(1,888.58)	0.00	0.00	2,510.92
E. Functional Literacy	356,626.26	318,202.72	612,448.98	(252,401.80)	70,949.81	(50,658.09)	74,263.75	86,668.29	120,124.79	43,271.72	560.03	0.00	7,229.75	1,387,346.21
Literacy	342,066.15	166,657.15	107,897.76	3,415.76	1,656.45	128.66	386.09	1,305.22	46,119.78	25,318.21	600.64	0.00	48.74	695,600.61
Mine Aware(1)		129,421.76	389,361.70	87,705.18	26,310.70	20,076.10	36,700.40	25,245.56	30,734.70	11,365.30	0.00	0.00	0.00	756,921.40
Less UNOCA				(55,000.00)							0.00	0.00	0.00	(55,000.00)
Less Oper Salarn				(342,890.00)							0.00	0.00	0.00	(342,890.00)
Less OMA											0.00	0.00	0.00	(86,642.43)
AV	14,560.11	22,123.81	105,880.57	58,588.07	40,258.99	18,439.17	34,664.98	57,213.59	39,931.95	4,967.25	(13.93)	0.00	7,241.01	403,855.57
Drug Awareness(1)			9,308.95	1,279.19	2,723.67	25.98	3,118.49	2,903.92	3,338.36	1,620.96	0.00	0.00	0.00	24,319.52
Less UNFDAC				(5,500.00)							(26.68)	0.00	0.00	(8,818.46)
F. Scholarship	352,494.30	999,190.70	1,129,201.72	293,858.24	213,960.85	156,608.39	243,694.54	202,827.28	180,075.83	148,869.95	(109,285.79)	0.00	(209.92)	3,811,286.09
Scholarship(2)	352,494.30	999,190.70	1,129,201.72	293,858.24	213,960.85	156,608.39	243,694.54	202,827.28	180,075.83	148,869.95	(109,285.79)	0.00	(209.92)	3,811,286.09
G. MTP	0.00	115,370.29	517,186.08	153,357.00	158,576.58	150,745.50	160,297.34	210,443.95	232,280.19	190,263.37	226,502.27	127,427.11	5,994.12	2,248,443.80

EDUCATION SECTOR SUPPORT PROJECT
SUMMARY OF ACTUAL EXPENDITURES
NEW CONTRACT

	ACTUAL 05/1 - 6/30/92	ACTUAL 07/1 - 9/30/92	ACTUAL CUM 09/30/92	ACTUAL 10/1 - 12/31/92	ACTUAL 1/1 - 3/31/92	ACTUAL CUM 03/31/93
----- ESSP TOTAL	391,199.35	1,641,633.17	2,032,832.52	993,103.36	1,130,108.46	4,156,044.34
----- Log Support	4,449.68	184,199.62	188,649.30	22,295.23	9,799.80	220,744.33
Tech. Assist	165,644.02	436,957.58	602,601.60	368,687.73	447,425.65	1,418,714.98
Sub-Cont	30,737.39	82,981.84	113,719.23	80,368.21	168,352.14	362,439.58
UNO & ESSP	134,906.63	353,975.74	488,882.37	288,319.52	279,073.51	1,056,275.40
Program	221,105.65	1,020,475.97	1,241,581.62	602,120.40	672,883.01	2,516,585.03
ECA - P	34,215.54	61,602.22	95,817.76	76,298.94	69,450.40	241,567.10
ECA - Q	14,531.13	20,107.34	34,638.47	10,946.35	20,446.54	66,031.36
Prim Sch	18,932.38	73,770.89	92,703.27	141,698.79	231,531.17	465,933.23
Salaries (1)			0.00	8,213.65	16,867.36	25,081.01
Classrm Supp	7,468.80	54.44	7,523.24	0.00	2,050.31	9,573.55
Text Books		54,822.91	54,822.91	130,252.36	207,606.39	392,681.66
Transportation	11,463.58	18,893.54	30,357.12	3,232.78	5,007.11	38,597.01
Monitoring	14,563.15	58,019.45	72,582.60	65,249.83	78,992.88	216,825.31
TT	32,678.06	92,634.24	125,312.30	134,509.54	128,720.76	388,542.60
TT - Women	10,228.86	11,731.56	21,960.42	13,604.25	20,015.12	55,579.79
Literacy	417.51	692.98	1,110.49	2,434.04	11,197.75	14,742.28
Scholarship	73.78	277,201.62	277,275.40	39,684.19	(942.00)	316,017.59
Mid/Sec Ed	0.00	78,385.51	78,385.51	4,367.66	0.00	82,753.17
Refugee Ed - P	19,781.19	176,027.49	195,808.68	3,623.84	2,789.41	202,221.93
Refugee Ed - Q	0.00	77,622.50	77,622.50	1,783.42	0.00	79,405.92
Refugee Ed Mtr - P	5,620.51	788.77	6,409.28	4,128.32	0.00	10,537.60
Refugee Ed Mtr - Q	2,818.09	1,265.00	4,083.09	0.00	5,688.91	9,772.00
Refugee Ed - Women	9,914.74	2,093.93	12,008.67	15.12	0.03	12,023.82
IMDC	57,330.71	88,532.47	145,863.18	103,776.11	97,765.42	347,404.71
EMIS					7,226.62	7,226.62

(1) Estimated salary accruals of \$ 749,820 not included.

ESSP PER QUARTER EXPENDITURE
NEW CONTRACT

	92-II	92-IV	Cum Thru 09/30/92	93-I	93-II	Cum Thru 03/31/93
ESSP TOTAL	391,199.35	1,641,633.17	2,032,832.52	993,103.36	1,130,108.46	4,156,044.34
A. TA Consul & Log Support	170,093.70	621,157.20	791,250.90	390,982.96	457,225.45	1,639,459.31
Log Support	4,449.68	184,199.62	188,649.30	22,295.23	9,799.80	220,744.33
TA Sub-Cont	30,737.39	82,981.84	113,719.23	80,368.21	168,352.14	362,439.58
TA UNO & ESSP	134,906.63	353,975.74	488,882.37	288,319.52	279,073.51	1,056,275.40
B. ECA	48,746.67	81,709.56	130,456.23	87,245.29	89,896.94	307,598.46
ECA-P	34,215.54	61,602.22	95,817.76	76,298.94	69,450.40	241,567.10
ECA-Q	14,531.13	20,107.34	34,638.47	10,946.35	20,446.54	66,031.36
C. Primary Salaries	0.00	0.00	0.00	8,213.65	16,867.36	25,081.01
Salaries	0.00	0.00	0.00	8,213.65	16,867.36	25,081.01
D. Text Books/Supplies etc.	114,536.98	572,339.34	686,876.32	360,767.12	450,870.92	1,498,514.36
Classroom Supp	7,468.80	54.44	7,523.24	0.00	2,050.31	9,573.55
Text Books	0.00	54,822.91	54,822.91	130,252.36	207,606.39	392,681.66
Transportation	11,463.58	18,893.54	30,357.12	3,232.78	5,007.11	38,597.01
Monitoring	14,563.15	58,019.45	72,582.60	65,249.83	78,992.88	216,825.31
TT	32,678.06	92,634.24	125,312.30	134,509.54	128,720.76	388,542.60
TT-Women	10,228.86	11,731.56	21,960.42	13,604.25	20,015.12	55,579.79
Mid/Sec ED	0.00	78,385.51	78,385.51	4,367.66	0.00	82,753.17
Refugee Ed	19,781.19	176,027.49	195,808.68	3,623.84	2,789.41	202,221.93
Refugee Ed-Q	0.00	77,622.50	77,622.50	1,783.42	0.00	79,405.92
Refugee Ed-MTR	5,620.51	788.77	6,409.28	4,128.32	0.00	10,537.60
Refugee Ed-MTR-Q	2,818.09	1,265.00	4,083.09	0.00	5,688.91	9,772.00
Refugee Ed-Women	9,914.74	2,093.93	12,008.67	15.12	0.03	12,023.82
E. Functional Literacy	57,748.22	89,225.45	146,973.67	106,210.15	108,963.17	362,146.99
Literacy	417.51	692.98	1,110.49	2,434.04	11,197.75	14,742.28
IMDC	57,330.71	88,532.47	145,863.18	103,776.11	97,765.42	347,404.71
F. Scholarship	73.78	277,201.62	277,275.40	39,684.19	(942.00)	316,017.59
Scholarship	73.78	277,201.62	277,275.40	39,684.19	(942.00)	316,017.59
G. EMIS					7,226.62	7,226.62

APPENDIX A

CURRICULUM DEVELOPMENT/INSTRUCTIONAL DESIGN

- Item 1: Sample Grades 4-6 Scope/Sequence
(Social Studies)
- Item 2: Sample Concepts/Topics by Subject
- Item 3: ESSP Train the Trainers Program
(Transfer Workshop)

SKILLS SCOPE AND SEQUENCE CHARTS
SOCIAL STUDIES-GRADES 4-5-6

Item 1

ساحه و تسلسل
اجتماعیات صنوف ۴-۵-۶

I. GEOGRAPHY جغرافیه
مهارتهای نقشه و کره Map and Globe Skills

English	Dari	Pashto	Grd4	Grd5	Grd6
4. Determine Whether Direction is Accurately Maintained or Distorted on a Given Map	۱- تعیین و تشخیص نمایند که آیا سمت ها بالای نقشه بطور دقیق نگاه داشته شده یا از شکل اصلی آن تغییر داده شده است.	۱- تعیین او تشخیص کری چی آیا لوری (سمتونه) دنقشی پرمخ په دقیقه توگه سوول شوی او که له اصلی شکل حخه تنیورورکر شویدی.			X
C. Scale, Distance, Shape	ج : مقیاس و طبقه بندی، فاصله شکل :	ج : مقیاس - فاصله او شکل :			
1. Use the Bar Scale on a Map to Determine Real Distances on Earth	۱- با استعمال یک مقیاس میله ای بالای نقشه فواصل واقعی را بالای زمین تعیین و تشخیص نمایند.	۱- د دنقشی پرمخ د یومیله ای مقیاس په استعمال سره د حمکی پرمخ واقعی فاصلی تعیین او تشخیص کری.		X	X
2. Compare Maps at Different Scales	۲- نقشه ها را از نگاه مقیاس های مختلف مقایسه نمایند.	۲- د دول دول مقیاسونو له مخی نقشه سره پرتله کری.			X
3. Determine Whether Size, Shape and Distance are Accurately Maintained or Distorted on a Given Map	۲- تعیین و تشخیص نمایند که آیا اندازه و سایز، شکل و فاصله بالای یک نقشه ای داده شده بطور دقیق نگاه داشته شده یا اینکه از شکل اصلی آن تغییر داده شده است.	۲- تعیین او تشخیص کری چی دیوی ورکر شوی نقشه پرمخ د شکل او فاصله، سایز او اندازه په دقیقه توگه سوول شوی او که له اصلی شکل حخه تنیورورکر شویدی.			X
4. Demonstrate a Great Circle on a Map	۱- یک دایره بزرگ را بالای نقشه نشان دهید.	۱- دیوی نقشه پرمخ یوه لویه دایره را وسی.			X
5. Determine the Shortest Route Between Two Places by Using a Globe to Find the Great Circle Passing Through them	۵- کوتاه ترین راه را بین دو محل و جای با استعمال یک کره برای یافتن دایره بزرگ که از بین این دو محل میگذرد تعیین و تشخیص نمایند.	۵- د دوو جایونو ترمنخ ترتولو حخه لنده لار د کری حخه په استفادی سره دلوی دایری د پیدا کولو لپاره چی د دغو جایو حخه تیری تعیین او تشخیص کری.			X
D. Location	د : موقعیت	د : موقعیت			
1. Use Coordinates of Latitude and Longitude to Locate Places	۱- تناسب عرض البلد و طول البلد را برای تعیین موقعیت جای ها بکاربرید.	۱- د جایونو د تالکو لپاره د طول البلد او عرض البلد تناسب پکار یوسی.		X	X

SKILLS AND SEQUENCE CHARTS

SOCIAL STUDIES-GRADES 4-5-6

ساحه و تسلسل

اجتماعيات صنف ۴-۵-۶

I. GEOGRAPHY جغرافيه

مهارت‌های نقشه و کره Map and Globe Skills

English	Dari	Pashto	Grd4	Grd5	Grd6
A. Symbols	الف : سمبول ها	الف : سمبولونه			
1. Identify and Use Abstract Symbols (including color)	۱- سمبول های مجرد و مطلق را (بشمول رنگ) تشخیص داده و بکار ببرید.	۱- مجرد او مطلق سمبولونه (د رنگ په گډون) تشخیص او په کار یوسی.	X	X	X
2. Comprehend and Use a Map Key to Interpret Symbols	۲- يك کلیدنقشه را برای توضیح و تشریح سمبولهادر نقشه دریافت و استعمال نمایند.	۲- په نقشه کې د سمبولونو د توضیح او تشریح لپاره یو کلی پیدا او استعمال یی کړی.	X	X	X
3. Identify Conventional Symbols for Communities and Cities	۲- سمبول های رسمی و قبول شده را برای شهرها و اجتماعات تشخیص و تعیین نمایند	۲- دسارونو او اجتماع گانو لپاره رسمی او منل شوی سمبولونه تشخیص او تعیین کړی.	X	X	X
4. Identify Conventional Symbols for Boundaries	۴- سمبولهای رسمی را برای سرحدات تشخیص و تعیین نمایند.	۴- د سرحدونو لپاره رسمی سمبولونه تشخیص او تعیین کړی.	X	X	X
B. Direction	ب : سمت ها و جهات :	ب : لوری او جهتونه :			
1. Identify and Use Intermediate Directions on a Map or Globe	۱- سمت های متوسط را بالای يك نقشه یا کره تشخیص و تعیین نموده بکاربرید.	۱- په یوی نقشی یا کرې باندي منحنی لوری تشخیص، تعیین او په کار یی یوسی.	X	X	X
2. Use a Compass Rose or North Arrow to Determine Cardinal and Intermediate Directions on a Map	۲- بااستعمال يك قطب نما سمت های اصلی و متوسط را بالای نقشه تعیین نمایند.	۲- په یوی نقشی باندي د قطب نما په واسطه اصلی او منحنی لوری وټاکي.	X	X	X
3. Determine the Direction in Which Rivers Flow by using a Map or Globe	۲- سمت های راکه بطرف آن دریاها جریان دارد با استعمال يك نقشه یا کره تعیین و تشخیص نمایند.	۲- هغه لورونه چې دریاونه بهیری د کرې او یانقشی حخه په استفادی سره یی تشخیص او تعیین کړی.			X

SAMPLE CONCEPTS/TOPICS by SUBJECT AREA

31 March 1993

Subject	Name	Name of Concept	Topic	Level Grade
Mathematics	Group Work: M. A. Yadgari M. A. Nedai A. Q. Najmi A. K. Azizi	Number and Number Theory	Counting (1-10) - Ordinal and Cardinal Numbers - Reading and Writing of the Numbers - Comparing of the Numbers - Number Patterns - Assessment	1
Mathematics	Individual Work: M. A. Yadgari	Number and Number Theory	Counting (10-99) - Ordinal & Cardinal Numbers - Reading & Writing Numbers - Comparing of the Numbers - Number Patterns	1
Mathematics	A. K. Azizi	Whole Numbers Operation	Addition (1-20) - Understanding the Concept of Addition - Properties of Whole Number - Missing Addends - Column Addition - Adding Without Regrouping	1

Subject	Name	Name of Concept	Topic	Level Grade
Science	Group Work: M. A. Nedai S. K. Bakhtari K. Q. Najmi M. A. Yadgari A. K. Azizi	Living & Non-living Things (English, Dari and Pashto)	- World is Made of living and non living Things. - Common Characteristics of Living Things - Food for Living Things	1
Science	Individual Work: A. K. Nedai	Habitat (English)	- Man Made - Natural	1
Science	A. Q. Najmi	Life Observation	- Learning to Observe	1
Science	A. Q. Najmi	Matter: Characteristics (English)	- Use of Sense to Identify Different Objects - All Matters in the Universe are Made of Solids, Liquids and Gases - Discrimination & Comparison of Solids, Liquids & Gases	1
Science	S. K. Bakhtari	Animals (English)	- Body Parts of Animals (outside)	1

