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FINAL REPORT ON A CONTRACT

BETWEEN

THE AGENCY FOR INTERNATIONAL DEVELOPMENT

AND

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

CONTRACTS NO. AID/nesa-207; AID/ASIA C-1091

PROJECT NO. 306-11-690-091

ELEMENTARY AND SECONDARY EDUCATION (CURRICULUM AND TEXTBOOK)

PREPARED BY

PROFESSOR THURSTON A. ATKINS, PROJECT COORDINATOR

TEACHERS COLLEGE, COLUMBIA UNIVERSITY TEAM IN AFGHANISTAN

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INTRODUCTION

The Curriculum and Textbook Project grew out of a request to USAID from the Afghan Ministry of Education (MOE) for assistance in revising the entire curriculum for primary children. This request, in 1966, represented a change in Afghan policy regarding foreign assistance to education. Until that time, no foreign government had been permitted to become involved at such a fundamental and far-reaching level in Afghan education. Afghanistan had been willing to accept assistance in education from many sources, but had been unwilling to allow any single nation (or multinational group) to tamper with the basic curriculum as established by the Ministry of Education.

After a series of meetings involving the Ministry of Education; USAID, and donors providing assistance in education, the Government of Afghanistan made a specific request that assistance in primary curriculum and textbook development be provided by Teachers College, Columbia University. At that time TCCJ was providing help in the area of teacher training and had been working in Afghanistan for the previous twelve years under a contract with AID. AID/A forwarded the request to AID/W. They agreed with the request with the condition that TCCU give up its other educational activities in Afghanistan.

During the summer of 1966, USAID requested that a study be undertaken by Luanna J. Bowles, a consultant previously responsible for a curriculum and textbook project in Nepal, of the need for assistance in curriculum and textbook development in Afghanistan. The study was to include an analysis of the attitudes of Afghan officials toward this

undertaking and an analysis of conditions relevant to the success of such a program.

The above activities culminated in the signing of an official agreement between the Government of Afghanistan and TCCC/USAID in November 1966 initiating the Curriculum and Textbook Project. The project was in operation for eleven years and one month, and terminated December 31, 1977.

This final report includes a brief history of the project, a summary of accomplishments, a description of the methods of work used, and recommendations related to future educational assistance in the Afghan Ministry of education.

AN OVERVIEW OF PROJECT DEVELOPMENT

A review of project activities over the eleven years reveals three rather distinct periods of time, each with a different emphasis. The initial period lasted from 1966 to 1969 and was a period of curriculum design and approval. The second stage was devoted to developing textbook writing and testing procedures, and the training of personnel. It lasted from 1970 to about 1973. From 1974 to the end of the project major attention was given to the refining and institutionalization of procedures, manuscript preparation, production and distribution, and the gradual assumption of total responsibility for the project by trained Afghan personnel.

Curriculum Development (1966-1969)

In order to understand the complexity and ambitiousness of the objectives of this project, it is instructive to understand the situation as

it existed in 1966. In a discussion with Luanna Bowles, the First Deputy Minister of Education stated:

The Royal Government of Afghanistan (RGA) has asked the U.S. for assistance because the present Afghan education dates back prior to World War II. Afghan life has changed but not the curriculum. Past attempts have revised only parts. Now the time has come to revise completely the entire curriculum for primary children. The Ministry will take steps as soon as possible to begin the project, and it will be pursued with vigor.

An early analysis of factors related to project planning revealed the following:

1. The literacy rate for the total population of Afghanistan was unknown; however, it was variously estimated to be from eight to ten percent. Also, the number of primary age children actually enrolled in schools was ten percent with a predicted increase to twenty percent by 1971.
2. While some structure for an educational program in primary education existed, there was no coordinated and integrated curriculum plan for the primary schools.
3. No basic statement of values, goals, and objectives of primary education existed on which to build a coordinated curriculum program beyond the Ministry of Education operational documents and protocols.
4. In the absence of a curriculum design and program, there was no basis or structure upon which to plan and write textbooks.
5. Very few textbooks for students and teachers existed in the country.
6. The capability for curriculum development and textbook production in the Ministry of Education was extremely limited due to the absence of adequately trained personnel.

As can be seen from the above, MOE lacked a curriculum structure, professional expertise, an organizational capability, and technical personnel to implement the proposed project. However, the motivation

and support necessary to launch such an effort did exist. The other element, which was promising, was the availability of an experienced advisory team in which the Afghan leaders had confidence.

Detailed descriptions of progress during the first three years of the project are available in the Semi-Annual Reports. However, it should be noted that it required three years to develop a set of objectives for primary education, a general curriculum framework, and to begin work on the syllabi for specific subject areas. The difficulties encountered during the first few years of the project may account for what appears to be an excessively long "start-up time." Several of the factors which inhibited progress during this period were:

1. Inadequacy of pre-project planning.
2. Poor timing of arrivals of U.S. staff.
3. The organizational location of the project in the Primary Department of the MOE was inappropriate.
4. Lack of Afghan counterparts.
5. Changes in team leadership.
6. Changes in MOE leadership.
7. AID budget cuts and staffing changes.
8. Absence of trained Afghan educators.
9. Lack of a structure for experience in curriculum development.
10. Inadequate physical facilities.

It was generally agreed, according to evaluation reports at the end of this period, that many of the problems were being overcome and the significance of the project remained high. The 1968 Project Appraisal Report (PR), stated:

The goals of this project are highly significant and important to the furtherance of U.S. objectives in Afghanistan. This is the only AID project with its primary thrust in the mainstream of education in Afghanistan, namely the Ministry of Education. Success in this project promises a long and lasting effect on the goals and structure of education in Afghanistan.

The 1969 PAR stated:

In November 4-8, 1969, the TCCU campus coordinator visited the activity and discussed with the field team, the RGA, and USAID the needs for staffing and the urgency of getting on with the job. The conversations were very encouraging and the recruiting activities during the last three months of the reporting period give the activity new life and new outlook.... The contractor is now recommending that the staffing be increased to as many as eight or nine positions. With this new interest and enthusiasm for the project the outlook for progress in the immediate future is much improved.

The review also documents the initiation of the participant training program, the problems associated with the location of the project in the MOE, and the PROP inclusion of this project for a ten-year period.

With progress being accelerated by renewed commitment of the MOE, AID, and the contractor, this period ended in a positive manner and with a curriculum design and educational objectives for the primary schools approved.

Organization Building and Procedures Development (1970-1973)

With an increased Afghan staff and additional advisors, the next three years of the project were devoted to curriculum development and manuscript writing in each of the subject areas. Since there were no Afghan personnel trained in these areas and all of the procedures had to be created, this was an intense period of on-the-job training. In addition to training professional personnel, technical personnel for illustration, calligraphy, typing, and layout also had to be trained.

The process was complicated by the fact that at the same time that system development was going on, an entirely new set of textbooks and teachers' guides was being written and used as the training vehicle. The quality control of the new materials had to be maintained. The first books were sent to the schools at the end of this period; procedures for writing, approval, and preparation for printing were established; and U.S. trained personnel were beginning to return to the project.

The physical facilities, equipment, and supplies were also improved during this phase of the project. The project was moved to the Department of Compilation and Translation, which was given the responsibility for curriculum development and textbook preparation for all of the schools, grades one through twelve. More space was provided and additional Afghan personnel were assigned to the project.

It was also during this period that the printing, distribution, and teacher training demands of the project became apparent. The revised PROP included the development of these areas as major responsibilities for the host country. Assistance in these efforts was also included as part of the contractor's responsibility.

With the establishment of an organizational structure and manuscript production procedures, the initial steps for providing a manuscript preparation capability were well under way at the end of 1973.

Institutionalization and Production (1974-1977)

The TCCU team reached its maximum strength and the number of Afghan personnel assigned to the project continued to increase during this period. More trained Afghans returned to the project and with the stabilization of the Department of Compilation and Translation,

writing and production procedures were refined and systematized.

The major impetus to progress during this period was the delivery of the first grade books to the schools. A special one-time grant was made by AID which allowed the books to be printed and shipped from Iran. With the first grade books in the schools, the GOA and the MOE began to exert pressure, not only to get the second grade books in the school on schedule but to accelerate the process. The Afghans were assured that the books were written by Afghans for Afghans and represented the goals and objectives for education established by GOA. This was affirmed by the approval and publication of the Education Reform in 1975. A review of the materials at that time revealed that they were consistent with the objectives cited in the reform document.

Several items in the Reform did influence the work of the C&T Project. The elementary school and compulsory education were changed from grades one through six to grades one through eight. As a result, the MOE requested AID assistance with curriculum and textbook development through grade eight (if not through grade twelve). An agreement was reached whereby the TCCU team would assist with grades seven and eight within the time and resources already available, but would only be responsible for the books through grade six as originally agreed.

Another emphasis of the Education Reform was the vocationalization of grades seven and eight. In the 1976 PROAG, it was agreed that assistance would be provided in this area. A consultant did work with the Practical Works Section of the project and officials of the MOE for three months during 1976. His report and recommendations were submitted to the Technical Board of the MOE for review in December 1976.

Toward the close of the project, the number of American advisors was reduced and the work of each section was continued under the direction of trained Afghan educators. By June of 1977 only the publications advisor and project coordinator remained. As of January 1, 1978, the original objectives for the project had been achieved. A curriculum was approved, 142 textbooks and teachers' guides were written, and the capability for the continuation of the project had been established within the Ministry of Education. The following section discusses project accomplishments in greater detail.

ACCOMPLISHMENTS OF THE ASSIGNMENT

The first mention of the Curriculum and Textbook Project in a contract between AID and Teachers College, Columbia University, was Amendment Number 3 to the contract dated March 1967 entered into in November 1965.

In the amended Operational Plan, the following item was included:

5. To assist the Ministry of Education to establish within the Ministry functioning entities capable of continuing curriculum development and textbook preparation, and to advise and assist the Afghans in revising the nation's primary school curriculum and preparing textbooks with teachers' guides based on the new curriculum.

The Scope of Work section stated:

- E. Primary Curriculum - Textbook Project -
Scope and sequence of content for a revised elementary curriculum; preparation of textbooks with teachers' guides based on the revised curriculum; supervision of preparation of the manuscripts for manufacture of the books; consultation with the printer on all aspects of manufacture affecting the educational value of the books.

The first substantive change in the Objectives and Operational Plan was included in Contract Amendment Number 14, April 1, 1972.

I. OBJECTIVE

The overall objective of this project is to provide advice and assistance to the Primary Curriculum Unit, the Ministry of Education (MOE) of Afghanistan, directed toward curriculum development and the preparation of teaching materials for Afghanistan's Primary Schools, and the training of Afghan personnel to carry forward this program. This continuing activity described in this project is placed in the MOE to conform to present Afghan organization.

II. OPERATIONAL PLAN

- A. The work plans for the period of this contract involve a modification of activities previously undertaken under the contract.
- B. The Contractor will continue to render the services required under this contract in accordance with the work plan developed in consultation with the Mission, as amended and modified herein. This work plan as developed between the Mission and the Contractor and as set forth below will be subject to review from time to time as may be mutually agreeable between the Mission and the Contractor.
 - 1. Contractor will continue to assist the Ministry of Education to establish--within the Ministry--functioning entities capable of continuing curriculum development and textbook preparation, and to advise and assist the Afghans in revising the nation's primary school curriculum and preparing textbooks with teachers' guides and provide professional leadership including in-service teacher training in launching the utilization of these materials in primary schools, in cooperation with the MOE's Teacher Training Department.

The successful introduction of new texts and instructional materials into Afghanistan's primary schools requires five major capabilities that must be activated in the preparation and utilization of each text and manual.

- a. Materials Preparation--Curriculum design and development, scheduling, text writing, translating, testing in trial schools, and revision.

- b. Publishing--Book design, graphic art illustration, editing, proofing, and scheduling.
- c. Production--The economic, efficient, and timely printing and binding of millions of copies of completed textbooks.
- d. Distribution--The systematic movement of these books from press to classroom with the retention of adequate copies for replacement needs.
- e. Utilization--The effective and appropriate use of texts and materials throughout the school system by means of pre-service and in-service training of teachers and school officials.

