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TERMINATION OF ASSIGNMENT REPORT

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Chief, Education Division

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PREFACE

This terminal report is intended for all Afghans and Americans who may have an interest in the program of US assistance for education in Afghanistan, as it has existed in the past and may continue in the future.

Its purposes are threefold:

1. To give historical background on the development of this program and an indication of the factors that have resulted in the program planned for the years ahead.
2. Hopefully, to give guidance to persons responsible for the continuation of this program, and help in maintaining its steady and consistent development.
3. Chiefly through its recommendations, possibly to effect improvements in the program itself and in the way in which the program may be carried out.

Looking back over nearly five years in Afghanistan, the writer is conscious of the many debts of gratitude in understanding of his ways of working and of direct assistance in it. He calls to mind the many Afghans in the Ministry of Education, Kabul University, the Institute of Education and elsewhere to whom he is indebted. Also the many Americans and other foreigners working in Afghanistan - the university contract teams, USAID direct-hire personnel, representatives of other agencies. Properly to express appreciation to each of the individuals would require a list of great length, and even then the risk of omitting the names of individuals who should be included would be large. Consequently, the writer can only express a general appreciation to all these persons - appreciation of their understanding, of their cooperation, and of their friendship.

ERRATA

There has been a transposition of title and photograph on the following pages:

Page 12 - Title should be: "The Afghan Institute of Technology"

Page 14 - Title should be: "The Kabul Vocational Agriculture School"

Page 19 - Title should be: "The 800-Student Dormitory at Kabul University under construction in March 1962"

Page 20 - Title should be: "The Master Plan of Kabul University"

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TABLE OF CONTENTS

PREFACE

| | | |
|-----|--|------|
| I | INTRODUCTION | 1 |
| II | THE FIRST FIVE YEARS (FY 1952-1956) | 3 |
| | A. The First Three Years | 3 |
| | B. Assimilation and Differentiation | 3 |
| III | THE MIDDLE FIVE YEARS | 5 |
| | A. The General Character of the Program | 5 |
| | B. Institute of Education and the TCCU Team | 7 |
| | C. Vocational Education | 10 |
| | D. Professional University Agricultural and Engineering Education | 15 |
| | E. A One-Campus University | 19 |
| | F. Other Activities | 21 |
| IV | THE YEARS AHEAD (FY 1962-1966) | 22 |
| | A. Reasons for A New Program | 22 |
| | B. The Planning Teams | 22 |
| | C. The 1550 Determination | 25 |
| | D. The Afghan Second Five-Year Plan | 25 |
| | E. The UNESCO Planning Team | 27 ✓ |
| | F. Education Projects (FY 1962-1966) | 28 |
| | G. Closing of the Border | 34 |

d

| | | |
|----|---|----|
| V | CONCLUSIONS AND RECOMMENDATIONS | 34 |
| A. | Recommendations to His Excellency Dr. Ali Ahmed Popal, Minister of Education | 34 |
| B. | Recommendations to the Mission Director | 40 |
| | APPENDIX | 41 |

I INTRODUCTION

Reports such as this one commonly begin with a section of greater or lesser length dealing with the nature of the country, its peoples, and its culture. To flout such a strong and venerable tradition would hardly seem proper. However, the reading audience envisaged for the report - Afghan education officials, and USAID officers concerned with education both in Kabul and Washington - surely does not need the detailed exposition that would a more general audience.

Afghanistan then, is a country of some 250,000 to 270,000 square miles, landlocked, dry in climate, with distinct seasons, and ranging in elevation from a few hundred feet to peaks above the 20,000 foot level. Rainfall is light, much of the land arid and unsuitable for agriculture, and irrigation is a necessity if crops are to be grown. "Complex and contradictory" is the characterization of the culture of this country with its estimated 12,000,000 people given in the Tenth Report of the Teachers College, Columbia University Team (April 1959). The report then goes on to identify eight different cultural factors which affect education. In brief form, these are:

1. "This is an Islamic culture. . . There is an emphasis on faith and humility toward Allah, equality toward other Moslems."
2. "It is an Asian culture, with orientation 'more to contemplation than to vigorous intellectualism.'"
3. "It does not yet have a strong commitment to education." (This attitude is rapidly changing, be it noted, and the Government is doing all in its power to accelerate the change).
4. "It is an agricultural culture. For thousands of years, the patterns of living have revolved around crops and herds."
5. "The culture idealizes leisure rather than manual labor."
6. "Afghanistan has a multi-language culture."
7. "The Government is strongly centralized and education is a function of the central government."
8. "The individual Afghan is able and self-reliant within the framework of the old traditions, probably to a considerable extent, because of them."

In common with many other underdeveloped countries of the world, Afghanistan has a strong official commitment to the economic betterment of the country and its people. One five-year plan has come to its close and at the date of writing, a second plan is about to begin. Although the commitment of the average Afghan to the value of education may not be strong, there is no question concerning the appreciation in official

circles of the need for education as a basis for the development of their country. A study of the manpower requirements for the Second Five-Year Plan states that in the fourth year of the plan (1965), 27,200 persons "requiring education and training" will be needed. These would be comprised of 8,600 professional and technical persons, 1,300 administrative and executive persons, 12,300 skilled workers, and 5,000 clerical workers. But what is the status of the educational system which is chiefly responsible for fulfilling these manpower requirements?

Reference at this point should be made to the four graphs in Appendix A. These were prepared for a report of the UNESCO team which has been recently studying education in Afghanistan and acknowledgement is hereby made for their use. It will be noted that in 1961, there were over 200,000 children in primary, including rural, schools. Rural schools in Afghanistan are largely one-room institutions covering grades 1-3. Primary schools (grades 1-6), usually with one or more teachers working at each grade level, enroll - as can be seen in the second graph - the largest percentage of elementary school children (approximately 170,000 in 1961). Academic secondary education is carried on in two schools: middle schools, corresponding to the United States junior high schools, and senior high schools designated as lycees and with programs generally patterned after the French schools of that name. Of students graduating from the elementary school, characteristically only about half continue on in the 7th grade of the middle schools. Enrollment in the academic senior high schools (lycees) is still smaller and in all Afghanistan in 1961, there were only about 3,000 students enrolled in grades 10-12 in these schools. The category of vocational schools in Afghanistan, in addition to the usual agriculture, technical (industrial), and business schools, also includes teacher-training schools and schools for theological instruction. A total of about 5,000 students is enrolled in these schools, some of which are at the grades 7-9 level and others at grades 10-12. Kabul University, the only post-secondary institution in Afghanistan had in 1961 an enrollment of about 2,000 students in its 4-year (7 years in medicine) programs.

Perhaps more important than the statistics of a single year is the gratifying growth in education which these charts reveal. U. S. assistance for education began in 1952 and it will be noted that since that date, school enrollment has at least doubled in the primary schools and has increased in even greater proportions in the secondary area. This, by the way, was to have been expected since previously educational opportunities have been greatly limited in these upper years and have been responsible for the shortage of trained manpower which is felt at all levels in the economy. The training of teachers for these expanding schools has not kept pace and there is an increasing shortage of elementary and secondary teachers.

The U. S. educational program which has been involved in this educational milieu may be conveniently grouped in three five-year periods. The first two, 1952-56, 1957-61 represent the period of our past efforts and the years 1962-66, which also coincide with those of the Afghan Second Five-Year Plan, are those of our future activity. This chronicle then of U. S. efforts in the field of education is reported in these five-year blocks with the second or middle five-year period, chiefly that with which the writer has been involved.

II THE FIRST FIVE YEARS (FY 1952-1956)

A. The First Three Years

The Mission does not have a complete file of education project documents prior to FY 1955 and hence information concerning the first three years of our educational efforts in Afghanistan is limited. In any event, it was small; according to the best information available to the writer the program for these first three years totalled only \$584,000. This effort began in a small way with \$68,000 in 1952 and rose to about \$150,000 in 1953. The 1954 program totalling about \$366,000, was the first to include a participant training component. In all years, the commodity amounts were modest and the lion's share went for technicians and contract services. It was in 1954 also that the University of Wyoming and Teachers College, Columbia University first entered the scene. A PPA for a project simply called Education stated that : "Within the broad scope of the Education Project Agreement signed October 23, 1953, assistance is presently provided in vocational education, teacher education, and general primary and secondary education. Assistance in college and professional education has been requested. Advisors, administrators, and teachers are being made available to the Ministry of Education through direct FOA employment and through contracts with the University of Wyoming and Columbia University."

This Education Project (06-69-019) was surely an omnibus one. It included the funding for the Education Chief and other direct-hire personnel, four positions in teacher education under the Teachers College, Columbia University contract, and 17 positions under the Wyoming contract whose incumbents were to work in the fields of "Vocational education in agriculture and technology."

B. Assimilation and Differentiation

Fiscal year 1955, then, saw the education program with two projects: the omnibus 019 referred to previously and another project numbered 06-66-018 which was first called the English Language Institute, and then shortly before the end of the fiscal year had its name changed to the Institute of Education, a name which persists to this day. The FY 1956 program differentiated the activities of the two university contractors into separate projects, one for Teachers College and three for the University of Wyoming, one of these a new project. Let us look at these activities in more detail.

The work of the Teachers College group had begun in a small way in 1954 with the arrival of the head of the team, Dr. Clarence Linton. He was soon followed by three others to make the team of four referred to previously. The original objectives for the TCCU group were those associated with teacher training, curriculum development, and materials preparation in the newly-organized Institute of Education. This interesting organization whose functions we shall examine more closely later, was the brain child of the then Deputy Minister of Education, Dr. Ali Ahmed Popal. During the passage of another year, it became apparent that the scope of the Teachers College activity should be expanded. The PPA for Project 018 in FY 1955 pointed out that the Royal Afghan Ministry of Education was giving a high preference to English in the secondary schools, and had recruited British,

Indian, and American teachers of English on individual contracts. The PPA went on to point out that this was an unsatisfactory arrangement and an expensive one for the Ministry and that a more effective program could be perfected if these teachers were placed under the TCCU aegis. It was envisaged that the main function of the new activity would be the training of Afghans to be teachers of English. This document made the mistake, all too common in project planning, of underestimating the length of time required to do the job. In fact, it stated that the number of teachers of English involved in the program "can be reduced somewhat as contracts expire and Afghans become qualified to take over teaching positions. Three full calendar years are deemed to be the minimum time in which to accomplish the objectives set for this project." Had it been possible to fulfill this condition, there would have been no Americans involved in teaching English in Afghanistan after 1958! There were fourteen positions in this English Language Program, all financed for a three-year period. Since the FY 1956 funding for this project provided for seven regular TC education specialists also, a total team of 21 became possible. In subsequent years, the TC group has never fallen below this number, and in fact sometimes has more than doubled it. This is surely one of the largest, if not the largest, university contract team in the world.

During this period, the Wyoming activities were being differentiated into the three projects referred to previously. For the Afghan Institute of Technology, the 1956 PPA described a group of nine technicians. It is an indication of the extent to which Americans were directly involved in the operation of schools at this time that one of these positions was designated as that of Director. The school in which these nine men were working had been established in 1952 and had for a short period received assistance from a private American philanthropic group. As its name indicates, the purpose of AIT is to train technicians, a person envisaged to be "a supervising, operating, or maintenance person in a number of industrial fields." (From the 1956 report on the school curriculum.) How it has been found impossible thoroughly to train technicians in a three-year program (grades 10-12), becomes a subject for discussion in a later section of this report.

Another Wyoming project involved help for vocational agriculture education. The 1956 PPA called for six technicians, one of them again called Director, and one of them designated to be a vocational agriculture teacher in a Kandahar school.

We shall not refer to this position again, so let us complete our discussion of it here. Evidently, the functions of this position were not clearly thought through. The technician, when he arrived, was detailed to an academic school, the boys in which came from an almost exclusively urban background and none of whom were interested in agriculture as a career. Consequently, the work of this technician seemed foredoomed to failure and his position was phased out after one tour. There is another bit of faulty planning to be seen in the PPA when it says that "as participants return from training abroad and acquire sufficient teaching experience, they will replace ICA technicians. The project can be largely phased out in FY 57!"

Six years later, we should not hold these project planners up to too much derision. The prevailing official climate of opinion was that we were in projects for as short a time as possible, and that technicians in the field would do well to indicate the very most optimistic date by which their activities could be terminated.

The Vocational Agriculture School in which all but the above one technician worked, had been in existence for a number of years. The first graduates completed their training in 1944. Since that time, the teaching staff had been changed from an Afghan one to French, to German, and finally to the American group of technicians. The school had suffered from a lack of continuous assistance and the American technicians found it necessary to do a considerable job of preparing classrooms before instruction could begin.

It is interesting to note that in the case of two of these earlier projects, technicians were working in new institutions which had been expressly established in connection with the project. One of these was, of course, the Institute of Education. The other was the Faculty of Agriculture and Engineering. This division of Kabul University admitted its first group of 46 students in the freshman class in 1956. Of these, 26 were enrolled in engineering and 20 in agriculture. Due to failures, this number declined quite rapidly to 16 and 14, respectively, however. The Faculty as first established was patterned after an A & M college in the United States, and in fact was first called a Faculty of Agriculture and Mechanic Arts. Wyoming activities began with only three technicians: A Dean (Director) and two instructors. Again we note the extent to which Americans assumed the direct administrative responsibilities in these days.

In FY 1956, still another project came into being. This project, originally planned to be staffed by a single direct-hire technician, was to provide assistance for Kabul University in the field of its administration. Later when direct-hire recruitment proved difficult, the project (030) became a contract operation with Teachers College.

Thus, the end of the first period saw the establishment of projects, all but one of which (030) was to continue throughout the next five-year period. During this early developmental period, our expenditures had been relatively small, totalling about \$2,500,000 for the entire period. The great majority of our funds were expended for the services of technicians; the training of Afghans through a participant program was becoming an increasingly important segment of the program but commodity expenditures remained small. It was not until the subsequent period that the program commenced to take on larger commodity and construction aspects.

III THE MIDDLE YEARS (FY 1957-1961)

A. General Character of Program

The program which was in existence at the end of the first five years was carried out almost exclusively through university contracts and this pattern continued throughout the second five-year period. With numbers of contract personnel totalling in the two teams between 60 and 70, in

some years, the direct-hire group never exceeded three (the Division Chief, one technician, and a secretary). For the major portion of the five-year period, there were no technicians in the Division aside from the Chief himself. It is no criticism of either of the contract groups working in Afghanistan to note this situation inevitably led to a degree of independence in their operations which was not desirable. It is believed that the coordination which now exists between these contract groups and the division office is much more effective, and desirably so, than that which obtained at the beginning of the period.

The activities of these two teams might be classified in either one of two ways. One classification would be into university and public school areas, with the two Teachers College projects falling into the former classification along with the Faculty project served by Wyoming, and with the two vocational projects, the only representatives in the public schools. Such a classification would be indeed misleading. It is true that the Institute of Education in which the TCCU team works, after a short period under the Ministry was placed under the aegis of the University. However, the work of the Institute continued to be largely concerned with Ministry of Education matters. This fact has often not been recognized by Washington, which has sometimes concluded that the program must be top-heavy with University assistance.

The second classification scheme that might be identified by the casual observer would be again of two groups: teacher training and professional-vocational education. In this scheme, the Teachers College activities would be seen as falling in the first group and those of Wyoming in the second.

Actually, neither pattern is capable of conveying the true condition. We've already pointed out the extent to which technicians were involved in the direct administration of Afghan educational institutions. In addition, and because of the great shortage of trained Afghan personnel previously alluded to, technicians have throughout the entire history of U. S. assistance for education, done a much larger share of direct teaching than is characteristic of education programs in many countries. It has been recognized, of course, that it is a more productive use of technicians' time to use them in an advisory capacity, but the need for direct teaching has been too compelling. It was not until near the end of this middle period, that the return of trained Afghans made it possible to commence to change technicians' functions.

The character of the participant training program has been no less atypical than that of the technician one. In the beginning, there was a great dearth of qualified Afghans with university degrees who could be sent abroad for the needed training. Consequently, participants were often sent for a full university program of four or five years. In some instances, also, participants have gone abroad for foreign study on more than one occasion. This last is recognized as unusual in AID practice but it was judged that extenuating circumstances justified. Admittedly long periods of study may alienate a student from his own country. Consequently, if four or five years of study are needed, it may be desirable to break this up into two periods. After the first period, the participant returns home and works in the institution and with the group

of advisors in the project under which he was sent. This practice has the advantage of giving the American advisors an opportunity to provide further training for the Afghan and of affording his Afghan superiors and American associates to assess his potentials for leadership. It also makes it possible for the Afghan to bring to his second period of training a greater maturity and a better understanding of the problems of his own country. (See Table 1 in Appendix for a complete list of Education Participants.)

B. Institute of Education and the TCCU Team

Brief reference has been made to the foundation of the Institute and of its rather unique character. In order the better to appraise the work in this area, let us return briefly to the founding of the organization. When at the end of the Afghan year, 1333 (March 1955), the Ministry of Education requested the establishment of the Institute, its proposal stated: "In order that a closer relationship and coordination may be established among all these institutions (i.e., those engaged in teacher training) and to achieve coordination in teaching methods and aims of education for teachers of various levels, . . . the Ministry of Education deemed it necessary to establish an Institute of Education. This Institute will be charged with doing research, making studies of important educational problems relating to elementary, secondary, and higher educational levels. The Institute will also suggest useful and practical ways of training teachers. It will guide teachers in instructional methods and will adopt ways for training teachers consistent with the moral characteristics of our society and the social and economic changes taking place in the country." Following approval by the Cabinet, four major functions were developed for the Institute:

1. Guidance and leadership of all teacher-training institutions and the training of teachers and other educational workers.
2. Helping teachers, directors of education, assistant directors, and inspectors to improve their professional level.
3. In a special branch, the training of English teachers.
4. The making of studies and research in children's intellectual development and in other educational matters, the relating of findings to economic problems and assisting in educational plans.

Two years later, the Ministry of Education deemed it advisable to place the Institute under the University of Kabul, giving as its reason the necessary concern of the Institute with the training of teachers at the university level.

During the five-year period, the Institute and American specialists have, in pursuance of the above objectives, carried out work in four chief areas:

1. Pre-service programs of teacher education carried on chiefly at the Kabul Teacher Training School (Darul Mo'Allamein) with related activities at several primary laboratory schools and at the junior high school (Ebn-a-Seena). At the university level, work with the Faculty of Letters and Science has been part of the program.
2. In-service programs. Major activities here have been occasional workshops carried out in various provincial centers and the winter sessions and the summer program for women teachers. The winter sessions have been the most important part of this program. The first section, for men only, was held in 1955. Women were included in the winter session for the first time in 1959. Enrollment in the sessions has in recent years approximated 500, and a school credit plan has been established whereby, after attending three winter sessions, the teacher receives credit for a year's academic work with a salary increment. Much the same function is served by the rapidly growing summer session program. This is chiefly confined to Kabul area teachers who take courses after school hours. In 1961 about 150 persons enrolled in summer session.



Teachers in a winter session.

3. **Materials development.** This has included a whole gamut of materials needed for effective teaching - textbooks, supplementary written materials, models, charts, and apparatus. The Institute cooperated with the Mission's Communications Media office in the development of film strips and sunlight projectors. Most important among the textbooks have been those for the teaching of English. The early editions enjoyed wide use throughout the country and a revised edition is in preparation. Throughout the life of the project, a total of about twenty major texts and many supplementary teaching materials have been prepared.
4. **Research and Statistics.** Included here have been language studies of Persian and Pushtu to identify the special factors involved in mastering English. Achievement tests have been prepared and administered to schools, and the scores used for admission of students to middle schools, lycees, vocational schools, and the university.
5. **Women's Education.** With the assistance of specialists on the TCCU Team, the Institute has worked to expedite advances in women's education. Women have been added to the in-service groups (see 2 above) and pre-service training of women teachers, notably in English teaching, has been greatly increased.
6. **English Language Program.** This activity evidently receives help from some of the Institute functions previously described. We've already seen too how the Program came into being. During



An American English teacher talking with his Afghan counterpart. The photograph shows the language laboratory at the Kabul Darul Mo'Allamein.

this five-year period, the English Language Program has continued to grow and its technicians have constituted the majority of the TCCU group. Regularly during the life of this Program, the demands for English teachers have exceeded our capacity to fulfill. During the FY 1958 period, these demands became so insistent that we went to Washington with the request for additional funds to provide still more English teachers. For a period, a division of the program was contemplated under which, at the request of Teachers College, they would continue in the training of English teachers and the preparing of materials but would relinquish all the strictly teaching functions. Possibility of using Asia Foundation, as the contractor for English teachers, received serious consideration. This latter idea met with a cool reception in Washington and eventually in April, 1958, amended documents were processed to add twelve teachers to the Teachers College Program - five of them to be recruited locally and seven in the United States. These amended Project Agreements and PIO/Ts also contained provision for the first time of a stated contribution (54,800 Afghanis) for each US-recruited teacher working in a Ministry of Education school.

A recent roster of Afghans and Americans working in this field shows four persons working in the preparation of materials and the training of teachers at Kabul University. In addition, there are twenty-one US-recruited classroom teachers and department heads, six locally-hired American teachers, and a project advisor, a laboratory technician, and a materials assistant. The Afghan staff associated with this group consists of three US-trained Afghans and eight participants. All this in addition to a secretarial group of three full-time and one half-time persons.

Perhaps one of the best achievements of the entire activity has been the development of the Institute itself into an organization with competent and well-trained Afghans filling all major positions and with other Afghans in positions involving close working relationships with American advisors. In this connection, Table 2 in the Appendix showing the present position of the Afghan group in the Institute is of interest.

As can be seen from Table 7 in the Appendix, a total of \$4,076,000 has been obligated for Project 018 since FY 1955. Of this \$413,000 has been for participant training, \$295,000 for commodities, \$154,000 for local costs, and the balance for technician costs.