Subject	Name	Name of Concept	Name of Topic	Level Grade		
Social Studies	Group Work: Zalmei Sherzad Najibullah Jehadyar Jalat Khan Hekmaty Yosufzai	History People	- Life of Prophet Mohanmad (PBUH)	1		
Social Studies	Individual Work: Najibullah Jehadyar	Geography Life Needs and Wants	- Locate/identify the equator - People have needs - People need food - People need clothes - People need love - People have wants as well as needs - Working for wants and needs - Need & wants in other lands - The little Red Hen story	1 1	2	
Social Studies	Zalmei Sherzad	Geography Our Country History	- Cardinal directions - The story of coming of Islam to Afghanistan - The story of Mahmud Ghaznawi - The story of Khirqa Mubrak and Ahmad Shah Baba - Our country's symbols	1 1		
Social Studies	Aziz A. Yosufzai	Geography Places We Live (location)	- Mapping/land and water - Places where people live - Neighborhood places - Places where we pray - Community rules - Knowing the location of the special places in the mosque - Afghan citizenship - living in other lands	1 1		
Social Studies	Jalat Khan Hekmati	Anthropology Value	- Family - You are special - You grow and learn - Families are special - Families change - Families have rules - Mutual respect between parents and children - What makes families happy	1		

Subject	Name	Language Dari/Pashto		Name of Concept	Name of Topic	Level Grade		
		D	P					
Language	Group Work: Mia Shamsuduha Amouzgar Alekozai Abdul Ghias Sultani	D	P	Early Literacy	The "A" sound and symbol of the vowel, "Alef"	1		
Language	Individual Work: Mia Shamsuduha		P	Early Literacy	E sound of "Alef" Phonic	1		
Language	Sultani Aziz	D	P	Early Literacy	OO haw sound Phonic	1		
Language	Amouzgar	D	P	Early Literacy	Comparing four sound of "Alef" Phonic	1		
Language	B. Alekozai	D		Early Literacy	AA sound of "Alef" Phonic	1		
Language	Ghias	D		Early Literacy	The "O" sound and symbol of vowel "Alef"	1		
Language	Hassan Gul Bandawal		P	Early Literacy	IA sound Phonic	1		

**ESSP TRAIN THE TRAINERS PROGRAM
TRANSFER WORKSHOP**

Program Staff: Specialist Facilitators and UNO/ESSP Staff

Goals: Teacher Trainers will be trained to use the Total Education Systems Development Process to achieve the following outcomes:

1. To define the idea of Concept Scope and Sequence and relate its relevance to developing the Afghan Education System.
2. To select one concept from the agreed Concept Scope and Sequence and divide it into topics and subtopics relevant to a particular subject and appropriate grade level.
3. To develop the propositional, procedural and conditional knowledge and skills relevant to understanding the substantive content and structure of the selected concept (see 2, above) and its practical use.
4. To write a "Lesson Unit Guide" relevant to the selected concept and its related topics and subtopics using the 4MAT Model. This model honors:
 - a. the four learning styles of learners,
 - b. left or right brain hemisphere preferences of learners, and
 - c. the learners' ages and stages of growth and development at each grade level
 and incorporates:
 advanced pedagogical and assessment methods, strategies, and techniques.
5. To create instructional materials and learning aids that support the teaching and learning of the selected concept as well as the advanced pedagogical and assessment methods, strategies, and techniques.

Groups: The ultimate organizational and structural goal is to form teams of Trainers who are specialized in a subject area. An ideal team, therefore, will consist of one or more trainers specialized in Math, one or more in Science, one or more in Social Studies, and one or more in Language (Dari and Pashtu). Each team will be connected to Specialist Facilitator who will act as process mentors, resource persons, and supervisors of the trainers as they apply the training program in the field. Even though teachers teach all subjects in the primary grades, it is essential that those who train the teachers be specialized to help teachers upgrade their knowledge of a) the specific academic content in each subject area and b) the pedagogical and assessment methods, strategies and techniques appropriate to the concepts being taught. Specific training concerning what and how to teach and assess specific content at a particular grade level is the quickest way to upgrade a system which currently employs unqualified or under qualified teachers. It is this specificity which will allow the development of rational systems of supervision and management.

Grouping: Specialists and Trainees will be divided into two groups. Group 1 (Science and Mathematics) will participate in the first workshop scheduled from 24 April to 30 June and Group 2 (Language and Social Studies) will participate in a second workshop which will follow.

Group 1: Science and Mathematics.

03 Science	02 Math	Total 05	Specialist Facilitators
13 Science	07 Math	Total 20	(TT) Training Facilitators

15 Science	09 Maths	Total 25	Group 1 Grand Total
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Group 2: Social Studies and Language (Dari & Pashtu)

	02 Dari		
	03 Pashtu		

04 Soc. Stu.	05 Language	Total 09	Specialist Facilitators

	02 Dari		
	04 Pashtu		

09 Soc. Stu.	06 Language	Total 15	(TT) Trng. Facilitators

13 Science	11 Language	Total 24	Group 2 Grand Total
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Suggested Schedule: The workshops should be carried out in three parts, Identified below with suggested dates.

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PART 1: PROCESS TRANSFER & GROUP PRODUCTION APPLICATION

<u>April</u>		<u>May</u>
24 - 29	01 - 06	08 - 13 15 - 20

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PART 2: PEDAGOGICAL STRATEGIES AND TECHNIQUES APPLIED WITHIN

A 4MAT CYCLE & ASSESSMENT TRANSFER

<u>May</u>	<u>June</u>
22-27 (29)	(3) 05 - 10

=====

PART 3: PROCESS TRANSFER - INDIVIDUALS PRODUCTION APPLICATION

June
12 - 17 19 - 24 26 - 30

Anticipated Production of Lesson Units in Parts 1 and 3. Specialist Facilitators are trainers during Part 1 and Mentor Trainers during Part 3 when Training Facilitators (TT's) are producing their individual lesson units.

<u>Group 1:</u>		<u>Part 1</u>	<u>Part 3</u>
		<u>Group Products</u>	<u>Individual Products</u>
<u>Science</u>			
<u>Specialist Facilitators</u>	<u>Training Facilitators</u>	<u>3 Lesson Units</u>	<u>13 Lesson Units</u>
Najmi	Ghulam Jailani } Ghulam Nabi } Mohd Wali } Nasratullah }	1 Lesson Unit	1 Lesson Unit 1 Lesson Unit 1 Lesson Unit 1 Lesson Unit
Nedai	S. Abdul Ghani } Agha Gul } Ghulam Nabi } Mohd Jan } Mohd Younus }	1 Lesson Unit	1 Lesson Unit 1 Lesson Unit 1 Lesson Unit 1 Lesson Unit 1 Lesson Unit
Bakhtari	Mohd Rafiq } Zundai } Mohd Anwar } Mohd Rahim }	1 Lesson Unit	1 Lesson Unit 1 Lesson Unit 1 Lesson Unit 1 Lesson Unit
<u>Mathematics</u>			
<u>Specialist Facilitators</u>	<u>Training Facilitators</u>	<u>2 Lesson Units</u>	<u>7 Lesson Units</u>
Azizi	Abdurrahman } Azizurrahman } Gula Jan } Mohd Ishaq }	1 Lesson Unit	1 Lesson Unit 1 Lesson Unit 1 Lesson Unit 1 Lesson Unit
Yadgari	Mohd Ishaq } Mohd Qaher } Mohd Gul }	1 Lesson Unit	1 Lesson Unit 1 Lesson Unit 1 Lesson Unit

Group 2:	Part 1		Part 3	
	Group Products		Individual Products	

Social Studies

Specialist Facilitators	Training Facilitators	}	<u>2 Lesson Units</u>	}	<u>9 Lesson Units</u>
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Dari

Hekmaty Najibullah	Bahauddin	}	1 Lesson Unit	}	1 Lesson Unit	
	Sayed Kabir	}			}	1 Lesson Unit
	Sayed Atiq	}			}	1 Lesson Unit
	Mohd Ibrahim	}			}	1 Lesson Unit
Sherzad Najibullah	Noor Mohd	}	1 Lesson Unit	}	1 Lesson Unit	
	Mir Abdullah	}			}	1 Lesson Unit
	Rahimullah	}			}	1 Lesson Unit
	Sayed Mohd	}			}	1 Lesson Unit
	Ghulam Jailani	}			}	1 Lesson Unit

Language

Specialist Facilitators	Training Facilitators	}	<u>2 Lesson Units</u>	}	<u>6 Lesson Units</u>
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Dari

Amouzgar Sultani	Mohd Zarif	}	1 Lesson Unit	}	1 Lesson Unit
	Najibullah	}			}

Pashtu

Besmellah	Abdul Basir	}	1 Lesson Unit	}	1 Lesson Unit	
Mia Sayeed	Mohd Siddiq	}			}	1 Lesson Unit
Bandawal	Din Mohd	}			}	1 Lesson Unit
	Mohd Omar	}			}	1 Lesson Unit

Total Production Projected:

13 May 1993 Lesson Units Created by Groups	09
24 June 1993 Lesson Units Created by Individuals	35

Grand Total	44

Depending on the materials reproduction time, 44 Lesson Units in four subject areas will be ready to be taken inside Afghanistan for tryouts and to be used as models when conducting workshops for teachers.

APPENDIX B

**INSTRUCTIONAL MATERIAL DEVELOPMENT CENTER
(IMDC)**

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

SUMMARY OF IMDC PRODUCTION
INCLUDING INSTRUCTIONAL AIDS,
SUPPLEMENTAL SUPPORT MATERIALS AND
CONTRACT WORKS

(1 January to 31 March 1993)

INSTRUCTIONAL MATERIALS/AIDS

(a) <u>Primary Schools and Literacy Level</u>	<u>Quantity</u>	<u>Type</u>
1. Dari/Pashtu Alphabet Chart	2,600	Posters
2. Usage of Dari Alphabet	2,600	Posters
3. Usage of Pashtu Alphabet	2,600	Posters
4. Multiplication Chart	2,600	Posters
5. Afghanistan Map	2,600	Posters
6. Five Times Chart	2,600	Posters
7. Dari/Pashtu Word and Sentence Board	2,600	Boards
8. Mathematics Board	2,600	Boards
9. Circular Calculation Board	3,250	Boards
10. Scientific Kits	581	Sets
11. Cloth World Globes	2,200	Globes
(b) <u>Middle Schools Level</u>		
1. Skeleton Chart	620	Posters
2. Blood Circulation Chart	620	Posters
3. Chemical Elements Chart	620	Posters
4. English Alphabet Chart	620	Posters
(c) <u>Mine Awareness</u>		
1. Color Large Mine Print	426	Posters
2. Black and White Mine Print	852	Posters
(d) <u>Narcotic Awareness</u>		
1. Family Posters	427	Posters
2. Black Hand	427	Posters
3. Caba-e-Shareef	427	Posters

SUPPLEMENTAL SUPPORT MATERIALS

(a) Training Materials/Kits

1.	Materials for Primary Schools	1,064	Sets
2.	Materials for Middle Schools	849	Sets
3.	Agricultural Posters	15	Sets
4.	Teacher Training Instructional Charts	130	Posters

(b) Supplemental Aids

1.	Illustrated 8 Page Cloth Books for Grade 1-3 Reading Reference Material		
	Almighty God is One	2,000	Volumes
	The Ugly Duckling	2,000	Volumes
	The Race between Wind and Sun	2,000	Volumes
	First Day at School	5,000	Volumes
	Henny Penny (New)	5,000	Volumes
	I can Ride a Bicycle (New)	5,000	Volumes
	Homes in Afghanistan (New)	0	Volumes

(c) Bags, Uniforms and Calendars

1.	Sewing and Printing of Cloth Calendar	100	Calendars
2.	Paper Calendars for Year 1371 (1993)	60	Calendars
3.	Overcoat for Guards & Janitors (DOD Cloth)	20	Coats
4.	File Notebooks for Seminars	30	Files
5.	Metal Sign Board	1	Board
6.	Calendar Shopping Bags	179	Bags
7.	Posters for Teacher Training (Women)	95	Charts
8.	Uniforms for Girl's School (DOD Cloth)	125	Uniforms
9.	Instructional Kit/Cloth Bag	2,620	Bags

APPENDIX C

PUPIL ASSESSMENT (Bowers)

Pupil Learning Assessment in the UNO/ESSP Curriculum

By John Bowers - April 1993

This report discusses how techniques for assessing pupil learning are determined by the structure of the UNO/ESSP curriculum model, the forms assessments take in the curriculum, and recommendations for assessment-related tasks that facilitate implementation of the curriculum.

Without going into an in-depth review of the UNO/ESSP curriculum model, it still is useful to touch briefly on its structure to show how the curriculum model determines the way pupil learning is assessed.

The '4-MAT' rubric underlying the design of a lesson unit (a set of eight sequenced lessons) is a key part of the larger system model. The whole model also encompasses supervision, management, teacher training, and community outreach. Implementation of the curriculum obviously depends on training teachers to use lesson units -- they must know what to teach, how to teach this, and how to assess the effects of their teaching, but success in implementation will also depend on training head teachers to become effective on-site supervisors to order to insure quality control over teaching.

Scope and sequence tables identify concepts and topics in all lesson units, show where these are covered at each grade level, and provide a basis for instructional texts. A teachers' guide contains all lesson units in a subject for a particular grade, and resource books serve as a common knowledge and methods base for teachers as well as for lesson unit writers.

A lesson unit is divided into eight lessons. Each lesson states a brief and an expanded objective, lists teaching activities and methods, identifies materials to be used, and indicates how to evaluate pupil learning. A standard format needs to be stipulated; this facilitates acceptance and use by teachers, presents a clearer template for lesson unit writers, and sets the limits for assessment task specification.

A concept is at the center of each lesson unit. The first three lessons are intended to connect pupils' past experiences with the concept to be learned; two middle lessons formally define the concept and develop mastery learning; and three final lessons enable pupils to apply the concept by creating small demonstration projects. These three components imply three matching assessments of pupil learning for each lesson unit. Documented assessment sends a signal to teachers that assessment is a significant process and that documented assessment evidence is open to pupils, parents, supervisors and others with a legitimate right to know how well children are doing in school.

Assessment in the UNO/ESSP model

UNO/ESSP assessment means continuous assessment, which is a feature of each lesson unit, and which shares similar activities with teaching. The implications of these two factors are several --

- (a) The learning effects of each lesson unit can be an immediate basis for evaluating the teaching of the unit, the units themselves, and the assessment techniques. To put it another way, immediate small-scale formative evaluation can be carried out as soon as lesson units are produced and tried out in the classroom. It is not only possible to quick fix existing units, but also to adjust the production process itself when necessary.
- (b) A major purpose of continuous assessment is to identify pupils who are experiencing learning difficulties so that remedial action can be taken before they fall too far behind. It is certain that a future testing program will be needed that examines all children at the end of each year or after some other time period. Blueprints for these "final" tests for a grade will be based on continuous assessment tasks that measure a concept domain and that lead to item specifications similar to those for developing mastery learning assessment.
- (c) If the process is switched, and a "final" testing program is developed before continuous assessment procedures are set in place, the program will stifle the curriculum since these tests cover only a limited number of concepts in a curriculum, whereas continuous assessment at the unit level covers the entire domain of concepts. "Final" tests have appropriate purposes, so ultimately continuous assessment and periodic external examination will complement one another. In the beginning stages of curriculum development and implementation, the best rule is to start with continuous assessment.
- (c) Since continuous assessment shares similar activities with teaching, and vice versa, assessment and teaching activities should be simultaneously planned and iteratively developed during the writing of lesson units -- we never want teachers or lesson writers to treat teaching and assessment as if they were independent.
- (d) Teachers teach what they know is tested, so if testing reflects what teachers are to teach, then intended teaching can be driven by assessment as well as by prescribed teaching activities. A sort of "double whammy" effect operates. Assessment is an integral part of the curriculum which ideally can facilitate the implementation of the curriculum.
- (e) A resource book of assessment techniques is as important (if teaching and assessment are two sides of the same coin) as the resource book of teaching methods. A resource book of assessment techniques is needed.