III. SCOPE OF SERVICES

To accomplish the overall objectives, Contractor will provide technical advice and assistance toward the following established project targets:

- A. To develop a modern primary school curriculum structure (i.e., values, goals, and objectives) which is responsive to the development needs of Afghanistan and to the life experience of Afghan youth.
- B. To establish in the MCT a functional unit capable of the continuous updating of the curriculum structure (e.g., research and adjustment of goals and objectives as needed).
- C. To prepare, write, and test pertinent primary textbooks based on the new curriculum structure for immediate introduction into primary schools as the materials are approved and distributed and in accordance with the time-phased Materials Production Schedule.
- D. To establish the capability in the MOE by project completion for the preparation and revision of school textbooks and teaching materials as indicated in Target 3 on a continuing basis.
- E. To upgrade the publication and printing services in the Ministry of Education to enable the efficient, timely, and economic design and manufacture of textbooks and materials.

- F. To assist in upgrading the textbook distribution system in the MOE to a capability sufficient to meet the Ministry's increased requirements in this project.
- G. To develop and conduct pre-service and in-service training programs for primary teachers in the use of the new texts and materials.

A new contract was entered into in April 1974, which reaffirmed the objectives stated above. The only change in the Operational Plan was a restatement of item "G" to read as follows:

- G. To develop pre-service and in-service materials orientation services for primary teachers in the use of the new texts and materials. (April 1, 1974)

Thus, the project objectives and operational plan remained relatively constant over the final six years of the project. The primary responsibilities of the TCCU team, as opposed to the MOE, are clearly defined in the final PROAG signed in December 1975. They were stated as follows:

To accomplish the above purposes, the USAID contract team will provide:

1. Assistance to the Ministry of Education's Department of Publications in carrying forward curriculum development and revision for the elementary schools;
2. Assistance to the Ministry of Education's Department of Publications in planning, writing, testing, revising, and producing manuscripts for textbooks and teachers' guides based on the new curriculum;
3. Assistance to the Ministry's Department of Publications in training of Afghan researchers, authors, editors, calligraphers, illustrators, and others needed in book preparation and production so that they are better prepared to handle the expanding volume of production.

The Ministry of Education through its General Directorate of Distribution will undertake nationwide distribution of new textbooks and teachers' guides.

The Ministry of Education through the Department of Teacher Education and with the cooperation of the Departments of Primary Education and Publications will undertake nationwide utilization of new textbooks and teachers'

guides and the training of teachers, supervisors, headmasters, and other key personnel.

Within the framework of project objectives cited above, the following accomplishments are organized in relation to each of major capabilities required for the successful introduction of new curriculum and textbooks into the primary schools of Afghanistan.

Materials Preparation

In Planning the Primary School Curriculum in Developing Countries (UNESCO, International Institute for Educational Planning, 1972), Hawes identifies the following five tasks as being required of those who attempt curriculum change:

1. They must gather information on which to base their planning, ranging from the simplest facts about the schools to the highly sophisticated realms of psychological and sociological research.
2. They should decide what the objectives of their curriculum should be and discuss these objectives with the curriculum users.
3. They need to work out a strategy for curriculum change, decide on its timing and extent, and how it is to be financed. They must set up administrative machinery to control it.
4. They must undertake the detailed processes of curriculum development: the planning, trial, and modification of syllabi and educational materials leading to their introduction into schools.
5. They need to devise means of evaluation and feedback through the development of an efficient system of school examinations and through other types of formal and informal evaluation to be undertaken at all stages of developing the curriculum. All evaluation should be linked to the objectives set.

The Curriculum and Textbook Project followed the above task sequence rather closely as it developed its materials preparation activities. Early in the project a series of diagnostic baseline studies of the

educational setting, system, and instructional materials were carried out.

These studies are illustrated by the following examples:

- "Education in Afghanistan," a descriptive-historical analysis of conditions and problems with which the Curriculum and Textbook Project had to deal.
- Studies of the speaking and listening vocabularies of Afghan children, with particular attention to words and concepts common to four major Pashtu dialects and five major Dari dialects.
- Analysis of readers that had long been in use. These studies found, for instance, that more than half of the words in each reader appear only once, and that about half of the words introduced in the first grade reader did not appear in the second grade readers.
- A study of third and fourth grade Afghan children's knowledge of selected social studies concepts.
- Child development studies of 10-year-old and 13-year-old Afghan boys and girls in order to obtain a clearer idea of their home circumstances, their interests, and their attitudes, particularly toward formal education.
- Teacher comprehension tests in mathematics and language arts were administered to assess their ability to understand and apply curriculum concepts and approaches.

The information gathered during the first two years of the project culminated in the publication of the "General Objectives and Purposes of School Education in Afghanistan" in 1968. These objectives were approved by the National Education Commission of the Government of Afghanistan. Prior to approval, the Steering Committee of the Curriculum and Textbook Project reviewed and revised the proposed objectives. The report included the following nine chapters:

- One: Values of Afghan Society
- Two: Societal Needs to Realize Values
- Three: Developmental Tasks of Different Stages in the Life of the Individual

Four: Basic Needs of Individuals

Five: Aims and Objectives of Education in Afghanistan

Six: Purposes of Primary Education

Seven: Purposes of Secondary Education

Eight: Purposes of Teacher Education

Nine: Purposes of Vocational Education

The approval and publication of this document is significant, not only as an accomplishment of the project, but also because it formed the basis upon which the structure of the primary curriculum was organized and the basis for external committee review of the textbooks that were developed by the project.

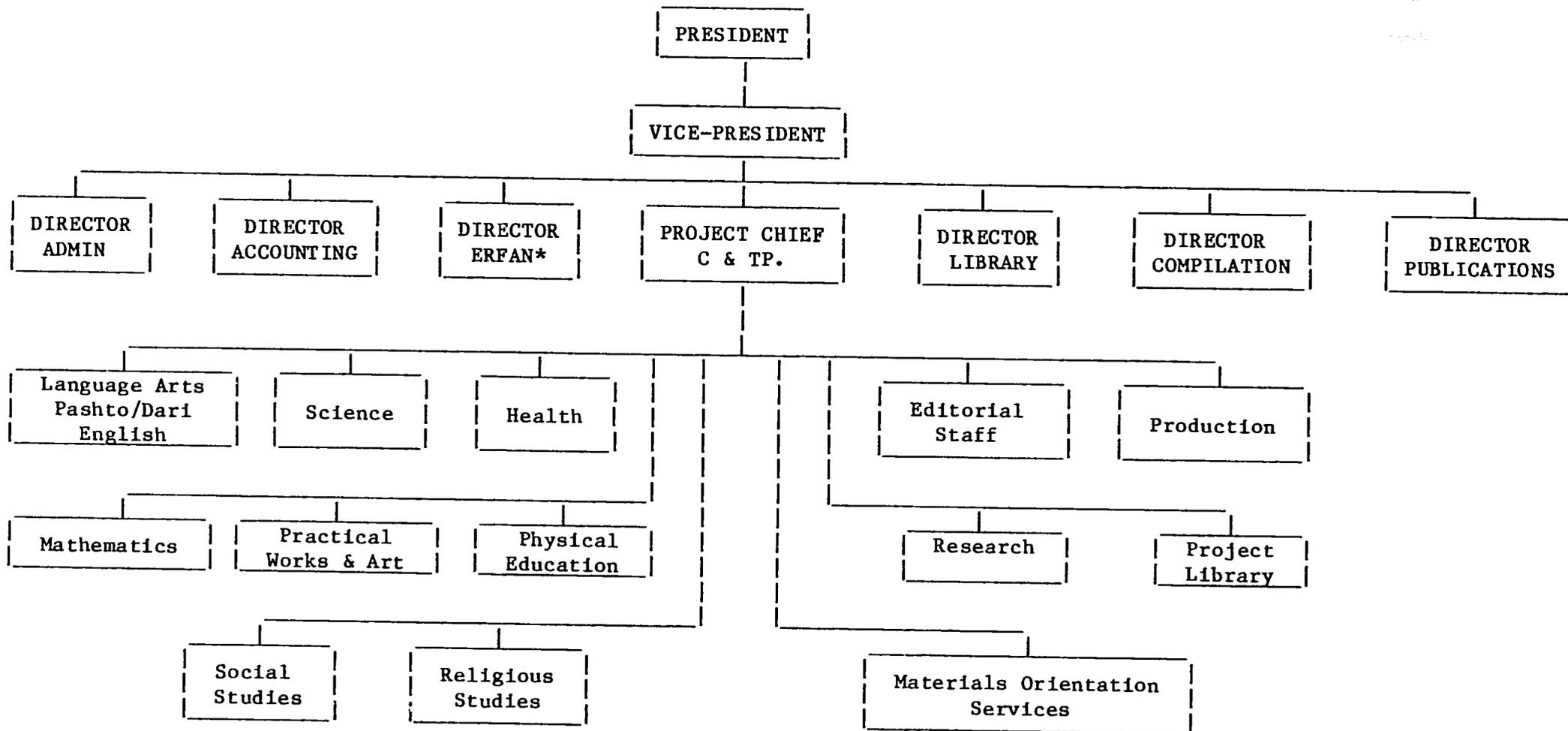
This document remained in force until a change in Government, when it was superseded by the Education Reform in 1975. With the objectives statement and the results of background studies in hand the project developed an educational program and subject schedule for grades one through six of the primary schools. After the new curriculum and schedule were approved, an organization for materials preparation, procedures for writing, testing, and approval, and a production schedule were developed.

The organization of the Curriculum and Textbook Project which emerged is shown on Chart I. Originally the project was attached to the Department of Primary Education. In 1973 it was moved to the Department of Translation and Compilation (more commonly known as the Department of Publications). Since that time the Department and the Project have become almost synonymous.

The Department was given the responsibility for:

1. the development of a modern curriculum structure for the primary schools;

MINISTRY OF EDUCATION
Department of Compilation and Translation
(Publications)



*Magazine

2. the production of new primary school textbooks and teachers' guides in religion, mathematics, language arts, science, health, social studies, practical works, and English; and
3. the establishment in the Ministry of Education of an official organization of highly qualified personnel capable of performing the various functions necessary for keeping the curriculum, its textbooks, and methods relevant to Afghanistan's aspirations and to the resources and competencies of its teachers.

Under the administration of the President of the Department of Publications, the project takes guidance from the Academic Committee of the Ministry of Education. Courses of study and curriculum guides for the different subject areas were developed by the staff in each section and approved by the Ministry of Education. The project now includes nine sections. A description of the purposes, procedures, and personnel in each section follows. The work of all of the sections is carried on under the supervision of Mr. Abdul Sami Hamid, the Director General of the Project.

Health and Physical Education--The Health and Physical Education Section is charged with the preparation of health textbooks and teachers' guides (including supplementary information booklets) in both Dari and Pashtu languages for the fourth, fifth, and sixth grades in accordance with the approved Health Course of Study (1969). It also has the responsibility of developing teachers' guides in physical education in both Dari and Pashtu languages in grades one through eight in accordance with the Physical Education Course of Study. In addition, the section has made recommendations on revision procedures for completed health textbook and teachers' guides and is developing a Teacher's manual in Health Education.

Planning for research and writing is based on the Scope and Sequence listed in the Health and Education Courses of Study. Each member of the section assumes major responsibility for the initiation and completion of entire manuscripts with the understanding that he or she can utilize the services of other members when the need arises. Materials are reviewed by the section, General Director of the Project, and editors prior to being produced for trial testing in the schools.

Trial testing encompasses the appropriate selection of teachers, periodic observation of their use of the new materials in the classroom, and actual testing of pupils with the assistance of the Research Section. During the trial testing period, periodic conferences are held with the teachers on the evaluation of the materials; and responses are recorded for purposes of revision. Revised manuscripts are submitted to the Review Committee for their reaction and revision. With the committee's approval, the manuscripts go forward to the General Director of the Curriculum and Textbook Division, the President of the Department of Publications, and the Academic Committee for consent and certification. This done, the Health and Physical Education Section and Production Section jointly oversee publication.