C. Vocational Education

1. Common Functions. The two schools whose beginnings we traced in a previous section have much in common. So too do the two projects which have been related to the schools. Both schools involve the years 10-12; both schools use English as the chief medium of instruction; both schools are alike in that they are training students who, upon graduation, will characteristically not work at manual tasks in fields or shops in their specialties. The Vocational Agriculture School and the Afghan Institute of

Technology are, in fact, technical schools in their respective fields. A detailed presentation of the courses of study for AIT, prepared in 1956, made this quite clear when it stated:

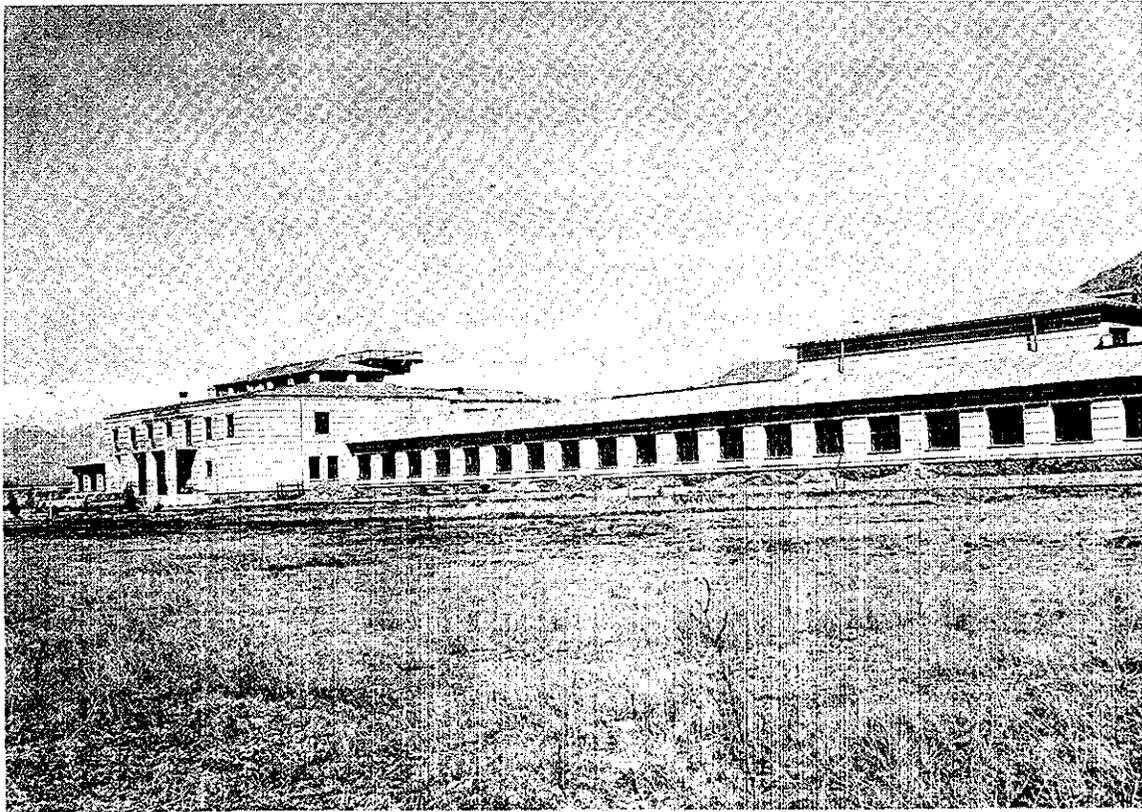
A technician is a supervising, operating, or maintenance person in any number of industrial fields. He is not a designer nor is he a professional engineer. Neither is he a skilled mechanic nor a journeyman. His area of work activity is between that of a professional engineer and the skilled craftsman.

To clarify the matter further, AIT was compared to the mechanical school in Kabul.

The mechanical school is a trade school and prepares students for such occupational specialties as a machine shop operator, metalsmith, and etc.; whereas AIT, operating on a higher level of education, is a technical high school preparing its students for a broader scope of mechanical specialization. AIT is a technical high school and the aim of any technical high school in a proper sense should be to give as broad an education as possible in mathematics, basic science, and technology in a given field of industry.

2. Project Objectives. The objectives for the two projects have been basically similar also. In both cases, what was desired was to take a given school, and develop it into a strong institution in its particular field of specialization, with adequately-equipped laboratories and shops and classrooms, a well-trained faculty, and with a functional curriculum. The goal in the case of each school was originally set at eighty graduates per year. This has been substantially met in the case of AIT but the maximum in recent years at the Vocational Agriculture School has fallen about twenty short of the goal. Of these graduates, project goals called for thirty students a year by 1961 to be able to meet satisfactorily the entrance requirements of the Kabul University Faculty of Agriculture and Engineering. In addition, the vocational agriculture project has carried the additional objective of assisting the Ministry of Education "in establishing and developing courses in basic agriculture for students in primary teacher training . . ." This latter activity was carried out in cooperation with the Institute of Education under project 018 and resulted in the introduction of work in this field in the teacher training program.
3. School Programs. At the Vocational Agriculture School a single general agriculture program has been pursued. In all three years, the students receive forty class hours of instruction

each week, a number which is closely approximated at AIT also. in the 10th year, this involved nine hours a week of English instruction, eleven hours of agricultural subjects (agronomy, animal husbandry, and agricultural engineering), thirteen hours of related mathematics and science with a scattering of other subjects. In the 11th year, the English is reduced to six hours a week, agriculture is increased to thirteen hours, and the related mathematics and science remains at thirteen hours. The agricultural subjects this year consist of agronomy, animal husbandry, agricultural engineering, entomology, and horticulture. The 12th year sees a still further increase in the agricultural subjects with agronomy, animal husbandry, agriculture engineering, plant pathology, forestry, farm management, and agriculture extension, all in the program.



The Kabul Vocational-Agriculture School.

The program at AIT has fallen into four areas of specialization: civil, mechanical, electrical, and aviation technologies. All students in the 10th year follow the same program devoting nearly half of their time (sixteen hours per week) to English. Aside from one general shop, one course of six hours per week, all courses are of an academic nature. In the 11th year, the

English decreases to six hours per week, mathematics and physics occupy an eleven-hour block, and eighteen hours are devoted to shop courses some of which are in special fields. These courses are materials and processes (four hours), drafting (five hours), auto mechanics (five hours in one semester) followed by machine shop (five hours) in the second semester, surveying (five hours), electricity (five hours), and general aviation (four hours). The 12th year in each field involves a strong concentration in the various fields. These are best seen from a tabulation of the various 12th year programs which now follow:

| <u>Civil</u> | <u>Hrs per Week</u> | <u>Mechanical</u> | <u>Hrs per Week</u> |
|--------------------------|---------------------|---------------------|---------------------|
| English | 5 | English | 5 |
| Mathematics | 5 | Mathematics | 5 |
| Surveying | 9 | *Auto-Machine Tools | 16 |
| Sheet Metal | 2 | Sheet Metal | 2 |
| Drafting | 6 | Machine Principle | 3 |
| Elements of Construction | 8 | Drafting | 5 |
| Sports | 1 | Pushtu-Farsi | 2 |
| Pushtu-Farsi | <u>2</u> | | |
| | 38 | | 38 |
| <u>Electrical</u> | | <u>Aviation</u> | |
| English | 5 | English | 5 |
| Mathematics | 6 | Navigation | 7 |
| Electronics | 10 | Air Traffic Service | 12 |
| Power | 10 | Morse Code | 3 |
| Drafting | 2 | Communications | 2 |
| Sheet Metal | 2 | Farsi, | 2 |
| Pushtu-Farsi | 2 | Pushtu | 2 |
| Sports | 1 | Audio-Visual | 1 |
| | <u>38</u> | Sports | <u>1</u> |
| | | | 35 |

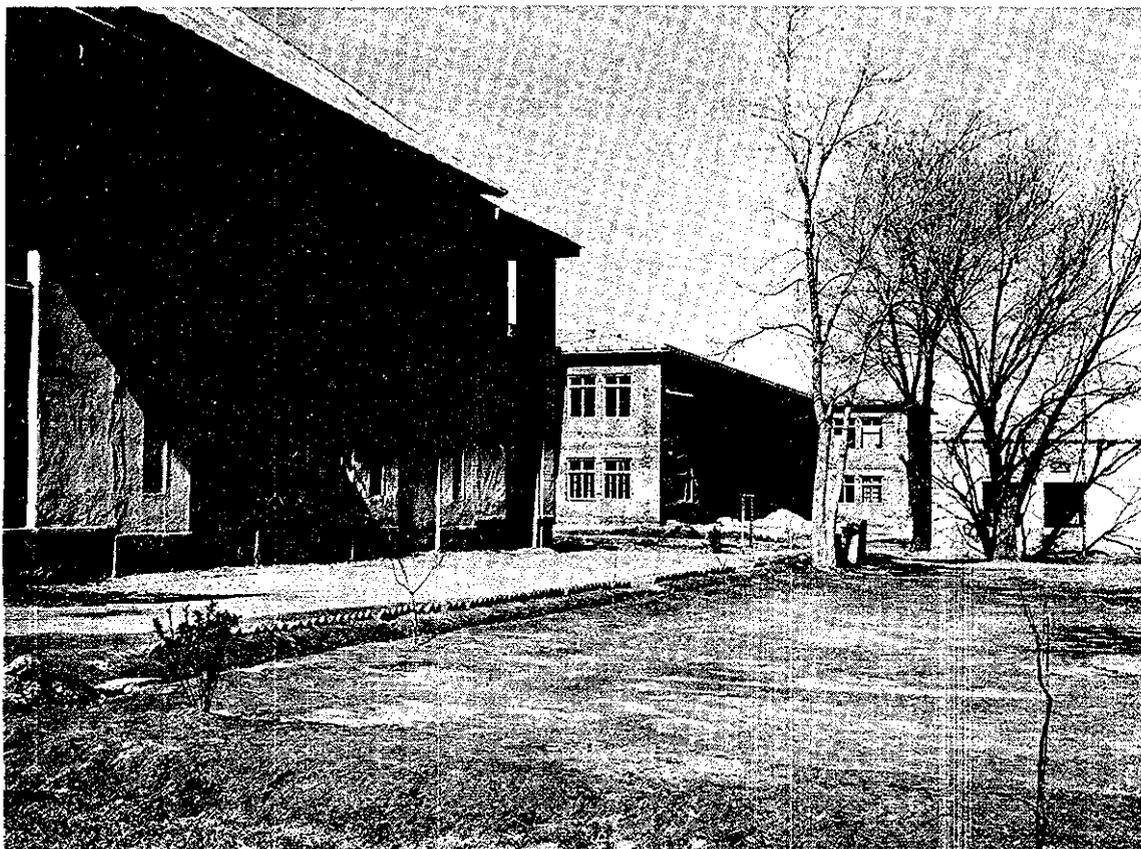
Wyoming contract technicians and other US assistance for AIT has been limited to the above three specializations. A fourth specialization, aviation, has been given technical assistance by a UN group, the International Civil Aviation Organization. English teachers, provided by the Teachers College group, have worked in all four specializations.

4. Project Progress. This may be summarized under four heads: physical facilities, curriculum development, training of Afghan staff, and graduate placement. Let us discuss each of these briefly.

During this five-year period, there has been much improvement in the physical appearance of the schools. Buildings have been painted, broken panes of glass replaced, electrical lines run

* One semester in Auto Mechanics; one in Machine Shop

in. At the Vocational Agriculture School, a new dormitory and kitchen unit is nearing completion. All this represents a sizable effort by the RGA to improve these two important institutions. New Shops and other teaching facilities have been added and the more important of these are summarized in the table below for each institution.



The Afghan Institute of Technology.

Afghan Institute of Technology

Machine Shop: Equipment includes thirteen major machines; one surface grinder, one tool grinder, emery wheels, drill presses, gas and electric arc welding equipment, and work benches equipped with vises. Of the eight lathes, four are suitable for tool room work only.

Auto Mechanics: One standard hydraulic lift, one small compressor, demonstration engines, engine stands, servicing and testing equipment together with benches and necessary tools comprise the major items of equipment in this shop.

Woodwork: This shop has six woodworking lathes, two 16" bandsaws, one 10" radial saw, two 10" tablesaws, two 6" joiners, one 12" planer, one disc sander, one jig saw, small tools and benches equipped with vises.

Electric Shop: Demonstration panels, one electric standard time electro-dynamometer apparatus, small tools and benches are included.

Vo-Ag School

Farm Shop: A new farm shop was completed at the Vo-Ag School in 1961 under the supervision of the Wyoming contract advisors. This is of adequate size and design needed for an instructional program in farm mechanics. There are sufficient hand tools and equipment including several pieces of power equipment. After the installation of a blacksmithing forge needed for instruction in metal work, it is felt that the farm shop will be very well equipped.

Lab Area (Farm Land): The available farm land for laboratory area and practice farm training is very limited; however, it is still possible to provide good teaching units if properly planned. Efforts should continue to be made to acquire additional land in order to keep pace with increased enrollment and future expansion. The additional land should be located as close to the school as will be possible.

The curricula described under these previous sections represent a culmination of a number of years work and constitute a distinct improvement over earlier school programs. This is not to imply that modification may still not be in order and this is discussed in Part IV of this report.

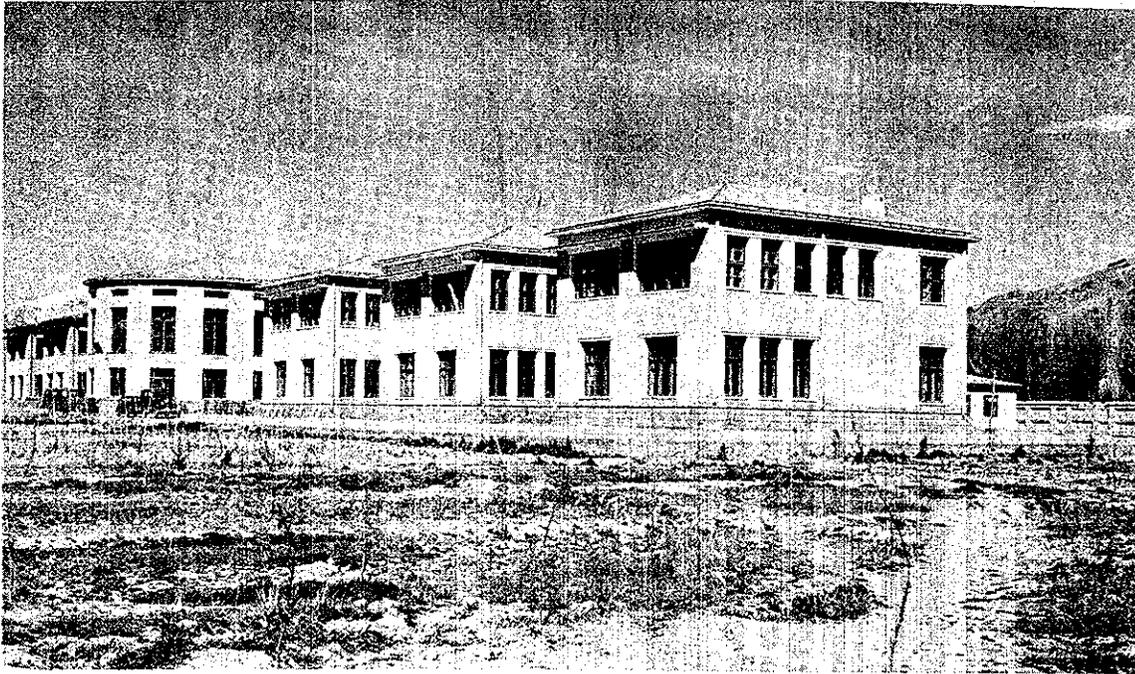
During the five-year period, there has been a steady improvement in the training and teaching competence of the Afghan staffs (see Table 3 in the Appendix). This is particularly true of the Afghan Institute of Technology. At the Vo-Ag School, development of the staff has been delayed by the assignment of a certain few of the returning participants for this school to other areas of agricultural work. Whereas at the beginning of the period, there was a total of over ten contract technicians in the two projects, by the end of the five years, the number had reduced to two in each school, a condition which reflects the growing Afghan competence.

Graduates of these two schools are in much demand by various Ministries and other governmental organizations. Each year, a considerably larger number of graduates, perhaps several fold, could have been placed than have been available. A summary of the placement of graduates from these two schools in 1960 and 1961 is given in Table 4 in the Appendix. A visitor to governmental organizations such as the motor workshops in Kabul or Kandahar or the agricultural activities in the Helmand Valley is often impressed by the positions of considerable importance which these graduates are occupying. Discussions have brought out that the English speaking ability of these graduates is one of their strong assets for these positions. (See Table 7 in Appendix for US obligations for these projects 007 and 008.)

D. Professional University Agriculture and Engineering Education

Delayed one month so that the entering students could have an extensive review in English, the Faculty began instruction on April 21, 1956 - just a little over two months before the beginning of this second five-year

period. The first classes were held in the Science Faculty Building in which there was an allotment of three classrooms and one office, one of the classrooms also being used as a combination storeroom and office. The American technician group serving this new university division consisted of six Wyoming technicians in the engineering and agricultural fields and three English teachers, not all of them full-time, provided from the Teachers College team. Lack of qualified Afghan faculty members, the inevitable inability of American instructors to teach in the native language, and the importance of English as a technical language in these two scientific fields, led to the decision to use English as the medium of instruction. The overall goal for this project was that of establishing a Faculty of Agriculture and Engineering which by the end of 1961 would be capable of graduating a minimum of ten students in agriculture and fifteen in engineering. This plan called for the training of Afghan staff members, the development of functional curricula in the two fields, and the designing and equipping of classrooms and laboratories. The quantitative goals with respect to graduates were nearly reached in engineering and actually exceeded in the agriculture division in the 1961 graduating group. Two classes were graduated during this five-year period as follows: 1959 - nine in agriculture, four in engineering; 1960 - seven in agriculture and eight in engineering. Enrollment in each year had increased with the addition of a freshman class in each of the specialties and by the 1960 academic year, the enrollment had reached 188: 94 students in each division. The 1961 enrollment was even larger: 263 - 131 in engineering, 121 in agriculture, and 11 in a new veterinary science specialty within the agriculture division which was added at the start of the 1961 academic year. With the growth in the Faculty, the space in the Science Building proved inadequate and in 1959 the Faculty was given



The Faculty of Agriculture and Engineering

temporary space in the Surgery Building belonging to the Faculty of Medicine. Gradually, facilities in this building, notably electricity and water, have been made available by the University and the two divisions have expanded to occupy the entire building. Much equipment has been provided and the following laboratories and teaching facilities completed:

Engineering Labs

1. Surveying contains transits, levels, plane tables, supplemental instruments valued at about \$70,000.
2. Materials Testing contains the latest machines and facilities for testing soils, aggregates, cements and mortars, stone, brick and tile, pipe, asphalts and tars, timber, concrete, steel, structural members, machine parts, cables and ropes. This laboratory is not only a teaching and research laboratory but also capable of doing governmental testing of construction materials. Its equipment, valued at upwards of \$100,000, makes it the best equipped laboratory in Afghanistan.

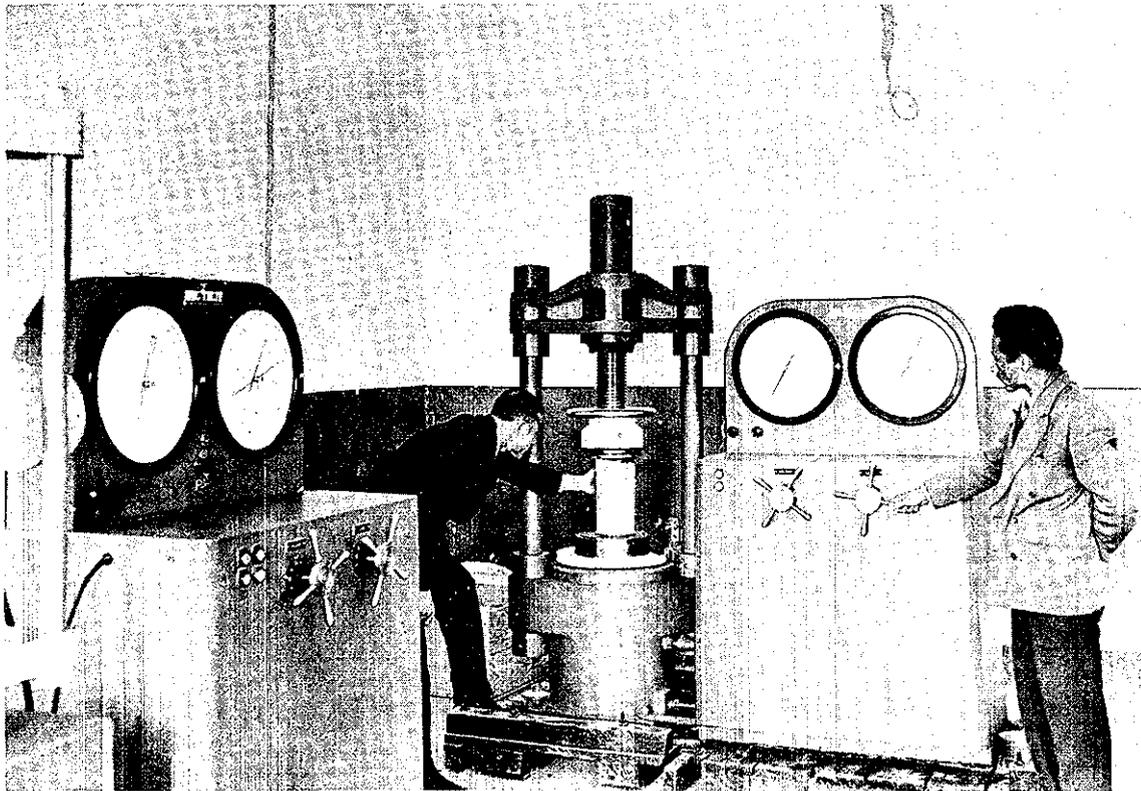
Agriculture Lab

Soils - As with the Materials Testing Laboratory, this laboratory has both teaching and testing capabilities. Among the analytical tests now available in the laboratory are determination of available nitrate, phosphorus, and potassium in soils; water-holding capacity of soils; soil texture; hardness of domestic water. Equipment, glassware, and chemicals are valued at approximately \$80,000.