Documented Assessment

Documentation permits assessment scores to be reviewed by head teachers, pupils, parents, and supervisors. Teachers also learn that keeping pupil assessment records is an important duty and a supervised component of the curriculum.

Although assessments are made by teachers for each of the eight lessons in a lesson unit, three kinds of assessment scores are documented. These correspond to three broad learning goals of each lesson unit -- engagement, mastery, and application.

Assessment (Engagement)

Teaching is designed to insure that pupils connect prior learning (in or out of school) with the concept to be taught; assessment is designed to insure that pupils who fail to connect will not be overlooked. Teachers must identify pupils having difficulty, note the types of problems that occur, and record corrective actions taken. Three techniques can be used for this assessment.

- o A teacher's diary or log.
- o Behavior ratings and checklists.
- o Attitude measurement of positive response toward concept.

Anecdotal records and notes are kept in a teacher diary in which problems in engagement are noted, as well as the names of pupils who experience these. Diaries are useful for recording unexpected critical incidents. Behavior ratings are made of specific kinds of desirable or undesirable behavior occurring over a fixed period of time (teachers can cooperate in doing this). Checklists are used to identify the presence or absence of specific listed behaviors. Group questioning and group response methods are used to elicit full attention and to identify which pupils have difficulties. Attitude measures are given to assess pupils' disposition to react positively to the meaning and the teaching of the concept throughout the rest of the lesson unit..

Assessment (Mastery Learning)

Assessment measures mastery learning and concept attainment -- the understanding of defined concepts and related information, links to other concepts, and concept attributes. Techniques used are common to classroom testing and the measurement of productive thinking. Context-dependent test items are used both for practice and assessment. The major objective is to assess the ability to attack and solve problems presented in new ways, as well as abilities that reflect flexible, original, and self-regulated thinking. These are what most people believe that school is all about -- learning the meaning of important ideas and measuring how well this meaning has been learned. Mastery assessment techniques also lay the foundation for future leaving and selection examination.

Assessment uses classroom testing techniques; several different types of item formats can be used depending on the nature of teaching activities. Oral quizzes are given in younger grade levels. Pupils are given short tests in fixed time periods. Items are of various types and similar to practice exercises. The kinds of items to use can include the following.

- o Extended response items, when appropriate for a grade level, are good for testing depth of understanding, ability to organize thinking, supporting or justifying a position, stating a plan, and summarizing.
- o Matching exercises are good for classifying entities and for identifying relationships linking classes. For example, matching pictures of common objects to their names is a matching exercise.
- o Master list items are good for judgment discriminations.
- o True-false questions efficiently increase content coverage and are useful for presenting generalizations, comparisons, causal propositions, instances and examples, procedural steps, and computations;
- o Multiple choice items present new interpretive and context-dependent test material (similar to exercises), and can be used to measure higher-order thinking skills.
- o Productive thinking is tested using measures of ideational fluency (production of symbols and ideas), flexibility (producing categories of ideas and symbols), and originality (producing novel or uncommon ideas); especially useful for metaphorical or analogical thinking, and for identifying relationships that elaborate meaning.

Assessment (Application)

Pupils develop demonstration projects that exemplify applications of concepts. Projects involve products created by pupils, either individually or in small teams, that demonstrate the meaning of concepts to parents, one another, or to others in the community. Teachers help pupils plan, organize, and produce at challenging but realistic levels. Assessment requires projects to be rated in terms of process (where taught procedures are important) or product (when the quality of the product is important). Assessment is documented by an overall merit rating made by the teacher of each lesson unit's project. Ratings must use simple process and product rating scales and rating criteria that are easy to understand and apply. Pupils may develop either individual or small group projects. Group projects foster cooperative effort. Ratings can be made by teachers, pupils, parents.

A combination of assessment methods is used to evaluate projects. Assessment ratings focus on the processes involved, on the products, or on a combination of process and product. Rating scales and rating criteria should be simple and easy to use so that there is not too much variation from one lesson unit to another. The following project ratings can be made by the teacher for each lesson unit project.

- o Process ratings of the way a pupil plans the demonstration project; ratings can be made for clarity of plan, choice of methods, intended use of material, group cooperation.
- o Process ratings of the steps used to develop a product; ratings can be made for conformity to plan, flexibility of development, wastage of material, use of time, and completion of all steps.
- o Ratings of the qualities of products used for demonstration and the demonstration itself; ratings can be made for originality, relevance to the concept, social value, and organization of content.

Recommendations

Assessment-related recommendations are listed and discussed below. The aim of these recommendations is to facilitate implementation of the curriculum. They stem from the items discussed above and together represent a start in developing the assessment component of the overall curriculum. The recommendations address (a) sound linkage between teaching and assessment, (2) methods to document assessment results, (3) building assessment into supervision.

Linking Teaching and Assessment

The goal of the curriculum is train teachers what to teach, how to teach, and how to assess the effects of teaching. The first two items, the "what" and "how" questions, are treated in the two planned resource books -- the academic resource book and the pedagogical resource book. A third resource book is needed. This would be a catalog of assessment techniques with examples. Then three resource books would be consulted when planning a lesson unit. The books should be cross referenced; this would reinforce the connection between content, teaching methods, and assessment techniques.

The assessment resource book will contain techniques applicable for each of the three facets of assessment: engagement, mastery learning, and application. Suggested techniques were listed for each in an earlier section. These would be fleshed out with full descriptions of procedures with examples. This is analogous to item

specification. Since item specifications have been developed at various levels of specificity, the project must set desired format. The format would presumably be consistent with the format of the other resource books.

Recommendation 1: Design and develop an assessment resource book which (a) explains the rationale for three facets of pupil learning assessment: engagement, mastery learning, and application. This book is intended for use, together with the academic and teaching methods resource books, by unit writers when they produce lessons.

Documenting Assessment Results

Assessment results need to be documented for several reasons. A major one is that continuous assessment in the UNO/ESSP curriculum is criterion-referenced. This means that results are interpretable in reference to a well-defined domain of tasks.

Criterion-referenced tasks are typically expressed as performance objectives, and these of course are integral to the lesson units in this curriculum. In this curriculum, the domain of concepts to be learned is the underlying basis for lesson unit objectives, pedagogy, content, and assessment techniques. Since the curriculum is organized into lesson units, assessment can not be anything else but criterion-referenced.

The great advantage of criterion-referenced assessment is that pupil performance can be reported in simple and meaningful ways to a variety of persons with a stake in education. These persons are teachers, pupils, parents, curriculum developers, teacher trainers, supervisors, educational planners. With a common documented basis of assessment results, a variety of reporting formats can be developed to serve the needs of these multiple audiences. For each of these, results can be interpreted simply as the number of concepts that a pupil has connected with, mastered, or successfully applied. This legitimizes percentage scores, which always appears to be the measure preferred by persons at all levels.

There are two factors to consider when documenting assessments. The first concerns procedures developed for teachers to record and maintain a roster of assessment results for lesson units covered in class. The second is concerned with gathering this information for central computer processing and analysis by the research and planning department. Design features are important in both instances. High quality on-site record keeping is necessary to insure the authenticity of results both for those directly examining the records and for researchers who transfer the recorded information for analysis. This seemingly simple notion of record management by teachers is not a trivial matter. Poor record keeping decreases the reliability of assessment measures.

Recommendation 2: Design and develop assessment record keeping procedures that enables teachers to maintain accurate continuous assessment results for pupils.

Recommendation 3: Design and develop procedures to computer process and analyze school site assessment result. (Recommend the Data Entry Management (DEM) software developed by Andreas Schleicher of the International Coordinating Center of the University of Hamburg, Germany. The software has data compatibility with dBase, SPSS and SAS.)

Assessment Supervision

The UNO/ESSP model addresses the need to supervise instruction in ways that support pupil learning. Assessment is designed to inform people what students know and can do; assessment is intimately tied to teaching, so the supervision of teaching implies supervision of assessment procedures as well. Supervisors must be trained how to evaluate the ways teachers use lesson unit assessment methods and how they also maintaining records of assessment results.

The development of a supervisor training program has always been part of the UNO/ESSP curriculum development and implementation plan, but details can be worked out as lesson units are written and teachers are trained to use them. Since no supervisor corps currently exists, head teachers must be trained for on-site supervision. Formative evaluation of early implementation trials will shed light on what tasks head teachers do and what tasks they will be required to do for successful implementation of the curriculum. The discrepancy between what is and what needs to be done will lay the groundwork for supervision training.

Recommendation 4: Design and develop a training program for head teachers and (ultimately) supervisors that among other things focusses on the rationale for assessment supervision, on assessment procedures, and on the functions that assessment serves -- valid measurement of learning outcomes, criteria of school effectiveness, and the promotion of positive attitudes towards education.

I want to express my appreciation for the opportunity to have worked with Dr. Donald Schutte and all of the Specialist Facilitators who generously allowed me to participate in daily seminars throughout this consultancy. They are an extraordinary cadre of professionals and it was a privilege to have worked closely with them.

References

- ESSP Assessment of Pupil Learning: Pupil Assessment Tasks, Briefing Report, March 1993.

APPENDIX D

TEACHER TRAINING

- Item 1: In-Service Training Seminars
- Item 2: Proposed Teacher Training Sites

Teacher Training Surveys/WorkshopsTeacher Training Surveys:

<u>Province</u>	<u>District</u>	<u>Village</u>	<u>No. of Seminars Needed</u>	<u>No. of Eligible Participants</u>
Nangarhar	Sorkhrod	Charbagh, Sultanpor	5	232 Tchrs.
Nangarhar	Shinwar	Ghanikhel	4	220 Tchrs.
Laghman	Markaz		7	320 Tchrs.
Laghman	Alingar		4	168 Tchrs.
Kunar	Asadabad	Markaz	2	45 Tchrs.
Khost	Markaz	Markaz	2	57 Tchrs.
Khost	Alisir	Markaz	1	41 Tchrs.
Khost	Makan	Markaz	1	38 Tchrs.

Teacher In-Service (4 weeks) Training Workshops Conducted:

<u>Province</u>	<u>District</u>	<u>Village</u>	<u>No. of Seminars Conducted</u>	<u>No. of Participants</u>
Kandahar (18 Feb - 18 Mar/93)	City	City	2	85 Tchrs.
Nangarhar (16 Jan - 17 Feb/93)	Jalalabad	City	2	81 Tchrs.
Nangarhar (25 Feb - 16 Apr/93)	Jalalabad	City	1	45 Tchrs.
Nangarhar (27 Feb - 17 Apr/93)	Jalalabad	City	1	45 Tchrs.
Nangarhar (6 Mar - 12 Apr/93)	Ghanikhel	Ghanikhel	1	42 Tchrs.
Nangarhar (7 Mar - 17 Apr/93)	SorkhRod	Sultanpor	1	44 Tchrs.
Laghman (8 Mar - 17 Apr/93)	Alingar	Markaz	1	39 Tchrs.
Kunar (7 Mar - 16 Apr/93)	Markaz	Markaz	1	45 Tchrs.
Khost (7 Mar - 13 Apr/93)	Markaz	Markaz	1	37 Tchrs.
Subtotal:			11	463

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Table 1: Proposed Teacher Training Sites FY93-95

	<u>FY93</u>		<u>FY94</u>		<u>FY95</u>
<u>Zone A</u> Eastern Border (Access pt. Peshawar/Hangu)	Site 1 – Khost		Site 5 – Ghazni		
	Region Served: Paktya/Paktika Provinces		Region Served: Logar, Wardak and Ghazni Provinces		
<u>Zone B</u> East Central (Access pt. Peshawar)	Site 2 – Jalalabad		Site 6 Kabul		Site 7 Charikar
	Region Served: Nangarhar Province and possibly Laghman and Kunar Provinces		Region Served: Kabul Province		Region Served: Parwan, Kapisa and Bamyan Provinces
<u>Zone C</u> Southwest (Access pt. Quetta)	Site 3/4 – Kandahar		Expanded/Kandahar		
	Region Served: Kandahar and suburbs		Region Served: Kandahar, Zabul, Orozgan and Helmand Provinces		
	or				
	Site 3/4 – Herat		Expanded/Herat		
	Region Served: Herat City and suburbs		Region Served: Herat, Badghis Ghor, Farah/Nimroz Provinces		
<u>Zone D</u> North (Access pt. Peshawar/Chitral or Peshawar/Kabul)					Site 8 – Kunduz or Baghlan
					Region Served: Kunduz, Baghlan, Takhar and Badakhshan Provinces
					Site 9 – Mazar-e-Sharif
				Region Served: Balkh, Samangan, Jawzjan and Faryab Provinces	

Note: Included are the nine sites proposed over the three year period of FY93, FY94 and FY95 and the corresponding zones, provinces and regions to be served. See attached map for detail.

Table 2: Geographic/Demographic Data for Teacher Training Sites

	Geographic/Ethnic			Stability			Need		
	Region	Ethnicity	Language	Refugees Returned	Access	Security	ECA Schools	Total Population	Ages 5-14
Zone A									
Site 1:	Paktya/Paktika	Pashtoon	Pashtu	High	Good	Good	68	890069	214292
Site 5:	Logar, Wardak and Ghazni	Pashtoon/Hazara	Pashtu/Dari	Medium	Fair/Poor	Fair	332	1372697	337599
Zone B									
Site 2:	Nangarhar, Laghman and Kunar	Pashtoon/Tajik	Pashtu/Dari	High	Good/Fair	Fair	94	1571426	424462
Site 6:	Kabul	Tajik/Pashtoon	Dari/Pashtu	Low	Poor	Poor	15	2053483	534618
Site 7:	Parwan, Kapisa and Bamyan	Tajik/Pashtoon	Dari/Pashtu	Low	Poor	Poor	157	1400933	320117
Zone C									
Site 3/4:	Kandahar, Zabul, Orozgan and Helmand	Pashtoon/Tajik	Pashtu/Dari	Medium	Good/Fair	Fair	83	2080740	528783
Site 3/4:	Herat, Badghis, Ghor and Farah/Nimroz	Pashtoon/Tajik	Pashtu/Dari	High	Fair	Good	50	2076891	550234
Zone D									
Site 8:	Kunduz, Baghlan, Takhar and Badakhshan	Tajik/Uzbek	Dari/Pashtu	Medium	Poor	Poor	168	2605131	724461
Site 9:	Balkh, Samangan, Jawzjan and Faryab	Turkman/Uzbek	Turkmani/Uzbeki	Low	Poor	Good	180	2074944	541128
Subtotal:							1147	16126314	4175694

APPENDIX E

SCHOOL DEMOGRAPHIC DATA (ECA)

Summary of ECA Schools - Active/Salaried,
Active/Non-Salaried, Inactive and Dropped

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SUMMARY OF ECA APPROVED SCHOOLS ACTIVE/SALARIED, ACTIVE/NON SALARIED,
INACTIVE AND DROPPED

Date: 03/31/93
Region: East Central

Province: 01 Kabul

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
02 Bagrami	0	0	0	2
04 Chardehi	0	0	0	0
05 Charasyab	0	0	0	1
06 Deh Sabaz	0	0	0	0
07 Sarobi	0	0	0	3
08 Paghman	5	0	0	0
09 Shakar Dara	3	1	4	0
10 Mir Bachakot(Kohdaman)	8	0	1	0
12 Qara Bagh	0	0	1	0
Totals	16	1	6	6