Personnel in the Section

Abdul Ahmad Amouzgar, M.Ed.
Naseer Aslami, M.S.
Nader Faroukh
Yasin Unicy, B.A.
Fawzia Olomi
Fawzia Isaque, B.A.
Basir Taraki, M.Ed.

The end of project status of the Health and Physical Education textbooks and teachers' guides is shown on Tables I and II, respectively.

Language Arts--Based on the National Commission's "Aims and Objectives of Education," (1968) activities of the Language Arts Section are directed toward the preparation of materials in three areas as follows:

1. Readers, Activity Books, and Teachers' Guides are being written in both Dari and Pashtu for Grades 1 through 8.
2. Texts and Teachers' Guides for both Dari as a second language and Pashtu as a second language in Grades 4 through 8.
3. English textbooks and teachers' guides for Grades 6, 7, 8.

Following the writing of these materials, they are edited and then prepared for tryout by the production section. During the field tryout, members of the section, in cooperation with the Research Section, carry out supervisory visits and conduct evaluations of both experimental and control groups. After revision based on trials, the materials are reviewed by external review committees. The final step in the process is to oversee the approved manuscript through the stages of printing and eventual introduction to school children throughout the country. As part of the last named step, members of the section participate in orientation courses for teacher educators, teachers, and other interested audiences.

Personnel in the Section

Mohmoud Amin, B.A.
Osman Azizi, M.A.
Hasan Gul Bandawal, M.A.
Abdul Ghafour Farighi, M.A.
Abdul Fatah, B.A.
Gul Mohammad, B.A.
Madiha Hessabi, B.A.
Mahmoud, B.A.
Sayed Obaydullah Kayumi, M.Ed.
Din Muztar, B.A.
Abdul Jabar Nader, M.A.

Nabi Naweed, B.A.
Pir Mohammad, B.A.
Sharifa Popal, B.A.
Ghulam Rabani, B.A.
Mohammad Hussain Rahmati, Head, B.A.
Abdul Chafoor Raheel, B.A.
Abdul Shurkur Sael, B.A.
Ghulam Sakhi, B.A.
Mohammad Qasim Salemi, B.A.
Zarein Shah
Noor Ahmad Tarin
Taza Weil, M.A.
Gul Jan Wrar, Ph.D.

End of project status of Languages Arts books is shown in Table III.

Mathematics--The Mathematics Section is engaged in the development of mathematics materials for the primary schools of Afghanistan. These materials, both in Dari and Pashtu, consist of students' textbooks and teachers' guides for all grades, one through eight, plus a separate mathematics handbook for teachers. All texts and guides are based on a syllabus formulated by a committee of educators and approved by the Ministry of Education.

The development of these materials involves numerous stages. For each grade the students' text and teachers' guide must first be carefully outlined to ensure a logical development and continuity. Next, a preliminary or trial version of the text and guide is written in rough form. At this time the entire text and teachers' guide are prepared on stencils, duplicated, and distributed to experimental schools where they are used by teachers for a full academic year.

The teachers are given no special preparation to teach the materials, nor do they receive any outside help during the year. Throughout the trial they must rely entirely on the teachers' guide for direction and assistance. During the year the students are tested and the teachers

TABLE III (Continued)

LANGUAGE ARTS

CURRICULUM & TEXTBOOK PROJECT

BOOK STATUS REPORT - DECEMBER 31, 1977

Book Number	Grade	Language D or P or E	Title	(T) or (TG)	Planned	Written	Tested	Revised	Approved for Printing	Final Art Work	Final Typing	Sent to Press	Printed	Distributed
30.	5	D2L	Teachers' Guide	TG	X	X	X	X	X	X	X	X		
31.	5	P	Reader/Language Skills	T	X	X	X	X	X	X	X	X		
32.	5	P	Teachers' Guide	TG	X	X	X	X	X	X	X	X		
33.	5	P2L	Reader/Language Skills	T	X	X	X	X	X	X	X	X		
34.	5	P2L	Teachers' Guide	TG	X	X	X	X	X	X	X	X		
35.	6	D	Reader/Language Skills	T	X	X	X	X	X					
36.	6	D	Teachers' Guide	TG	X	X	X	X	X					
37.	6	D2L	Reader/Language Skills	T	X	X	X	X	X	X	X			
38.	6	D2L	Teachers' Guide	TG	X	X	X	X	X	X	X			
39.	6	P	Reader/Language Skills	T	X	X	X	X	X		X			
40.	6	P	Teachers' Guide	TG	X	X	X	X	X					
41.	6	P2L	Reader/Language Skills	T	X	X	X	X	X	X	X			
42.	6	P2L	Teachers' Guide	TG	X	X	X	X	X	X	X			

interviewed to determine the strengths and weaknesses of the trial materials. Based on this feedback, the manuscripts are revised.

After the revision has been completed, the manuscripts are submitted to a Review Committee to assure adherence to the syllabus and to determine their suitability for general use. The finished manuscripts are then passed on to the Academic Committee of the Ministry of Education for final approval. Once approved by this Committee, the manuscripts are ready for transmittal to the press.

During the printing process the section works jointly with the Production Section and the press on the final layout, design, and proof-reading of the books.

Personnel in the Section

Abdul Karim Azizi, Head, M.A.
Amanullah, M.S.
Mohammad Anwar Bawarry, B.S.
Rahmatullah Noory, B.S.
Ghulam Noorzad, M.A.

The end of the project status of Mathematics book production is shown on Table IV.

Practical Works--The Practical Works Section has two parallel, but separate responsibilities: first, writing teachers' guides--grades 4, 5, and 6 for girls; and second, writing separate teachers' guides--grades 4, 5, and 6 for boys. All guides are written by Afghan authors in both Dari and Pashtu languages and follow the content imperatives of the Practical Works Course of Study and Guidelines for Teachers (1970, separate documents for boys and girls). Drafts of individual chapters are first submitted to the Practical Works Committees for review. The section researches, writes, and, with the assistance of the Research

TABLE IV

MATHEMATICS

CURRICULUM & TEXTBOOK PROJECT

BOOK STATUS REPORT - DECEMBER 31, 1977

Book Number	Grade	Language D or P or E	Title	(T) or (TG)	Planned	Written	Tested	Revised	Approved for Printing	Final Art Work	Final Typing	Sent to Press	Printed	Distributed
1.	1	D	Mathematics	T	X	X	X	X	X	X	X	X	X	X
2.	1	D	"	TG	X	X	X	X	X	X	X	X	X	X
3.	1	P	"	T	X	X	X	X	X	X	X	X	X	X
4.	1	P	"	TG	X	X	X	X	X	X	X	X	X	X
5.	2	D	"	T	X	X	X	X	X	X	X	X	X	X
6.	2	D	"	TG	X	X	X	X	X	X	X	X	X	X
7.	2	P	"	T	X	X	X	X	X	X	X	X	X	X
8.	2	P	"	TG	X	X	X	X	X	X	X	X	X	X
9.	3	D	"	T	X	X	X	X	X	X	X	X	X	X
10.	3	D	"	TG	X	X	X	X	X	X	X	X	X	X
11.	3	P	"	T	X	X	X	X	X	X	X	X	X	X
12.	3	P	"	TG	X	X	X	X	X	X	X	X	X	X
13.	4	D	"	T	X	X	X	X	X	X	X	X		
14.	4	D	"	TG	X	X	X	X	X	X	X	X		
15.	4	P	"	T	X	X	X	X	X	X	X	X		
16.	4	P	"	TG	X	X	X	X	X	X	X	X		
17.	5	D	"	T	X	X	X	X	X	X	X	X		
18.	5	D	"	TG	X	X	X	X	X	X	X	X		
19.	5	P	"	T	X	X	X	X	X	X	X	X		
20.	5	P	"	TG	X	X	X	X	X	X	X	X		
21.	6	D	"	T	X	X	X							
22.	6	D	"	TG	X	X	X							
23.	6	P	"	T	X	X	X							
24.	6	P	"	TG	X	X	X							

Section, tests its own materials in a cross-section of elementary schools for boys and girls in the Kabul Province.

Following a one-year tryout in these schools, the teachers' guides are again submitted to the Practical Works Review Committees for a second revision.

Finally, the Practical Works staff cooperates with the Production Section in facilitating publication of the materials.

Using the same procedures, the section is also developing teachers' guides for Arts and Crafts in grades one, two, and three.

The section will also be responsible for materials for vocational education in grades seven and eight.

Personnel in the Section

Abdul Aziz Gandumi, B.A.
Ghulam Aslami, B.A.
Marufa Mehr, B.A.
Islamuddin Muslim, M.A.
Najiba Safi, B.A.
Raz Zaray, Head, M.A.

Table V shows the end-of-project status of production by this section.

Science--The Science Section is charged with the preparation of science textbooks and teachers' guides in both Dari and Pashtu language for the fourth, fifth, sixth, seventh, and eighth grades in accordance with the approved Science Course of Study (1970).

Initial planning and writing is based on the Scope and Sequence of Science Concepts as listed in the Science Course of Study. Each individual in the section is assigned chapters to write. After they are written, the chapters are reviewed by members of the section, and revised, if necessary, with suggestions for improvement. The manuscript is then

TABLE V
PRACTICAL WORKS

CURRICULUM & TEXTBOOK PROJECT
BOOK STATUS REPORT - DECEMBER 31, 1977

Book Number	Grade	Language D or P or E	Title	(T) or (TG)	Planned	Written	Tested	Revised	Approved for Printing	Final Art Work	Final Typing	Sent to Press	Printed	Distributed
1.	1	D	Arts and Handicrafts	TG	X	X	X	X	X	X				
2.	1	P	"	TG	X	X	X							
3.	2	D	"	TG	X	X	X							
4.	2	P	"	TG	X	X	X							
5.	3	D	"	TG	X	X	X							
6.	3	P	"	TG	X	X	X							
7.	4	D	Practical Works (Boys)	TG	X	X	X	X	X	X	X	X	X	X
8.	4	P	"	TG	X	X	X	X	X	X	X	X	X	X
9.	4	D	Practical Works (Girls)	TG	X	X	X	X	X	X	X	X	X	X
10.	4	P	"	TG	X	X	X	X	X	X	X	X	X	X
11.	5	D	Practical Works (Boys)	TG	X	X	X	X	X	X	X	X	X	
12.	5	P	"	TG	X	X	X	X	X	X	X	X	X	
13.	5	D	Practical Works (Girls)	TG	X	X	X	X	X	X	X	X	X	X
14.	5	P	"	TG	X	X	X	X	X	X	X	X	X	
15.	6	D	Practical Works (Boys)	TG	X	X	X	X	X	X	X			
16.	6	P	"	TG	X	X	X	X	X					
17.	6	D	Practical Works (Girls)	TG	X	X	X	X	X		X			
18.	6	P	"	TG	X	X	X	X	X	X	X			

edited by project editors, after which it is calligraphed, illustrated, and reproduced by the Production Section for field testing.

Field testing involves observation of classrooms using trial materials, obtaining feedback from teachers, and testing children with the cooperation of the Research Section. The texts and teachers' guides are then revised again, using the results of the trial testing.

The revised materials are then submitted to the Science Review Committee. With that committee's approval, the manuscripts go forward to the Director General, the department president, and the Academic Committee for consent and certification. This done, the Science Section and Production Section jointly oversee production.

Personnel in the Section

Mohammad Aziz, B.S.
Sayed Abdul Ali Jouyan, Head, M.A.
Noor Jahan Fazel, M.S.
Habibullah Masoumi, B.S.
Ahmad Hassan Quraishi, M.A.
Ali Yawar, M.Ed.
Mohammad Zaher, B.S.
Gul Salith, B.S.

The production status for this section is shown by Table VI.