Basic Science Labs

1. Zoology equipment includes twenty compound microscopes, three widefield microscopes, a kymograph, as well as many anatomical slides and models.
2. In Bacteriology the major equipment item is twenty oil-immersion microscopes.
3. Physics Lab contains basic equipment for all areas but suffers from lack of needed duplication of many laboratory pieces used for student experiments.
4. The total value of equipment in these three labs is about \$80,000.

In the first year of the project, there were only three Afghans, designated as counterparts, working in the program. One of these was in mathematics and two in chemistry so that there were no Afghans working at the professional level in agriculture and engineering. Initial difficulty was experienced in locating qualified persons to send abroad for study. This condition has improved in recent years, and at the end of the five-year period fourteen Afghans were on leave to study for advanced degrees.



**The Materials Testing Laboratory at
the Faculty of Agriculture and Engineering.**

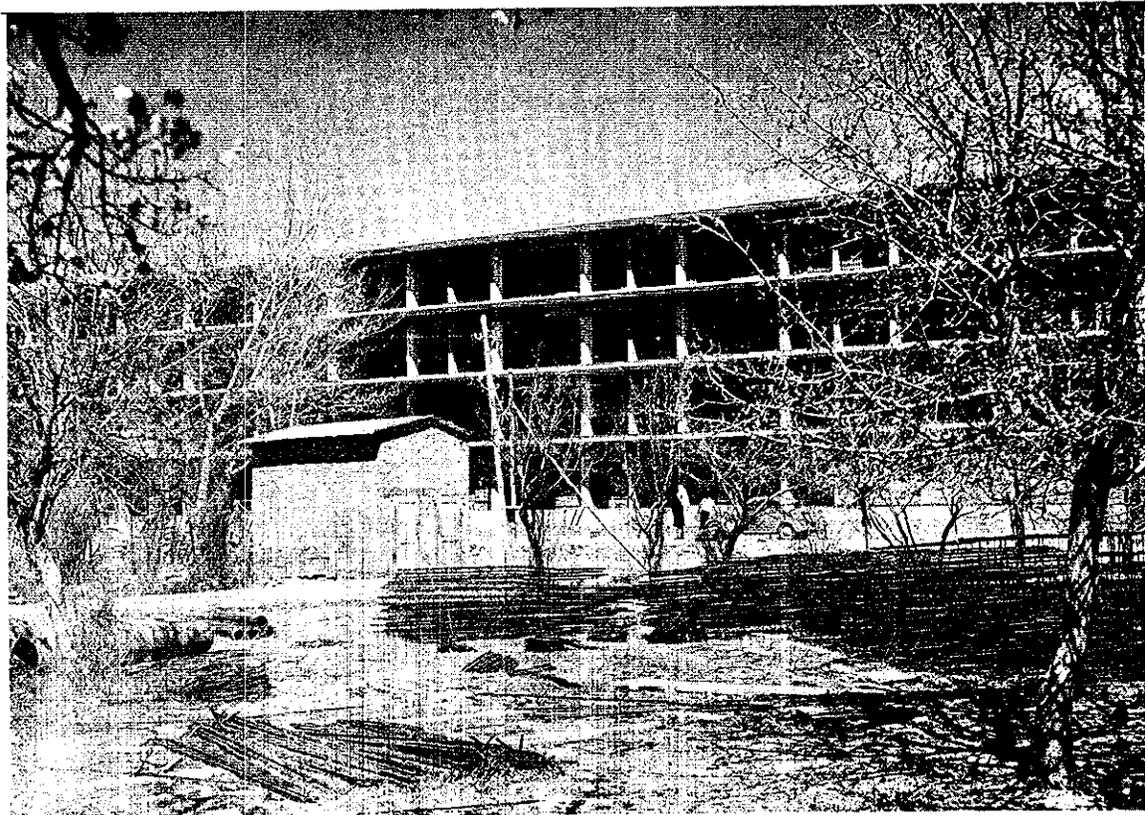
Of this number, several returned in the first months of the next five-year period. As of the date of the preparation of this report, the Afghan staff consisted of the persons listed in Table 5 in the Appendix. It will be noted that of this group, six have their Masters Degrees and two have earned a PhD. This is a young and relatively inexperienced Afghan faculty, working in a division of the University which itself is young and rapidly growing. Hence, the need for an able and experienced group of American technicians of considerable size is still great. At the end of this second five-year period, in addition to the Team Chief and his Administrative Assistant, there were eleven full-time and one part-time Wyoming technicians working in this project. The programs in which they work are rather general in nature (see Table 6, Appendix), in both the agriculture and engineering fields, although the latter has a civil engineering emphasis. The need to provide continuing assistance and to permit some degree of specialization, has resulted in planning for an even larger Wyoming group and at the present time, in addition to the Team Chief and his assistant, eleven technicians in agriculture and veterinary science and nine in engineering are programmed. In order to assist in the development of library facilities for this Faculty, a single librarian was also programmed throughout most of this period.

As can be seen by an examination of the figures for Project 028, in Table 7 in the Appendix, \$1,966,000 have been obligated for this project throughout its life. Of this, \$251,000 was obligated for commodities, \$181,000 for participants, \$58,000 for local costs and the balance for the cost of technicians. As is explained in the next section, new buildings for agriculture and engineering are under construction and funded under

another project (044). Since this project carries funds for the equipping of these buildings, the commodity amount above is smaller than would otherwise have been the case. Thus, the close of this second five-year period finds this division of the University under its new name of the Faculty of Agriculture and Veterinary Science and Engineering just commencing to steady down into its task of training the professional agriculturists and engineers needed for the Afghan economy. Two classes have been graduated, reasonably adequate temporary quarters created, and new facilities are in sight. The guidelines for the Faculty development have been established. Given time and continued Afghan and American support, development of competent agricultural and engineering university divisions seem assured.

E. A One-Campus University

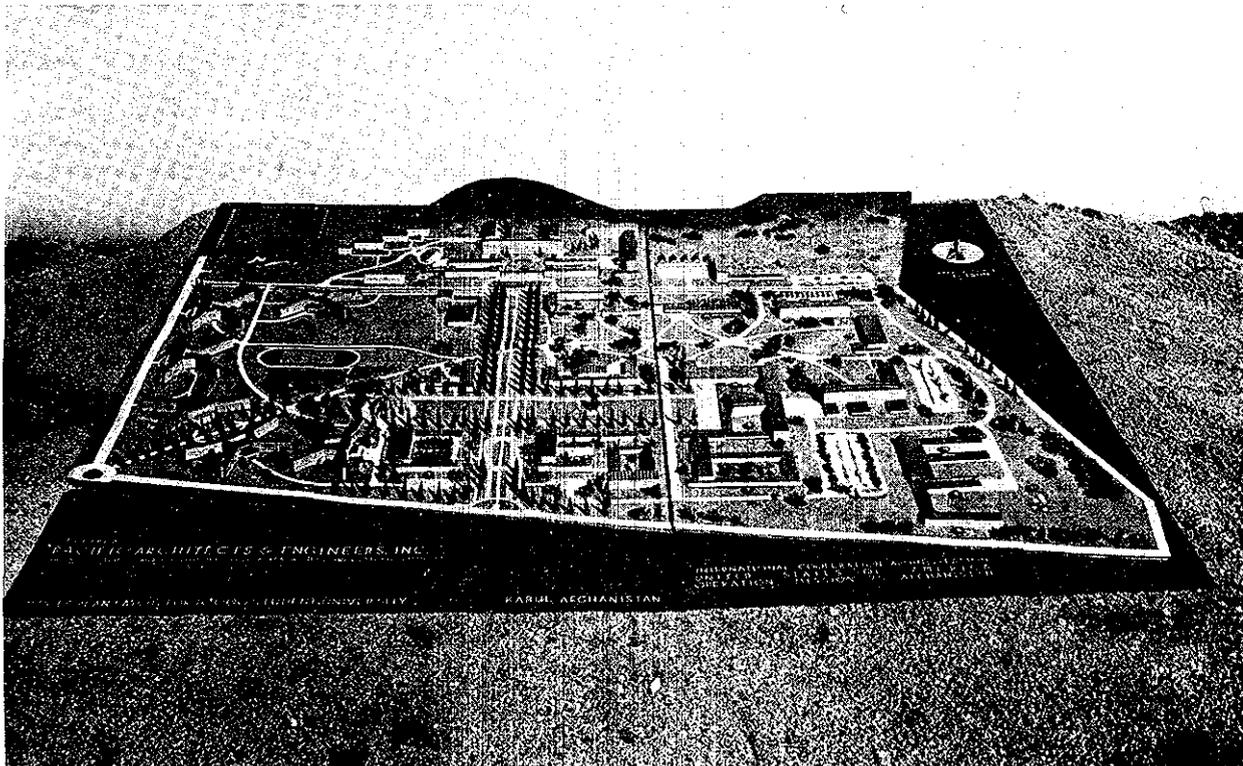
Kabul University is the only post-high school institution in Afghanistan. It is the institution to which Afghanistan must increasingly turn for its supply of professionally-trained people. The University as such was founded in 1947 although there are Faculties which antedate this time. At the beginning of this period, the University was scattered throughout the city, its individual Faculties located in inadequate quarters, often essentially private dwellings. That it was impossible under these conditions to have a University adequate to the needs of the country, had been long recognized by the Afghan authorities. Well before the arrival of the present writer in Afghanistan, the then FOA had agreed to help create a more nearly adequate one-campus university. For this,



The Master Plan of Kabul University.

*see next p.
photos are
switched*

an excellent site was available - Aliabad, an area slightly over 300 acres (1,220,000 square meters) where at that time only the Faculties of Medicine, Science, and Agriculture and Engineering were located. In 1958, a task force from the Pacific Architects and Engineers was brought to Afghanistan and agreement was reached concerning a master plan for the entire university and the nature of the first five buildings. The architectural firm unfortunately accepted an unrealistically short period of time in which to execute the plans and specifications and over a year elapsed before, in the fall of 1959, the plans were received in Kabul.



The 800-student dormitory at
Kabul University under construction
in March 1962.

These plans were for an administration and classroom building, a library, an engineering building, an agriculture building, and an 800-student dormitory. In addition, they included the plans and specifications for a gymnasium, assistance for the construction of which was being provided by the Asia Foundation. Early in 1960, the contract for the construction of the buildings at Kabul University was let to the Hochtief Company, a German organization. After a considerable delay for the marshalling of the major items of construction equipment, construction was begun on all five buildings. On June 30, 1961, it was estimated that about 23% of the total job on the five buildings had been completed. At this time, it was estimated that the percentage of completion for the various buildings was as follows: administration, 29%; library, 26%; engineering, 18%; agriculture, 16%; and dormitory, 23%.

Up to the end of this second-year period, the United States had obligated \$3,560,000 for this project, from the three fiscal years 1957, 1960, and 1961. Local costs for this project were estimated at 125,262,000 afghanis of which the RGA has pledged 72,262,000, the balance to be provided from the wheat funds (PL 480, Title II). The US contribution provides not only imported commodities needed in the construction, but also installed equipment for the five buildings. In addition, the FY 1961 funds provided \$350,000 for basic educational and other equipment needed for the five buildings.

F. Other Activities

The project from which the funds for Kabul University had been obtained also provided \$125,000 for equipment for Habibia School. This included window sash, electric fixtures, plumbing fixtures, and certain other items. There have been unusual delays in procurement including the total loss of one shipment because of the sinking of the vessel on which it was being sent. As a result, even at the date of writing, March 1962, not all of this equipment is here. This project also includes construction planned for financing with wheat funds (Section 550). This was intended for the construction of a laboratory school and a certain amount of rehabilitation for the Kabul Darul Mo'Allamein, a dormitory and kitchen for the Vo-Ag School, some repairs and other installations for the AIT, and the first unit of a comprehensive school for the Helmand Valley at Lashkargah. These wheat money activities have not worked out well in practice. Funds have not been made available for the purposes intended, and although a certain amount of this work has been done (the partial completion of the laboratory school, dormitory, and comprehensive school), it has been with RGA funds, rather than wheat money.

Commenting ruefully on this situation, one Ministry of Education official remarked: "So far as we are concerned, there is no such thing as wheat funds."

This record in the middle period would be incomplete without reference to the work in one final small project, Kabul University Administration, project 030. Here, a single Teachers College contract technician working with his secretary helped to improve university administration practices, assisted in the preparation of the first catalog, and paved the way for the work of the team from the University of Illinois which in 1959, and under this same project, made a thorough study of the University and recommendations concerning its development.

Table 7 in the Appendix summarizes obligations for this and all other Education projects through FY 1961.

IV THE YEARS AHEAD (FY 1962-1966)

A. Reasons for A New Program

By the middle of the second five-year period, the Mission had come to the conclusion that a re-examination of its educational program would be desirable. This did not stem from any feeling of great dissatisfaction with the achievements of the existing projects. But the program had been in existence some six or more years, it had gone a certain distance in achieving its objectives, and it was the feeling that a new look would be desirable. Consequently it was planned that all existing projects would be terminated in their present form on December 31, 1961. The fact that new projects were to be created did not indicate that contracts with the existing universities would be terminated and in practice, this has not been the case.

At this time, guidelines for the new program were not at all clear. Much work needed to be done through planning sessions and in other ways as will be detailed later. However, it was felt that in all probability there were five new directions which the new program should take. These were as follows:

1. To extend more help to the country outside Kabul. The educational system of Afghanistan was moving in this direction; US help should also, it seemed.
2. To provide greater advisory assistance to the Ministry. We had provided many technicians for Ministry and University units, but now it seemed probable that further assistance through the direct detailing of technicians to the Ministry would be desirable.
3. To broaden the scope of assistance in vocational education. In the past, this had been limited to agriculture and technical education, but now it seemed desirable to explore the possibility of extension to commercial and home economics education.
4. To broaden the scope of assistance to Kabul University. At this time, there were several Faculties which had indicated the need for assistance and the scope of German and French assistance for these Faculties was not clear at this time.
5. To secure a better balance between contract and direct-hire technicians. It was the belief of the Mission that in any educational program, an excessive preponderance of technicians in either category is not desirable.

B. The Planning Teams

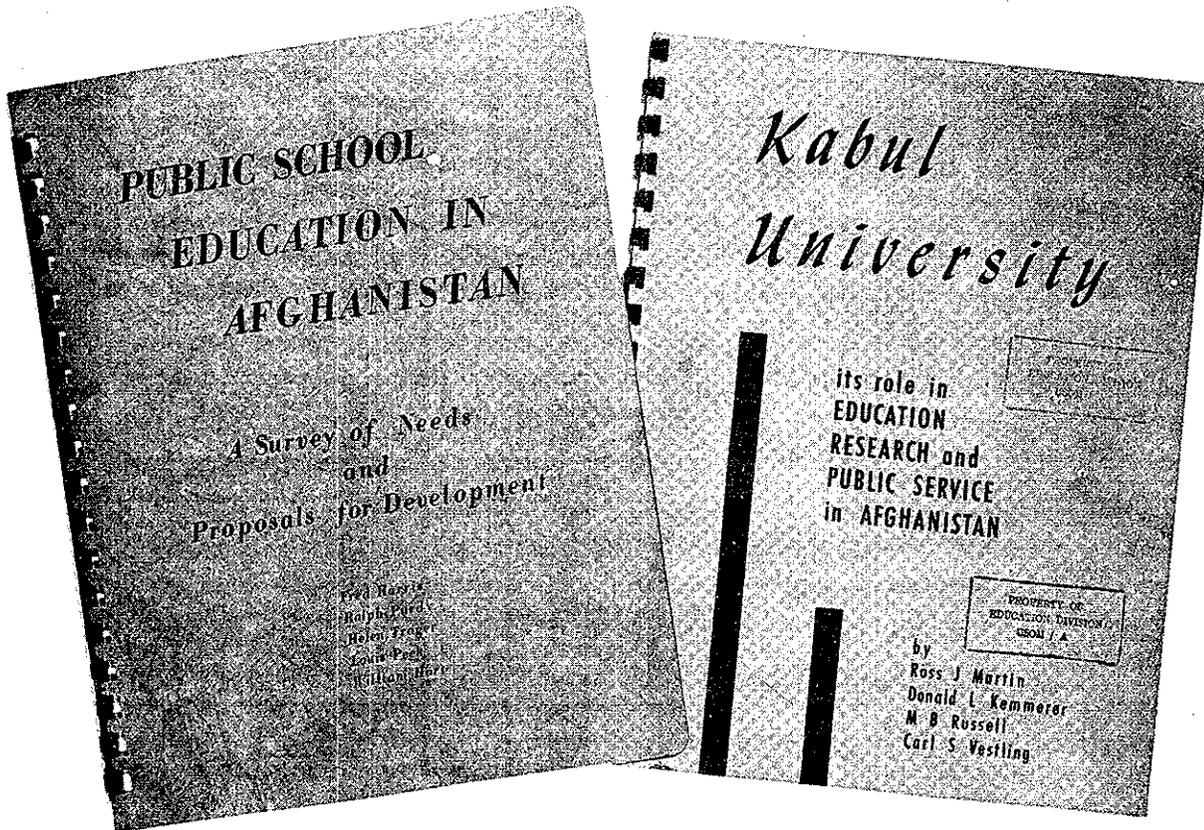
During the summer and early fall of 1959, two different planning teams were brought to Afghanistan. Their functions were to study and appraise educational developments in the country and to assist in developing the new program of educational assistance.

The first of these teams was concerned with Kabul University and consisted of four members of the University of Illinois staff: Ross J. Martin, Director, Engineering Experiment Station, College of Engineering and Professor of Mechanical Engineering who was the Chief of Party; Donald L. Kemmeter, Professor of Economics; M. B. Russell, Professor of Agronomy and Head of the Department of Agronomy; Carl S. Vestling, Professor of Bio-Chemistry. A fifth member of the team was Dr. Wilfred Mauck of ICA who served as the Washington representative. A sixth member, Mr. Leslie Mayberry, served as secretary to the group. This team spent nearly three months in Afghanistan studying the University and the country it serves. They studied all divisions of the University and prepared a useful evaluation of the specific areas of agriculture, engineering, law, economics and finance, biological and physical sciences, and liberal arts. They made eight major recommendations, called proposals, pertaining to the University as a whole. These included a proposal for the renaming of the University to become the University of Afghanistan; to establish a Board of Trustees for the University; to provide a uniform University calendar and semester system; to establish entrance examinations for the University; to establish a Preparatory Institute as part of the University; to introduce a combination work-study program in the Faculty of Agriculture and Engineering; to unify the teaching of the basic sciences and assign to the Faculty of Science the responsibility therefor; to designate one western language as the educational language to be learned by all students. Some of these recommendations have been enacted into practice, e.g., the one for the uniform calendar. The Team also gave recommendations for ICA assistance for the University.

A second group called the Public School Survey and Planning Team arrived within a few days of the departure of the first in early September 1959. This group consisted of Dr. Fred Harris, Dean of Baldwin-Wallace College and Consultant of Elementary Education who was Chief of Party from September 6 to October 4; Mr. William Hart, Educational Materials Advisor of the ICA Mission to Taiwan who was Consultant in Educational Materials; Dr. Stanley Peek, head of the Agriculture Institution Section of the Saigon Mission who was Consultant in Vocational Education; Dr. Ralph D. Purdy, Director of the Bureau of Educational Field Services of Miami University, Oxford, Ohio, Consultant in General and Secondary Education who was Chief of Party from October 4 to November 17; Dr. Helen Trager, Chairman, Division of Elementary Education, Yesheba University, Consultant for Women's Education. Dr. E. H. Trethaway of Washington was the ICA representative for this group. The shift in the Team Chief position came as the result of the illness of Dr. Harris and his necessary medical evacuation for several weeks.

This group worked with Afghan-American Planning Committees in the following fields and with the following committee chairmen:

- Primary Education - Chairman, Mr. Mohammed Mael
- Secondary Education - Chairman, Dr. Mohammed Akram
- Vocational Education - Chairman, Dr. Mohammed Haider
- General Education Services Committee - Chairman, Mr. Hamidullah E. Seraj
- Teacher Training Committee - Mr. Ghulam Hassan Mujaddidi



Reports prepared by the two teams in 1959.

Of this group of committee chairmen, the first four were officers in the Ministry of Education and the last, Mr. Mujaddidi, is President of the Institute of Education. Dr. Akram also served as Chairman of the Committee on the Education of Women. The composition of the Primary Committee may serve as an example of the type of personnel involved in all committees. Besides the Chairman, Mr. Mael, other members were Mr. Mohammed Fazal, Institute of Education; Mr. Aziz Hamid, Primary Department, Ministry of Education; Mr. Mirabuddin, Provincial Director of the Kabul Province; Mr. Mohammed Hashim Rahimi, Primary Department, Ministry of Education; Consultants Dr. Robert Simpson, TCCU Team; and Dr. Fred Harris, member, Planning Team.

Actually, these planning group committees had been established and were, in most cases, at work before the arrival of the Team. Consequently, Team members were able to make an optimum use of their time in Afghanistan. The report of the Planning Team did a thorough job of studying the Afghan educational system and in assessing needs in the various areas represented by the respective committees. In its report, the Committee set forth a well thought out series of recommendations for each area and plans for the six-year period, 1961-1966. Under secondary education, for example, the Committee made recommendations under the headings, Buildings and Equipment, Curriculum, Teacher Training, Leadership Observation, Educational Administration, Supervision of Instruction, Training of Administrators, and Assistance for a Continuing Committee on Secondary Education. Several of these headings included recommendations for participant training, commodities, and for needed technicians.

B. The 1550 Determination

Following his return from home leave, the writer working with Afghans and Americans began the more specific development of a program which would carry out, to the extent feasible, the recommendations of these two groups. Mission attitude with respect to a new program had been clarified during this home leave period in December 1959 by a classified memorandum from the then Program Officer Thomas Niblock to the then Director Wollmar. All these plans for a new educational program were given further assistance by a cable from Ambassador Byroade urging ICA to give approval to a long-range program of commitment for education. By summer time a projection for the next years had been made and had gained Mission endorsement. Washington approval was not forthcoming, however. Consequently, Program Officer Niblock and the present writer made a special trip to Washington in September 1960 in an attempt to obtain this approval. Before the departure, with the approval of the Mission, the Education Officer laid the details of the plan before the Minister of Education and secured his approval, insofar as approval could be given at that time, upon it. During the Washington meetings, materials were presented to show the extent to which the Survey and Planning Team recommendations had been implemented, and how desirable functions of the older projects were to be carried over into the new ones. Another short table summarized new emphasis or augmented emphasis in the new education projects (see Table 8 in the Appendix). Conditions set forth in this table are substantially correct for the projects as they are now set up, with the exception of Part E, Kabul University, where we are planning assistance for a more restrictive group of faculties than was the original intent. Also, we are no longer contemplating a new science building (F-3) but are considering a second dormitory for the University.