Province: 02 Kapisa

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Mahmoud Raqi(Kapisa)	7	0	0	0
02 Tagab	6	0	2	3
04 Kohistan	35	1	0	0
06 Nejrab	14	0	0	0
Totals	62	1	2	3

Province: 03 Parwan

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Charikar (Markaz)	6	0	1	0
02 Ghorband(Syahgerd)	13	0	2	0
04 Bagram	7	0	0	0
06 Jabul Saraj	15	0	0	0
07 Panjsher	14	0	0	0
08 Surkh Parsa	13	0	3	1
09 Shekh Ali	4	1	0	0
Totals	72	1	6	1

Province: 04 Wardak

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Maydan Shar(Kote Ashro)	5	0	0	0
02 Jalrez	7	1	0	2
03 Nerkh	10	0	0	0
04 Chake Wardak	15	0	1	1
05 Day Mirdad	6	0	1	0
06 Markaze Behsud Part II	0	0	4	0
07 Behsud Part I	3	1	6	1
08 Sayed Abad	39	0	0	2
09 Jaghatu	14	0	6	6
Totals	99	2	18	12

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Province: 05 Logar

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Baraki	50	0	8	4
03 Charkh	21	0	2	1
04 Mohammad Agha	11	0	0	2
05 Puli Alam(Kolangar)	21	0	0	0
Totals	103	0	10	7

Province: 06 Ghazni

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Ghazni	20	1	0	0
02 Zena Khan	4	0	4	0
03 Deh Yak(Ramak)	11	0	0	1
04 Khwaja Omri	7	0	0	0
05 Nawor	6	0	0	0
06 Jaghatu(Waiz)	14	0	0	0
07 Jaghori	8	1	0	0
08 Malestan	1	2	0	0
09 Qarabagh	18	0	3	1
10 Moqor	14	0	0	1
13 Andar(Miri Shelgar)	7	1	17	5
15 Nawa	4	0	0	0
Totals	114	5	24	8

Province: 28 Bamyan

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Bamyan	2	0	0	1
02 Shibar(Shumbul)	4	0	1	1
03 Khamard	6	0	4	5
04 Saighan	3	0	0	1
05 Yakowlang	3	0	0	0
06 Panjab	2	0	0	0
07 Waras	0	0	4	0
Totals	20	0	9	8

Regional totals: East Central

Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
486	10	75	45

Region: East

Province: 07 Paktya

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
07 Sperah	2	0	1	0
09 Khost(Matoon)	0	0	0	1
14 Tani(Tunni, Tayou)	3	0	2	0
19 Jaji(Ali Khel)	2	0	0	1
21 Jani Khel	3	0	0	1
24 Jadran(Waze)	0	1	0	2
27 Sayed Karam	0	1	0	3
28 Chamkani	1	0	0	1
29 Dand-wa-Patan	5	0	0	0
31 Zormat	8	0	1	2
34 Jaji Maidan	2	0	0	0
Totals	26	2	4	11

Province: 08 Nangarhar

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Jalalabad	0	0	0	0
02 Shinwar(Ghanikehl)	0	0	1	0
05 Rodat(Shahi Kot)	4	0	0	2
07 Mohmand Dara(Basa Wul)	0	0	0	0
10 Deh Bala(Haska Mina)	2	0	0	0
11 Achin	3	0	0	0
12 Kama	1	0	0	0
13 Goshta(Khawaja Zewar)	8	0	0	0
14 Sorkh Rod	0	0	1	0
15 Hesarak	6	0	0	1
17 Kouz Konar(Shewa)	3	0	0	0
19 Khogiani(Kaga, Kaza)	19	1	2	1
Totals	46	1	4	4

Province: 09 Laghman

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Mohterlam	11	0	0	0
02 Qarghaie	0	0	0	1
04 Alingar	6	0	1	2
05 Alishing	14	0	0	1
06 Nooristan	2	0	0	9
Totals	33	0	1	13

Province: 10 Konar

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Konar(Asadabad, Marwura)	1	0	0	0
07 Bar Konar(Asmar)	7	0	0	0
09 Kamdesh	3	17	0	1
11 Chawki	5	2	0	1
12 Nour Gul(Mazar)	0	0	0	0
13 Peche(Dareh Peche)	8	0	0	7
Totals	24	19	0	9

Province: 29 Paktika

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
02 Urgoun	12	0	0	3
16 Khair Kot	14	0	3	2
17 Sultan Khan(Yahya Khel)	0	0	0	1
22 Gomal	4	0	1	0
23 Wazakhwa	5	0	2	0
Totals	35	0	6	6

Regional totals: East

Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
164	22	15	43

Region: North East

Province: 11 Badakshan

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Faizabad	0	0	7	0
02 Ragh	0	0	2	0
05 Khwahan	0	0	3	0
06 Jurm	0	0	4	1
07 Baharak	0	0	11	0
12 Keshem	0	0	17	10
Totals	0	0	44	11

Province: 12 Takhar

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Taloqan	9	0	0	0
02 Rustaq	0	0	0	0
03 Khwajaghar	0	0	0	2
04 Eshkamesh	6	0	2	3
07 Chah Ab	0	0	0	1
08 Yangi Qala	0	0	0	1
10 Farkhar	6	0	1	1
12 Kalafgan	4	0	0	0
Totals	25	0	3	8

Province: 13 Baghlan

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Baghlan-e-Sanati	14	2	0	8
02 Puli Khumri	9	8	0	0
04 Doshi	3	2	0	0
05 Tala wa Barfak	0	0	0	0
07 Nahrein	12	0	2	13
08 Burka	5	0	0	2
09 Anderab	5	0	0	5
10 Khost wa Farang	11	0	0	2
Totals	59	12	2	30

Province: 14 Kunduz

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Kunduz	5	0	0	2
02 Aliabad	12	0	0	0
03 Hazrat Imam(Eman Saheb)	6	0	1	4
04 Khanabad	7	1	0	4
05 Archi(Dasht Archi)	4	0	1	2
06 Qalae Zal	2	1	0	0
07 Char Dara	10	2	0	0
Totals	46	4	2	12

Regional totals: North East

Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
130	16	51	64

Region: North

Province: 15 Samangan

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Samangan(Aibak)	25	1	0	4
02 Darae Souf	7	0	0	2
03 Khulm	12	0	0	0
05 Hazarate Sultan	7	0	0	0
06 Roye Doab	7	7	1	1
Totals	58	8	1	7

Province: 16 Balkh

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Mazar-i-Sharif	3	0	0	0
03 Nahre Shahi	7	0	0	0
05 Char Kant	4	0	0	0
06 Dowlatabad	7	0	1	0
07 Sholgera(Royna Qara)	26	0	0	5
10 Char Bolak	5	1	0	0
11 Chemtal	8	0	0	1
Totals	60	1	1	6

Province: 17 Jawzjan

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Sheberghan	1	0	0	0
02 Sang Charak	18	1	1	1
04 Sari Pul	2	0	0	5
05 Kohistanat(Mahtanat)	4	2	0	3
06 Aqcha	8	1	0	1
10 Qarqin	6	0	0	0
12 Mengajek	2	0	0	0
Totals	41	4	1	10

Province: 18 Faryab

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Maymana	0	0	0	0
02 Andkhoy	5	0	0	0
06 Pashtoon Kot	0	0	1	1
07 Kohistan(Lawlash)	9	0	4	0
08 Almar	0	0	1	0
09 Belcheragh	4	0	0	0
10 Shirin Ingab	3	0	0	2
11 Qaysawr	0	0	2	1
12 Darzab	0	0	1	1
13 Dowlatabad	3	0	0	0
Totals	1	1	0	0
Totals	25	1	9	5

Regional totals: North

Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
184	14	12	22

Region: West

Province: 19 Badghis

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Qala Naw	0	0	0	0
02 Kushke Kohna	0	0	0	0
03 Morghab	0	0	0	0
04 Ghormach	0	0	0	0
05 Qades	3	0	1	2
06 Jawand	0	0	0	1
Totals	3	0	1	3

Province: 20 Herat

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
02 Enjeel	3	0	0	0
03 Gozarah	3	0	0	0
04 Pashtoon Zarghoon	0	0	0	4
05 Gulran	0	0	1	0
06 Kushk	0	0	0	0
07 Ghoryan	7	0	2	2
08 Obey	0	0	0	6
09 Cheshte-Sharif	0	0	0	1
10 Karokh	0	0	1	0
11 Zendajan(Fau Shang)	0	0	0	3
12 Kohsan	0	0	0	1
13 Adreskan	1	0	2	0
Totals	14	0	6	17

Province: 21 Farah

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Farah	0	0	0	0
02 Khake Safid	0	0	0	0
03 Shindand(Sabzwar)	1	0	0	0
04 Farsi	1	0	0	1
05 Anar Dara	3	0	0	0
06 Bakwa(Sultani Bakwa)	0	0	0	0
07 Bala Balouk	1	0	0	0
08 Qalae Kah	0	1	0	0
09 Gulistan	0	0	0	1
10 Purchaman	9	0	0	0
11 Lash Jaween	0	0	1	0
Totals	15	1	1	2

Province: 27 Ghor

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Chaghcharan	0	0	0	0
02 Shahrak	5	0	3	0
03 Saghar	1	0	0	4
04 Toulak	1	0	0	7
05 Ghor-e Taywara	8	1	2	8
06 Lal-wa-Sarjangl	0	2	0	0
07 Pasaband	2	0	1	0
Totals	17	3	6	19

Regional totals: West

Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
40	4	14	41

Region: South

Province: 22 Nimroz

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
02 Kang/Kurki(Miel Kurki)	1	0	0	0
04 Khosh Rod(Lokhi, Khas)	0	0	0	0
05 Char Borjak	0	0	0	0
Totals	1	0	0	0

Province: 23 Helmand

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Bust(Lashkargah)	0	0	0	0
02 Reg(Khanneshin)	0	0	0	0
03 Nahre Saraj(Greshk)	0	0	0	0
04 Sarbon Qala(Sangin)	0	0	2	2
05 Mosa Qala	0	0	0	0
06 Kajaki	0	0	0	1
07 Nauzad	0	0	0	2
09 Garmser(Darweshan)	2	0	0	0
10 Nadi-Ali	2	0	0	0
11 Nawae-Barakzae(Hazaras)	6	0	4	2
12 Baghran	2	0	6	2
Totals	12	0	12	10

Province: 24 Kandahar

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
02 Spin Boldak	0	0	0	0
04 Dand	1	0	0	0
05 Daman	0	0	0	0
06 Arghistan	2	0	0	0
07 Khakraiz	1	0	0	0
09 Nesh	0	0	0	0
12 Arghandab	0	0	0	0
13 Panjwai	1	0	0	0
14 Maywand(Keshke Nakhud)	0	0	0	3
15 Shah Wali Kot(Dahla)	0	0	0	1
16 Maruf	4	1	0	0
Totals	9	1	0	4

Province: 25 Zabul

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Qalat	3	0	0	0
02 Jaldak(Shahre Safa)	2	0	0	1
03 Mizan	0	0	0	0
04 Shah Joy	2	0	2	4
05 Arghandab	1	0	0	0
06 Dai Chopan	0	0	1	2
07 Shinkai	0	0	3	1
09 Shemalzai	0	0	0	0
Totals	8	0	6	8

Province: 26 Oruzgan

District	Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
01 Tirin Kot	8	0	0	1
02 Oruzgan(Khass)	3	0	0	0
03 Deh Raud	3	1	0	3
04 Dai Kundi(Khadir)	0	0	0	0
05 Shahrstan	0	0	0	0
06 Chorah	1	0	0	1
07 Ajrestan	6	0	0	0
08 Gezab	0	0	0	2
09 Kajran	1	0	0	0
Totals	22	1	0	7

Regional totals: South

Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
52	2	18	33

Grand totals:

Active Salaried Schools	Active Non Sal. Schools	Inactive Schools	Dropped Schools
1065	68	185	251

FOOTNOTE:

ACTIVE/SALARIED = Schools Active and Verified since 30 September 1992 and Salaried.

ACTIVE/NON SAL. = Schools Active and Verified since 30 September 1992 and Not Salaried.

INACTIVE = Schools Active, Verified and Salaried prior to 30 September 1992 but declared Inactive based on inconsistent monitoring reports since 30 September 1992.- Salaries are on hold.

DROPPED = Schools Active, Verified and Salaried prior to 30 September 1991 but Dropped based on negative and/or inconsistent monitoring reports.

7

APPENDIX F

EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS)

Item 1: Proposed EMIS System (Chapman)

Item 2: Sample Data Displays (Nangarhar)

PROPOSAL FOR AN EDUCATION MANAGEMENT INFORMATION SYSTEM FOR THE ACA (ECA)

February 1993

Prepared by the UNO/ESSP Work Group on EMIS

(Dr. David Chapman, David Weiler, A. Qadeer Fitrat,
Mostaen Billah, Prof. Rahimi, and Noor Mohammad)

The purpose of this paper is to suggest to the ACA (ECA) strategies for further developing the management information system that can help support planning and decision making for the Afghan education system. Part I of this paper reviews the framework adopted by ESSP for organizing its EMIS. Part II suggests a phased strategy for implementing the EMIS.

Part I: Framework of the EMIS

The purpose of an education management information system (EMIS) is to provide information needed in planning and managing the education system. The ultimate purpose of that planning and management is to improve what is happening in classrooms with children. This involves making sure that needed inputs are appropriately allocated, that the educational process in the schools is proceeding in an effective way, that children are learning, and that the entire education system is operating in an efficient way. This requires that education officials have current and reliable information about what is happening at each level of the education system. One means of collecting and maintaining information is an EMIS. An effective EMIS should provide information that is accurate, timely, relevant. Most importantly, it should be useful information that responds to real issues that face the ACA (ECA).

The data collected for an EMIS can be based on what information decision makers say they need or on some framework or model of the educational process. In practice, the most useful information systems are based on a combination of these two approaches. Since the education system of Afghanistan is still being reconstructed, not all the decision makers have been fully identified. The present approach, then, is to base the initial design on a conceptual model, with the understanding that this design will be modified as decision makers are identified and as they are able to specify what information they need.

The framework adopted as the basis of the EMIS is the efficiency-based model developed by the Improving the Efficiency of Education System (IEES) project. Within this model, education is understood in terms of Context, Inputs, Process, Outputs, and Outcomes. Context refers to the social, economic, political, and cultural situation in which the

educational system operates. Inputs are the resources used to produce the educational activity--teachers, students, instructional materials, school facilities, etc. The process refers to the means by which educational inputs are transformed into educational outputs. Educational process refers to the instructional methods teachers use--lecture, self-instructional materials, radio, etc. Outputs are the direct and immediate effects of the educational process, such things as cognitive achievement, manual skill development, attitudinal changes, and behavioral changes. Outcomes are the longer term impacts of education. These include, for example, the employability and work performance of graduates, the adequacy of graduates preparation for continued schooling, and the impacts of education on family nutrition and health. Whether the desired outcomes of education occur usually depend on many factors beyond just the effectiveness of school instruction. For example, the ability of graduates to find employment depends on the larger economy as well as on their skill levels.

This model provides a framework for identifying and organizing educational indicators. Indicators are measures used to represent what is happening in the education system. First-order indicators are those characteristics of the education system that can be measured directly, such as the number of teachers or students. Second-order indicators are those measures which are formed by a combination of first-order indicators. For example, the number of students and the number of teachers can be combined into a teacher:student ratio. When developing an EMIS, it is usually only necessary to collect and store first-order indicators, since second-order indicators can be computed as needed.

UNO/ESSP has already made considerable progress in identifying the types of issues that need to be addressed with an EMIS. The purpose of this paper is to suggest to the ACA (ECA) what first-order indicators need to be collected (and how they can be combined into second-order indicators) in order that the information needed to address those issues will be available when it is needed.

[This framework for understanding the educational process and its use as a basis for designing an education management information system is more fully discussed in Windham (1990) Indicators of Educational Effectiveness and Efficiency (IEES); Windham and Chapman (1990) The Evaluation of Educational Efficiency: Constraints, Issues, and Policies (JAI Press); and Rose, Fitrat and Mostaeen (1992) School Statistics and Economic Analysis Data Requirements (UNO/ESSP).]