Social Studies--The Social Studies Section is charged with the preparation of social studies textbooks and teachers' guides in both Dari and Pashtu languages for the fourth, fifth, sixth, seventh, and eighth grades in accordance with the Social Studies Curriculum Guide for Primary Schools (1969). Pursuant to this charge and subject to the oversight of the General Director of the Materials Preparation Division, the President of the Department of Publications, and the Ministry of Education's Academic Committee, the section plans, writes, and, in cooperation with the

Research Section, tests its textbook materials. Fulfillment of these responsibilities depends upon full access to representative primary schools as testing sites and full authority to work directly with the teachers selected to use tryout materials.

After tryout, textbooks and teachers' guides are revised and submitted to the Social Studies Review Committee. With that committee's approval, the manuscripts go forward to the General Director, the President of the Department of Publications, and the Academic Committee for consent and certification. This done, the Social Studies Section and the Production Section jointly oversee publication.

Personnel in the Section

Taher Badakhski, B.A.
Ghulam Eqbal, M.Ed.
Gilallani Frahmand, Ph.D.
Ghulam Foroughkamal, B.A.
Ansarullah Hamdard, B.A.
Halad Khan Hekmaty, Head, M.Ed.
Mohammad Jan Jahanyar, M.A.
Naim Mahmud, M.S.
Asadullah Noori, M.S.
Asadullah Raed, Ph.D.
Rahila Wasy Roshna, M.A.
Mohammad Sayed Yusofi, B.A.

Table VII shows this section's production status.

Religion¹--The new textbooks and teachers' guides in religion have been developed by an educated mullah working in the General Directorate of Curriculum and Textbooks. No foreigners have advised in relation to religion. They have helped only to be sure the materials were educationally sound. These books have been developed to conserve the religious

¹Even though no advisors were assigned to this area, it is included in the report because the production of the materials developed was a project activity.

and cultural values of Islam in Afghanistan. They have been done with care and reverence for the Holy Koran and its teachings. There is one book for grades 1-3 and a separate pupils' book and teachers' guide for grades 4, 5, 6, 7, and 8. Using the teachers' guide and these books will teach the nation's children about the importance of Islam in their lives and the life of the Republic.

Table VIII shows the book-production status of this section.

Research--The major responsibility of the Research Section is to assist the subject area sections in evaluating the curriculum materials as they are developed and introduced in Afghan schools. It designs and conducts studies directed to such questions as: How does the learning performance of pupils using the new materials compare with that of pupils using the traditional materials? What parts of the new materials are too difficult, misleading, or unclear to pupils and, accordingly, in need of revision? How effectively are teachers able to use the new materials and what kinds of help do they need? What differences are there among schools in terms of the success pupils have in learning from the new materials? In what general and specific ways can the new materials be improved?

In providing an evaluative service to the Materials Preparation Division as a whole, the Research Section must work closely with the respective subject-area sections. Thus, it advises the sections on the selection of trial schools for the new materials, on the construction of tests to be used in assessing pupil progress in learning the new materials, on testing procedures, on other sources of evaluative information, and on the analysis and interpretation of results.

In sum, the research activities of this section are basically evaluative in nature and are viewed as an integral part of the process of materials development. By providing essential feedback based on field trials of the new materials, they help ensure that the materials will be responsive to the needs and realities of Afghan schools.

Personnel in the Section

Mir Sayed Ahmad, B.A.
Noorudin Basir, B.S.
Ghulam Siddiq Jahed, B.A.
Khaligdad, B.A.
Naim, B.A.
Saleh Rahimi, M.A.
Abdul Qayum Safi, M.Ed.
Abdul Wahed, B.A.
Miragul Yawar, B.A.
Aziz Ahmad Yusofzai, Ed.D.

Materials Orientation Service Section (MOSS)--This section is one of the general services sections in the project, which means it works with all the other sections, as do the Research and Production sections, and must then work with the Departments of Teacher Education, Inspection, etc. to help coordinate the education of teachers and their supervisors and administrators in the use of the new materials. Thus, there is first the problem of impressing the various writing sections of the Project with the urgency of always considering the teachers' classroom problems of instruction. The Teacher Education Section serves the various sections by routinely raising the problems of utilization.

There is also the problem of having a comprehensive approach or conception of teacher education that encompasses all aspects of teaching and matching that conception with a coordinated long-range plan for teacher preparation in cooperation with the well-established system of the Department of Teacher Education, the UNESCO advisors, and the Depart-

ment of Inspection. Third, there is the task of preparing materials for teaching teachers and their supervisors and administrators about the new curriculum and textbooks. Fourth, there is the correlated task of joining with the appropriate authorities in planning workshops, re-designing teacher education syllabi and textbooks, so as to give functional treatment to the implications for new methods called for by the new curriculum and text materials.

Unfortunately, for a variety of reasons, cooperation with other departments and agencies was not very successful and a coordinated plan for in-service and pre-service teacher education has not been achieved.

In the absence of a coordinated, cooperative program, the section has planned and conducted regional workshops for inspectors, headmasters, and provincial education officers during the past eighteen months. The first cycle of workshops introduced the new materials and methods for grades one through three. It was completed in January 1977. The second cycle, to introduce the fourth, fifth, and sixth grade programs, is underway and should be finished early in 1978. At that time, all of the materials in grades one through six will have been introduced to key personnel in all of the provinces.

Personnel in the Section

Ibrahim Bamiami, M.Ed.
Mia Gul
Ahmad Jan
Cher Pashton
Abdul Wakil, Head, M.A.
Munnier Wardak, B.A.

Production--The Production Section is responsible for (1) preparation of artwork for trial materials and for the final printed books;

(2) preparation of calligraphy for trial materials; (3) typing of trial materials, teachers' guides, courses of study, and other needed materials in Dari and Pashtu; (4) overseeing the production of trial materials; (5) preparing printing specifications for all books before they are sent for printing; (6) developing specification in liaison with Education Press on printing of the books, including handling of proofs, consultation on format, and monitoring the production schedule; and (7) development of an overall schedule of preparation and production of the new primary school books, reflecting the realities and the expectations of each academic section.

Personnel in this section work closely with each of the other sections in the project and with the Education Press. (The production Section is responsible for most of the publishing activities within the project. They are assisted by project editors and section members who proofread the manuscripts. There is also a materials center in the project which houses books and materials related to project activities in all of the sections.)

Personnel in the Section

Abdul Jalil Akhundzada
Hashem Chorbandi
Habibullah Habib
Abdul Ahmad Jamili
Nasratullah Nasrat
Shoaib Shafiqi
Timur Shah
Mohammad Suliaman, Production Manager, B.S.
Zaher Taheri

Publishing

The preparation of trial materials for testing in the schools and the final manuscripts for printing by the Education Press was developed as a cooperative series of activities involving the writing sections, the production section, editors and personnel at the Press.

The need for assistance in this area became apparent as the volume of manuscripts began to increase. During contract negotiations with the host country a request for assistance in this area was favorably received and an advisor (Robert MacMakin) arrived in Afghanistan in March, 1971. Prior to his arrival the preparation of manuscripts had proceeded independently in the various writing sections. The services of the few artists, calligraphers, and typists assigned to the project were not coordinated and production schedules were not established. Delays were extensive and competition among writing sections for the services of a limited number of production personnel was the standard procedure.

The first step taken to overcome some of the above problems was the bringing together of the artists, calligraphers, and typists into a newly established Production Section of the project. An overall schedule for manuscript production was developed, as well as schedules within each of the writing sections based upon the steps included in the book production process from initial outlines through printing and distribution.

With the increase in work load, which resulted from the preparation of more manuscripts in each section, the need for additional (and better qualified) artists and typists became apparent. A struggle to obtain

M.O.E. approval to employ more typists continued throughout the life of the project. When positions were approved, it was difficult to staff them with individuals capable of typing manuscripts acceptable for off-set reproduction as trial materials or as final copy to be sent to the press. Although the typing situation improved over the last few years of the project, the need for more and better typists persisted as a serious problem.

The need for more artists was also recognized, but even more apparent was the need for training the artists in book illustration to improve the quality of work. In 1971 an arrangement was worked out with the Franklin Books Program in Tehran to provide training for artists, calligraphers, and the project librarian at their facilities. This program was especially fortuitous since language would not be a problem and there was no charge for the training. Since September, 1971 a total of thirteen participants received short-term training in this program (see Table IX). The variety of types of illustration required of the artists expanded over the years, and their ability to respond more effectively to increased demands improved as a result of additional experience and training.

With the assignment of Mr. Suliaman as production manager and head of the section in 1974, a gradual turn over of responsibility for the production activities to Afghan personnel was initiated. By the end of the project, the planning, execution, and monitoring of the production process was being carried out with minimal assistance from the foreign advisor. With the gradual assumption of leadership in this area by Afghan personnel, the advisor was able to spend more time assisting with distribution and Education Press activities.

TABLE IX
Participants Trained in Iran
1971 - 1977

Name	Training Program Initiate 9	Total Months of Training
Taheri	September 1971	6
	April 1973	6
Jonfeshan	February 1972	6
	June 1973	
Nasrat	August 1972	6
	April 1976	
Rabani	May 1972	6
	October 1973	
Schoaib	April 1974	6
Akhondzadah	September 1975	6
Ghorbandi	October 1976	6
Timor Shah	January 1975	6
Suliaman	September 1975	5
Rashed Seljoki	December 1974	1
Wardak	December 1974	1
Habib	October 1974	6
Fizza Nassam	January 1975	3

TABLE IX
Participants Trained in Iran
1971 - 1977

Name	Training Program Initiate 9		Total Months of Training
Taheri	September 1971	April 1973	6
Jonfeshan	February 1972	June 1973	6
Nasrat	August 1972	April 1976	6
Rabani	May 1972	October 1973	6
Schoaib	April 1974		6
Akhondzadah	September 1975		6
Ghorbandi	October 1976		6
Timor Shah	January 1975		6
Suliaman	September 1975		5
Rashed Seljoki	December 1974		1
Wardak	December 1974		1
Habib	October 1974		6
Fizza Nassam	January 1975		3

Production

Since the production advisor was directly concerned with the production of the new textbooks and teachers guides being prepared by the project, it was quite appropriate that he spend a good deal of time working with the people at Education Press, where most of the books were being printed. Add to that the fact that Mr. MacMakin had worked at the Press for six years prior to joining the project and had a very good understanding of the capacities and the operational problems of the Press, one can see why it was natural that he provided a linkage between the project and the Press.

Franklin Book Programs had been operating the Press under a lease agreement for the seven years prior to the initiation of the C & T project, and the output of the Press had risen from 750,000 to over 3,000,000 books per year. The unit cost of printing books dropped to less than half what it had been before the lease began. This was a remarkable achievement having been accomplished with an all-Afghan staff for the last four of the seven years. It looked at that time as if the Press was the strongest link in the whole book preparation-production-distribution-utilization chain.

Unfortunately, due to misunderstandings, personal differences, and other problems the atmosphere of effective interrelations between the Press and the Ministry of Education became clouded. This resulted in Franklin terminating the lease and the Ministry resuming direct control of the Press. The organizational structure that had worked so well for Franklin could not be fitted back into the standard governmental pattern and, from a management point of view, the efforts of nine years were somewhat dissipated. The training and development which the press staff

had received, however, remained a strong factor in enabling printing operations to continue at a good level in spite of management setbacks. Struggling with the problems associated with trying to operate a press under ministerial bureaucratic systems, the management was able to raise the level of production to close to the Franklin high-water mark. Meanwhile, the demand for books continued to increase.

Mr. MacMakin was asked formally by the Deputy Minister of Education to act as advisor to the Press in 1973 and functioned in that capacity until the project ended. This meant providing immediate assistance at the Press with estimating and pricing schedules based on those introduced ten years earlier, and in the ordering of much needed paper and other supplies from abroad. The shortage of paper and the difficulty the Press had in getting government permissions, funding, and the invoices needed to get paper ordered and delivered was a serious handicap to production until 1977. Improvement resulted through the purchase of 500 tons of paper from Japan and the gift of 1000 tons from Holland.