Later in the year, the 1550 Determination was actually made and shortly thereafter Ambassador Byroade presented the long-term commitment to education to the Foreign Minister, Prince Naim. To the surprise of both Embassy and Mission, acceptance of the offer was not immediately forthcoming. In fact, it was not until over a year later that the RGA indicated willingness to proceed with the long-term plans in education. This delay, seemingly inscrutable at first, becomes more understandable when seen in the light of certain developments that were taking place in the Afghan Government at this time.

D. The Afghan Second Five-Year Plan

At this time (early 1961), the Afghan first five-year period was nearing its termination (in September). The achievements in education in that first five-year plan were indeed considerable. The 1960 Report of Progress issued by the Ministry of Planning indicated that during the first three and one-half years of the Plan, 68 primary schools and 300 village schools had been completed. Nine new buildings for primary schools had been opened, and 19 other buildings were under construction. At the secondary level, it was noted that 13 new buildings for middle schools were under construction and five teacher-training schools (secondary level) had been established. In addition, two mechanic schools had been opened in the provinces and the construction of a school of commerce in Kabul had

been begun. The report for Kabul University notes the construction of the five buildings referred to previously, the opening of the two new Faculties of Agriculture and Engineering, and of Economics, construction of three buildings with Afghan funds nearing completion and other miscellaneous improvements in the various Faculties.

Quite understandably, then, in the light of these and other educational advances, the Afghan Government was desirous of keying US assistance and for that matter, the assistance from other aid agencies, into their five-year plan. The RGA was reluctant also to accept the educational long-term commitment in the absence of a similar commitment in other areas such as agriculture and industry. What they were desirous of receiving was a package offer from the United States to cover the entire five-year period, FY 1962-1966. This pledge, in the light of Congressional requirement for yearly approval of funds, the Mission found difficult to give. Another factor contributing to this delay in decision resulted from the delays in finalizing the Second Five-Year Plan itself. The start of the plan was actually postponed from September 1961 to March 1962.

The first draft of this Plan received by the Mission was not a complete description of the plans for the entire field of education, but rather simply a detailing of areas in which United States assistance was requested. Over the five-year period, this was a sizable request indeed amounting to nearly 39,000,000 US dollars and to nearly 1,300,000,000 afghanis, a total equivalent to 2,551,000,000 afghanis at the official rate.

The request fell into three main groups, a total of twelve different areas under the Ministry of Education, a total of thirteen under Kabul University and a group of miscellaneous Ministry of Education schools and services. These areas were essentially administrative divisions of the Ministry, for example, and included such headings as primary schools, secondary schools, teachers schools, and technical schools. By way of illustration, the request in the case of secondary schools is reproduced.

| <u>Secondary Schools</u> | <u>RGA Request</u> | |
|--------------------------|---------------------|------------|
| | <u>\$</u> | <u>Afs</u> |
| | (in units of 1,000) | |
| Buildings | 1,784 | 195,270 |
| Equipment | 541 | 13,512 |
| Materials | 81 | - |
| Personnel | 3,029 | - |

And as will be noted from the example, afghani assistance for materials and personnel was not requested and this is characteristic of this first draft. In other areas too, assistance might be requested in only one or two of the subheadings rather than the entire four.

Several things are significant about this request from the American point of view. In the first place, it will be noticed that the request does not fall into the familiar US pattern of AID projects. Consideration was given, however, to our project plans in developing the RGA request. In some areas, US assistance was requested for schools to which we were

not providing technical assistance and have no plans to do so. Thus for the arts and crafts schools a total of approximately \$1,700,000 and 49,000,000 afghanis for buildings, equipment, and materials was requested. Perhaps, the most significant of all was the introduction of an afghani request on such a large scale. Our ability to generate local currency through commodity import programs is indeed modest. The organization of this request has also contributed to our difficulty in responding to it. An analysis of our present five-year program indicated that in the secondary field, for example, contributions to secondary schools would come from four different projects - 067, 068A, 068B(073), and 062. Similar situations exist in several other of the areas.

I would be less than frank and complete in discussing this Plan if I failed to indicate that in my opinion this method of developing the Plan and presenting it for our assistance was distinctly less than desirable and not conducive to good coordination. Throughout the period during which the Plan was being developed, there were no regular meetings of the Ministry officials charged with developing the Plan and with education technicians. A better procedure would seem to have been to have held meetings with the various aid agencies involved in educational assistance in Afghanistan to determine the areas in which those agencies felt it possible to render assistance. Following this would come work sessions in which details of the assistance would be hammered out and projects agreed to. At the end of this time, the RGA request and the US plans for assistance would have been coordinated. Instead the RGA Plan was developed largely in isolation and finally presented to the Americans as a schema into which our educational projects were supposed to be fitted.

In the months following the original submission, we were informed of modifications and possible reductions in the Plan that were under consideration. Not until late February 1962 did the RGA feel it possible to firm up the long-term program for US assistance for education. By this time it was apparent that this program would be affected to a greater or lesser extent by another development, now to be described.

E. The UNESCO Planning Team

This was a group of five men, four coming from outside Afghanistan, who began work in Kabul in December 1961. Their original purpose had been to work with Ministry officials in developing a program of proposed assistance for Afghan education from the International Development Agency, an arm of the World Bank. Once upon the scene, the Ministry requested a general examination of the educational picture and this was done. Unfortunately again for the case of coordination, this group felt that it was required to keep its recommendations secret. There were discussions with individual education technicians including two with the present writer, but no indications were given of recommendations that the Team planned to make in their report. It was not until the first meetings devoted to the firming up of US assistance for education that we learned that the Ministry had generally accepted the UNESCO Team recommendations and that some of these would have the effect of modifying projects in which we are working. We were told, for example, of plans for a large "model tutor" teacher training school in Kabul. The Teachers College group working in this area

knew nothing of this proposal. One wonders what the impact of this school with its planned group of sixteen foreign teachers would be upon the present Darul Mo^lAllamein and upon the present pattern of teacher education being developed with our assistance.

Another recommendation mentioned in the meeting was that for the removal of the Faculty of Agriculture to a 250-jirib (about 125 acres) site near the British Embassy. The Wyoming group and this office have known of the possibility of having this acreage available and welcomed it as a university farm for the Faculty. But if the Faculty is removed completely, to what use will the Faculty of Agriculture building now under construction be put? We wonder if the UNESCO Team was completely aware of the extent to which the US is committed to assisting this Faculty with commodities and with American technicians. Certainly the Wyoming Team which is working in this Faculty knew nothing of the UNESCO recommendations.

The revised RGA request for assistance which was presented in the meeting referred to differed but little in its details from that submitted some months previously. One major difference is the Ministry's plan to seek help in certain areas, some of them areas in which US assistance is being provided, from the International Development Agency and the United Nations Special Fund.

It would be easy for USAID to find in all this a source of irritation in the seeming attitude that the Americans can be counted upon to help in any areas in which other agencies are not interested. Perhaps the fact that our offer of \$17,000,000 of assistance came so long ago encouraged the RGA in this notion. However, the Mission rejects any notion of intentional affront, interpreting actions as resulting from the pattern of government operations, and is working on an analysis of the new proposal and of ways in which our program can best fulfill it.

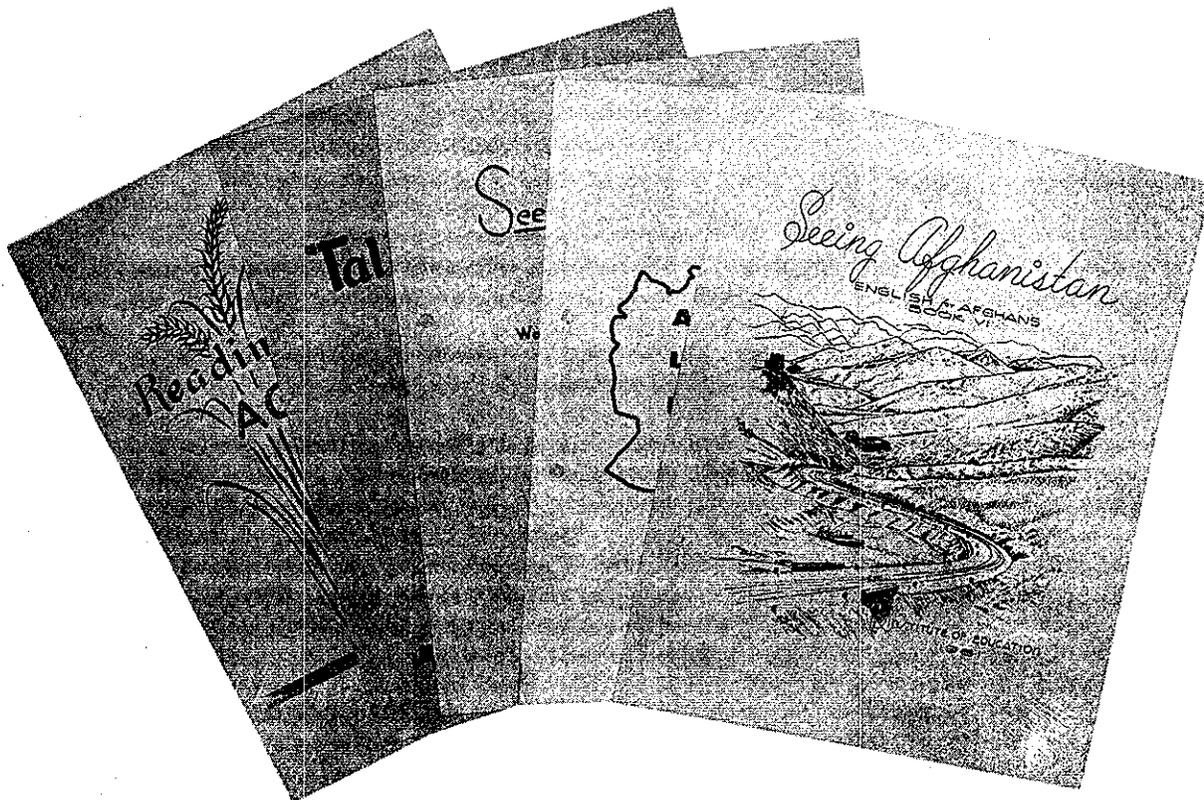
F. Education Projects (FY 1962-1966)

Of this group of projects as a whole, the following comments may be made:

1. As presently planned, they carry a much greater proportion of the total for buildings and equipment than has been the case in the past.
2. The projects reflect applications of the new AID concepts. They have been reduced to five in number and have undergone integration and concentration of assistance. One of the projects terminates with FY 1962 funding.
3. Although the program as a whole is characterized as a new one, only one of the projects in the group of five was not also included in our FY 1961 program. Even in the case of this one, project 068 (306-N-69-NB) there were elements of the project which had been begun under other project numbers in previous years.

This program, then, has many continuing elements. There are commitments, too, resulting from University contract agreements and from the considerable planning at the working level that has gone into many segments of the projects. These are necessarily factors which will affect adjustments of the program to the Second Five-Year Plan. Let us now turn to examine these projects as they now exist.

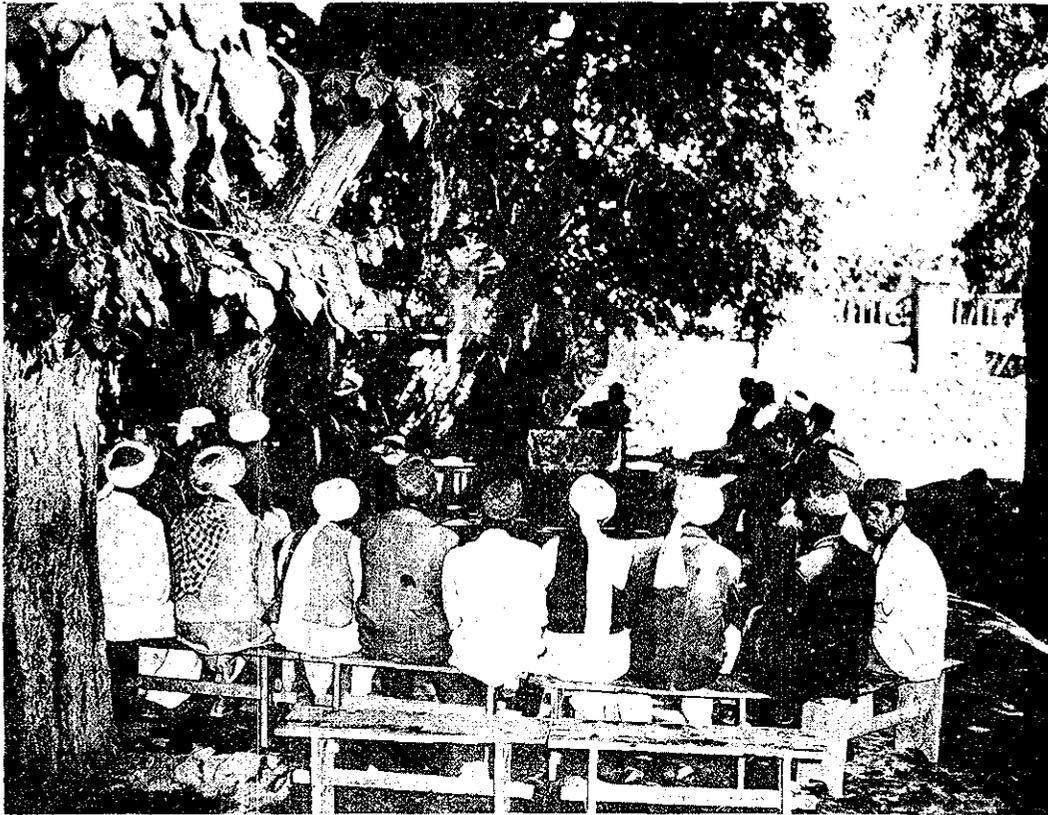
Project 306-N-66-AA-A, B, C (Formerly 306-66-057-A, B, C) - Kabul University Development: As presently planned this project continues the assistance of the Wyoming University to the Faculty of Agriculture and Veterinary Science and Engineering, which single Faculty is scheduled to become two separate ones possibly in the 1962 academic year. It also continues Teachers College activities in the area of teacher education with the Institute of Education which now takes on the added responsibilities of a Faculty of Education at the University. Under the direct-hire segment of the project, a single advisor is scheduled to assist the University President in his administrative problems. Both teams are also called upon to provide services outside the original area of specialization: Teachers College, to provide a specialist for personnel services and as advisor to the Dean of Men, and a second advisor in the professional field of University educational materials production; Wyoming, to provide two team members for the new University Library, one, a generalist in library administration, and the second, a library cataloger. This project also carries funds for the completion of the equipping of the five buildings presently under construction.



English texts and supplemental reading material prepared by Afghans and Americans in the Institute of Education.

The Wyoming group planned for the project would work in the original areas of specialization, comprising a total of twenty-three positions with approximately twenty persons on hand during most of the period. Of this group, thirteen are in the agriculture field and ten in the field of engineering. The Teachers College group, continuing the work begun under previous projects, would consist of thirteen positions which may be thought of as falling into two groups - one containing such persons as advisors in social studies and primary education and concerned chiefly with the Faculty of Education and the regular Institute of Education program, and another group concerned with the English Language program and the training of teachers and the development of materials therefor. An average of nine or ten persons would be present each year during the five-year period.

Project 306-N-69-AB-1, 2, 3 (formerly 306-69-068-1, 2, 3) - Public School Education: This project as presently projected would consist of a combination and integration of activities planned, and in one case begun, under three previous projects. These are Public School Education, 068; Educational Materials, 073; Ministry of Education A-V Center, 062. Speaking of the purposes of the new project, the E-1 of December 22, 1961, said: "The objective of this project is to provide for the improvement of the quality of education and the extension of educational opportunity at the primary and secondary levels, thus assuring the future development of the human resources of the country."



A School-Community Planning Committee at the Sarai Khwaja Community School.

In Part 1 of this project (the old 068), a group of four contract persons under the TCCU contract are assigned positions of direct responsibility in the Ministry in the four fields of curriculum, educational administration, emergency teacher training, and teacher training for women. The first two technicians are presently at work. The educational administration specialist, who has been in Kabul for the longer period, has made significant advances in helping the Ministry in its administration problems. This part of the project also carries a direct-hire group of technicians with titles as follows: The Community Schools, Helmand Valley Education, School Construction, Building Planning and Design. The first three of these technicians are at work in Afghanistan. The Community School expert in fact was funded under a previous project and arrived in June 1960. He has succeeded in getting a Community School program underway with four pilot schools in operation and with a well-developed plan for the extension of this activity to other schools in other provinces. The Helmand Valley education specialist represents the first position formally assigned outside Kabul. His responsibility is general assistance and advisement to the Helmand Valley authorities in the operation of their school system. The School Construction Specialist is one of two persons scheduled to implement a program of assistance for public school construction. Part 2 of this project (the old 073) according to plans developed with the Institute of Education and Ministry of Education officials, is to assist the Ministry in the preparation and production of textbooks. A central corps of three technicians: a textbook writing specialist, a textbook illustrator, and a Ministry Press production specialist, it is planned will be supplemented by experts in the writing of texts in special fields. For this activity, the Ministry has already assigned very adequate working space and is making it ready for the arrival of the first technician,



Special quarters made available by the Ministry of Education for the Textbook Project (69-AB,2)

and for the beginning of the work of the Afghan-American group in this activity. The assistance for the Ministry of A-V Center in Part 3 of this project carries services of one technician and moderate funds for the provision of supplies and equipment for the Center in two fiscal years, FY 1962 and 1963.

Speaking of the project as a whole, the E-1 previously referred to says: "For the first time a comprehensive assistance program integrating instructional materials, teacher preparation, curriculum development and building assistance directed toward universal public education is being provided."

Project 306-N-69-AC (formerly 306-69-070) - Vocational Education: As presently planned, this project would continue assistance to the two institutions - the Afghan Institute of Technology and the Vocational Agricultural School which have been helped in the past. In both cases, the project contemplates the expansion of assistance to these two vocational areas in ways to be described later. In addition, it is planned that the project would extend assistance to two other areas of vocational education: commercial and home economics. The chief technicians in the fields of home economics, vocational agriculture and commercial education would function as advisors to the Ministry of Education, as well as to the vocational schools. These advisors are thought of as serving a national program in their respective fields.

In the previous section, we saw how Afghans have been trained to assume the teaching and administrative functions in the two older schools. Were vocational agriculture and vocational industrial education to continue substantially as in the past, American advisors for these schools could be limited in number and of relatively short term. However, in both cases, an expanded program is planned. The Afghan Institute of Technology has always been plagued by the difficulty of turning out graduates with the type of competence indicated by the title of the school. Three years is just not enough time. Hence, the addition of two additional years, the 13th and 14th, is planned - this together with an enlargement of the school itself. The project therefore would provide for an enlarged group of technicians and for added funds for commodities. The school is presently housed in inadequate quarters which are ultimately scheduled for demolition with the development of the Kabul University campus master plan.

Hence under another project (306-N-69-AB) funds would be provided to assist in the construction of the necessary new facilities.

The RGA is planning a national program of vocational agriculture education with schools in a number of centers outside Kabul. The Ministry is requesting IDA for assistance in creating these new structures. For the training of the Faculties of the schools, the Kabul Vocational Agriculture School and the Faculty of Agriculture should assume strategic functions. Hence, in this project, we would provide additional advisors for these other schools outside Kabul.

In the commercial field, two technicians are planned to assist in the development of a commercial high school capable of enrolling 1,000 students and of developing a business program at the Bilquis School for Girls. Help

for a junior high school of business education physically located in the ministry of Finance, but under the direction of the Ministry of Education, as well as advisement for a national program of business education is also planned.

Three technicians working in the home economics field would assist in the development of demonstration programs in the Bilquis School for Girls and in one other girls lycee. This group would cooperate with the Institute of Education, which has worked in this field previously, in the training of teachers also. Advisement for a national program in this field as well as for the newly-developing division of home economics in the University are also responsibilities for this group.

Project 306-N-69-AD (formerly 306-69-044) - Educational Facilities: This is the project which in the previous Five-Year Plan was chiefly concerned with the construction of the five buildings on the Kabul University site. In the extension of this project into the next five-year period, it is presently planned that US funding shall be used to provide architectural and engineering services and funds for imported commodities for a second dormitory for Kabul University and for new facilities for the Afghan Institute of Technology.

When the academic year at Kabul University opens in the spring of 1963 with all students on the new one-campus site, dormitory space, according to present projections of student growth, will already be inadequate. During the second five-year plan, the University is expected to grow to over 4,000 students and a second dormitory is essential to permit this development. In the previous project, we noted the probable development of the Afghan Institute of Technology and the adding of two more years of instruction. This development cannot take place properly in present inadequate facilities which, as we have noted, are destined for ultimate demolition. Hence, assistance for the creation of new facilities is planned in this project. It will be noted that this has been in Mission thinking since the beginning of the planning for the 1550 Determination, and that it was in the project presentation made to Washington in September 1960 on the basis of which the Determination was granted. Funding in this project is presently planned for only the three years, FY 1962-1964. FY 1962 carries relatively small amounts for architectural and engineering services. FY 1963 and 1964 would carry the funds to assist in the construction of the new AIT, the second dormitory, and for a laundry and maintenance building for the University.