Part II: Strategy for Implementing the EMIS

Given the present situation in Afghanistan, it is proposed that four principles guide the development of the EMIS.

1. The EMIS for the Afghanistan education system should start from an internationally accepted framework of what types of education information are most often needed and then

modify that framework as new issues and questions arise. The framework that has been adopted by UNO/ESSP is the efficiency based model introduced by the IEES project. Specifically, it organizes indicators in terms of Context, Input, Process, Output, and Outcomes. This framework is described more fully later.

2. The EMIS should be phased in gradually, with only the most essential data collected during the first few years. As schools become more familiar with the purpose and procedures associated with the EMIS and as the ACA (ECA) identifies additional information needs, the amount and type of data collected each year can be increased. This strategy is intended (a) to respect the sensitivity of school-level personnel regarding the provision of school data; (b) to keep the data collection responsibilities of project staff manageable during a time of severely limited resources and competing demands on their time; and, (c) to help ensure that the data that are collected are fully analyzed and appropriately presented to decision makers before additional data are collected.
3. The EMIS should be based on three types of data collection: (a) Data collected from all schools on an annual basis (e.g., census data), such as the number of students and teachers in each school. (b) Data collected from all schools on a regular basis but less often, such as the condition of the school facilities and the availability of water and latrine. (c) Data collected through special studies, conducted on an as-needed basis, such as problems teachers are having in implementing the new materials. This approach recognizes that some school characteristics change only slowly. Data on some characteristics do not have to be collected each year. Similarly, many issues about the functioning of the education system, while important, can be adequately determined by surveying a small number of schools or classrooms. Again, the purpose of organizing data collections this way is to keep demands on school personnel as manageable as possible while still collecting information necessary to inform decision making.
4. The EMIS must be comprehensive enough to address the information needs of several different groups. Most immediately, it needs to provide the ACA (ECA) with data it needs for planning the extension of educational services to increasing numbers of schools inside Afghanistan. At the same time, it needs to provide information which UNO/ESSP needs for its own reporting requirements to USAID. In the longer term, the EMIS must be able to serve the information, planning, and management needs of the Ministry of Education of Afghanistan. Different groups have different needs. This observation has two implications: (a) Some indicators will be included that are more important to one group than another. Overall, however, the needs of all groups should be served. (b) As the situation in Afghanistan changes, the indicators should be reviewed and modified as necessary.

Figure 1 suggests a five phase plan for developing the information system. It is proposed that the ACA (ECA) begin by collecting phase I data (some of which is already collected by ACA and UNO monitors). As the needs of decision makers change, data collection can be expanded to include phase II indicators. As the system continues to grow and decision makers are faced with a broader set of issues, data collection can be expanded

to included phase III, phase IV, and eventually phase V indicators.

Phase I Data Collection

At present the ACA (ECA) and UNO/ESSP are concerned with extending educational services to increasing numbers of schools and with implementing new materials. Consequently, phase I indicators concentrate on issues of access and quality, in direct support of these goals. The access issues focus on the number of schools, teachers and students being served. This information is essential for determining the amount of curricular materials that need to be produced, planning for their distribution, budgeting, and for describing the achievements of the ACA (ECA) and UNO/ESSP in extending educational opportunities to the children of Afghanistan.

The quality issues at phase I concern the effectiveness of the new materials as it actually operates in the schools. Many of the most important questions about the implementation and effectiveness of the new materials can be readily addressed by studies conducted with relatively small numbers of classrooms and students. Consequently, special studies will play a particularly important role in phase I data collection. Three special studies are suggested for phase I and are described in part four of this paper.

Phase II Data Collection

Phase II expands the concern with increasing access and raising quality by introducing a wider range of indicators about student flow (e.g., repetition, progression and graduation rates), the availability of instructional materials in the schools, and student achievement by grade. These indicators will require that some additional data are collected from all schools each year, however they represent only a gradual increase over phase I. The focus remains on documenting inputs and instructional process. In addition to collecting data on a wider range of indicators, it is anticipated that the data collection will be expanded to a wider range of schools and will collect data from schools supported by the MOE and NGOs.

Special studies conducted during this phase should continue to examine problems that teachers and students experience in implementing the new materials. The experience of many countries indicates that programs and curriculum that work well during the pilot phase of development often encounter unexpected difficulties when they are rapidly implemented on a much broader scale. As the ACA extends educational services to a larger number of schools, it is essential that it carefully monitor the experience of the students, teachers, and headmasters in the schools in which the new materials are being used. This kind of study may suggest ways that the ACA can modify or supplement the instructional materials or teacher training strategy to make implementation of the materials easier. Such studies may identify factors in the school or community setting that are inhibiting full implementation of the materials. One approach that might be tried is the use of "focus groups", small groups

of teachers invited to participate in a focused group discussion about their experiences using the curriculum and instructional materials.

Phase III Data Collection

In phase III, progressively more detailed information is collected about teacher background and preparation, the condition and use of school facilities, and community involvement and support of the schools. Special studies at this phase give particular attention to indicators about the instructional process, for example, teachers' and students' use of instructional time, and wider collection of output indicators is introduced in this phase. The additional data provide a basis to examine equity (the distribution of educational benefits) as well as access.

In addition to collecting more system-wide data, emphasis during phase III should be on expanding the use of the data for program evaluation and policy analyses. Only as the information contained in the EMIS is used will the investment in the EMIS contribute to improving the education system. Special studies at Phase III might use the cost data collected in this phase to investigate unit and cycle cost, both of which are widely accepted measures of internal efficiency of education. As student attainment scores are available, it might be possible to examine the relationship of cost to student learning outputs.

Phase IV Data Collection

The additional data collected at phase IV concentrates on teacher characteristics, teacher turnover, teachers' allocation of instructional time. More attention to the collection and use of cost data is also emphasized. The additional information gathered at this phase can help decision makers better understand teaching practices, identify teacher needs, and construct more appropriate teacher incentive systems.

Special studies at phase IV might examine the contribution of different inputs to raising student achievement. For example, a study might compare student achievement between students in single grade and multi-grade classroom. Another study might examine the extent that student achievement differs across classrooms taught by teachers who have different levels of pre-service (or in-service) education.

Phase V Data Collection

Phase V indicators concern longer-term impacts of the education system. These will only emerge after the new system has been in operation for an extended period of time. Consequently, collection of data for these indicators is a less urgent issue. Nonetheless, data on the longer-term impacts of education are essential for determining the external efficiency

of education and justifying national investment in education.

Special studies in phase V might include tracer studies of school graduates to determine their success in finding employment or pursuing post-secondary education options (e.g., vocational education, higher education). Tracer studies can be used to determine the type of employment graduates tend to enter and the adequacy of their education in preparing them for that employment. This type of study directly addresses the external efficiency of education.

Relationship of the Five Phases to Efficiency Based Model of EMIS

Understood within the framework that guides the development of the information system, phase I indicators concentrate on Input and Process phases. The most important early considerations are the extent key resources are available in the schools and the manner in which they are used once they get there. While still concentrating on Input and Process considerations, Phase II extends the concern to outputs. In Phase III and IV, more detailed and elaborate data concerned with Input, Process, and Output continue to be collected and are interpreted within an understanding of the larger (and changing) Context of Afghan education. Concern with educational Outcomes does not emerge until Phase V, in recognition of the longer time-frame necessary for these impacts to emerge.

When all five phases of data collection are implemented, indicators will be available in all the categories described in the efficiency-based education system model that guided development of this EMIS system (IEES, 1991). Figure 3 illustrates the distribution of indicators by category of the IEES model.

How should the data in an EMIS be organized?

It is recommended that the EMIS be organized as a series of separate data sets which can be linked together, as needed, using a common coding scheme. In setting up an EMIS, it is first necessary to develop a set of geographical (village, town, city), school, and teacher codes. UNO/ESSP has already made considerable progress in establishing these codes. However, it is important that the system be maintained, consistently used, and expanded as the ACA extends service to additional schools.

The central data set will be the school level data which is collected on an annual basis. All the data in this data set will be at the school level. From this type of data base, we might be able to learn the number of teachers at each level of qualification or the average student test score (by subject, by grade), but we would not be able to learn much about the individual teacher or student. Consequently, there needs to be a teacher data base in which the individual teacher is the level of aggregation and, eventually, a student data base which contains information about individual students. The teacher data base would provide

information about each teacher, regardless of where they were presently assigned and would be used to support special studies. For example, some countries promise teachers that if they serve for two years in a rural area, they will be given priority consideration in their next assignment. The teacher data base could be used to keep track of which teachers are entitled to priority consideration. Additionally, special studies will yield data that will need to be maintained in special data bases oriented toward particular issues. For example, a special study on unit and cycle cost of primary education might be stored as a separate data base, to use as comparison data if another, similar study is conducted in the future.

It is recommended that (a) the school level data base be implemented first, (b) the design and implementation of the teacher data base be given second priority, and (c) in the near future, student level data be collected only as needed for special studies.

Utilization of EMIS Data

EMIS data are an important input to planning, program management, program monitoring, and evaluation. Within these activities, EMIS data have five primary uses: (a) to describe the status of the education system, (b) to determine trends, (c) to develop projections, (d) to investigate relationships, and (e) to make comparisons. Trend data (which, for example allows us to examine student flow through the education system and into the workforce) is particularly important in monitoring and in examining internal and external efficiency of the education. Status and comparison data are especially useful in monitoring access and equity. Projection data are most helpful in educational planning, as they help us estimate future needs. Comparisons and relationships are often best examined through **Special Studies**, in response to special information needs of education officials. The special studies would be organized according to the end-of-project purpose level outcomes that they address: Access/Equity, Cost and Financing, Efficiency, Quality (of both Instruction and Management), and Mutual Responsibility. Attached is a list of the first and second order indicators data to be collected at each phase of the proposed EMIS.

DATA TO BE COLLECTED AT EACH PHASE OF PROPOSED EMIS

FIRST-ORDER INDICATORS

[Data collected from the schools]

SECOND ORDER INDICATORS

[Indicators developed from the school level data]

PHASE I DATA COLLECTION

INPUTS

student enrollment by grade by school
number of girls enrolled by grade by school
[grades 1-3:] teachers per grade by school
[grades 4-6:] teachers per subject by school
number of teachers at each level of qualification
number of female teachers at each level of qualification
number of textbooks by subject by grade by school
headmaster years of experience
number of classrooms

total school enrollment by province
% female enrollment by province
student-teacher ratio by province
student-teacher ratio by subject
% qualified teachers by province
% of female teachers by province
textbooks per student ratio
Over time: enrollment trends by province
: aggregate supply & teacher demand by province
: trends in female enrollment by province
teacher-classroom ratio

PHASE II DATA COLLECTION (all of phase I data plus:)

INPUTS

number of classes per school
amount of other instructional aids

(chalkboard, chalk, teachers guide, etc.)
number of teachers who received training in new curriculum

average classes per classroom
average students per classroom (class size)

% teachers trained to implement new curriculum

PROCESS

single versus double sessions
number of instructional days per year
number of instructional minutes per week

OUTPUTS

student attainment scores
number of students passing each grade
number of students repeating each grade
number of students dropping out at end of year

overall progression rate
overall repetition rate
overall attrition rate
(these are indicators of internal efficiency)

PHASE III DATA COLLECTION (all of phases I & II data plus:)

INPUTS

aggregate cost data	unit cost
condition of classroom (headmaster rating)	cycle cost
whether PTA exists	
teacher years of experience	
number of teachers who retired/died/ left teaching/moved to different school at end of previous year	teacher mobility teacher attrition
number of teachers by specialization (grade 4 and above)	teacher supply & demand by subject area by province
teacher salaries	average teacher salary by school (will vary by school, depending on community contribution)

PROCESS

student absenteeism
teacher attendance
teacher rating of satisfaction with curriculum
teacher rating of job satisfaction
teacher classroom practices (special study)
teacher use of instructional time (special study)

OUTPUTS

student achievement (special study)	(data will support special studies on
student attitudes toward schooling & society (special study)	differential achievement by province, by gender, by urban/rural, by expenditure per pupil, etc.)

PHASE IV DATA COLLECTION (all of phases I - III data plus:)

INPUTS

school size	combine with population data to compute
classroom size	% of school age children in school
availability of water	(participation rate)
availability of latrines	
total school expenditures	
amount of community contribution to cover school costs	% of cost payed by local community level of community involvement in schools

OUTPUTS

student attainment scores by grade by school	student attainment by region, by gender by level of teacher's training, etc.
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PHASE V DATA COLLECTION (all of phases I - IV data plus:)

CONTEXT

- life expectancy
- per capita GDP
- newspaper circulation
- number of adults completing primary school

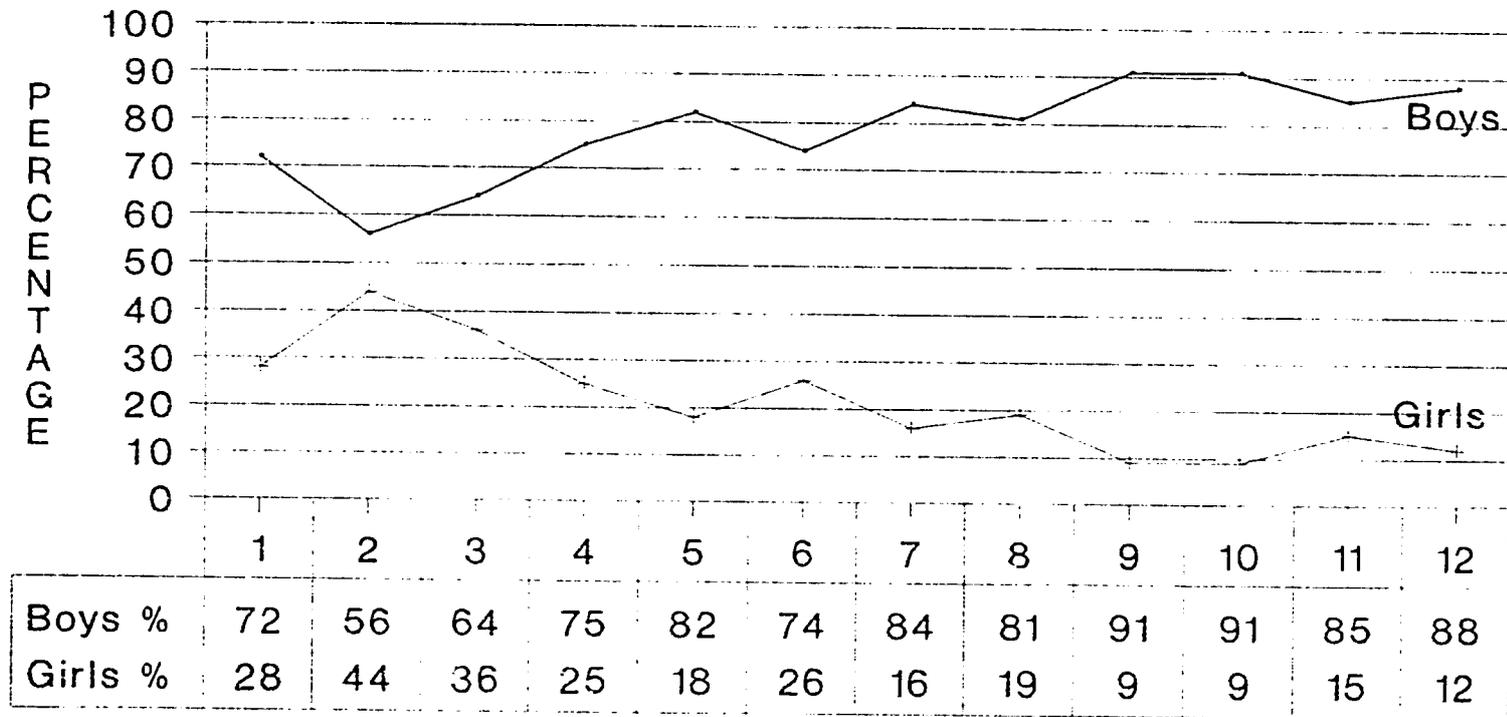
OUTPUTS

- number of graduates continuing to next level of schooling
- number of graduates entering workforce