When the Grade One Language and Mathematics books were sent to the press in 1974 it marked a crucial stage in the implementation of the Curriculum and Textbook Project. Other books had been printed and distributed for several subjects in grades four to six, but this was the beginning of the introduction of the new systems of teaching language and mathematics and also locked the project into a year-by-year schedule of introduction of books through grade six. To be sure of meeting the production schedule for these books, the Ministry of Education requested financial assistance from USAID to finance the printing of some of the books in Tehran on a one-time-only basis. Mr. MacMakin was sent by USAID

to Tehran to present the specifications to Franklin Book Programs there and to work out the costs of the program. USAID approved the request for assistance in December 1974. He went to Tehran again, with Mr. Haleem Wardak, then Vice President of Education Press, and Mr. Rashed Seljuki, Director of the Publications Section of the Curriculum and Text-book Project. Mr. Wardak and Mr. Seljuki remained in Tehran on short training programs at Franklin and at Offset Press and helped see the books through the press.

The books were produced and shipped (almost on schedule) and a special effort was made on their arrival in Kabul to get them into the schools for the school year which had just started. Mr. Wardak, then Acting President of the Press, and Mr. Aini, head of distribution, with the help of Sanford Cobb, the TCCU textbook distribution consultant then working with Mr. Aini, exhibited great energy and ingenuity in getting the books to the provinces and into the schools.

Work with the Press might be divided into two parts. The first was helping to develop procedures to insure that the books from the project would be printed properly and on schedule. This meant working with the various academic sections on specifications for the books and with the Press in meeting specifications. It also meant helping keep the flow of manuscript proofs to the project and back to the Press moving and the work in the Press going as fast as possible. The second part of the work in the Press had to do with helping with future development planning. The Press was badly in need of a physical renewal as well as improvement in its management systems.

Beginning in late 1975, with the expression of interest on the part of the World Bank in assisting in the physical development of the Press, analyses of future requirements were made by the Press management and proposals made for future development of Press facilities. Project advisors, particularly Mr. MacMakin, helped in the gathering of data and the formulation of proposals. Team members continued to work with the Press management and with the World Bank missions and later with the Canadian International Development Agency (CIDA) missions when CIDA took over the project of assisting in printing and distribution as a bilateral effort.

Plans for the CIDA project, scheduled to get under way in January 1978, called for a new Education Press building, new equipment, and technical assistance to make the new systems work. This should give the Ministry of Education a production capability which will meet the country's textbook printing needs for the next ten years or more and the ability to further develop those capabilities in the period beyond that.

Distribution

Even though the production advisor's original scope of work did not include assistance with textbook distribution, he quickly became involved with Ministry planning in this area. In March 1971 a meeting was held on textbook distribution chaired by the First Deputy Minister of Education, Dr. Samadi, which included representatives of the Ministry, USAID, TCCU, The Asia Foundation, and Franklin Book Programs. From this meeting came the first proposal for a project to reorganize and modernize the textbook warehousing and distribution system and facilities.

From that point on, for the next three and a half years, numerous committees prepared proposals and reports and tried to maintain distribution problems as a priority concern in the M.O.E. Plans developed during 1971 and 1972 included the idea of a centralized textbook distribution organization separate from any department of the Ministry; the direct distribution of books from the center to the provinces; and the development of an effective information gathering and processing capability to support the proposed system.

The many steps forward and backward taken during this period were reviewed in two reports prepared by the project in January 1973 and April 1974. These reports represented efforts to get the discussions on distribution back on track after they had lagged due to the turnover of Ministry personnel and the loss of previous official project proposals in the bureaucratic maze. These reports and their enclosures, besides helping to get the discussions moving again, provided an historical background when a distribution advisor arrived on the scene in late 1974.

In March 1974 Mr. Daud Shah Aini was appointed to the post of Director General of Distribution and the Ministry requested a short-term advisor in textbook distribution from USAID. With these moves, specific action oriented activities regarding the development of a new distribution system began to replace random meetings and discussions. TCCU was asked by USAID and the host country to provide a distribution advisor for a three month period as early as possible.

In October 1974 Sanford Cobb arrived in Kabul for a three month stay, which was later lengthened to five months. The "Cobb Report," prepared at the end of his stay, is a complete summary of distribution activities

and plans developed before his arrival and a detailed presentation of proposals "On a Revised Procedure for Distribution of Textbooks". Mr. Aini and Mr. Cobb presented the proposals to the two Deputy Ministers of Education on December 3, 1974. These included draft versions of manuals for instruction in control procedures, warehousing, and school usage of books.

The proposals submitted by Mr. Aini and Mr. Cobb were approved in principle by the Ministry Council in December 1974. Unfortunately, there was another change of Ministry personnel at that time. With the appointment of a new Minister and two Deputy Ministers, continuity was lost again. In addition, government concern with implementation of the New Education Reform and the new Seven Year Plan consumed most of the time and energies of Ministry officials. As a result, implementation of the new distribution procedures did not go forward. Mr. Aini was later appointed Vice President of Administration with more general responsibilities, and his successor did not push for changes in distribution procedures.

In the last two years of the project a recognition of the need for outside assistance to get the new system established and working emerged. A distribution advisor and funding for construction of a model regional warehouse was included in a proposed USAID project for follow-on assistance at the end of the Curriculum and Textbook Project. This element of the proposal was designed to complement the assistance then being contemplated by the World Bank for constructing and equipping a new Education Press and several textbook distribution centers. When the

Education Press project was approved for bilateral assistance by the Canadian International Development Agency (CIDA), they also assumed responsibility for construction of a central textbook distribution facility and six regional facilities, as well as assistance in developing and introducing the distribution system required to get the books from the press through the distribution facilities into the hands of the students in a timely fashion.

While the plans of the World Bank and CIDA were being developed, project advisors worked closely with them and officials of the Ministry of Education and Ministry of Public Works on plans for the distribution facilities as well as those of the new press. If the CIDA project proceeds on schedule, the new distribution system should be in place and functioning within the next two years.

It should be pointed out that the textbooks which have been printed are in the hands of most of the teachers and students. However, there are still many problems with the distribution system which result in some books not reaching the schools at all and others arriving late and sometimes in insufficient quantities. The new system should do much to overcome these problems.

Utilization

As the new curriculum and the new materials were being developed, and especially when the trial materials were being introduced into the experimental schools, it became apparent that primary school teachers would require training in order to effectively implement the new program. Since previous donor efforts and the continuing presence of UNESCO were

concentrated in the area of teacher training, the need for introducing the new curriculum, materials, and teaching techniques was viewed as a cooperative activity.

During the early stages of the project little attention was given to the teacher training aspects of the proposed changes in the elementary program. It was not until 1972 that a full time advisor (Dr. Donald Schutte) arrived in Kabul to assist with the teacher training activities associated with the introduction of the new curriculum and materials. For two years prior to his arrival members of the TCCU team had spent part of their time coordinating and planning activities designed to orient in-service teachers and to introduce the new materials to pre-service teachers in the teacher training institutions. These initiatives represented attempts to coordinate the teacher training activities and responsibilities of the Department of Primary Education, the Department of Teacher Education, the Academy for Teacher Educators, and the UNESCO Advisory Team. A number of seminars were held and project team members made presentations to teachers, administrators, inspectors, headmasters, and others as part of the program of other general meetings. In addition individual writing sections of the project, particularly health and physical education, organized seminars to introduce their new materials to teachers in the Kabul area.

Project reports state that even though the presentations were of high quality and were well received by the various audiences, they did not represent a systematic approach to the problem of reaching all of the pre-service and in-service primary school teachers. The frequent changes in leadership in the Ministry of Education, the various departments

involved, and the turnover of staff and reorganization of the UNESCO teams destroyed continuity and there was very little cooperation between and among the departments involved within the Ministry. It should also be noted that the new textbooks and teacher guides were not available in most of the subject areas until 1974 and even then they were mainly in the early grades. Since the majority of primary teachers were using the old materials and would for several years, their needs had to be taken care of in order to maintain the quality of the existing school program. Without materials in hand, it was also difficult for the pre-service program to introduce the new materials to their students.

The factors cited above, as well as others documented in six-month reports and project evaluations, resulted in very slow progress in regard to helping teachers understand and use the new materials as intended by the developers. The need for closer cooperation and collaboration between the Department of Publication and the other departments involved in teacher training lead to the establishment of the Materials Orientation Service Section within the project and the provision of a full time advisor to assist with and help coordinate teacher training activities.

The advisor had the following job description.

- To advise, plan, coordinate and participate in courses and programs having as their purpose the proper utilization of textbooks with the departments in M.O.E., i.e. Department of Teacher Education, including the Teacher Training Institutions and UNESCO, the Department of Planning (Teacher Ed. Statistics), the Department of Primary Education, the Department of Inspection, Educational Broadcasting, Audio-Visual AID Center.
- To plan, coordinate and participate in Teacher Education Activities in Cooperation with Subject Sections within the Directorate of Curriculum and Textbook Development.
- To cooperate as an active participant with the Research Section in the planning and coordination of the work of the Research Section as they pertain to Teacher Education.

- To cooperate with the Production Department of the General Directorate of the Curriculum and Textbook Development in activities related to Teachers Education materials.
- To conduct surveys in the field to determine and help solve the problems concerned with the proper utilization of Textbooks and Teachers' Guides and Supervisors, Inspectors, and Headmasters Training Materials related to the same.
- To develop and coordinate the production of Teacher Education Materials, reports, A.V. aids as required in courses and programs designed to further Teacher Education.
- To assist the Chief of Party, the President of Publications, the General Director of Curriculum and Textbook Development and other officials of the Ministry of Education to advance the proper utilization of the new Curriculum, Textbooks and Teachers Materials and to advance the work of the General Directorate and teacher education in Afghanistan in any way requested and possible.
- To plan, coordinate and participate in the work of colleagues assigned to teacher education work within the General Directorate of the Curriculum and Textbook Development, e.g. media specialists and technicians.
- To devise a training program to advise and train Afghan colleagues who will eventually assume the duties listed above.

With an advisor on the scene and the Materials Orientation Service Section (MOSS) established, activities in this area increased dramatically. Many additional opportunities were generated to introduce the new materials to a variety of audiences; audio-visual presentations were prepared; Afghan personnel were trained for the section; and several seminars for teachers were held. One of the most significant achievements was the National Curriculum Workshop held in the summer of 1975. This brought together representatives from several government ministries to discuss the curriculum in relation to the development needs of the country. Even with the increased emphasis and productivity, the activities were mainly centered in the project and represented project initiatives and sponsorship. Lack of cooperation and communication between departments continued to be a major problem. There were many meetings, frequent discussions, some planning, but little evidence of commitment or action.

At this juncture (1975) a number of textbooks and teacher guides were in the schools and, with the increase in productivity, many more were scheduled to arrive in the schools soon thereafter.

Aware of the fact that efforts to cooperatively implement teacher orientation activities were not meeting the needs, and recognizing the pressing need for action to be taken, it was during a meeting in the Autumn of 1975 that the Director General of the project and the President of the Department of Publications decided that the MOSS should move with all deliberate speed to introduce the new program on a nationwide basis independent of the other departments of the MOE. A plan was developed to establish a mobile team made up of members from each of the writing sections and to have regional workshops for provincial education officers, inspectors, and headmasters from each of the provinces to introduce the program and materials for grades one, two, and three. After the workshop, the inspectors were to conduct similar programs for the teachers under their supervision.

The workshops were held during the 1976-1977 school years, and evaluations and follow-up surveys indicated that the inspectors benefitted greatly from the programs and some did conduct follow-up sessions with their teachers. However, the quality of some sessions was questioned by the teachers involved and in far too many instances were not held. Even though the benefits were uneven, this project effort did represent the first systematic, nation-wide attempt to orient teachers regarding the use of the new materials. This effort was also significant in that it represented the first instance of a training program being cooperatively financed by MOE, Provincial Education Office, and project funds.

The second cycle of workshops to introduce material for the fourth, fifth, and sixth grades began in 1977 and was continuing at the end of the project. With the termination of project funding, the MOE arranged for UNICEF funds to support the second cycle of workshops. It should also be pointed out that the teacher education advisor completed his tour in the Autumn of 1976, and the workshops continued under the direction of project-trained Afghan personnel after his departure.