Project 306-69-067 - English Language Teaching: This project was conceived as an emergency one which would be used over a short period to provide English teachers on an emergency basis until Afghan teachers of English could be trained. The first year funding, FY 1961, was from Special Assistance funds. The second year, FY 1962, provides the funding for a project head, an administrative assistant, a language lab technician, and fourteen teachers, five of them locally hired. This is for the calendar year 1963. Projection of English teacher needs made at the time of the inception of the project, indicated that by the termination date of this project, the Afghans should be in a position to provide a reasonably

adequate number of English teachers for the schools of Afghanistan. Increasing demands for English teaching have rendered these projections inaccurate. There will be a very considerable shortage of English teachers for Afghanistan in the school year 1964 therefore, unless a sufficient number of Peace Corps teachers may be brought in by that time. (See Table 9 in Appendix.)

G. The Closing of the Border

With the closing of the Afghanistan-Pakistan border in September 1961 the flow of aid goods into this country came to an abrupt halt and soon Kabul University construction came to an almost complete stop. Other educational projects were naturally less adversely affected by this stoppage. The border opening for a period of eight weeks naturally solved many immediate and pressing problems, but if efficient means of bringing AID goods into Afghanistan at a not unduly heavy cost are not realized, then both new construction projects in education and our regular technical cooperation projects would be affected in greater or lesser degree. Consequently, the Mission has delayed in the placing of orders and in the recruitment of technicians for a certain few of the positions planned for in the above program.

V CONCLUSIONS AND RECOMMENDATIONS

From the nearly five years of stay in Afghanistan, from experience of greater or lesser intensity in all the projects, from the many many committee meetings and other discussions with Afghans and Americans, it would be possible to distill many conclusions and many recommendations. Such a list would, by its very magnitude, confuse and possibly exacerbate the reader and defeat the purpose for which the list was prepared. Instead, I shall confine my statements in this section of the report to six groups directed towards His Excellency, the Minister of Education, and the other major Ministry officials with whom I have worked, and with a shorter list for the Director of USAID in Afghanistan.

It so happens that another US advisor who has served a long tour in Afghanistan working in the educational field departed only a few months prior to my departure date. Dr. Ralph Spence's terminal report is an unusual document and one replete with the knowledge and understanding of a person sensitive to Afghanistan, sympathetic to its problems, and desirous of aiding in solving them. I endorse the recommendations he makes and will in fact draw upon them for supplementation of some of my recommendations.

A. Recommendations to His Excellency Dr. Ali Ahmed Popal, Minister of Education and Other Ministry Officials

1. Operational Details

In any organization - Afghan or American - there are aspects of the operation which, to a person on the outside at least, it seems could be improved. Here I simply attempt to discuss four examples of procedures whose improvement would cause the US aid program to move along more expeditiously.

a. Technician Clearance

In an attempt to expedite this process, we have generally sent copies of biodata with a request for clearance to both the Ministry of Planning and the Ministry of Education. When delays occur in the endorsement of this request by the Ministry of Planning to the Ministry of Education, the technician clearance may be held up for days or even weeks. It would seem that the Ministry could take the initiative, on the request of the Mission, of indicating its approval or disapproval to the Ministry of Planning with a saving in time.

b. Clearance of Participants

The time required to clear participants who are allowed to go abroad for study is considerable. A delegation of authority to make the final clearance to some Afghan official at a lower level than now obtains would be desirable to expedite this process.

c. Signing Project Documents

USAID is desirous of affording the Ministry every opportunity to study and to obtain clarifications on project documents. On the other hand, there are many routine documents, the signing of which could surely be expedited. In one instance recently, the Mission found it necessary to extend the final contribution date on one of its projects. This is a purely routine matter and one concerned chiefly with our own internal operations. It would have seemed that it should have been possible to have secured signature on the revised Project Agreement and amended PIO/T within minutes by a direct presentation to a proper Ministry official, and yet it took weeks to secure the signature. Delegation of authority to a single official for such routine documents is requested.

d. The Tahweeldar System

US technicians generally and all Ministry officials with whom I have discussed this problem, are agreed that this is a handicapping system for both Afghan administrators and teachers and for the Americans working in the Afghan schools. As long ago as 1955, the TCCU team in its monthly report for May presented a study of this problem and gave recommendations for its solution. On study, this document seems still valid and reference to it is suggested.

2. The Afghan Institute of Technology

In countries like the United States, it is estimated that about fifteen technicians are needed for every one professional engineer. The Afghan Institute of Technology, in spite of its name, has not had a program of sufficient length to permit giving the depth of training needed for technicians. As has been stated previously, it is proposed to add two additional years, grades 13 and 14, to the school program and also to increase somewhat the student enrollment.

The Afghan staff of this school, probably the best trained of any school faculty in Afghanistan, is greatly interested in the idea and has devoted much time to planning for the new program.

As indicated in the previous discussion, USAID is prepared to provide additional American staff for the new program and funds to assist in the creation of the new facilities that would be needed.

In order to provide the technicians needed for the industrial development of the country, as well as to capitalize upon the fine human resources represented by the staff of this school, I urge the support of the Ministry for this program and trust that local funds may be forthcoming to make the new construction possible.

3. Encouragement of Individual Initiative in Education

Based upon observation in a number of countries, it is my strong conviction that probably in every country there are reserves of support and initiative for education which are often overlooked and which can be tapped for the benefit of all. This applies to the individual teacher, the individual school, the community and the various provincial departments of education. This initiative and support can be challenged and utilized; it can also be blocked and frustrated. An example from my previous post comes to mind. Here, in one county, there had been a strong community school program. The people and the authorities were used to giving of their efforts and financial resources for the mutual betterment of school and community. The central ministry decided to greatly extend middle school education in the province, and announced that it would provide the funds for new school construction. Available funds proved inadequate for the need, no attempt was made to secure local support for the schools, and in consequence local people, not having been brought into the process, did not volunteer their support. The schools were not built.

Communities, then, should be encouraged to work with their schools, to participate in planning activities, and to contribute to their schools. Similarly, individual schools and teachers should be encouraged to engage in educational experiments with new course materials and with new teaching methods. I believe it can be shown that in almost all cases any educational experiment in which the teachers and pupils are genuinely interested will, because of the added stimulus that this gives, lead to better learning.

In making these suggestions, I am in no sense asking that basic Ministry control over the education process be abdicated. It will doubtless be desirable for the Ministry to exercise the right to approve new ventures

in the teaching and curriculum field and in school-community relations. The point is that if Afghan education is to develop as it should, the Ministry should encourage individual enterprise and should be prepared to reward it. Dr. Spence's terminal report, by the way, has an excellent section on the rate at which change may take place (pages 10-11).

4. Curriculum

My recommendations here may be summarized under five distinct points:

- a. The present Afghan curriculum in which students study a single subject for several years has much to recommend it. Evidently, there are advantages in having a period of several years in which the subject may be absorbed. But this desirable result has been secured at the expense of having so many individual subjects in the curriculum, many meeting only once or twice a week, that the student cannot give the attention to each individual subject that would be desirable. I believe that the curriculum would be improved generally by a shift in the direction of fewer subjects with a larger number of class-hours per week.
- b. Language instruction in the schools, and the question of the language in which instruction is to be given, are related problems. In certain schools and in the Faculty of Agriculture and Engineering, instruction is in other than either of the two native languages. This raises many problems and it is Afghan policy to move towards instruction in Farsi or Pushtu in such cases as rapidly as possible. That this is ultimately desirable, one cannot question. But there are many problems in connection with achieving it. Materials must be developed in Farsi or Pushtu and this is a long and time-consuming task, particularly in the technical fields where a technical vocabulary may need to be developed. It is also a continuing and never-ending task because of the need to keep revising materials to keep them up to date. Thus there are many advantages that accrue from the use of a western language with its well-developed technical literature available in print, and frequently revised. One solution that has been used in some countries is to have instruction in the beginning years in the native language as soon as materials may be prepared, with instruction in a western language in the more highly specialized areas where the advantages of producing textbooks in the local languages are less pronounced. Again, I find Dr. Spence's discussion of this problem excellent and I heartily endorse his recommendations. Among others, he stresses the need, stressed earlier in the Illinois Team Report, of Kabul University having a single academic language. In his words, "English at the moment is the best, because of the combination of journals in this language plus abstracting services."

- c. That Afghanistan is an agricultural country has been stated so many times as not to need reaffirmation. The correlary i.e. that a general understanding of agriculture should be part of education is not as commonly accepted. There have been good beginnings made in the introduction of agriculture in the elementary schools. A start has also been made on giving elementary teachers some training in this field. It is recommended that this program be promoted and that as rapidly as possible work in simple agriculture, as practical as possible, be added to the curriculum of all elementary schools.
- d. One of the things that has expedited the industrial development of western countries, particularly the United States, has been the fact that quite commonly boys have been used to handling tools since rather early childhood. Industrial arts courses in secondary schools have given an educational appreciation of this field and have also contributed to the capacity of boys to work in it. A similar thing can happen in Afghanistan. For this reason, as well as for its value for the general education of youth, it is recommended that industrial arts be added to the school program, beginning in the middle school, as rapidly as may be feasible. Many schools in the US have invested heavily in power tools for such industrial arts courses. This is evidently not possible or even desirable in Afghanistan at the present time. Beginning work with simple, local materials and hand tools would be possible, and is recommended. Lack of teachers would be a block to the development of such programs, and therefore the establishment of a teacher training program in the two years that it is proposed be added to AIT should be considered.

For girl students in the middle and secondary schools, homemaking courses (sometimes called home economics) might make great contributions to the improvement of family living in the country. A start has been made in the introduction of a course at the Bilquis and the Rabia Balkhi schools. It is recommended that these be studied carefully, that assistance be given by the Ministry to help make these courses as practical and functional as possible, and that such courses be extended to other secondary schools for girls as rapidly as possible. The training of teachers for this program might be a function of the new home economics department of the University or, if the program is to be introduced in the middle schools only, could be carried on in the Bilquis School, once it has improved quarters.

- e. In trying to meet its educational needs, Afghanistan has turned for help to a number of different countries and aid agencies. This was inevitable, and under the circumstances, desirable. As a result, there have been established, particularly in Kabul, educational institutions of a variety of types reflecting the educational practices of the countries giving aid. Over the years, this multiplicity of patterns creates an undesirable situation. The Ministry should insist that aid be integrated into the Afghan pattern of education and adapted to Afghan culture.

5. Teacher Training

In Afghanistan, as in many other countries of the world, there is a continuing tendency for the drive to open new schools to outstrip the supply of available teachers. The shortage of teachers may be even greater now than it was at the beginning of the First Five-Year Plan. Be that as it may, there seems no question but that there is need for strenuous emergency teacher training measures. In such emergency programs, as they have often operated in other countries, persons with a certain degree of educational achievement have been enrolled, given short terms of instruction in methods of teaching and then assigned to classrooms. Usually as part of such programs, these emergency teachers have been expected to continue in-service training for a period of years before being given a permanent teacher status. Since the greatest shortage in Afghanistan is at the elementary school level and since there are relatively big drop outs at the end of the 8th and 9th grades, it would seem that persons for such an emergency program might be recruited from this group.

6. RGA and US Planning

Comment has already been made on the lack of coordination that existed during the development of the Second Five-Year Plan. Evidently, there would be distinct advantages to both the Ministry of Education and to the representatives of the various aid groups from whom it is expected to make requests to involve them in planning meetings. We recognize that planning discussions are tentative, that the new Five-Year Plan itself is even still somewhat tentative and that this may have accounted for a Ministry desire to keep details of the plans secret until they had become more nearly determined. We, however, have the same problem. Our planning is also always tentative. Therefore, a series of joint sessions in which ideas were exchanged, clarified, and crystallized into a program would seem to have been the desirable procedure. At the end of this time, a better matching of US and RGA programs for the new Five-Year Plan would have resulted. It is strongly recommended that joint planning meetings be held as conditions require and as often as needed in the future to avoid such situations.

In some countries of the world, coordinating committees for education have been established. Were this to be done in Afghanistan, representatives of the Ministry and all of the various agencies and nations

involved in providing assistance for education would meet on a monthly or bi-monthly basis. These meetings serve the function of coordinating work in various programs and are giving Ministry officials the opportunity to present, in one session, their requests for assistance.

A word about Plans as such. No Plan, no matter how careful its development, is ever a final product which remains unchanged throughout its period, be it five years or ten years. A Plan is a dynamic process which continually adjusts its goals and procedures. Such changes are both necessary and desirable. It is believed that the planning practices suggested in this section would be of help in this continual evolution and modification of the RGA Education Plans.

B. Recommendations to the Mission Director

The recommendations in this group are few in number and pertain to the support of the new program in FY 1962-1966. Other recommendations of a more immediate Mission concern are contained in a separate report.

1. Recent and revised projections of the needs for English teachers in Afghanistan indicate that there will be a shortage of English teachers in the academic years 1963 and following. To fill this gap, the Mission should encourage the Afghan Government to request additional English teachers from the Peace Corps. According to plans, they should be placed in groups in the various provincial centers and live together in a hostel situation.

2. In years past, when the number of Afghans with Bachelors Degrees were far fewer than at present, many were sent abroad for a regular undergraduate program leading to the Bachelors Degree. Except in rare instances, this should no longer be Mission policy. Kabul University is becoming increasingly competent in its various fields and to allow participants to go abroad in areas in which the University has Bachelors Degree programs is economically unsound and tends to damage the prestige of the University with the Afghan community.

3. At several points in this report, reference has been made to the Afghan Institute of Technology, and reasons given for our support for this Institution. I strongly recommend that the Mission continue vigorously to press for the indicated development of this Institution and for the provision of the new facilities.

4. Many indeed have been the problems in connection with our wheat money projects. The total involved has been inadequate for the total needs for assistance for projects generally throughout the Mission. In addition, in education there has been great difficulty in regularizing the process and making it effective to the point where funds are easily available to the Ministry. In practice, previous wheat money projects in education have provided very little money in excess of funds regularly available to the Ministry in its development budget. An ideal solution would be a counterpart fund such as is common in many countries, together with a commodity import program of sufficient magnitude to make this fund effective.

APPENDIX

Part A Afghanistan School Enrollment (1951 - 1961)

Total Enrollment in Primary Schools Including Rural Schools

Total Enrollment in Primary Schools

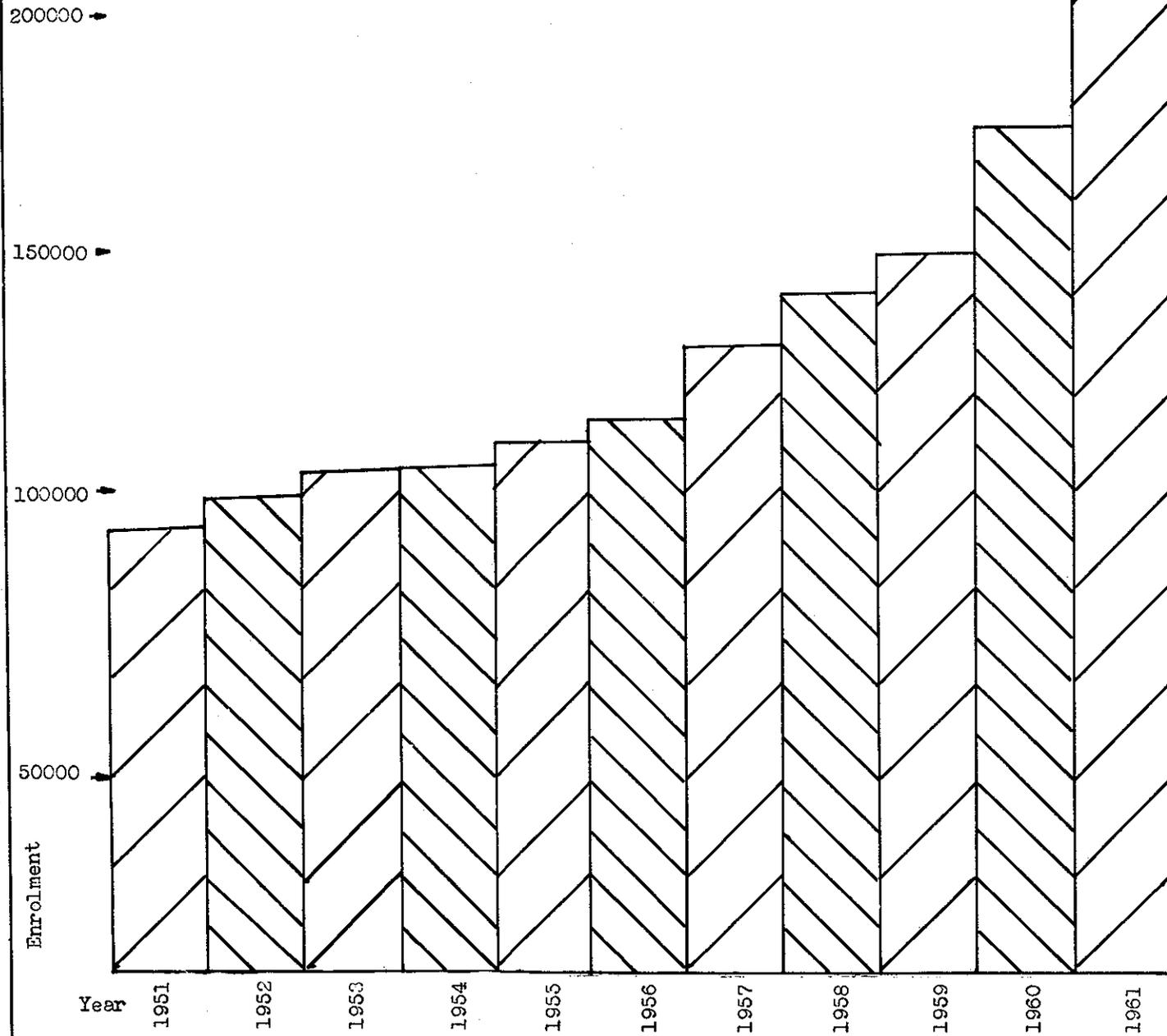
Total Enrollment in Middle Schools

Total Enrollment in Lycees

Part B Tables

1. Education Participants
2. Afghan Members of the Institute of Education
3. Afghan Staff of the Vo-Ag School and the Afghan Institute of Technology
4. Placement of Graduates of the Vo-Ag School and the Afghan Institute of Technology
5. Afghan Faculty of Agriculture, Engineering, and Veterinary Science
6. Curriculum of the Faculty of Agriculture, Engineering, and Veterinary Science
7. Total US Obligations for Education - from Start of Project Through FY 1961
8. New Emphases or Increased Emphases in New Education Projects
9. Projection of English Teaching Needs for Afghanistan 1961 - 1966

TOTAL ENROLMENT IN PRIMARY SCHOOLS
(Grades 1 - 6.)
INCLUDING RURAL SCHOOLS.
(1951 - 1961.)



TOTAL ENROLMENT IN PRIMARY SCHOOLS
(Grades 1 - 6.)
(1951 - 1961)