OUTCOMES

- graduates performance in subsequent schooling (special study)
- graduates performance in subsequent employment (special study)
- average earnings of school graduates by level of schooling
- employment rates of graduates and nongraduates
- adults' attitudes toward education (special study)

Percentage of Boy/Girl Enrollment by Grade Overall



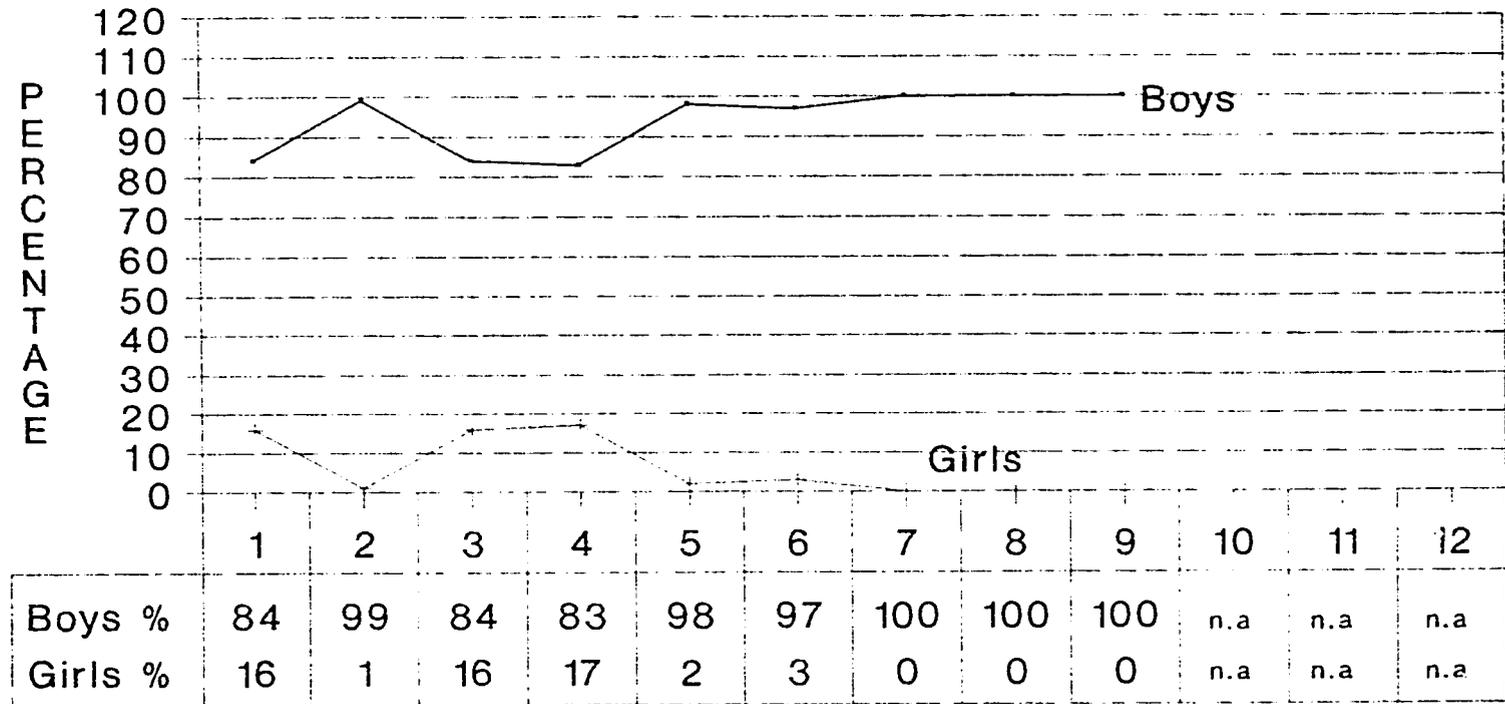
Boys %

Girls %

Statistics of 7 Schools in Nangarhar

Percentage of Boy/Girl Enrollment by Grade

Rural

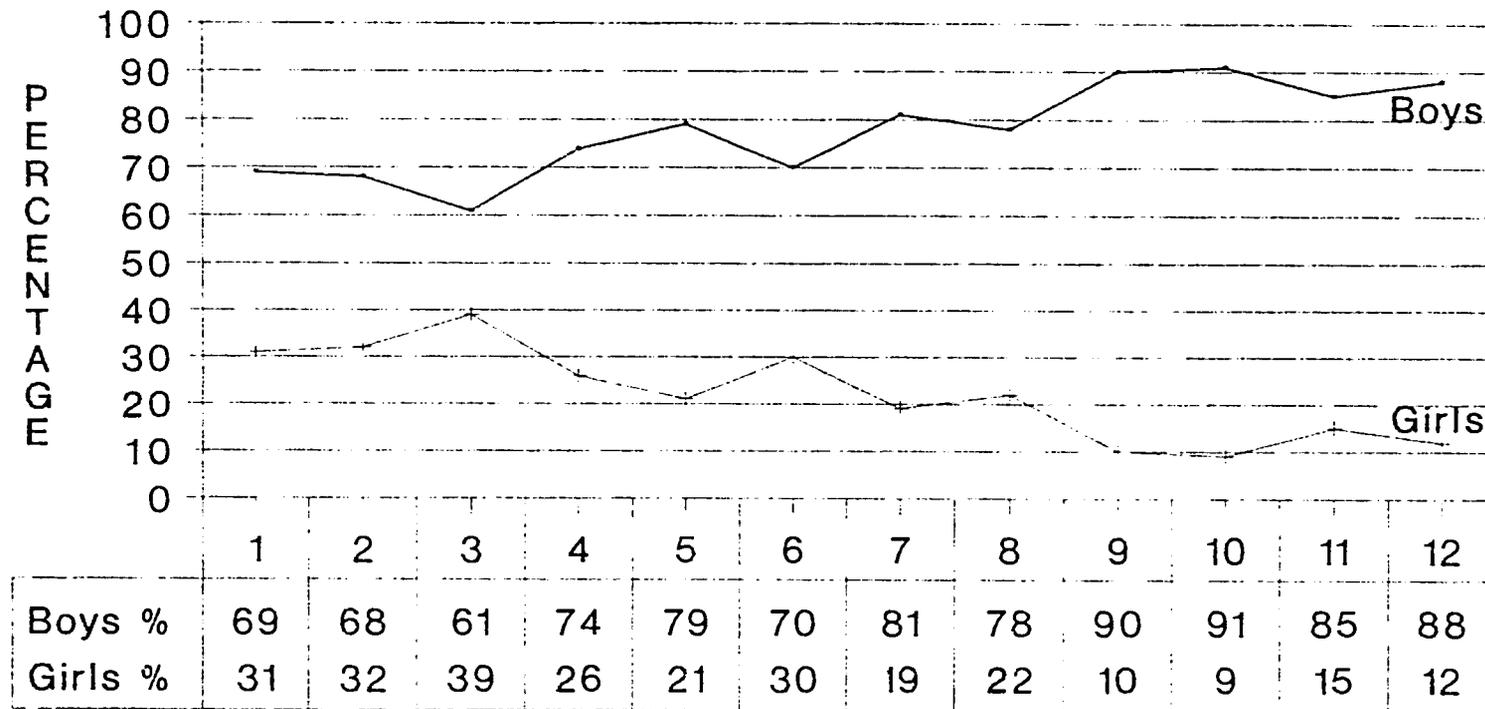


Boys %

Girls %

Statistics of 7 Schools in Nangarhar

Percentage of Boy/Girl Enrollment by Grade Urban

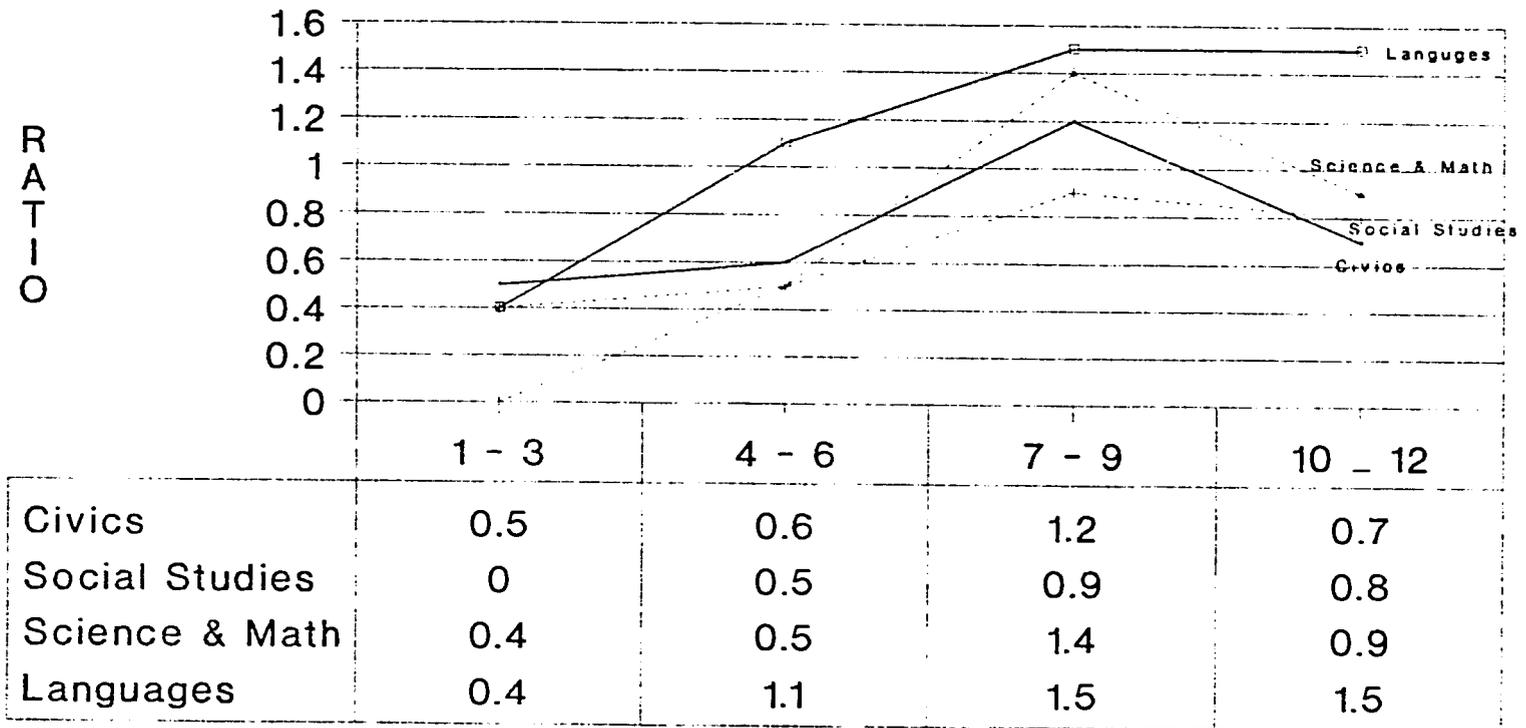


Boys %

Girls %

Statistics of 7 Schools in Nangarhar

Ratio of Textbooks per Student by Grade & Subject Grouping



Civics

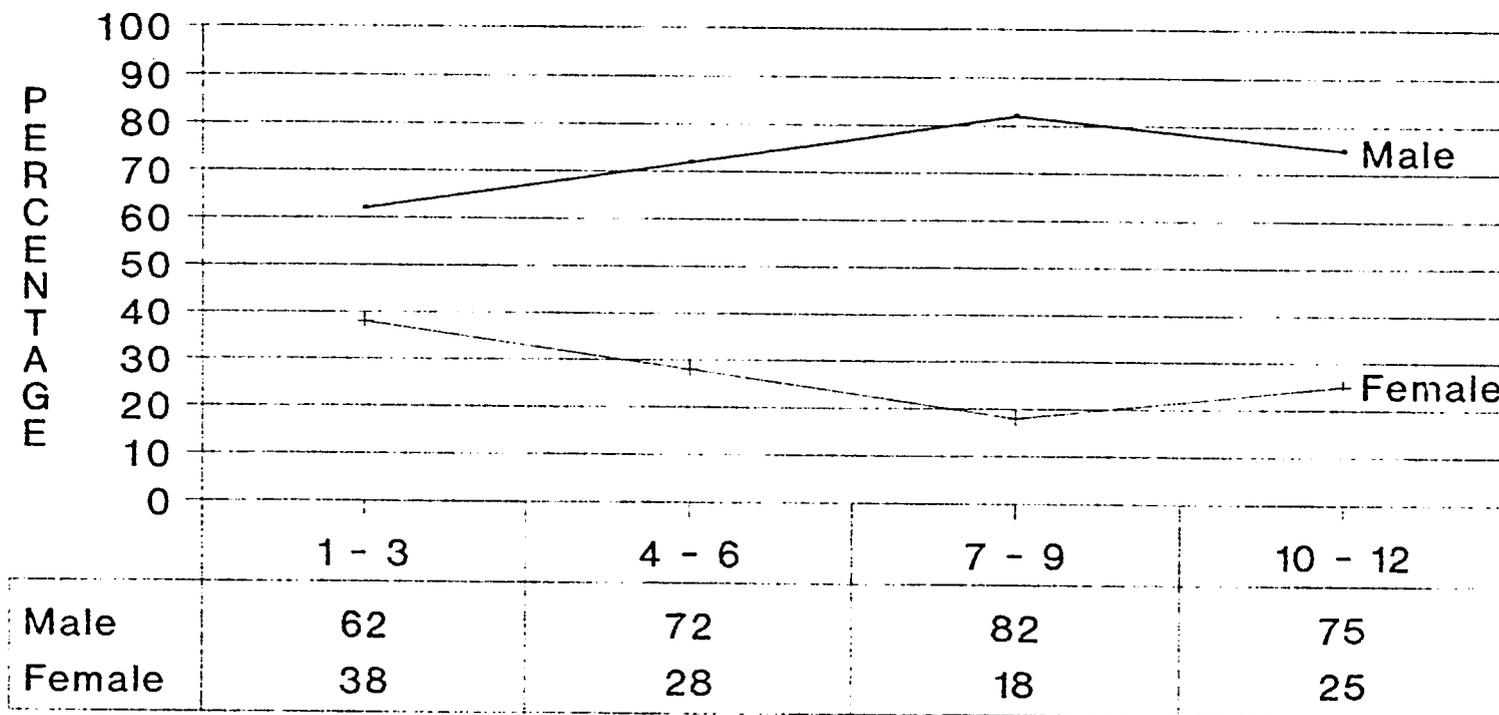
Science & Math

Social Studies

Languages

Statistics of 7 Schools in Nangarhar

Percentage of Teachers by Grade Grouping Overall



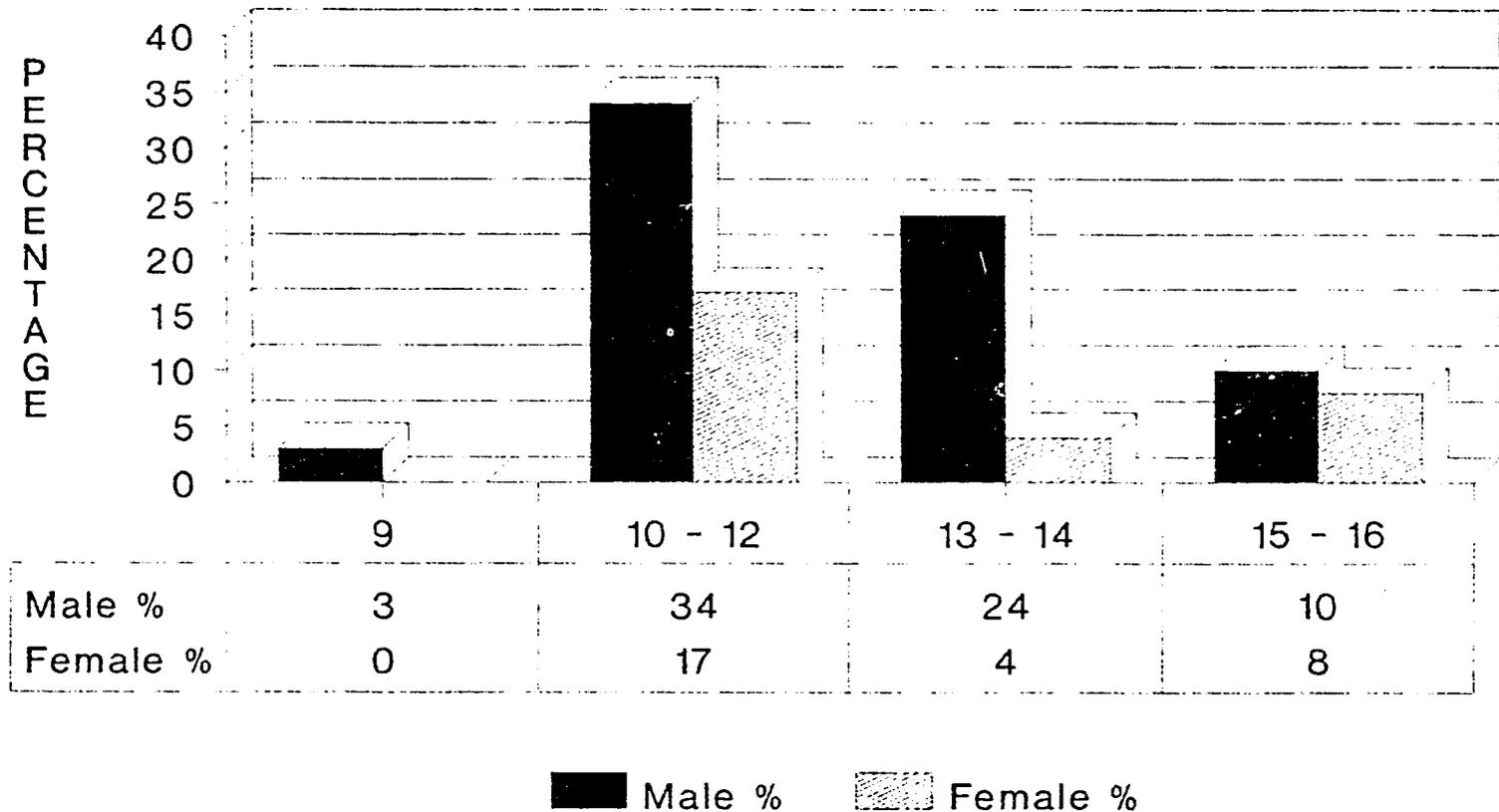
Male

Female

Statistics of Rural Schools in Nangarhar

Percentage of Teachers at Each Level of Qualification

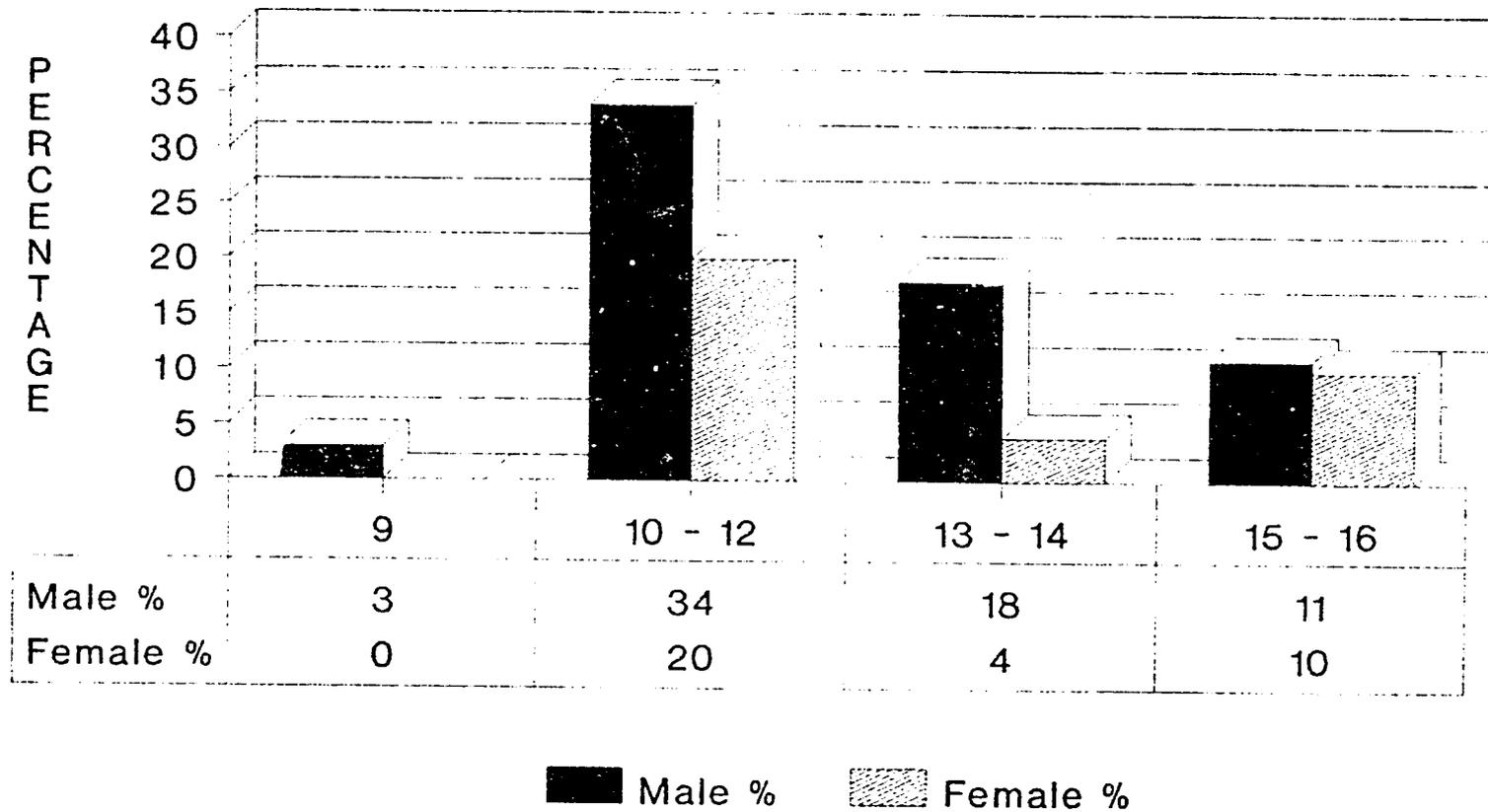
Overall



Statistics of 7 Schools in Nangarhar

Percentage of Teachers at Each Level of Qualification

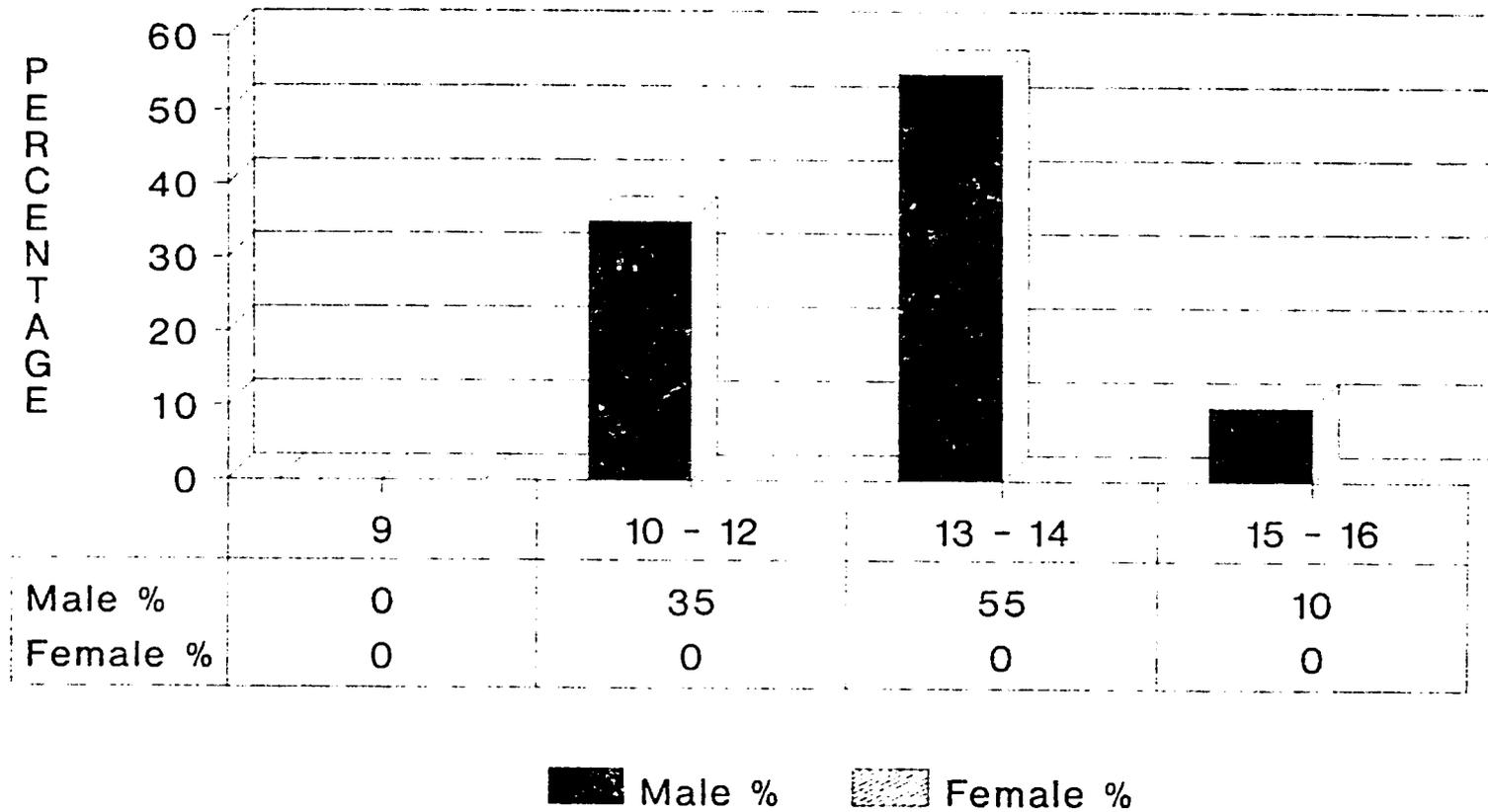
Urban



Statistics of 7 Schools in Nangarhar

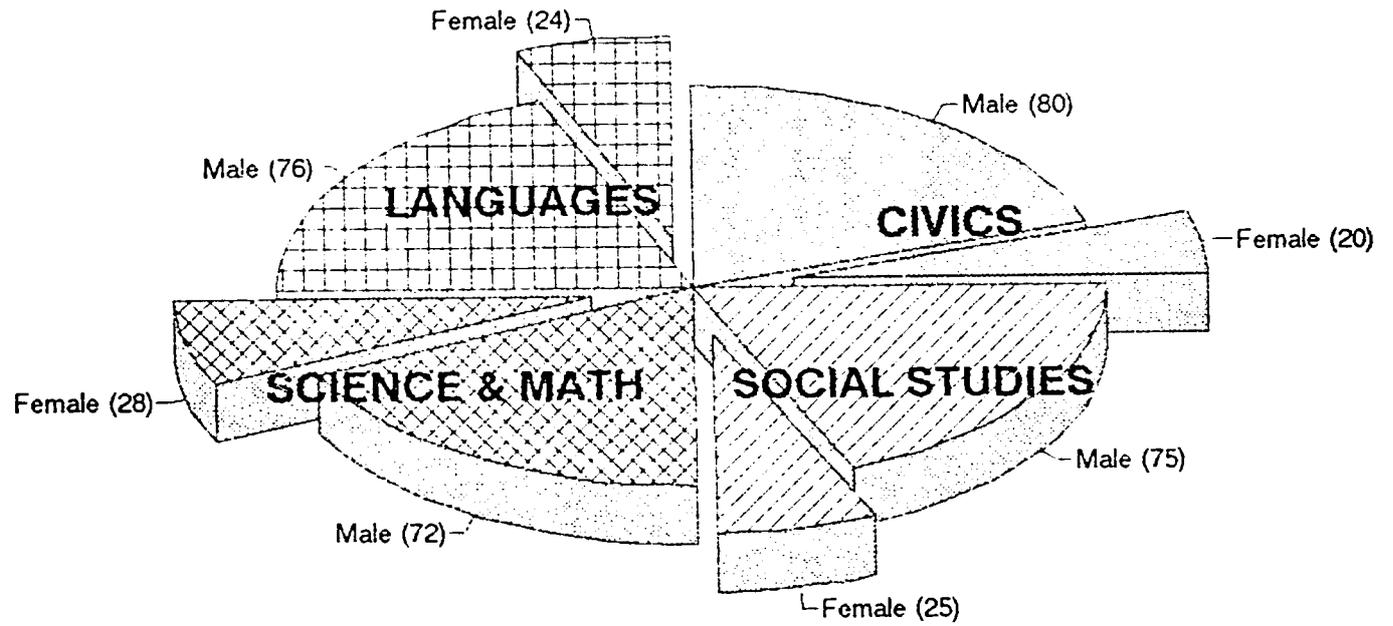
Percentage of Teachers at Each Level of Qualification

Rural



Statistics of 7 Schools in Nangarhar

Percentage of Male/Female Teachers By Subject Grouping Overall



Statistics of 7 Schools in Nangarhar

APPENDIX G

MUTUAL RESPONSIBILITY (Special Studies)

- Item 1: Analysis of School Participation Rates in Afghanistan
- Item 2: Alternative Financing of Teacher Salaries
- Item 3: Community Support of Education

End of Project Status (Purpose): ACCESS AND EQUITY

STUDY 1: Analysis of school participation rates in Afghanistan