Even though the above accomplishments were commendable and worthwhile, they did not represent an adequate response to the need for pre-service and in-service teacher training in the use of the new materials and teaching strategies. This is, perhaps, the most important single factor in relation to having the curriculum and materials developed by the C & T Project make a significant impact on the lives of individual pupils and development in the country. The need to have teachers specifically trained in the implementation of the new program remains an unsolved problem and should be a high priority as future educational planning goes forward in Afghanistan.

Summary

An analysis of the present status of curriculum and textbook development for the primary schools of Afghanistan provides evidence that the project has reached, and in some cases exceeded, the targets established in the 1974 contract. A modern primary school curriculum structure (i.e., values, goals, and objectives) which is responsive to the development needs of Afghanistan and to the life experience of Afghan youth was developed and approved. Curriculum documents provided a framework for

the preparation of materials and criteria for the review and approval of textbooks and teacher guides by review committees.

A capability within the Ministry of Education to update the curriculum structure was also established. With the assistance of the research section and review committees, several subject areas were able to respond to the need for adjustments of goals and objectives. New subject areas were added to the original curriculum design and time allocations were modified. With the addition of grades seven and eight to the elementary school, the scope and sequence of primary school subjects was extended and new subject curriculums developed under the direction of project-trained Afghan educators. Procedures for curriculum design, development, and approval were established within the M.O.E. and personnel received training in this area.

The establishment of a capability for the preparation, writing, and testing of pertinent primary (originally grades one through six) textbooks based on the new curriculum structure for immediate introduction into primary schools as the materials were tested, approved and distributed and in accordance with the time phased Materials Production Schedule, was essentially achieved, and exceeded to some extent. While not always maintaining the ambitious schedule for the introduction of books into the schools, the one hundred forty two (142) manuscripts for grades one through six were written, tested, and revised. At Project termination, twelve (12) were at the approval stage, with the remaining one hundred thirty (130) either awaiting printing or already introduced into the schools. Tables X and XI show the project book production status as of December 31, 1977. As can be seen, the number of titles required was

TABLE X

BOOK PRODUCTION STATUS

DECEMBER 1974 - DECEMBER 1975 - DECEMBER 1976 - DECEMBER 1977

	Status Totals December 1974	Status Totals December 1975	Status Totals December 1976	Status Totals December 1977
In Planning Stage	2	0	0	0
In Writing Stage	28	18	10**	0
In Testing Stage	12	10	6	0
In Review & Approval Stage	50	49	38*	12
Approved Awaiting Printing	0	0	4	15
In Press	15	14	2	38
Printed But No Yet Distributed	19	14	2	2
Distributed	4	22	52	75
Totals	130	134	142**	142

*Two Health Teacher Information Manuals Added

**Four Religion Teacher Guides Added

TABLE XI

PRODUCTION STATUS

December 31, 1977

SECTIONS

Status	Language	Language 2	Math	Social Studies	Science	Health	Religion	Practical Works	Physical Education	Arts & Crafts	English	Totals
Plan												0
Write												0
Test												0
Revision & Approval				4			2		1	5		12
Await Print	4	2	4				1	2		1	1	15
In Press	8	6	8		4	2	2	5	2		1	38
Printed		2										2
Distributed	18	2	12	8	8	12	9	5	1			75
Total	30	12	24	12	12	14	14	12	4	6	2	142

increased over the last three years from one hundred thirty (130) to one hundred forty two (142). What the tables do not show is that fourteen (14) additional manuscripts for grades seven and eight were also written, tested, and revised. Thus a total of one hundred fifty six (156) textbooks and teacher guides for all subject areas were written, tested, and approved as of the end of the project and seventy-five were in the primary schools. An additional forty (40) could have been in the schools if the Education Press had an increased capacity for production.

The number of books completed, as well as the increased rate of production over the last two years, provides ample evidence of the establishment within the Department of Publications of the MOE of the capability to prepare textbooks and teaching materials. Since May, 1977 each of the writing sections and two of the service sections (Research and MOSS) have worked without the assistance of a foreign advisor. The continuing increase in project staffing and the increase in the number of trained Afghan personnel resulted in the development of a capability within each section of the project to perform its assigned functions. Policies and procedures were established in relation to each of the project activities. Project operational procedures were tested over a period of time, modified when necessary, and institutionalized. The preparation of materials by Afghan staff members under the direction of Afghan supervisors, without the assistance of foreign advisors, attests to the establishment of this capability.

Publication activities, even though the need for more and better qualified personnel remains, were up-graded and the quantity and quality of work in this area acceptable in most instances. The preparation of

manuscripts for printing kept pace with the writing and press schedules in the past. If, however, the capacity of the Education Press is increased, the publication schedule will have to be altered and production in this area will need to be expedited. The Education Press, after a number of initial problems under independent Afghan management, was operating at peak capacity at the end of the project. Considering the age of the equipment, the state of the physical plant, and the primitive management systems under which they have been required to function, the Press performed exceptionally well. Through extraordinary efforts on the part of the advisor and press personnel, books were printed almost on schedule for introduction into the primary schools.

A new plan for book distribution was developed through the project and was approved by the Ministry of Education officials. The plan includes the decentralization of materials distribution and the anticipation of school needs prior to the beginning of the school session. It simplifies the procedures required to obtain and account for books and other materials. The plan was not implemented for a variety of reasons. At the same time, it was apparent from surveys conducted in 1977 that the majority of textbooks were reaching the schools, even though they were often not on time and not always in adequate numbers. Government attempts to make the antiquated system of distribution more effective did result in better performance over the past two years. However, it was clear to everyone concerned that a new system must be implemented if a schedule of delivery is to be maintained as the demands on the distribution system become greater and greater.

Materials and procedures for the orientation of new teachers and

in-service teachers were developed by the Materials Orientation Service Section of the project. These were tested in a series of workshops which introduced the grade one, two, and three materials to inspectors in all of the provinces in 1977. A second cycle of workshops for inspectors to introduce the grade four, five, and six materials was being conducted as the project ended. These efforts were a step in the right direction, but were not nearly adequate in relation to the pressing need to train pre-service and in-service teachers to use the new materials as intended by the developers. Many orientation services were provided through project efforts, but the magnitude of this need was never fully grasped by the host country, and the cooperation and resources necessary to address this problem did not materialize. As the project ended, there were many indications that Afghan Government officials were more willing and better prepared to mount an intensive effort to meet the needs in this area.

Briefly stated the project has achieved the following major accomplishments.

1. A curriculum for grades one through six based on national goals and objectives and individual needs has been developed and approved.
2. One hundred forty-two manuscripts to implement all of the subjects in grades one through six have been written, tested and revised.
3. The capacity for curriculum development and materials preparation has been established within the Department of Publications of the Ministry of Education.

4. The Education Press has been helped to improve its production planning and operation within the limits of its present capacity.
5. Proposals for an improved distribution system have been developed and accepted in principle by the Ministry of Education.
6. Inspectors in each of the provinces have been oriented regarding the materials and programs for grades one through three and are being oriented to grade four, five, and six materials.
7. Afghan educators have been trained in curriculum development, educational materials preparation, and subject matter areas to ensure continuation of project activities after assistance is terminated.

It should also be noted that several areas require further attention if the ultimate benefits of the Curriculum and Textbook Project are to be realized.

1. The capacity of the Education Press needs to be enlarged to enable it to cope with present and future demands.
(CIDA will assist in this area)
2. A new distribution system needs to be developed and implemented (CIDA will assist in this area)
3. Pre-service and in-service teachers need to be trained to use the new materials and to implement the new curriculum.

4. A revision system needs to be institutionalized to keep the materials effective and up-to-date.
5. A management capability needs to be established within the Ministry of Education to coordinate the activities of each of the units involved in the education materials process to insure that the system functions effectively and efficiently.

As can be seen from the evidence available, this project accomplished a great deal and made, and will continue to make, a significant impact on education in Afghanistan. It is also apparent that more needs to be done.

METHODS OF WORK USED

When this project began in 1966 there were no systematic policies, procedures, or structures within the Afghanistan Ministry of Education for the development of curriculum or the writing of textbooks. There was also an absence of educators trained in either materials preparation or curriculum development. The lack of expertise and organizational capability in these areas dictated the initial strategies followed by the contract team. The first step was to provide the required expertise to begin curriculum development through the recruitment of a team of advisors with experience and training in various curriculum areas.

When the team was assembled, they proceeded to work with counterparts in the Ministry of Education to establish objectives and to develop a curriculum design for primary schools. The project was attached to the Department of Primary Education and project activities were guided by a steering committee comprised of high level MOE officials, representatives of the contractor, and USAID/A officials. The committee reviewed all policies and plans and generally administered all project activities. Under its direction, working committees were established consisting of contract team and Afghan personnel to develop a primary school curriculum. The products of these committees included the development of a statement of general aims and objectives for education in Afghanistan (August 1968), a statement of purposes for primary education (October 1968) behavioral objectives for primary education (October 1968) and a curriculum framework for primary schools with objectives of time allotments for each of the subjects to be taught (April 1969). Much specialist time was devoted to working cooperatively with

Afghan personnel in the activities required to produce the above documents and have them approved.

With the curriculum plan approved and with the move of the project to the Department of Publications, the preparation of trial materials was initiated. The major activities of project specialists at this juncture centered around helping the Afghans establish general policies and procedures for writing, illustrating, typing, reviewing, testing, revising, and obtaining approval for manuscripts. While this was being accomplished much attention was given to on-the-job, United States, and third-country training for Afghan educators assigned to the project. As the project matured, the team shifted responsibility for activities and leadership to Afghan personnel. As would be expected in a project of this nature, much outside assistance was required at the outset, but this situation corrected itself over a period of time as more Afghan personnel were assigned to the project and received training.

Over the life of the project, the number of specialists assigned varied with the identification of needs. Figure I shows the assignment and length of tour for each of the project advisors. Each of the team members was responsible for assisting in the establishment of procedures in the section to which he was assigned, helping with the work of the section, maintaining quality control within the section, training Afghan personnel, assisting with the coordination of inter-sectional and inter-departmental activities, and generally contributing to project planning and evaluation. As is the case with most development efforts, team members were called on to assist with a variety of activities by ministry officials and others which were outside the scope of the project.

Figure 1
T.C.C.U. STAFFING (Stateside)

Year	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977											
Coordinator		(1) Mullen			(3)	(4) (5) Fields			Whittemore		Atkins												
Admin. Assistant		(2)					Castro																
Practical Works	Beeney	Tilson			Sayres		Akeson				(A)												
Science		Heder					Kondo																
Language Arts		Roukema			Kauffman			Mayerson															
Language Arts							A. Cutler		M. Cutler														
Research		Lecouts					Lange		Sayres														
Mathematics		Kudd				Gilbert			Vogell														
Social Studies			Canfield				Niel		(B)														
Health			Owens				Pearson		Pearson														
Production								MacMakin															
2nd Language							Rideout																
Systems Analysis							Basa																
Teacher Educ.					(6)	(7)	(8) Schutte																
Research Asslt.							Easterly	Ward		Fairchild													
Total Staff:	2	4	8	9	6	5	5	6	8	8	13	14	14	14	12	12	12	9	7	6	8	5	2

Footnotes:

1. Dr. Heder served as acting coordinator.
2. Curriculum and Textbook Project served by TCCU/K.U. headquarters.
3. Dr. Owens served as coordinator.
4. Dr. Sayres served as coordinator.
5. Dr. Spearman, Chief of Party, moved from Kabul University to the Ministry of Education.
6. Dr. Sayres began the planning of in-service teacher education activities.
7. Dr. Fields carried on teacher education planning.
8. Dr. Lange is working at least half-time in teacher education.