200000 ▶

150000 ▶

100000 ▶

50000 ▶

Enrolment

Year

1951

1952

1953

1954

1955

1956

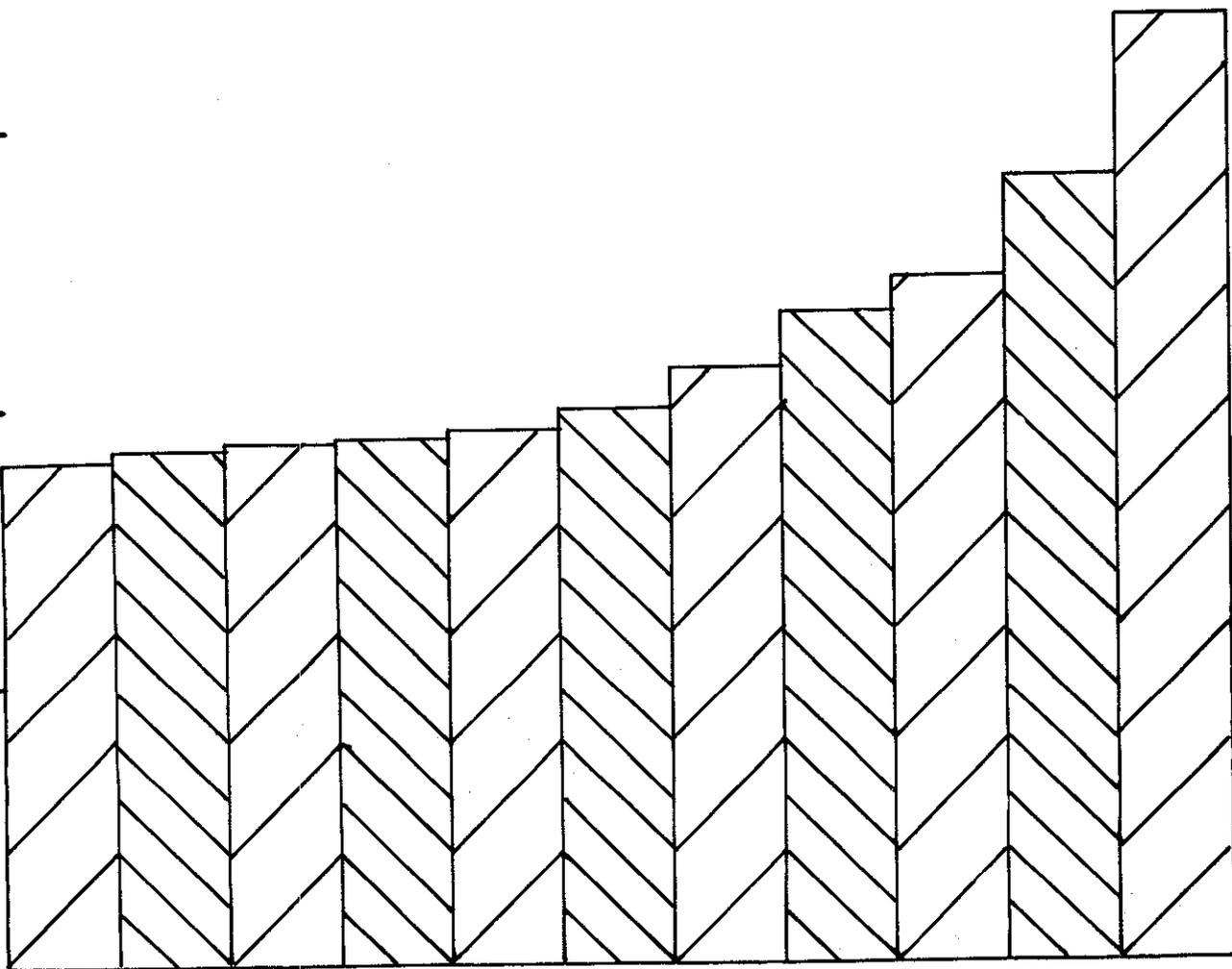
1957

1958

1959

1960

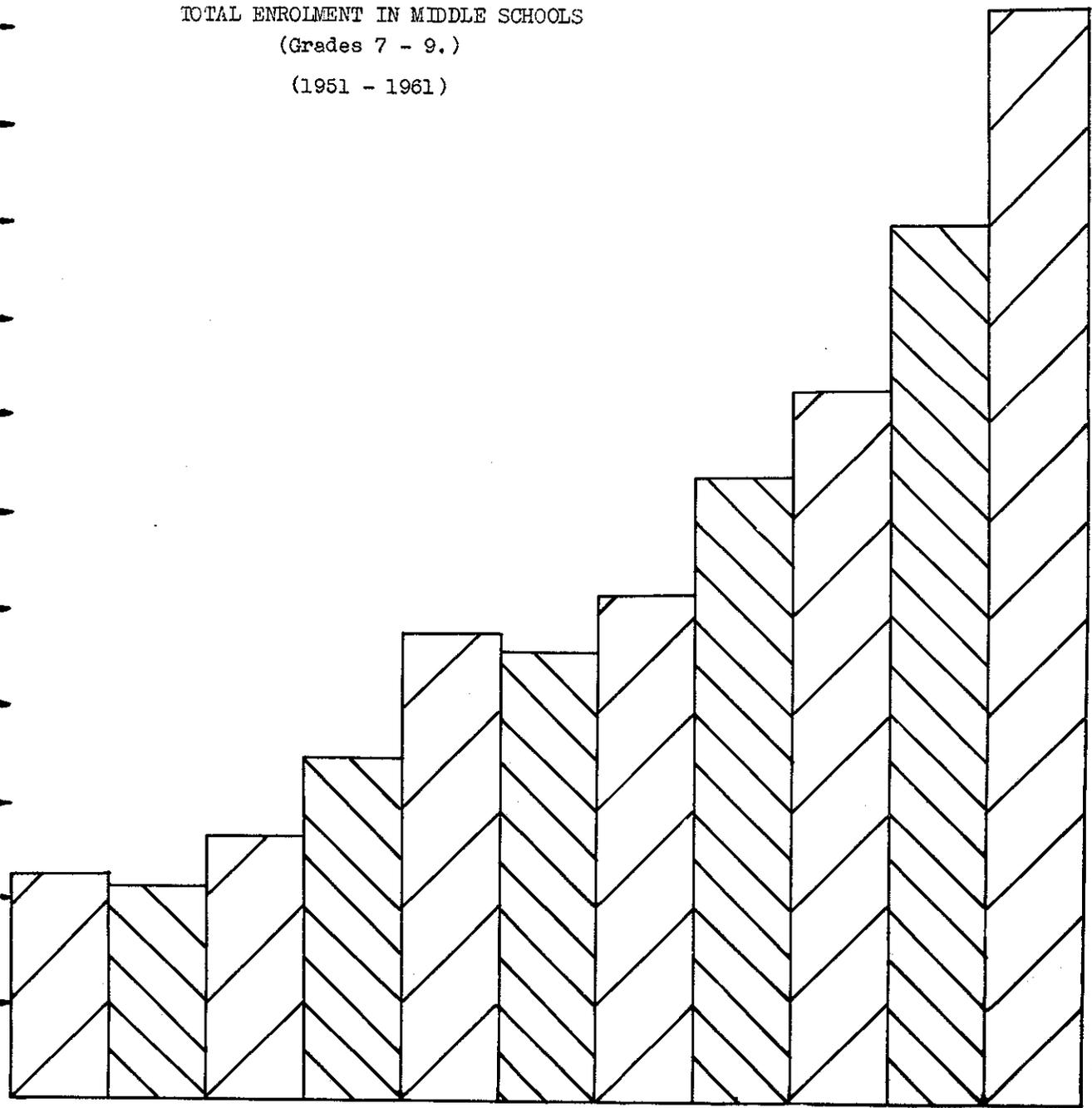
1961



12000 ←
11000 ←
10000 ←
9000 ←
8000 ←
7000 ←
6000 ←
5000 ←
4000 ←
3000 ←
2000 ←
1000 ←
Enrolment

TOTAL ENROLMENT IN MIDDLE SCHOOLS
(Grades 7 - 9.)
(1951 - 1961)

Year 1951 1952 1953 1954 1955 1956 1957 1958 1959 1960 1961



3000 →

TOTAL ENROLMENT IN LYCEES
(Grades 10 - 12.)
(1951 - 1961)

2000 →

1000 →

↑
Enrolment

Year

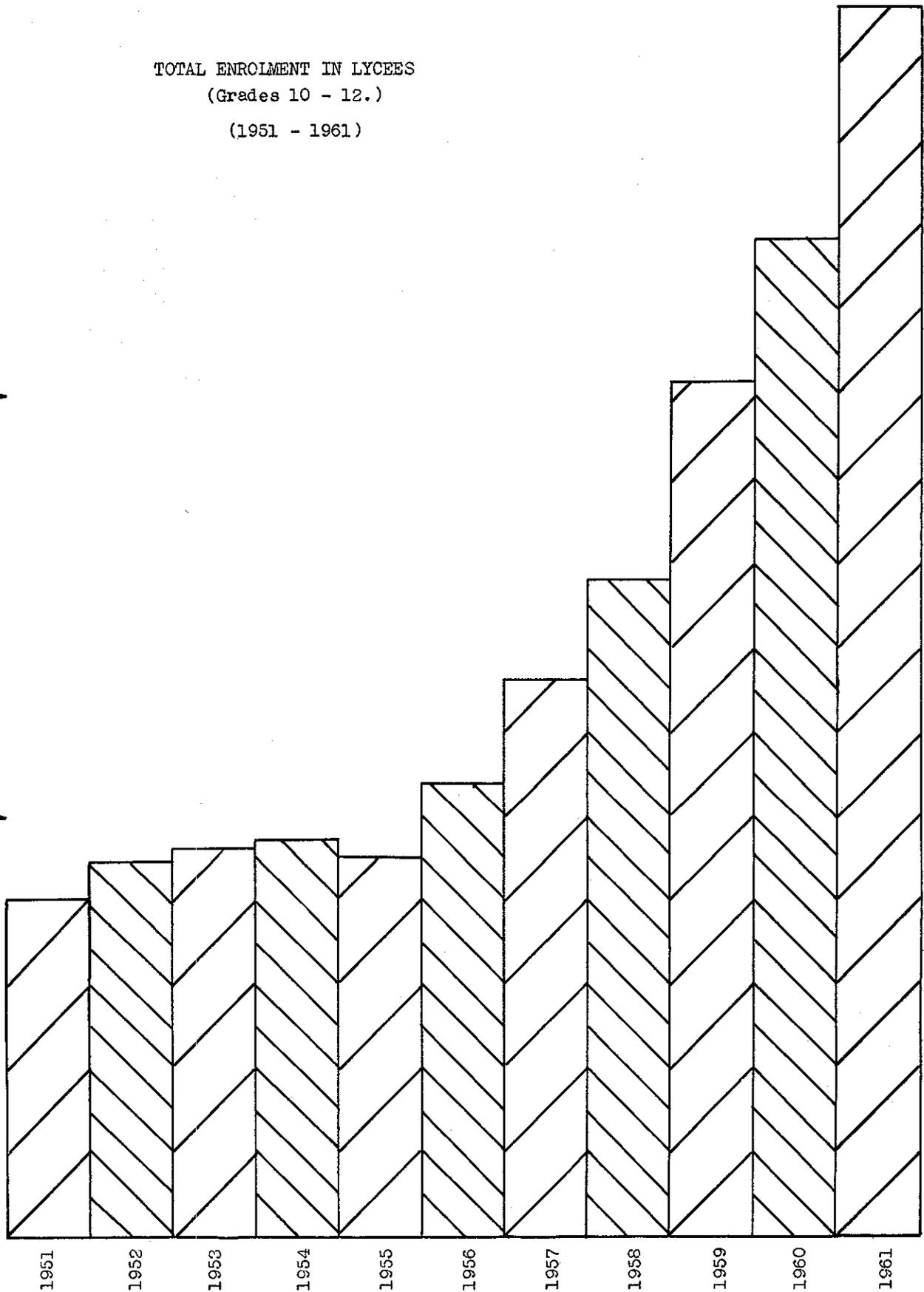


Table 1

EDUCATION PARTICIPANTS
(Under and Outside of Contracts)

NOW IN TRAINING

General Area: Teacher Training

| <u>Name</u> | <u>Project</u> | <u>Departure Year</u> | <u>Est. Return</u> | <u>Subject</u> |
|--------------------------------|----------------|---------------------------|------------------------|-----------------------|
| 1. AHMAD, Abdul | * AUB | 1961 | 1963 | Vo-Ag (Plant Path) |
| 2. AHMADI, Abdul G. | Inst. of Ed. | 1961 | 1962 | Ed. Mats. Workshop |
| 3. AMIN, Mohammad | AUB | 1959 | 1963 | Education |
| 4. ASMATI, Mohammad Wazir | AUB | 1961 | 1965 | General Education |
| 5. BURHAN, Mohammad E. | Inst. of Ed. | 1960 | 1962 | English Language |
| 6. GHAUSSI, Nematullah | AUB | 1961 | 1965 | BA Science Ed. |
| 7. GUL, Juma | AUB | 1959 | 1963 | Education |
| 8. GULRAHMAN | Inst. of Ed. | 1961 | 1963 | Ed. Materials |
| 9. HAMID, Abdul Aziz | Inst. of Ed. | 1955 | 1956 | Elementary Ed. |
| 10. ISKANDERZADEH, Mohammad Y. | Inst. of Ed. | 1962 | 1964 | University Adm. |
| 11. KAIFY, Mohammad A. | Inst. of Ed. | 1961 | 1962 | English Language |
| 12. KAZEMI, Shamssuzzakir | AUB | 1959 | 1962 | Business Adm. |
| 13. MAQSUD, Said | Inst. of Ed. | 1961 | 1962 | English Language |
| 14. MASODY, Mohammad S. | Inst. of Ed. | 1961 | 1963 | Secondary School Adm. |
| 15. MUSLIM, Islamuddin | Inst. of Ed. | 1961 | 1962 | Elementary Ed. |
| 16. PUKTIANIE, Mohammad, | Inst. of Ed. | 1961 | 1962 | Rural Sociology |
| 17. RAHIMY, Wali M. | AUB | 1959 | 1963 | Education |
| 18. RAZAQ, Abdul | Inst. of Ed. | 1961 | 1962 | English Language |
| 19. SAFI, Ghulam Rasul | AUB | 1962 | 1964 | Education |
| 20. SAIFI, Abdul Karim | AUB | 1961 | 1965 | Gen. Ed. (Univ. Adm.) |
| 21. SHAKIR, Noor A. | Inst. of Ed. | 1960 | 1962 | Linguistics |
| 22. SHAMSUDDIN | Inst. of Ed. | 1961 | 1962 | Prep. Science Mats. |
| 23. SHERZAD, Miss Zaliika | Inst. of Ed. | 1960 | 1962 | Elementary Ed. |
| 24. SHEWA, Ghulam M. | Inst. of Ed. | 1961 | 1962 | Ed. Materials |
| 25. SIDDIQ, Mohammad | Inst. of Ed. | 1959 | 1962 | Science Education |
| 26. WASIQ, Ghulam N. | Inst. of Ed. | 1960 | 1962 | Education |
| 27. WERD, Abdul G. | AUB | 1959 | 1963 | Education |
| 28. WUDOOD, Sayed Abdul | Inst. of Ed. | 1962 | 1963 | Secondary Adm. |
| 29. ZAHER, Abdul | AUB | 1960 | 1964 | Education |

* Regional Training Project at American University of Beirut

NOW IN TRAINING

General Area: Vocational Education

| <u>Name</u> | <u>Project</u> | <u>Departure Year</u> | <u>Est. Return</u> | <u>Subject</u> |
|-------------------------|----------------|---------------------------|------------------------|--------------------|
| 1. ATA, Mohd. Sarwar | Vo-Ag | 1961 | 1962 | Business Education |
| 2. AZHAR, Sayed Jan | Vo Ed. | 1961 | 1963 | Business Education |
| 3. HAMIDI, Miss Massoma | Vo. Ed. | 1961 | 1962 | Commercial Ed. |
| 4. ISHOQUE, Mohammad I. | Vo. Ed. | 1961 | 1962 | Commercial Ed. |
| 5. REHAI, Sherifuddin | AIT | 1958 | 1962 | Ed. and Technology |
| 6. SERAJ, Miss Aziza | Vo. Ed. | 1961 | 1962 | Home Economics |
| 7. ZIA, Abdul Wahed | AIT | 1953 | 1955 | BS Elec. Eng. |
| | | 1961 | 1962 | MS Elec. Eng. |

General Area: Miscellaneous

| | | | | |
|----------------------|--------------------------|------|------|------------------|
| 1. HAMID, Sultan | Aud-Vis | 1961 | 1962 | Audio-Visual Ed. |
| 2. MANSURY, Abdul R. | Min. of Ed. AV Center | 1961 | 1962 | Audio-Visual Ed. |

General Area: Higher Education

| | | | | |
|--------------------------------|-------------|------|------|------------------------|
| 1. ALAMY, Dr. Mohammad | KU Dev. | 1960 | 1963 | Neuropsychiatry |
| 2. ALEKOZAI, Shah Mohd. | KU Dev. | 1962 | 1962 | Agric. Observation |
| 3. ALI, Rajab | Fac. Ag/Eng | 1958 | 1962 | Physics |
| 4. DASTAGIR, Mohammad | Fac. Ag/Eng | 1959 | 1963 | Library Science |
| 5. DEEN, Mohd. Y. | KU Dev. | 1959 | 1961 | Ed. and Library Sci. |
| | | 1961 | 1963 | |
| 6. DESTAGIRZADA, Mohd. Ali | KU Dev. | 1961 | 1962 | Library Science |
| 7. ENTEZAR, Mohd. Ehsan | KU Dev. | 1962 | 1963 | English Language |
| 8. GHAZANFAR, Miss Abdul Qasim | KU Dev. | 1961 | 1963 | English Language |
| 9. NAJAND, Dr. Ghulam | KU Dev. | 1960 | 1963 | Pediatrics |
| 10. NASIR, Ghulam Ahmad | Fac. Ag/Eng | 1962 | 1964 | Soils Eng. and Testing |
| 11. NIAZ, Mohammad | KU Dev. | 1960 | 1961 | Audio-Visual Ed. |
| 12. QAISSANNEE, Abdul | Fac. Ag/Eng | 1953 | 1955 | |
| | | 1958 | 1962 | Civil Engineering |
| 13. REZAYEE, Mohammad | Fac. Ag/Eng | 1960 | 1962 | Civil Engineering |
| 14. SAAED, Mohammad Y. | Fac. Ag/Eng | 1958 | 1962 | Mathematics |

NOW IN TRAINING

General Area: Higher Education (continued)

| <u>Name</u> | <u>Project</u> | <u>Departure Year</u> | <u>Est. Return</u> | <u>Subject</u> |
|---------------------------|----------------|---------------------------|------------------------|--|
| 15. SAHIBZADAH, Z. | Fac. Ag/Eng | 1961 | 1962 | Animal Science |
| 16. SALEM, Mohammad Z. | Fac. Ag/Eng | 1959 | 1962 | Agriculture |
| 17. SAMEDI, Azizurahman | AUB | 1960 | 1962 | Maternal/Child Health |
| 18. SAMIN, Sayed M. | Fac. Ag/Eng | 1960 | 1962 | Plant Pathology |
| 19. SEDIQI, Ghulam Ahmad | KU Dev. | 1962 | 1963 | English Language |
| 20. SHINWARY, Mohammad A. | KU Dev. | 1960 | 1963 | Plant Biochemistry |
| 21. SULTANI, Abdul Aziz | KU Dev. | 1962 | 1963 | Language Lab Equip- ment and Techniques |
| 22. YONOS, Mrs. Parwin | KU Dev. | 1958 | 1962 | Mathematics |
| 23. YOUNOSZAI, Mohammed | KU Dev. | 1952 | 1962 | Medicine |

TRAINING COMPLETED

General Area: Teacher Training

| <u>Name</u> | <u>Project</u> | <u>Dep't. Years</u> | <u>Est. Return</u> | <u>Subject</u> | <u>Present Position</u> |
|-------------------------|----------------|---------------------|--------------------|-------------------------------|--|
| 1. ABUDDIN, Shamsul | Inst. of Ed. | 1958 | 1960 | Social Studies Secondary Ed. | Social Studi. Spe., Institute of Ed. |
| 2. AHMAD, Syed | Inst. of Ed. | 1961 | 1961 | Community Sch. Methods | Elementary Teacher, Kohistan |
| 3. AHMADI, Amir Mohd. | AUB | 1956 | 1961 | Education | |
| 4. AMAN, Mohammad | AUB | 1956 | 1961 | Education | Student, Kabul Univ. |
| 5. AMIN, Hafizullah | Inst. of Ed. | 1957 | 1958 | School Adm. Com. Sch. Methods | Gen. Dir., Teacher Training, Min. of Ed. |
| 6. ANSARY, Mir F. | AUB | 1956 | 1960 | Education | Asst. Dir., Ed. and Training, HVA |
| 7. AQA, Gul | AUB | 1957 | 1959 | Education | English Teacher, Commercial School |
| 8. AREFI, Abdul Ghafoor | AUB | 1956 | 1959 | Business Adm. | Dept. of Planning |
| 9. ATA, Mohd. A. | AUB | 1959 | 1960 | Education | Teacher, Vo-Ag School |
| 10. ATAULLAH, Raouf | Inst. of Ed. | 1960 | 1961 | Ed. (Tests and Measurements) | |
| 11. AYAZI, Mohd. | AUB | 1959 | 1961 | Education (dropped, ill) | Ariana employee, Kandahar |
| 12. AYEEN, Ghulam A. | Inst. of Ed. | 1956 | 1957 | Educational Foundations | Faculty of Science, Kabul University |
| 13. AYYUB, Mohammad | AUB | 1957 | 1961 | Art Education | Teacher Training Counterpart, Inst. of Ed. |
| 14. AZIMI, Mrs. Zakia | Inst. of Ed. | 1957 | 1957 | Elementary Ed. | Teacher, Malalai School for Girls |
| 15. BABURY, Abdul A. | Inst. of Ed. | 1957 | 1958 | Library Science | Dir. Publications and Library, KU |
| 16. BIRYAN, Mohd. Y. | Inst. of Ed. | 1959 | 1961 | Education | |
| 17. FAQEERI, Bashir A. | AUB | 1956 | 1958 | Education | Student, Faculty of Medicine, KU |
| 18. FARANAL, Mohd. G. | AUB | 1955 | 1956 | Environmental Sanitation | Central Public Health Lab, Kabul |
| 19. FEDDAI, Zia M., | Inst. of Ed. | 1958 | 1959 | Science Ed. and Math. | Head, Science Dept., Inst. of Ed. |
| 20. FORMOLI, Mohd. M. | Inst. of Ed. | 1958 | 1959 | Social Studies | Social Studies Spe., Inst. of Ed. |
| 21. GHAUSSI, Mohd. Aref | (pre-projects) | 1954 | 1955 | Agricultural Economics | Instructor, Faculty of Economics |
| 22. GHAZANFAR, Abdul | AUB | 1959 | 1960 | Education | English Teacher, Inst. of Ed. |
| 23. GHAZNAWI, Abdul G. | AUB | 1955 | 1960 | Education | Science Teacher, Darul Mo'Allamein |
| 24. HABIB, Habidullah | AUB | 1959 | 1961 | Business Administration | In Army |
| 25. HAMID, Abdul S. | Inst. of Ed. | 1956 | 1957 | School Administration | Vice-President, Adm., Inst. of Ed. |
| 26. HAMIDULLAH | Inst. of Ed. | 1961 | 1961 | Com. School Methods | Elementary Teacher, Bagram |