ISSUE: Participation rate refers to the percent of school age children actually enrolled in school. Such information, by district and province, is of particular importance in educational planning because it identifies geographical areas in greatest need of schools or, if schools are already available, in greatest need of community information campaigns to encourage parents to send their children to school.

THE STUDY: Three types of data are already available to UNO/ESSP which, if combined, allow for a baseline analysis of school participation rates by geographical area inside Afghanistan:

- (1) UNO/ESSP already has excellent school mapping. Through the use of geopositioning locator technology, the ACA (ECA) and UNO/ESSP has accurately mapped the location of many ECA schools.
- (2) Through the work of the ACA (ECA) monitors, reasonably current information is also available on pupil enrollments in ACA (ECA) assisted schools inside Afghanistan.
- (3) Through recent demographic work by AID/REP (Eighmy, 1990), population estimates of Afghanistan by district and province are available.

These data should be analyzed together to identify districts and provinces characterized by particularly low participation rates. This information has two uses. First, these geographical areas should be given special attention in planning for new school construction. Second, this information provides baseline information against which future success in extending educational access can be gauged.

End of Project Status (Purpose): COST AND FINANCING

STUDY 2: Alternative financing of teacher salaries

ISSUE: At present, salaries for the 7200 teachers in ECA schools inside Afghanistan are paid by USAID. However, it is anticipated that these payments will end during next year and that an alternative source of financing of teacher salaries will need to be found. There is concern that the lack of salary subsidy may seriously impact on the level of teacher implementation of the new materials and, consequently, on the quality of instruction in Afghan schools.