A = Corwell
B = Whittemore

From the beginning it was understood that the most important contribution the project could make related to the future of primary education in Afghanistan would be to establish a capability within the Ministry of Education to develop and up-date the curriculum and to prepare high quality educational materials for the schools. In order to achieve this goal, the team concentrated its efforts upon assisting Afghan personnel in the development of policies and procedures which would work within their system. This required a thorough understanding of the educational governance system and the maintenance of close working relationships with officials within the system. As each element of the project was developed, careful attention was given to insure host country initiatives and solution strategies whenever possible. When this was not possible, every effort was made to educate the Afghan personnel involved concerning the decisions made and the reasons for them. This mode of operation required a lot of time and great patience, but it was generally agreed that it was necessary if the project was to have a lasting impact.

The work of the team was also complicated by the fact that materials were written in one of the two national languages (Dari and Pashtu), and many of the Afghan personnel did not speak or understand English. Many of the advisors did attain a degree of competence in Dari, but only a few were able to function in the language. As a result, much translation and interpretation was necessary, particularly in the early years of the project. As the Afghans became more fluent in English and more advisors became more fluent in Dari, this need diminished. As more Afghans received training and experience, the need to translate written

materials also decreased. What did continue throughout the life of the project was the need to maintain close working relationships with Afghan counterparts to avoid misunderstandings and confusion as a result of language difficulties.

Another factor which influenced the strategies adopted was the initial decision by the government of Afghanistan to develop a completely new curriculum structure and a new series of textbooks and teacher guides for the primary schools. The initial problem confronted by the team was the absence of a structure within the Ministry of Education for curriculum development and approval. The problem was further complicated by the almost complete lack of Afghan expertise in curriculum planning. The necessity of organizational development and policy planning going forward simultaneously resulted in very slow progress during the first years of the project. .

The overcoming of the obstacles encountered during the curriculum design phase of the project did help with the establishment of close working relationships among MOE, USAID, and TCCU personnel and officials which did continue throughout the tenure of the project. While always recognizing that the success of the project was basically dependent upon the performance of the host country, and that the ultimate responsibility for decisions was a Government of Afghanistan concern, problem-solving and solution implementation became a cooperative process. The establishment of the previously cited steering committee expedited this mode of operation. As the project developed this cooperative approach to project planning was also followed at the departmental level of operation.

Collaborative planning and operation was particularly vital to project success when the material development phase of the project began. Since the textbooks produced by the project were to be used in the schools as basic instructional materials, they had to be of high quality. The production activities had to proceed at the same time that the Afghan personnel responsible for them were being trained. This situation placed an extraordinary burden upon project advisors and host country personnel. It really represented an extreme example of learning by doing. During the beginning stages of writing the balance among having Afghan developed and based materials, advisor intervention, and quality control required that extremely sensitive working relationships be established and maintained. As Afghan personnel became more competent and independent this became less of a problem. It is apparent, however, that the above constraint resulted in the first products being inferior to those produced later, even though all of the materials are high quality and far superior to those previously used in the primary schools.

In addition to policy development, organizational development, the establishment of procedures and job descriptions, and the cooperative monitoring of production and quality control, each advisor was responsible for helping train the personnel assigned to his section. It was clear from the beginning of the project that every project member would not be able to participate in third-country or United States training and even those who were sent out of the country for training would be assigned to the project for a period of time before they would leave for training. Therefore a period of on-the-job training would have to be organized for

all project personnel. The advisor had the major responsibility for organizing the training procedures followed in each section.

As the organization structure for the Department of Compilation and Translation emerged (See Chart I, p. 15), the personnel requirements in each of the sections were identified. The number of personnel assigned to the project on December 31, 1977 is shown on table XII.

Procedures for recruitment and selection of personnel for each section were developed cooperatively by the Afghan Chief of the project, the President and Vice-President of the Department, the Section Heads, the staff in each section, and the project advisors on the TCCU team. It was very difficult to identify candidates with the qualifications desired and in many instances compromises had to be made. A number of individuals were assigned to the project by MOE officials without following the procedures established by the project. Even though there were problems such as those cited in obtaining qualified personnel to fill vacancies or newly created positions, the overall quality of the project staff was very good. When a new staff member arrived on the scene, the individual was paired with an experienced member of the section, and they worked cooperatively on a task. The assignments in most of the sections were often team efforts. The work of new personnel was closely monitored, and assistance was given as needed. When this induction was taking place and as each staff member was given additional and more demanding tasks, the individual's potential for success in an advanced training program was being judged by Afghan supervisors and the team advisor.

TABLE XII

ROSTER OF AFGHAN PROJECT PERSONNEL: DECEMBER 31, 1977

DIRECTOR-GENERAL

Abdul Sami Hamid, M.A.

HEALTH AND PHYSICAL EDUCATION SECTION

Abdul Ahmad Amouzgar, M.Ed.

Naseer Aslami, M.S.

Nader Faroukh

Yasin Unicy, B.A.

Fawzia Olomi

Fawzia Isaque, B.A.

Basir Taraki, M.Ed.

LANGUAGE ARTS SECTION

Mohmoud Amin, B.A.

Osman Azizi, M.A.

Hasan Gul Bandawal, M.A.

Abdul Ghafour Farighi, M.A.

Abdul Fatah, B.A.

Gul Mohammad, B.A.

Madiha Hessabi, B.A.

Mahmoud, B.A.

Sayed Obaydullah Kayumi, M.Ed.

Din M. Muztar, B.A.

Abdul Jabar Nader, M.A.

Nabi Naweed, B.A.

Pir Mohammad, B.A.

Sharifa Popal, B.A.

Ghulam Rabani, B.A.

Homammad Hussain Rahmati, Head, B.A.

Abdul Ghafoor Raheel, B.A.

Abdul Shurkur Sael, B.A.

Ghulam Sakhi, B.A.

Mohammad Qasim Salemi, B.A.

Zarein Shah

Noor Ahmad Tarin

Taza Weil, M.A.

Gul Jan Wrar, Ph.D.

MATHEMATICS SECTION

Abdul Karim Azizi, Head, M.A.

Amanullah, M.S.

Mohammad Anwar Bawarry, B.S.

Rahmatullah Noory, B.S.

Ghulam Noorzad, M.A.

PRACTICAL WORKS SECTION

Abdul Aziz Gandumi

Ghulam Yasin Aslami, B.A.

Marufa Mehr, B.A.

Islamuddin Muslim, M.A.

Najiba Safi, B.A.

Raz Mohammad Zaray, Head, M.A.

SCIENCE SECTION

Mohammad Aziz, B.S.
Sayed Abdul Ali Jouyan, Head, M.S.
Noor Jahan Fazel, M.S.
Habibullah Masoumi, B.S.
Ahmad Hassan Quarraishi, M.A.
Ali Yawar, M.Ed.
Mohammad Zaher, B.S.
Gul Mohd Salih, B.S.

SOCIAL STUDIES SECTION

Taher Badakhshi, B.A.
Ghulam Ahmad Eqbal, M.Ed.
Gilallani Frahmand, Ph.D.
Ghulam Foroughkamal, B.A.
Ansarullah Hamdard, B.A.
Jalad Khan Helmaty, Head, M.Ed.
Mohammad Jan Jahanyar, M.A.
Naim Mahmud, M.S.
Asadullah noori, M.S.
Asadullah Raed, Ph.D.
Rahila Wasy Roshna, M.A.
mohammad Sayed Yusofi, B.A.

RESEARCH AND EVALUATION SECTION

Mir Sayed Ahmad, B.A.
Noorudin Basir, B.S.
Ghulam Siddiq Jahed, B.A.
Khaligdad, B.A.
Mohammad Naim, B.A.
Saleh Rahimi, M.A.
Abdul Qayum Safi, M.Ed.
Abdul Wahed, B.A.
Miragul Yawar, B.A.
Aziz Ahmad Yusofzai, Ph.D.

MATERIALS ORIENTATION SERVICE SECTION

Ibrahim Bamiani, M.Ed.
Mia Gul
Ahmad Jan
Cher Pashton
Abdul Wakil, Head, B.A.
Munnier Wardak, B.A.

PRODUCTION SECTION

Abdul Jalil Akhundzada
Hashem Ghorbandi
Habibullah Habib
Abdul Ahmad Majili
Nasratullah Nasrat
Shoaib Shafiqi
Timur Shah
Mohammad Suliaman, Production Manager, B.S.
Zaher Taheri

When the staff member was identified as being a potential candidate for training in the United States, arrangements were made with the USIS Language Center for intensive training in English. All Afghan personnel assigned to the project were given the opportunity to attend English Language classes at the Center after working hours at project expense, but only those recommended for consideration for participantships were allowed to attend the intensive program which was conducted during working hours.

A Participant Training Committee consisting of MOE officials, TCCU team members, and USAID representatives established the policies and procedures followed in the selection of project personnel for training outside the Ministry. The number of training slots and the areas in which training was needed were cooperatively established during the development of the Project Agreement between the Ministry of Education and USAID each year. The Participant Training Committee selected the individuals who were sent to the United States for short-term, long-term, degree, and non-degree programs in a variety of institutions. TCCU team members participated extensively in the preparation of personnel for training, working with the Teachers College campus backstop in arranging an appropriate program for each individual selected from their sections, coordinating the steps required by the Afghanistan Government and the AID training office for departure for training, and the nomination of deserving section members for training. The placement and support of participants while in the United States was provided by the International Services Office at Teachers College, Columbia University. The participant training program of this project was consistently evaluated as being

excellent during the project reviews. A list of participants sent to Iran for short-term training is shown on Table IX (P 42). Table XIII identifies project personnel sent for training in the U.S., the institution attended, the degree received and the area of training. It should also be noted that several participants returned to the U.S. for additional training after an initial experience. With the return of participants in the U.S. at the close of the project, over a third of the Afghan personnel assigned to the Department of Compilation and Translation will have received a Masters degree or higher. This represents the largest concentration of personnel with advanced training in the Ministry of Education.

The project also arranged for teachers and administrators from experimental schools to participate in observation programs in Iran. The program for these visits were cooperatively developed by team advisors and the USAID training office. The observation groups were accompanied by an advisor from the team on each trip, and evaluations concluded that this was a worthwhile experience through which participants obtained many valuable ideas. Some of the personnel who received training were lost to the project as a result of promotion, retirement, or leaving the field of education.

Many commodities necessary to supply and equip the project were provided through the contract on local expenditure budgets. Items such as the press used to print trial materials, calculators, duplicating machines, audio-visual equipment, paper, office supplies and others were purchased. Local personnel were trained to operate and maintain the equipment. Before the project ended, the President of the Department

TABLE XIII
PROJECT PERSONNEL TRAINED IN THE UNITED STATES

<u>Name</u>	<u>Institution</u>	<u>Length of Grant</u>	<u>Degree</u>	<u>Field</u>
Alimi, Zaher	Boston University	8/73-6/75	M.A.	Language Arts
Amouzgar, Abdul	TCCU	9/71-5/73 3/76-7/77	M.A. Ed.M.	Health Curriculum
Aslami, Naseer	State Univ. of N.Y. at Buffalo	8/75-6/77	M.A.	Phys. Ed.
Azizi, Abdul Karium	Univ. of Georgia	6/74-12/75	M.A. Ed.M.	Math "
Baher, Abdul Ghafoor	TCCU	8/72-1/74	M.A.	Religion
Bamiyani, Ibrahim	TCCU	7/75-6/77	M.A. Ed.M.	Curriculum "
Bakhtari, Ghulam	State Univ. of N.Y. at Buffalo	8/69-12/70 1/67-6/67	M.A. Non- Degree	Language Arts "
Bakhtry, Shah Wasef	TCCU	1/74-1/75	M.A.	Curriculum
Bandawal, Hassan Gul	State Univ. of N.Y. at Buffalo	1/75-7/76	M.S.	Language Arts
Bakhtari, Sayed	State Univ. of N.Y. at Buffalo	1/70-3/72	M.S.	Science
Chakwal, Ghulam	TCCU	8/73-6/75	B.S. M.S.	Mathematics "
Eqbal, Ghulam	Ball State Univ.	3/71-12/72 3/76-12/77	M.A. Ed. Specialist	Social Studies Curriculum
Farighi, Abdul Ghafur	School for Inter- national Training Brattleboro, Vermont	8/74-3/76	M.A.	Language Arts
Fazel, Noorjajan	TCCU	5/76-3/78	M.A. Ed.M.	Science "
Hamid, Abdul Aziz	SUNY at New Paltz Kansas S.T.C. TCCU	1/60-10/61 9/64-8/65 7/72-9/74	B.S. M.S. Ed.D.	Curriculum " "
Hamidi, Abdul	Ball State Univ.	8/71-9/73	M.A.	Science

TABLE XIII (cont'd.)