TRAINING COMPLETED

General Area: Teacher Training

| <u>Name</u> | <u>Project</u> | <u>Dep't. Years</u> | <u>Est. Return</u> | <u>Subject</u> | <u>Present Position</u> |
|-----------------------------|--------------------------------|---------------------|--------------------|---------------------------------|--|
| 27. HASHIMI, Mohd. M. | AUB | 1955 | 1960 | Education | Student, Faculty of Science, KU |
| 28. HASIEB, Amir Mohd. | Inst. of Ed. | 1955 1960 | 1957 1961 | Rural Prim. Ed. BA Sci. Ed. | Teacher, Lashkargah High School |
| 29. IBRAHIM, Mohd. | Inst. of Ed. | 1960 | 1961 | Agriculture | Dir., Vo-Ag School, Baghlan |
| 30. JALIL, Abdul | Inst. of Ed. | 1961 | 1961 | Community School Methods | Elementary Teacher, Chilostun |
| 31. JAN, Amir | Inst. of Ed. | 1961 | 1961 | Community School Methods | Elementary Teacher, Sery Khwaja, Kabul |
| 32. KAMALUDDIN, Said | Inst. of Ed. | 1961 | 1961 | Community School Methods | Elementary Principal, Kabul |
| 33. KUSHKAKI, Painda M. | Helmand Tg.Ct. Inst. of Ed. | 1955 1960 | 1957 1961 | Rural Prim. Ed. BA Education | Teacher, Lashkargah High School |
| 34. LATIF, Abdul | Inst. of Ed. | 1961 | 1961 | Community School Methods | Elementary Teacher, Oushtar Karam |
| 35. MAEL, Mohd. A. | Inst. of Ed. | 1954 | 1955 | Education | President, Primary Ed., Ministry of Ed. |
| 36. MAFTOON, Mohammad | Inst. of Ed. | 1957 | 1959 | Ed. Materials | Dir., Materials Center, Kabul University |
| 37. MAROOF, Niamatullah | Inst. of Ed. | 1958 | 1959 | Teacher Training | Director, Habibia College |
| 38. MIA, Khallurahman | AUB | 1959 | 1959 | Education (dropped; illness) | English Teacher, Jalalabad |
| 39. MOHAMMAD, Raz | Inst. of Ed. | 1957 | 1958 | Vo-Ag | Director, Vo-Ag School |
| 40. MOHAMMED, Sayed | Inst. of Ed. | 1961 | 1961 | Community School Methods | Elementary Principal, Oushtar Karam |
| 41. MUJADDIDI, Ghulam | Inst. of Ed. | 1955 | 1956 | Leaders Tour in Education | President, Institute of Education |
| 42. MUNTAZIR, Mohammad | Inst. of Ed. | 1956 | 1957 | Elementary Education | Director, Program Prim. Dept., Min. of Ed. |
| 43. NAS RU DDIN | AUB | 1960 | 1961 | Technical Agriculture | |
| 44. NAZAMI, Mohammad | Inst. of Ed. | 1955 | 1956 | Science Teaching | Director, Darul Mo'Allamein School |
| 45. NOURZAI, Miss Omaira | Inst. of Ed. | 1959 | 1961 | Soc. Service, Women's Welfare | |
| 46. POPEL, Miss Alia | Inst. of Ed. | 1959 | 1961 | Elementary Ed. | |
| 47. RAHIMI, Mohammad H. | Inst. of Ed. | 1961 | 1961 | Community School Methods | Elementary Teacher, Baricot, Kabul |
| 48. RAHIMI, Mohammad Hashim | Inst. of Ed. | 1958 | 1959 | Education | Asst. to President, Prim. Ed., Min. of Ed. |
| 49. RAHMATULLAH, K. | Inst. of Ed. | 1961 | 1961 | Community School Methods | Elementary Teacher, Carabagh |
| 50. RASHTEEN, Yar G. | Inst. of Ed. | 1961 | 1961 | Community School Methods | Chief, Community School Project, Min. of Ed. |
| 51. SAFI, Mohd. Jan | AUB | 1956 | 1961 | Education | HVA |

TRAINING COMPLETED

General Area: Teacher Training

| <u>Name</u> | <u>Project</u> | <u>Dep't. Years</u> | <u>Est. Return</u> | <u>Subject</u> | <u>Present Position</u> |
|------------------------------|------------------------------|-------------------------|------------------------|-------------------------------------|--|
| 52. SAHRAI, Mohd. H. | Inst. of Ed. | 1959 | 1961 | Library Science | |
| 53. SAKA, Mohammad M. | Inst. of Ed. | 1957 | 1958 | Linguistics | Inspection Dept., Prime Ministry |
| 54. SAMAD, Abdul | Inst. of Ed. | 1957 | 1958 | Rural Devel. Obs. Tour | Vice Pres., Rural Dev. Project, Min. of Ed. |
| 55. SAMET, Abdul Qayeum | Inst. of Ed. | 1959 | 1960 | Agriculture | Teacher, Darul Mo'Allamein |
| 56. SAMI, Mohammad | AUB | 1955 | 1960 | Teacher Ed. Science | Graduate student, AUB |
| 57. SARWAR, Zamanuddin | Inst. of Ed. | 1957 1959 | 1958 1959 | Secondary Ed. Obs. Tour Ed.Mats. | Secondary Ed. Spe., Inst. of Ed. |
| 58. SHAKUR, Abdul | Inst. of Ed. | 1961 | 1961 | Community School Methods | Director of Education, Parwan Province |
| 59. SHAMAL, Aziz R. | AUB | 1959 | 1960 | Education | Student, Faculty of Letters, KU |
| 60. SHATAB, Abdul K. | AUB | 1959 | 1960 | Education | English Teacher, Ebni-Seena |
| 61. SHERZAD, Miss Nagiba | Inst. of Ed. | 1960 | 1962 | Secondary School Education | |
| 62. SIDDIQ, Mrs. Hamida | Inst. of Ed. | 1959 | 1960 | Home Economics | Home Ec. Teacher, Malalai School for Girls |
| 63. SOOMA, Mahmud | AUB | 1955 | 1960 | Teacher Ed. | Science Teacher, Darul Mo'Allamein |
| 64. TOWFIQUE, Mohd. Karim | Inst. of Ed. Inst. of Ed. | 1955 1960 | 1956 1961 | Elementary Ed. BA General Ed. | |
| 65. WADUD, Abdul A. | Inst. of Ed. | 1961 | 1961 | Community School Methods | Elementary Teacher, Kohistan |
| 66. WARDAKEE, Mrs. M. | Inst. of Ed. | 1957 | 1959 | Education | Dir. Gen., Women's Ed., Min. of Ed. |
| 67. WAYAND, Abdul G. | Inst. of Ed. | 1961 | 1961 | Community School Methods | Dir. Education, Kabul Province |
| 68. YOUSIF, Mohammad | Inst. of Ed. | 1961 | 1961 | Community School Methods | Elementary Principal, Gulbahar |
| 69. YUSUFI, Abdul R. | Inst. of Ed. | 1958 | 1960 | English Teaching | English Teacher, Inst. of Education |
| 70. ZIAI, Dr. Abdul A. | Inst. of Ed. | 1955 | 1956 | Science | Head, Physics Dept., Faculty of Science, KU |
| 71. ZAHIR, Abdul | Inst. of Ed. | 1961 | 1961 | Community School Methods | Elementary Teacher, Sarasayab |

TRAINING COMPLETED

General Area: Vocational Education

| <u>Name</u> | <u>Project</u> | <u>Dep't. Years</u> | <u>Est. Return</u> | <u>Subject</u> | <u>Present Position</u> |
|--------------------------|----------------|---------------------|--------------------|------------------------------------|--|
| 1. ASHRAF, Said | AIT | 1960 | 1961 | Mathematics | Instructor, AIT |
| 2. ATIQEE, Abdul S. | AIT | 1954 1959 | 1956 1961 | Electric Teacher Science Ed. | Instructor, AIT |
| 3. FAIZI, Mohd. Husain | AIT | 1958 | 1961 | Civil Engineering and Education | Instructor, AIT |
| 4. HAIDER, Dr. Mohd. | AIT | 1951 | 1952 | Vocational Ed. Leader | President, V. c. Ed., Min. of Ed. |
| 5. HOFIONI, Said Zioudin | AIT | 1960 | 1961 | Civil Engineering (dropped) | In US |
| 6. ISHAQ, Mohammad | Vo-Ag | 1958 | 1960 | School Adm. | Instructor, Botany and Chemistry, Vo-Ag |
| 7. MAHBOOB, Abdul W. | Vo-Ag | 1953 | 1956 | Vo-Ag | |
| 8. MAJID, Abdul | AIT | 1957 | 1958 | School Adm. | Director, AIT |
| 9. MASODY, Mohammad | Vo-Ag | 1953 | 1956 | Vo-Ag | Director, Livestock, HVA |
| 10. MOHAMMED, Payenda | Vo-Ag | 1953 | 1956 | Vo-Ag | Director, Demonstration Farm, HVA, Marja |
| 11. NOOR, Mohammad O. | AIT | 1956 | 1957 | Audio-Visual Education | Studying journalism under RGA auspices, Press Department |
| 12. SAKHI, Ghulam | AIT | 1958 | 1960 | Teacher, Ed., Math, Physics | Head, Mathematics Department, AIT |
| 13. SHAH, Mahmoud | AIT | 1956 | 1957 | Audio-Visual Education | Director, Cultural Affairs, Dept., KU |
| 14. SIDIQEE, Khan M. | AIT | 1954 1959 | 1956 1961 | Vo-Ed, Machine Tools, Sci. Ed. | Teacher, AIT |
| 15. TAYMUREE, Ghulam S. | AIT | 1954 1959 | 1956 1961 | Auto Mechanics Vo-Ed | Teacher, AIT |

General Area: Miscellaneous

| | | | | | |
|-------------------------|------------|--------------|--------------|----------------------------|---|
| 1. FROUGH, Din Mohd. | Rural Dev. | 1956 | 1956 | Rural Dev. Tour | Director, Correspon- dence Sch., Min. of Ed. |
| 2. MUTI, Mohammad H. | Education | 1955 | 1959 | Civil Engineering | Civil Engineer Instructor, AIT |
| 3. NASIM, Mohammad | Education | 1951 1955 | 1952 1957 | Mathematics Engineering | Director, Ghazi College |
| 4. SIDIQZADAH, Mohammad | Education | 1955 | 1958 | Civil Engineering | Instructor, Civil Technology, AIT |

TRAINING COMPLETED

General Area: Higher Education

| <u>Name</u> | <u>Project</u> | <u>Dep't. Years</u> | <u>Est. Return</u> | <u>Subject</u> | <u>Present Position</u> |
|-----------------------------|----------------|-------------------------|------------------------|-------------------------------------|---|
| 1. ABAUCEY, Abdul | Fac. Ag/Eng | 1953 1960 | 1955 1961 | Mech. Engr. | Instructor, Fac. Ag/ Eng, KU |
| 2. ALI, Miss Maghul M. | KU Adm. | 1957 | 1960 | Obstetrics and Gynecology | Resident, Ob. and Gyn. Faculty of Med., KU |
| 3. ASGHAR, Dr. M. | KU Adm. | 1958 | 1958 | Leaders Tour of Am. Universities | Dep. Min. of Interior (former President, KU) |
| 4. AZEEM, Dr. Mohd. I. | KU Adm. | 1957 | 1959 | Medicine | Chief, Dept. of Sanatoria, Fac. Med. KU |
| 5. AZEEM, Mohd. Y. | Fac. Ag/Eng | 1958 | 1961 | Zoology | Instructor, Fac. Ag/ Eng, KU |
| 6. BAKI, Dr. Abdul | KU Adm. | 1957 | 1960 | Medicine | Asst. Prof. Radiology, Fac. Medicine, KU |
| 7. DIL, Dr. Abdul H. | KU Adm. | 1958 | 1960 | Medicine | Asst. Prof. Pharma- cology, Fac. Med., KU |
| 8. ETEMADI, Tooryalay | KU Adm. | 1960 | 1960 | Obs. Tour, Education | Ed. Attache, RA Embassy Washington, DC |
| 9. GHAZANFAR, Dr. Syed | KU Adm. | 1952 | 1960 | Medicine | Research Fellowship, Harvard University |
| 10. HALA, Habibur R. | KU Adm. | 1960 | 1960 | Obs. Tour | Instructor, Faculty of Letters, KU |
| 11. HASHMATULLAH, Dr. S. | KU Adm. | 1958 | 1960 | Hospital Adm. | Asst. Prof. Internal Med., Fac. Med., KU |
| 12. KARIMI Ghulam A. | KU Adm. | 1958 | 1959 | Ed. Adm. | Dir. Gen., Ed. Publications, KU |
| 13. MIAKHALE, Mohd. H. | KU Adm. | 1960 1960 | 1960 1961 | Obs. Univ. Adm. MA Ed. Adm. | Secretary, KU President |
| 14. NAWABI, Mohammad N. | Fac. Ag/Eng | 1955 1958 | 1956 1961 | Teacher, Ed. Science | |
| 15. PAKTIWAL, Akhtar M. | Fac. Ag/Eng | 1960 | 1961 | Vocational Ag. Administration | Instructor, Vo-AG School |
| 16. QURAIISHI, Abdul H. | Fac. Ag/Eng | 1959 | 1961 | Animal Science | |
| 17. QURAISHEE, Malik M. | KU Dev. | 1961 | 1962 | Nuclear Eng. | |
| 18. SAFI, Abdul Malik | KU Dev | 1953 1960 | 1954 1962 | Voc. Agriculture Horticulture | |
| 19. TELWAR, Gul M. | Fac. Ag/Eng | 1959 | 1961 | Botany | Instructor, Fac. Ag/ Eng, KU |
| 20. WAZIRI, Mohammad R. | KU Adm. | 1952 | 1960 | Medicine | Hospital employee, Beirut |
| 21. YONOS, Parwin Mrs. | KU Dev. | 1958 | 1961 | Mathematics | |
| 22. ZIAI, Abdul Dr. | KU Adm. | 1960 | 1960 | Obs. Study, Am. Universities | Dean, Faculty of Law, Kabul University |

Table 2

AFGHAN MEMBERS OF THE INSTITUTE OF EDUCATION

| <u>Name</u> | <u>Degree</u> | <u>Rank</u> | <u>Specialization</u> |
|---------------------|-----------------|-------------------------|-----------------------|
| Mr. Mujaddidi | - - | Pohand | General Education |
| Dr. Taraki | PhD Cornell U | Pohanwal | Psychology |
| Mr. Sami | MA TCCU | Pohanmal | Administration |
| Mr. Formali | MA TCCU | Pohanyar | Social Studies |
| Mr. Shams Allabidin | MA TCCU | Pohanyar | Social Studies |
| Mr. Yusafi | MA TCCU | Pohanyar | English Teaching |
| Mr. Kandari | BA * | Pohanyar | English Teaching |
| Mr. Burhan | MA TCCU | Nomination for Pohanyar | English Teaching |
| Dr. Sadiq | EdD TCCU | Nomination for Pohanmal | Science |
| Mr. Rauf | MA Illinois U | Nomination for Pohanyar | Testing and Education |
| Mr. Beryan | MA TCCU | Nomination for Pohanyar | Teaching Materials |
| Mr. Sarwar | MA TCCU | Pohanmal | Curriculum |
| Mr. Feddai | MA TCCU | Pohanyar | Science |
| Mr. Fazil | BA * | Pohanyar | Persian Teaching |
| Miss Popal | MA TCCU | Nomination for Pohanyar | Primary Education |
| Miss Maymoona | BA * | Nomination for Poyyali | Science |
| Miss Fatima | BA * | Nomination for Pohyali | Home Economics |
| Mr. Towfique | BA New Paltz TC | Pohyali | Teaching Aids |
| Mr. Sahari | MA TCCU | Nomination for Pohanyar | Library Science |

* Kabul University degree. Other degrees are from US institutions

COUNTERPARTS OF TCCU TEAM

| <u>Name</u> | <u>Degree</u> | <u>Position</u> |
|----------------------|------------------------------------|------------------------|
| Mr. Takhari | AB | School Administration |
| Mrs. Sima Sekander | BS | Evaluation |
| Mrs. Shah Haw | AB | Home Economics |
| Mr. Jamil Nooristani | BS | Science |
| Mr. Noor Ahmad Shiwa | AB | Social Studies |
| Mr. M. Ayyub | Completed 3 yrs University work | Primary Education |
| Mr. Manon | | Rural Education |
| Mr. Monawar | AB | Primary Education |
| Mr. Rlung | BS | Science Education |
| Mr. Aman | Completed 2 yrs University work | Tests and Measurements |
| Mrs. Samadi | AB | Women's Education |
| Miss Najiba | BS | Science |
| Mr. Sadudin | AB | Rural Education |

All degrees from Kabul University.

Table 3

AFGHAN STAFF OF THE VO-AG SCHOOL AND THE AFGHAN INSTITUTE OF TECHNOLOGY

Vo-Ag School

| <u>Name</u> | <u>Position</u> | <u>Training</u> |
|----------------------|------------------------------------|--|
| Mr. Raz Mohammed | Director | 12th grade graduate, 1 year USA |
| Mr. Azam Gul | Agronomy Instructor | MS USA |
| Mr. Anwar | Agriculture Engineering | 4th year student, Faculty of Agriculture, KU |
| Mr. Quasim | Agronomy Instructor | 12th grade graduate, KVHS |
| Mr. Shir Ahmad Nadir | Dormitory Supervisor | 12th grade graduate, KVHS |
| Mr. Mir Aqa | Animal Husbandry Instructor | BS USA |
| Mr. Akhtar Mohammed | Agriculture Extension Instructor | MS USA |
| Mr. Nassruddin | Agriculture Engineering | 1 year non-degree training, AUB |
| Mr. Rassoul Abdullah | Farm Manager | 12th grade graduate, KVHS |
| Mr. Hashim | Asst. Animal Husbandry Instructor | 12th grade graduate, KVHS |
| Mr. Ghofoor | Physical Education Instructor | 12th grade graduate, KVHS |
| Mr. Isaq | Chemistry and Botany Instructor | BS Faculty of Science, KU |
| Mr. Shir Mohammed | Physics and Mathematics Instructor | BS Faculty of Science, KU |

Afghan Institute of Technology

| <u>Name</u> | <u>Position</u> | <u>Training</u> |
|----------------------|--------------------------|-----------------------|
| Mr. Abdul Majid | Director | 1 year USA |
| Mr. Gulham Sakhi | Head, Mathematics Dept. | MS USA |
| Mr. Mohd. Muti | Head, Civil Dept. | BS USA |
| Mr. Abdul Atique | Head, Electrical Dept. | BS USA |
| Mr. Gulham Trymuree | Head, Auto Dept. | BA USA |
| Mr. M. Aziz | Head, Audio-Visual Dept. | 1 year YSA |
| Mr. Lal Sultan | Head, Machine Dept. | UNESCO |
| Mr. Abdul Zalad | Head, Hand Tools Dept. | AIT graduate |
| Mr. Said Ashref | Teacher Mathematics | AIT graduate |
| Mr. Mohd. Aslam | Teacher Physics | 2 yrs college USA |
| Mr. Mohd. Faizi | Teacher Civil | 2 yrs USA |
| Mr. Said Hofioni | Teacher Civil | BS in process USA |
| Mr. Mohd. Sidiqzadak | Teacher Civil | AIT graduate |
| Mr. Mohd. Mayor | Teacher Civil | UNESCO |
| Mr. Ibduk Wahed | Teacher Electrical | BS, MS in process USA |
| Mr. Ibdul Rahimi | Teacher Electrical | AIT graduate |
| Mr. Aziz Mutoj | Teacher Auto | UNESCO |
| Mr. Mohd. Purjosh | Teacher Auto | UNESCO |
| Mr. Akbor Omary | Teacher Auto | BA USA |
| Mr. Mohd. Rashiq | Teacher Machine Dept. | UNESCO |
| Mr. Khan Sadique | Teacher Machine Dept. | BA USA |
| Mr. Abdul Quara | Teacher Machine Dept. | UNESCO |
| Mr. Mohd. Haidu | Teacher Machine Dept. | AIT graduate |
| Mr. Sharafudin Rehoi | Teacher Hand Tools | BS in process USA |
| Mr. Said Nazimi | Teacher Hand Tools | AIT graduate |
| Mr. Abdul Hamid | Teacher Hand Tools | AIT graduate |
| Mr. Mohd. Wardek | Teacher Materials | AIT graduate |
| Mr. M. Anwar | Teacher Pushtu and Farsi | Teacher training |
| Mr. Shah Mahmood | Teacher Pushtu and Farsi | 12th grade graduate |
| Mr. Mohd. Hason | Teacher Sports | AIT graduate |
| Mr. Abdul Samad | Teacher Library | AIT graduate |
| Mr. A. Rafi Woazi | Teacher Aviation Dept. | AIT graduate |
| Mr. Farouq Kuduz | Teacher Aviation Dept. | AIT graduate |

Table 4

PLACEMENT OF GRADUATES

| <u>Afghan Institute of Technology</u> | | |
|---------------------------------------|----------------|----------------|
| | 1960 (1339) | 1961 (1340) |
| Ministries | | |
| Agriculture | 4 | - |
| Communication | 2 | 2 |
| Finance | - | 2 |
| Mines and Industry | 7 | 3 |
| National Defense | 5 | - |
| Public Works | 12 | 4 |
| Other Governmental Divisions | | |
| Civil Aviation | 1 | 9 |
| Helmand Valley Authority | - | 1 |
| Military | 5 | 6 |
| Press Department | 1 | 2 |
| Education | | |
| Faculty of Engineering (Students) | 39 | 20 |
| AIT Teaching Faculty | 4 | 4 |
| Other Teaching | - | 2 |
| Other | | |
| Failures, to be Re-Examined | - | 21 |
| TOTALS | 80 | 76 |

Vo-Ag School

| | | |
|---------------------------------------|-----------|-----------|
| Ministries | | |
| Agriculture | 11 | 12 |
| Public Works | 5 | - |
| Other Governmental Divisions | | |
| Helmand Valley Authority | 5 | 3 |
| Education | | |
| Vo-Ag School Staff | 1 | - |
| Community School Teachers | 4 | - |
| Baghlan Vo-Ag School | - | 5 |
| Faculty of Agriculture, KU (Students) | 29 | 30 |
| Faculty of Letters, KU (Students) | 2 | - |
| Other | | |
| Failures, to be Re-Examined | - | 7 |
| TOTALS | 57 | 57 |

Table 5

AFGHAN FACULTY OF AGRICULTURE, ENGINEERING AND VETERINARY SCIENCE

March 1962

| <u>Name and Title</u> | <u>Training</u> |
|--|---|
| Dr. Shah M. Alekozai Dean and Assistant Professor | University of Wyoming, PhD Plant Pathology and Entomology |
| Dr. Mohd. Yasin Azim Assistant Professor | University of Wyoming, PhD Zoology |
| Abdul Hai Abaucy Instructor | University of Wyoming, BS University of Illinois, MS Mechanical Engineering |
| Dr. Shir Ahmad Fazly Instructor | Turkey Parasitology and Bacteriology |
| Ghulam N. Natic Instructor | London University Branch (Brinton), BS Civil Engineering |
| Abdul Habib Quraishi Instructor | University of Wyoming, MS Animal Science |
| Malik Mohd. Quraishiee Instructor | University of Michigan, MS Physics |
| Abdul Malik Safi Instructor | Michigan State University, MS Horticulture |
| Abdul Salam Assistant Instructor | Animal Science |
| Mohd. Zaref Salem Instructor | University of Wyoming, MS Plant Science (Soils) |
| Mohammed Tahir Assistant Professor | Chemistry |
| Gul M. Telwar Instructor | University of Wyoming, MS Agronomy and Plant Physiology |