THE STUDY: There is an urgent need for a special study of alternative financing of teacher salaries. Since the MOE in Kabul lacks sufficient resources to assume salary payments, one alternative is community financing of local schools. However, relatively little formal information is available about community willingness and ability to cover these costs. This study should examine (a) community ability to provide teacher salaries, (b) factors that affect community willingness to cover these salaries, and (c) alternative sources of local financing of teacher salaries. It is anticipated that a study of schools in 10-20 communities would provide an adequate amount of information useful for ACA (ECA) decision making.

STUDY 3: Community support of education

ISSUE: In addition to sometimes subsidizing teacher salaries, communities support education in two other ways: (a) The verbal support and encouragement community members provide for the headmaster and teachers helps communicate to their children the importance the community assigns to education. It may also help motivate teachers by creating a level of expectation for teacher performance. (b) "In-kind" contributions, such as labor or materials to construct a school building or provision of food for the teacher, can supplement central government contribution. Both types of community support are often underestimated in formal reporting systems.

THE STUDY: Visits by a study team to a carefully selected sample of 20 schools will provide a good basis for estimating the level of community support and contribution to schooling. Interviews with school personnel and community leaders can determine (a) the level of community involvement and encouragement of schooling; (b) the amount of direct financial support; and (c) the amount of in kind support. Results of this type of study can help educational planners develop realistic estimates of what communities are able and willing to contribute to the support of their local school. It may identify interesting ways that communities support their schools that can be shared with other communities. It also may identify the need for an information campaign to encourage greater community support of education.

APPENDIX H

ADULT LITERACY/WOMEN

Item 1: Workshop Itinerary

Item 2: Opening Session Remarks

UNO/ESSP
 UNIVERSITY OF NEBRASKA. AT OMHA
 EDUCATION SECTOR SUPPORT PROJECT
 WOMENS' LITERACY PROGRAMME
 SEMINAR SCHEDULE

MONDAY 5TH APRIL 1993					TUSEDAY 6TH APRIL 1993				
TEACHER	NO OF GROUP	SUBJECT	TIME	HOURS	TEACHER	NO OF GROUP	SUBJECT	TIME	HOURS
Abdali	1	-Introduction of Seminar. -Who can perform the duties of a teacher ?	9:00-10:00	1	Abdali	1	-Differences between the learning abilities of grown ups and children.	9:00-10:00	1
		Break Time	10:00-10:20					10:00-10:20	
Abdali	1	-Qualities of a teacher. duties of a teacher.	10:00-11:20	2	Abdali	1	-Causes of the differences between the learning of grown up abilities and children.	10:20-11:20	2
		Lunch Time	11:30-02:00				Lunch Break	11:30-02:00	
Abdali	1		02:30-03:30	3	Abdali	1	-Demonstravtive lessons of languages.	02:30-03:30	3

UNO/ESSP
 UNIVERSITY OF NEBRASKA AT OMHA
 EDUCATION SECTOR SUPPORT PROJECT
 WOMENS' LITERACY PROGRAMME
 SEMINAR SCHEDULE

WEDNESDAY 7TH APRIL 1993					THURSDAY 8TH APRIL 1993				
TEACHER	NO OF GROUP	SUBJECT	TIME	HOURS	TEACHER	NO OF GROUP	SUBJECT	TIME	HOURS
Abdali	1	-Teaching methods for grownups. learning languages and its Elements : listening, speaking, reading.	9:00-10:00	1	Abdali	1	-Lesson plan sample of daily leasson plan	9:00-10:00	1
		Break Time	10:00-10:20				Break Time	10:20-11:20	
Abdali	2	-Teaching meth- for grown ups: Analytic method. General method. Compound method	10:00-11:20	2	Abdali	1	-How to make a daily lesson plan. Objective of lesson plan.	10:20-11:20	2
		Lunch Break	11:30-02:00				Lunch Break	11:30-02:00	
Abdali	1	-Demonstarive lesson of math.	02:30-03:30	3	Abdali	1		02:30-03:30	3

UNO/ESSP
 UNIVERSITY OF NEBRASKA AT OMHA
 EDUCATION SECTOR SUPPORT PROJECT
 WOMENS' LITERACY PROGRAMME
 SEMINAR SCHEDULE

SUNDAY 11TH APRIL 1993					MONDAY MARCH 12TH 1993				
TEACHER	NO OF GROUP	SUBJECT	TIME	HOURS	TEACHER	NO OF GROUP	SUBJECT	TIME	HOURS
Abdali	1	-How to teach math to the grown ups? Practicle work. Use of pictures. Mental work.	9:00-10:00	1	Abdali	1	-What is evaluation: Difference between evaluation and examination.	9:00-10:00	1
		Break Time	10:00-10:20				Break Time	10:20-11:20	
Abdali	2	-Factors that teachers should keep in mind while teaching.	10:00-11:20	2	Abdali	1	-Examination and its kinds.	10:20-11:20	2
		Lunch Break	11:30-02:00				Lunch Break	11:30-02:00	
Trina Rehmanyar	1	-Demonstarive lesson of civics.	02:30-03:30	3	Tirina Rehmanyar	1	-Demonstrative lesson of Holly Quran.	02:30-03:30	3

UNO/ESSP
 UNIVERSITY OF NEBRASKA AT OMHA
 EDUCATION SECTOR SUPPORT PROJECT
 WOMENS' LITERACY PROGRAMME
 SEMINAR SCHEDULE

TUESDAY 13TH APRIL 1993

WEDNESDAY 14TH APRIL 1993

TUESDAY 13TH APRIL 1993					WEDNESDAY 14TH APRIL 1993				
TEACHER	NO OF GROUP	SUBJECT	TIME	HOURS	TEACHER	NO OF GROUP	SUBJECT	TIME	HOURS
	1	-Demonstrative lessons of languages by the participants of the Seminar	9:00-10:00	1		1	-Demonstrative lessons of languages by the participants of the Seminar	9:00-10:00	1
		Break Time	10:00-10:20				Break Time	10:20-11:20	
	2	-Civics	10:00-11:20	2		1	- Civics	10:20-11:20	2
		Lunch Break	11:30-02:00				Lunch Break	11:30-02:00	
	1	-Math	02:30-03:30	3		1	-Holly Quran	02:30-03:30	3

Opening Session
Women's Adult Literacy Training Program
UNO/ESSP
1993

Remarks by Abdali - Program Coordinator

Welcome to all of the ladies who are participants in this first session of the Women's Adult Literacy Training Program and to all of our guests who have come to share this momentous occasion with us.

I congratulate all of the ladies who, starting today, are participants in this first seminar for literacy for women. This is a historical day, especially in the lives of Afghan women. Because today, you have started a program of literacy activities for the refugees in exile - our Afghan sisters.

We hope that in the future our literacy activities will become a literacy campaign all over the country. In Afghanistan's future we want to have mothers and sisters and daughters who are literate.

You are not only the teachers who will start the literacy activities, but you are among those who are working for literacy for Afghan females. You are not only working with those who are illiterate, but you are the founder of these activities in our future history. Especially, when you start these activities inside Afghanistan.

You are among those that believe in education for all. During this ten day seminar, we will share our experiences and we will learn from each other as we work together to increase the number of literate females in our Afghan society.

We are very grateful to the UNO office for providing this opportunity for us to work with and for our Afghan sisters. In the end, I am grateful to UNO's experts in Afghan education and to those who worked with us in organizing this seminar. We hope to gain from each other.

Remarks by Dr. Ivalyn VanEvery - UNO/ESSP Female Education Coordinator.

It gives great pleasure to be here today for the opening of the Women's Literacy Training Program, which is guided by Abdali, as the Adult Literacy Program Coordinator.

The materials (books) being used have a focus on women and their role in the Afghan culture.

This is a significant day in the lives of the people of Afghanistan, especially for the women, as you participate in this new program in Women's Literacy Training. The program officially begins today. And it will move continuously forward providing literacy training for Afghan women and children. I wish you much success.

In attendance -

Pam Wegge, Assistant Project Officer, HRDO
Ramona Klaasmeyer, Finance Officer, UNO/ESSP
Yusuf - Coordinator of Women's Teacher Training Program

APPENDIX I

BRIEFING PAPER

BRIEFING PAPER

Education Sector Support Project (ESSP)

31 March 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 31 March 1993 were approx \$4.2 million. The project contract through FY95 is 18.0 million.
- C. The counterpart agency for ESSP is the Educational 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 informal dialogue and preliminary planning with the Ministry of Education/Kabul. ESSP expatriate staffing includes six 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.

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)	43 ret.	0 in-prog. 7 out of status
	10 Particip. (ASP/Web)	0 ret.	10 in-prog. 0 out of status
	45 Particip. (Web)	8 ret.	35 in-prog. 2 out of status
G.	<u>Material Development</u>	<u>Kits</u>	<u>Silkscreen Posters</u>
	Educ. Materials	66,875	216,890
	Mine Awareness	738,520	2.2 million
	Narcotic Awareness	2,686	11,700
H.	<u>Teachers' Guide</u>	<u>Subjects</u>	
	Gr. 1-3	Reading and Math	
	Gr. 4-9	Reading, Math, Science, Soc. Studies	
I.	<u>Manpower Training</u>	<u>Skills Area</u>	<u>Stdts Enr</u> <u>Stdts Pass</u>
	Peshawar (male)	Office/Trade	906 622
	Peshawar (female)	Office	35 27
	Quetta	Trade	376 251
	Hayatabad	Auto	50 42

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

A. Education Center for Afghanistan (ECA)

Regional office established in Kabul.

B. <u>Schools</u>	<u>Active</u>	<u>Salaried</u>
Afghanistan	1,133	1,065

C. Textbooks Distributed

Gr. 1-6	1,441,548
Gr. 7-9	348,457
Gr. 10-12	41,253

D. Curriculum Quality

Development includes Scope/Seq. for Gr. 1-3, Reading, Math/Sci. & Soc. Studies; Scope/Seq. for Gr. 4-6, Soc. Studies; Teaching Guides for Gr. 1-9; and 4MAT Lesson Units for Gr. 1-3.

E. <u>Material Development</u>	<u>Kits</u>	<u>Quantity</u>	<u>Type</u>
Primary/Literacy	10,930	65,580	Charts/Maps (6 kinds)
Language/Math (Primary)	10,530	29,320	Boards (3 kinds)
Storybooks (Primary)	-----	46,100	Cloth (11 kinds)
Scientific (Primary)	1,181	8,267	Math/Sc.Aids (7 items)
Scientific (Middle)	5,400	21,600	Charts (4 kinds)

F. <u>Teacher Training</u>	<u>Number</u>	<u>Program</u>	<u>Trng Period</u>
Specialist Facilitators	16	training	3-4 months
Master Trainers (M-7, F-20)	27	training	16 weeks
Teacher Trainers (MOE/AIG)	10	training	10 weeks
Classroom Teachers (ECA)	1113	training	4 weeks
Master Trainers (M-65, F-16)	81	in-service	10 days
Tchr Educators (ECA/MTT)	104	in-service	3 days

G. Literacy Textbook and Material Development
 Learning to Read and Write (Vol. 1) for Home/Family with Text, Teaching Guide and Reading Pamphlets; and Learning to Read and Write (Vol. 2) for Farmers with Text and Teaching Guide.
 Seven Master Trainers (female) provided training - 2 weeks.

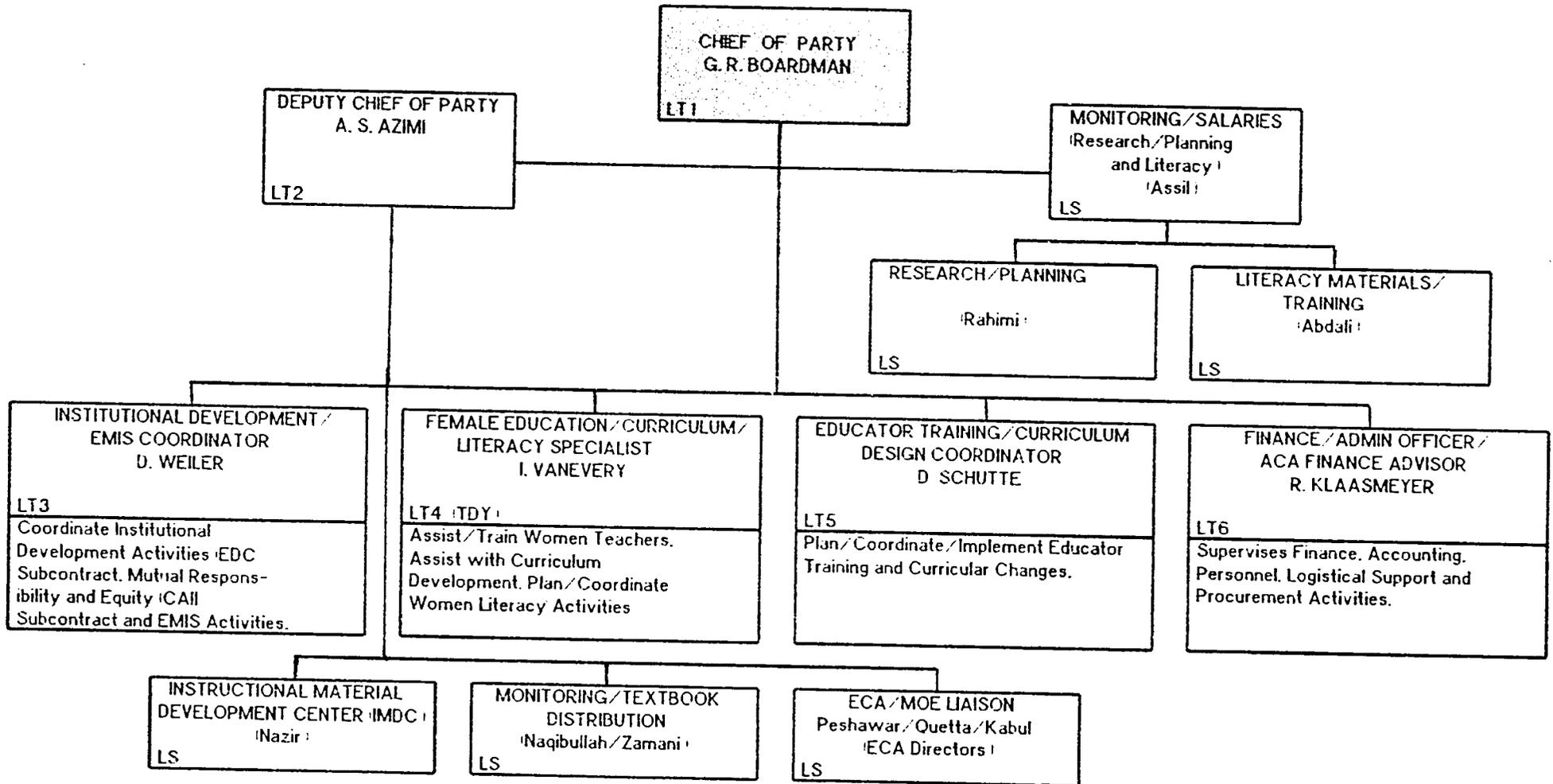
H. <u>Scholarships</u>			
45 Particip. (contd.)	6 ret.	39 in-prog.*	0 out-of-status

I. <u>Manpower Training</u>	<u>Skills Area</u>	<u>Stdts Enr</u>	<u>Stdts in-prog.*</u>
Peshawar (male)	Office/Trade	213	150
Peshawar (female)	Office	43	34
Quetta	Trade	175	124
Hayatabad	Auto	89	78
Maruf	Trade	52	38
Ghazni	Trade	120	83

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

ESSP ORGANIZATIONAL CHART / STAFFING PLAN

March 1993



LT = Long Term
 LS = Local Staff
 TDY = Temporary Duty
 EMIS = Educational Management Information Systems

ACA = Afghan Counterpart Agency
 ECA = Education Center for Afghanistan
 MOE = Ministry of Education

Positions:

Expatriate	5
Local Staff - Afghan	413
- Non Afghan	4
ECA	82
Monitoring (Part Time)	116
Primary Schools (Inside)	7200