Table 6

CURRICULA OF THE FACULTY OF AGRICULTURE AND ENGINEERING
Kabul University

Agriculture Four-Year Curriculum

1961

Freshman Year

| <u>First Semester</u> | <u>Sem. Hrs</u> | <u>Second Semester</u> | <u>Sem. Hrs</u> |
|---------------------------|-----------------|----------------------------|-----------------|
| Agriculture Orientation I | 1 | Agriculture Orientation II | 1 |
| Animal Production I | 4 | Agriculture Mathematics | 4 |
| English I | 4 | English I | 4 |
| General Chemistry I | 5 | General Chemistry II | 5 |
| Botany | 4 | Zoology | 4 |
| | <u>18</u> | | <u>18</u> |

Sophomore Year

| | | | |
|-------------------------|-----------|--------------------------|-----------|
| Agriculture Economics I | 3 | Agriculture Economics II | 3 |
| Agronomy I | 3 | Agronomy II | 3 |
| English II | 3 | English II | 3 |
| Agriculture Engineering | 4 | Animal Production | 3 |
| Bacteriology | 4 | Genetics | 4 |
| | <u>17</u> | | <u>16</u> |

Junior Year

| | | | |
|-------------------|-----------|-----------------------|-----------|
| Dairy Elements | 3 | Animal Nutrition | 3 |
| English | 3 | Extension Orientation | 3 |
| Vegetable Growing | 3 | Fruit Growing | 3 |
| Organic Chemistry | 3 | Poultry Principles | 3 |
| Soils I | 4 | Soils II | 4 |
| Forestry | 3 | Statistics | 3 |
| | <u>19</u> | | <u>19</u> |

Senior Year

| | | | |
|-------------------------|-----------|---------------------------------|-----------|
| Agricultural Marketing | 3 | Advanced Field Crops | 3 |
| Dairy Production | 3 | Agriculture Teaching Methods | 3 |
| Entomology | 3 | Plant Physiology | 4 |
| Plant Breeding | 3 | Veterinary Elements | 3 |
| Plant Pathology | 3 | Agriculture Research Techniques | 3 |
| Range Management | 3 | Rural Sociology and Field Work | 3 |
| Weed Control Principles | 3 | | |
| | <u>21</u> | | <u>19</u> |

Engineering Four-Year Curriculum
1961

Freshman Year

| <u>First Semester</u> | <u>Sem. Hrs</u> | <u>Second Semester</u> | <u>Sem. Hrs</u> |
|------------------------|-----------------|-------------------------|-----------------|
| English I | 3 | English I | 3 |
| Chemistry I | 4 | Chemistry II | 4 |
| Engineering Drawing I | 4 | Engineering Drawing II | 4 |
| Engineering Problems I | 3 | Engineering Problems II | 3 |
| Mathematics I | 5 | Mathematics II | 5 |
| | <u>19</u> | | <u>19</u> |

Sophomore Year

| | | | |
|-------------------------|-----------|--------------------------|-----------|
| English II | 2 | English II | 3 |
| Physics I | 4 | Physics II | 4 |
| Calculus I | 5 | Calculus II | 4 |
| Surveying I | 4 | Surveying II | 4 |
| Geology for Engineers I | 2 | Geology for Engineers II | 2 |
| | <u>17</u> | | <u>17</u> |

Junior Year

| | | | |
|-----------------------------------|-----------|------------------------------------|-----------|
| English III | 2 | Hydrology | 2 |
| Applied Engineering Mathematics I | 3 | Applied Engineering Mathematics II | 4 |
| Analytical Mechanics I | 4 | Analytical Mechanics II | 4 |
| Thermodynamics I | 3 | Thermodynamics II | 4 |
| Fluid Mechanics I | 3 | Strength of Materials | 4 |
| Highways | 3 | Stresses | 2 |
| | <u>18</u> | | <u>20</u> |

Senior Year

| | | | |
|--------------------------|-----------|------------------------------------|-----------|
| Structural Design I | 3 | Structural Design II | 3 |
| Reinforced Concrete I | 3 | Reinforced Concrete II | 3 |
| Electrical Engineering I | 5 | Electrical Engineering II | 5 |
| Construction Materials I | 3 | Construction Materials II | 2 |
| Engineering Economy | 2 | Seminar | 2 |
| Kinematics | 3 | Applied Hydrology and Water Supply | 2 |
| | <u>19</u> | | <u>17</u> |

Table 7

TOTAL US OBLIGATIONS FOR EDUCATION
From Start of Project Through FY 1961

(Amounts in \$1,000)

| PROJECT TITLE AND NUMBER | FY | TECHNICIANS | | | PARTICIPANTS | | | COMMODITIES | | | OTHER COSTS (Local) | PROJECT TOTAL |
|-----------------------------|----|---------------|----------------|-------|----------------|---------------------|-------|----------------|---------------------|-------|---------------------------|---------------|
| | | Con- tract | Direct Hire | Total | Under Cont. | Outside Contract | Total | Under Cont. | Outside Contract | Total | | |
| <u>007</u> | 56 | 100 | - | 100 | 26 | - | 26 | 10 | - | 10 | 1 | 137 |
| Afghan | 57 | 125 | - | 125 | 12 | - | 12 | 35 | - | 35 | 13 | 185 |
| Institute of | 58 | 187 | - | 187 | 43 | - | 43 | 8 | 9 | 17 | 11 | 258 |
| Technology | 59 | 39 | - | 39 | 22 | - | 22 | 24 | 7 | 31 | 14 | 106 |
| | 60 | 125 | - | 125 | 21 | - | 21 | 30 | - | 30 | - | 176 |
| | | Total | | 576 | | | 124 | | | 123 | 39 | 862 |
| <u>008</u> | 56 | 77 | - | 77 | 12 | - | 12 | 14 | - | 14 | 1 | 104 |
| Vocational- | 57 | 71 | - | 71 | 16 | - | 16 | 20 | - | 20 | 10 | 117 |
| Agriculture | 58 | 88 | - | 88 | - | - | - | - | 3 | 3 | 5 | 96 |
| Education | 59 | 40 | - | 40 | 5 | - | 5 | 11 | - | 11 | 8 | 64 |
| | 60 | 125 | - | 125 | 7 | - | 7 | 10 | - | 10 | - | 142 |
| | | Total | | 401 | | | 40 | | | 58 | 24 | 523 |
| <u>018</u> | 55 | 319 | - | 319 | 15 | - | 15 | 16 | - | 16 | - | 350 |
| Institute | 56 | 596 | - | 596 | 29 | - | 29 | 27 | - | 27 | 4 | 656 |
| of | 57 | 50 | - | 50 | 47 | 37 | 84 | 60 | - | 60 | 44 | 238 |
| Education | 58 | 432 | 29 | 461 | - | 39 | 39 | - | 49 | 49 | 49 | 597 |
| | 59 | 612 | 11 | 623 | 43 | 4 | 47 | 33 | 13 | 46 | 57 | 773 |
| | 60 | 1,096 | 28 | 1,124 | 110 | 68 | 178 | 27 | 70 | 97 | - | 1,399 |
| | 61 | - | 21 | 21 | - | 20 | 20 | - | - | - | - | 41 |
| | | Total | | 3,194 | | | 412 | | | 295 | 154 | 4,055 |
| <u>019</u> <u>1/</u> | 52 | ? | ? | 58 | - | - | - | ? | ? | 10 | - | 68 |
| Education | 53 | ? | ? | 139 | - | - | - | ? | ? | 11 | - | 150 |
| | 54 | ? | ? | 268 | ? | ? | 34 | ? | ? | 65 | - | 367 |
| | 55 | 257 | 49 | 306 | 20 | 47 | 67 | 30 | 28 | 58 | 7 | 438 |
| | | Total | | 771 | | | 101 | | | 144 | 7 | 1,023 |

TOTAL US OBLIGATIONS FOR EDUCATION - From Start of Project Through FY 1961

| PROJECT TITLE AND NUMBER | FY | TECHNICIANS | | | PARTICIPANTS | | | COMMODITIES | | | OTHER COSTS (Local) | PROJECT TOTAL |
|-----------------------------|----|---------------|----------------|-------|----------------|---------------------|-------|----------------|---------------------|-------|---------------------------|------------------|
| | | Con- tract | Direct Hire | Total | Under Cont. | Outside Contract | Total | Under Cont. | Outside Contract | Total | | |
| <u>028</u> | 56 | 67 | - | 67 | - | - | - | 20 | - | 20 | 1 | 88 |
| Faculty of | 57 | 90 | - | 90 | 24 | - | 24 | 32 | 5 | 37 | 10 | 161 |
| Agriculture | 58 | 262 | - | 262 | 33 | - | 33 | 70 | 5 | 75 | 20 | 390 |
| and | 59 | 377 | - | 377 | 17 | - | 17 | 41 | 2 | 43 | 27 | 464 |
| Engineering | 60 | 680 | - | 680 | 107 | - | 107 | 76 | - | 76 | - | 863 |
| | | Total | | | | | 181 | | | 251 | 58 | 1,966 |
| <u>030</u> | 56 | - | - | - | - | 11 | 11 | - | 5 | 5 | 1 | 16 |
| Kabul | 57 | 42 | 25 | 67 | - | 22 | 22 | - | 8 | 8 | 2 | 99 |
| University | 58 | - | - | - | - | 47 | 47 | - | 1 | 1 | 2 | 50 |
| Admin. | 59 | 50 | - | 50 | - | 30 | 30 | - | - | - | 1 | 81 |
| | | Total | | | | | 117 | | | 14 | 6 | 247 |
| <u>044</u> | 57 | - | - | - | - | - | - | - | 1,600 | 1,600 | - | 1,600 |
| Educational | 60 | - | - | - | - | - | - | - | 1,000 | 1,000 | - | 1,000 |
| Facilities | 61 | 85 | - | 85 | - | - | - | - | 875 | 875 | - | 960 |
| | | Total | | | | | 85 | | | 3,475 | | 3,560 |
| <u>047</u> | | | | | | | | | | | | |
| Nuclear | 57 | - | - | - | - | 14 | 14 | - | - | - | - | 14 |
| Science and | 59 | - | - | - | - | 1 | 1 | - | - | - | - | 1 |
| Engineering | | | | | | | | | | | | |
| | | Total | | | | | - | | | - | - | 15 |
| <u>057</u> | | | | | | | | | | | | |
| Kabul Univ. | 60 | - | - | - | - | 26 | 26 | - | - | - | - | 26 |
| Development | 61 | 800 | 36 | 836 | 118 | 22 | 140 | 25 | 36 | 61 | - | 1,037 |
| | | Total | | | | | 836 | | | 61 | - | 1,063 |

TOTAL US OBLIGATIONS FOR EDUCATION - From Start of Project Through FY 1961

| PROJECT TITLE AND NUMBER | FY | TECHNICIANS | | | PARTICIPANTS | | | COMMODITIES | | | OTHER COSTS (Local) | PROJECT TOTAL |
|---------------------------------------|----|---------------|----------------|-------|----------------|---------------------|-------|----------------|---------------------|-------|---------------------------|------------------|
| | | Con- tract | Direct Hire | Total | Under Cont. | Outside Contract | Total | Under Cont. | Outside Contract | Total | | |
| <u>067</u> English Lang. Tch. | 61 | 463 | - | 463 | - | - | - | - | 21 | 21 | 16 | 500 |
| <u>070</u> Vocational Education | 61 | - | - | - | - | 30 | 30 | - | 56 | 56 | - | 86 |
| <u>GRAND TOTALS</u> | | | | 7,919 | | | 1,179 | | | 4,498 | 304 | 13,900 |

SUMMARY

| | |
|----------------|--------------|
| Participants | \$ 1,179 |
| Commodities | <u>4,498</u> |
| Sub-Total | 5,677 |
| US Technicians | 7,919 |
| Local Costs | <u>304</u> |
| GRAND TOTAL | \$13,900 |

NOTE

1/ The Education project, 019, was an omnibus project which for the fiscal years 1952-55, provided assistance for the Vocational-Agriculture School, the Afghan Institute of Technology, the Institute of Education and Audio-Visual Education. As indicated by the question marks (?) information is incomplete for the first three years.

Table 8

(Used in Washington Discussion of September 1960)

NEW EMPHASES OR INCREASED EMPHASES
IN NEW EDUCATION PROJECTS

SPECIFIC ASSISTANCE AND PROJECT

Public School Education

- | | |
|--|--|
| A. Extension of identifiable ICA help | A. 1. Provincial Directors Administration - 068 2. Helmand Valley - 068 3. Community schools - 068 4. School Construction School Planning - 068 School Architect - 044 Funds to assist - 044 5. Prov. Vo-Ag Schools - 070 |
| B. Greater identification with, and direct help for, the Ministry of Education. | B. 1. Advisors working directly with Ministry. a. Teacher training - 068 b. Vocational-Agriculture - 070 c. Business - 070 d. Vocational Home Economics - 070 2. Textbook and other teaching materials production a. Textbook - 073 b. Audio-Visual - 062 3. School Construction - 044 4. Management Team - 068 |
| C. Assist the Ministry of Education to develop a suitable program of vocational education for Afghanistan. | C. In project 070 assistance for AIT and Vo-Ag continues. Assistance is extended to business and home economics and added vocational agriculture schools. Advisors have teacher training responsibilities and in all but the trade field (provided by West Germans) have advisory responsibilities in Ministry. |
| D. Continued assistance English teaching tied to Ministry emergency measures to train more Afghans. | D. A condition in project 067 |

University Education

- | | |
|---|---|
| E. Extend assistance to the optimum number of Kabul University Faculties. | E. All faculties but Medicine and Law covered - 057 |
|---|---|

Both Public School and University Education

- | | |
|--|---|
| F. Assist Afghan education authorities to provide needed educational facilities with emphasis, where feasible, on the stimulation of community contributions in cash and kind. | F. All project 044: 1. Construction: elementary and secondary schools 2. New AIT building 3. Science Building for Kabul University |
|--|---|

Table 9

1961-1966 PROJECTION OF ENGLISH TEACHER NEEDS FOR AFGHANISTAN
(Prepared by Afghans and Americans in the English Language Program)

| A. <u>Kabul Secondary Schools</u> | Minimum needs if no more than 30 per section | | | | | |
|--|---|------|------|-------|------|------|
| | 1961 | 1962 | 1963 | 1964 | 1965 | 1966 |
| 1. Habibia | 18 | 20 | 22 | 24 | 27 | 30 |
| 2. Ghazi | 11 | 12 | 13.5 | 15 | 16.5 | 18 |
| 3. Nawey Kabul | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 |
| 4. Khush-Hal-Khan | 2 | 2 | 2.5 | 3 | 3.5 | 4 |
| 5. Rahman Baba | 2 | 2.5 | 2.5 | 3 | 3.5 | 4 |
| 6. Tujarati | 4 | 4.5 | 5 | 5.5 | 6 | 6.5 |
| 7. Vo-Ag | 2.5 | 3 | 3.5 | 4 | 4.5 | 5 |
| 8. Afghan Institute of Technology | 6.5 | 7 | 8 | 9 | 10 | 11 |
| 9. Daral Mu'Allemin | 2.5 | 3 | 3.5 | 4 | 4.5 | 5 |
| 10. Ebni-Seena | 10 | 11 | 12 | 13 | 14.5 | 16 |
| 11. Nadir Shahi | 2 | 2.5 | 3 | 3.5 | 4 | 4.5 |
| 12. Aishah Durani | 1.5 | 1.5 | 2 | 2.5 | 3 | 3.5 |
| 13. Zarghuna | 8 | 9 | 10 | 11 | 12.5 | 13.5 |
| 14. Rabia Balkhi | 3.5 | 4 | 4.5 | 5 | 5.5 | 6 |
| 15. Bilquis (Malalai now teaches French) | 3 | 3.5 | 4 | 4.5 | 5 | 5.5 |
| Total | 77.5 | 87 | 97 | 109.5 | 123 | 136 |

B. Non-Kabul Secondary Schools

| | <u>Location</u> | | | | | | |
|-----------------------|--------------------|------|-----|-----|-----|-----|-----|
| 1. Ahmad Shah Baba | Kandahar | 2.5 | 3 | 3.5 | 4 | 4.5 | 5 |
| 2. DMA | Kandahar | 2.75 | 3 | 3 | 3.5 | 4 | 4.5 |
| 3. Sultan | Herat | 3.5 | 4 | 4.5 | 5 | 5.5 | 6 |
| 4. DMA | Herat | 1 | 1 | 1.5 | 2 | 2.5 | 3 |
| 5. Bakhtar | Mazar-i-Sharif | 2.5 | 3 | 3.5 | 4 | 4.5 | 5 |
| 6. Khanabad | Kataghan | 2 | 2.5 | 2.5 | 3 | 3.5 | 4 |
| 7. Baghlan | Baghlan | 2.5 | 2.5 | 3 | 3.5 | 4 | 4.5 |
| 8. Teygari | Teygari (E. Prov.) | 2 | 2 | 2.5 | 2.5 | 3 | 3.5 |
| 9. Noman | Parwan | 2.5 | 3 | 3.5 | 4 | 4.5 | 5 |
| 10. Sanayi | Ghazni | 2 | 2.5 | 3 | 3.5 | 4 | 4.5 |
| 11. Usool-i-Tahrir | Darulaman | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 |
| 12. Baraki Barak | Logar | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 |
| 13. Abdul Hai-Gardizi | Paktia | 2.5 | 3 | 4 | 4.5 | 5 | 5.5 |
| 14. Abonasr-Faraig | Farah | 1 | 1 | 1.5 | 1.5 | 2 | 2.5 |
| 15. Abdul Fath-Bustiy | Grishk | .5 | 1 | 1 | 1.5 | 2 | 2.5 |
| 16. Abu Obaid | Maimana | 1 | 1.5 | 2 | 2 | 2.5 | 3 |
| 17. Sultan Poor | Nangarhar | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 |
| 18. DMA | Nangarhar | 2.75 | 3 | 3.5 | 4 | 4.5 | 5 |
| 19. Shah Mahmood | Badakh-Shan | .5 | 1 | 1 | 1.5 | 2 | 2.5 |
| 20. Qunduz | Qataghan | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 |

| | <u>Location</u> | <u>1961</u> | <u>1962</u> | <u>1963</u> | <u>1964</u> | <u>1965</u> | <u>1966</u> | |
|---|----------------------|----------------|-------------|-------------|-------------|-------------|-------------|-------|
| 21. | Talugan | Qataghan | .5 | 1 | 1.5 | 2 | 2.5 | 3 |
| 22. | Ushtur Gram | Barwan | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 |
| 23. | Mehri | Herat | .5 | 1 | 1 | 1.5 | 2 | 2.5 |
| 24. | Rouza Masir-i-Sharif | Mazar-i-Sharif | .5 | 1 | 1 | 1.5 | 2 | 2.5 |
| 25. | Zarghuna Ana | Kandahar | .5 | .5 | 1 | 1 | 1.5 | 2 |
| 26. | Mutawasete Naswan | Maimana | .5 | .5 | 1 | 1 | 1.5 | 2 |
| 27. | Lashkarga | Lashkarga | 1.25 | 1.5 | 2 | 2.5 | 3 | 3.5 |
| 28. | Theology | Paghman | 1.25 | 1.5 | 2 | 2.5 | 3 | 3.5 |
| Total for 28 non-Kabul secondary schools | | | 42 | 52 | 53.5 | 75 | 89 | 103 |
| Total for 15 Kabul secondary schools | | | 77.5 | 87 | 97 | 109.5 | 123 | 136 |
| Total for University of Kabul (including English Department) | | | 12 | 15 | 17 | 19 | 21.5 | 24 |
| Approximation for non-Ministry and non-University schools (Army School, Kandahar Air Authority, etc.) | | | 8 | 9 | 9 | 9 | 10 | 10 |
| Approximation for new schools | | | 2.5 | 4.5 | 8 | 10 | 17.5 | 26 |
| Grand Total of English teacher needs | | | 142 | 167.5 | 184.5 | 222.5 | 261 | 299 * |

* The figures for 1960 were derived from the Persian-written records of the Ministry of Education in the summer of 1961. The resulting 1961-1966 projection was then further refined at a meeting of University, Ministry, ICA and TCCU officials. The figures are believed to be reasonably accurate, though it must be stated that Americans did not see the complex official Ministry records.

The projections for 1962-1966 are based on past and future anticipated ten-percent increases in student enrollment in English classes annually, with classes averaging thirty students each and teachers averaging an assignment of four classes totaling twenty-four hours weekly. Increases beyond ten percent, as are scheduled in some schools in the new Five-Year Plan, particularly in the sense of the establishment of new schools, will necessitate an upward revision of the Grand Total projections.

1961-1966 Projection of English Teacher Supply for Afghanistan
under the University English Program *

| | <u>1961</u> | <u>1962</u> | <u>1963</u> | <u>1964</u> | <u>1965</u> | <u>1966</u> |
|--|-------------|-------------|-------------|-------------|-------------|-------------|
| 1. Afghan teachers believed available | 90 | 97 | 113 | 135 | 157 | 179 |
| 2. TCCU(including the English Department) teachers | 21 | 28 | 14 | 7 | 0 | 0 |
| 3. Peace Corps | - | - | 10 | ? | ? | ? |
| 4. All other teachers including British and Indian, and part-time students | 20 | 22 | 23 | 25 | 27 | 28 |
| 5. Teacher supply | 131 | 147 | 160 | 167 | 184 | 207 |
| 6. Teacher needs | 142 | 167.5 | 184.5 | 222.5 | 161 | 299 |
| 7. Potential deficit | 11 | 20.5 | 24.5 | 55.5 | 77 | 92 |

* Unless there is a large increase in the number of English majors in the next few years, the University program will be unable to meet the demand for English teachers in sufficient numbers. The Ministry of Education may institute this year a special three-year teacher-training program at Daral Mu'Allemin, which will involve intensive

instruction in the English language and foreign language methodology, culminating in the first graduating class in December, 1964. As the program is now being formulated, two-thirds of its graduates each year would be assigned to English teaching in middle schools, under the supervision of experienced teachers, and, hopefully, with the ultimate opportunity to enroll in the University Department of English once they had fulfilled a minimum but distinguished period of full-time teaching. The other third would go directly to the Faculty of Letters, possibly resulting in a considerable increase in the size of the English graduating class of 1968 and thereafter.