<u>Name</u>	<u>Institution</u>	<u>Length of Grant</u>	<u>Degree</u>	<u>Field</u>
Haq, Fazli	TCCU	6/61-6/63 7/72-9/73 8/76-12/76	M.A. Non- Degree Non- Degree	Measurement Mathematics "
Hekmaty, Jalad	TCCU	12/72-9/74	M.A. Ed.M.	Social Studies "
Hessabi, Madiha	TCCU	1/77-3/77	Non- Degree	Language Arts
Jahed, Ghulam	TCCU	1/77-3/77	Non- Degree	Language Arts
Jahanyar, Mohd. Jan	TCCU	8/74-1/76	M.A.	Curriculum
Kakar, Azizi	Geo. Peabody	9/69-6/71	Non- Degree	Social Studies
Kayumi, Obaydullah	TCCU	8/75-1/77	M.A. Ed.M.	Language Arts "
Khairkhah, Abdul	Univ. of Georgia	2/71-6/72	Ed.M.	Curriculum
Lamar, Qadir	Univ. of Southern California	8/74-3/76	Ed.M.	Language Arts
Mahmud, Naim	State Univ. of N.Y. at Buffalo	7/75-12/76	M.S.	Social Studies
Mehr, Marufa	Berea College	8/74-8/75	Non- Degree	Prac. Works
Nader, Abdul Jabar	Univ. of Southern California	7/75-2/77	M.S.	Language Arts
Naiem, Abdul Ahad	Visitations	2/73-5/73	Non- Degree	Primary Ed.
Najan, Osman	Visitations	2/73-8/73	Non- Degree	Language Arts
Naweed, Nabi	TCCU	1/77-3/77	Non- Degree	Language Arts
Noorzad, Ghulam	TCCU	7/75-9/76	M.S.	Math
Obydi, Azam	TCCU	6/65-7/66 9/71-8/72	M.A. Non- Degree	Ed. Admin. Research

TABLE XIII (cont'd.)

<u>Name</u>	<u>Institution</u>	<u>Length of Grant</u>	<u>Degree</u>	<u>Field</u>
Popal, Khalid	TCCU	9/75-1/77	Non- Degree	Language Arts
Rahimi, Hashim	TCCU	1/58-2/59 8/74-1/75	M.A. Non- Degree	Curriculum "
Rahimi, Saleh	TCCU	3/76-7/77	M.A. Ed.M.	Curriculum "
Rlung, Ghulam	SUNY, Fredonia Univ.	8/74-8/76	B.S. M.S.	Math "
Roshna, Rahila	TCCU	6/72-12/73	M.A.	Social Studies
Safi, Abdul	TCCU	12/72-9/74 1/77-12/77	M.A. Ed.D.	Curriculum "
Saidzada, Habiba	Ball State Univ.	5/70-6/72	M.S.	Health
Shahabi, Ghausuddin	TCCU	1/75-12/75	M.A.	Language Arts
Taraki, Basir	State Univ. of N.Y. at Buffalo	8/73-7/75	Ed.M.	Health
Tarin, Noor	Visitations	2/73-8/73	Non- Degree	Language Arts
Wror, Gui Jan	State Univ. of N.Y. at Buffalo	8/67-9/69 9/72-9/73 3/76-12/77	M.A. Non- Degree Ed.D.	Language Arts " "
Weda, Hamidullah	TCCU	8/74-1/76	M.A. Ed.M.	Curriculum "
Wial, Taza	Univ. of Florida	9/76-12/77	M.A.	Language Arts
Yadgari, Aref	TCCU	1/75-1/76	M.S.	Science
Yawar, Ali	Univ. of Northern Colorado	8/73-6/75 12/76-12/77	M.S. Ph.D.	Science "
Yusofzai, Aziz	Geo. Peabody TCCU TCCU	7/64-5/66 1/70-9/71 4/76-12/77	B.S. M.A. Ed.D.	Research " "
Zaray, Raz	Univ. of Kentucky	8/73-5/75	M.S.	Agriculture

of Compilation and Translation included funds for the purchase of expendable supplies in his proposed budget for 1978. The availability of appropriate supplies, materials, and equipment expedited the training of local personnel and enhanced the quality of their work and the final products. Since most of the items were available from the local bazaars, they should be easily stocked if money is provided in the budget. At the close of the project a twelve page inventory of items turned over to the Department was filed in the USAID management office.

During the life of the project the contract team established close working relationships with other donors, other contract teams, and other government agencies in an effort to coordinate activities whenever possible. Many opportunities did arise to coordinate donor efforts, particularly at the planning stage.

In general the project worked through the efforts of advisors, individually and as a team. The major tasks included the development of policies and procedures for decision making, the suggestion of options, the critiquing of proposals before they were approved, the establishment and equipping of an organization for materials preparation and production, the training of Afghan personnel, and assistance in the related areas of printing, distribution, and teacher training. The team also assisted with other activities in the Ministry of Education and worked closely with other donor agencies.

RECOMMENDATIONS

As is the case when most developmental activities are undertaken, particularly when they are as comprehensive and complex as the Curriculum and Textbook Project (C & T), many areas requiring further attention remain after the project has been terminated. Some of these needs emerge as a result of project activities and others represent project goals which have not been satisfactorily achieved. It would seem prudent therefore, if the resources and efforts invested in any project are to result in maximum benefits to the host country and represent a wise investment of donor funds, that attention be given to addressing any problem areas which stand in the way of realization of the full benefits of the project. While recognizing that responsibility for the solution of problems identified rests with the host country, it is also apparent that USAID and other donor assistance would help expedite activity in many areas and enhance the quality of the actions taken.

During the lifetime of the C and T Project, joint efforts of the GOA and USAID in the field of primary education were concentrated in projects designed to improve the quality of educational programs and to increase the GOA's capacity to rapidly expand the quantity of elementary education available to children in rural areas. Significant contributions toward achieving these goals were made by the C and T Project. A modern curriculum was developed and new textbooks, teacher's guides, and instructional materials were produced to support the program in grades one through six. When the seventh and eighth grades were added to the elementary schools by the Education Reform of 1975, work on curricula and materials for those grades was also initiated and several books for those grades have been completed.

In addition to curriculum and materials development, the C and T Project helped the MOE to achieve a basic capability to develop curricula, textbooks, and materials in the future. A professional staff of competent Afghan educators was trained, manuscript and material preparation procedures were developed, and a curriculum and textbook production organization established and institutionalized.

The first phase of a comprehensive educational materials development and utilization process was successfully implemented. The other elements of the process (production, distribution, and utilization) were improved, but effective policies, organizations, procedures, and personnel training were not established when the project ended. Since realization of the ultimate benefits of the C and T Project depends to a great extent upon the satisfactory performance of all elements in the system, unmet needs in these areas provide the basis for the majority of the following recommendations.

Recommendation I - A comprehensive effort should be initiated immediately to provide training for pre-service and in-service primary school teachers based on the new curriculum materials, and teaching strategies.

Having high quality materials available is only a beginning step in the delivery of an effective instructional program. If the materials are not used, or if they are used inappropriately, their potential will not be realized and scarce resources will have been inefficiently expended. The way each teacher uses the materials is the most important factor in helping pupils learn more and better.

Officials in the Ministry of Education realize that implementation

of the new curriculum requires teachers to use new methods and procedures which are significantly different from those presently practiced in most primary classrooms. Even though teacher guides have been prepared to accompany the new textbooks, it has been proven through observation and experimentation that teachers need training in order to use the materials as intended by the developers. Programs, procedures, and materials for training pre-service teachers and those already in the schools have not been developed. It would seem imperative, therefore, that a high priority be given to teacher training at the present time in order to ensure the effective implementation of the new program.

Achieving the goal of introducing the new program, materials, and methods to all of the pre-service and in-service primary school teachers requires that the Department of Teacher Training and the Department of Primary Education mount concentrated systematic efforts aimed at reaching each primary school teacher quickly, efficiently, and effectively. The magnitude of this challenge is best illustrated by the number of primary school teachers to be trained. The following table shows the present number of primary school teachers and the anticipated numbers through the end of the present seven year plan of the Ministry of Education.

As can be seen, the number of primary school teachers will more than double between now and 1982. During that same period almost 27,000 new teachers will have to be trained to accommodate increased enrollments, wastage, and to reduce the present teacher pupil ratio. It is obvious that a large number of teachers need to be trained in both the pre-service and the in-service programs.

TABLE I
TEACHER REQUIREMENTS AT PRIMARY LEVEL

1972-1982

<u>YEAR</u>	<u>NEW TEACHERS</u>	<u>TOTAL TEACHERS</u>
1977	2,543	25,761
1978	3,112	29,939
1979	3,619	34,633
1980	5,615	41,527
1981	5,844	48,693
1982	6,173	54,538

The major substantive inadequacy of the present pre-service and in-service programs is that neither of them adequately reflects the content and methods included in the new primary program. The new textbooks, teacher guides, and other materials are rarely seen in the Teacher Training Institutions (even in the libraries) and the instructors of the pre-service and in-service courses are not familiar enough with the new program and materials to orient the teachers properly. Since every classroom teacher in grades one through six by next year, and grades seven and eight soon thereafter, will be expected to teach the new curriculum and use the new materials, it is extremely important that they be given training quickly. If teachers use the new materials in the same ways as they did the old, a vast amount of resources will have been poorly invested and the students, as well as the country, will not receive the anticipated benefits of the new program.

The conclusion which emerges from the above is that a program aimed at orienting pre-service and in-service primary school teachers regarding

the new curriculum and materials and training them in the use of different teaching techniques would be a logical and valuable next step toward improving the primary school program in Afghanistan.

Recommendation II - The capacity of the Education Press must be increased and modern management and operational systems established in order to satisfy the demand for textbooks now and in the foreseeable future.

The Education Press is unable to meet the demands of the present system. Its present capacity does not meet current demand which is approximately 4.3 million books, and the future demand will grow to 5.4 million by 1982. As a result, the MOE must already rely on the use of other government presses in Kabul to satisfy its needs. Much of the present machinery in the Education Press is antiquated and difficult to maintain. At the present time, collation, gluing, and binding are manually accomplished which causes serious production bottlenecks, storage problems and expensive overtime costs.

It is not unusual for production to be delayed for lack of paper, glue or other essential supplies. Management procedures are not geared to increased production requirements. As the number of pupils in school increases and a greater number of textbooks, teacher guides and instructional materials are written, printing will be even more of a problem.

At the time the C and T Project terminated an agreement was being negotiated between the GOA and the Canadian International Development Agency for assistance in this area. The proposed contract included the construction and equipping of a new Education Press, the development of modern managerial and operational systems, and the training of

technical and administrative personnel. When a new press becomes operational, the needs for an increased printing capacity should be satisfied for now and the foreseeable future.

Recommendation III - The plan for a new distribution system which was approved by the GOA should be brought up to date in relation to recent developments and implemented as soon as possible on a nationwide basis.

The primitive distribution system used throughout Afghanistan to move books and materials from the Press to the classrooms has presented a problem that is becoming increasingly contentious. Requiring storekeepers from the provinces to get books and other materials in Kabul and transport them back to the provinces has resulted in undue delays. It is not unusual for a storekeeper to spend several months in Kabul gathering books and other educational supplies and arranging for transporting them back to the provinces. Meanwhile, school is in session, and pupils and teachers are without books. Another problem centers around a lack of communication which results in storekeepers not being aware of the availability of new books and materials. The present system requires eighteen distinct steps from the calculation of need until the books reach the school. Thirteen of these steps involve paperwork which includes the obtaining of twenty or more signatures before a book can be moved from the central warehouse. Some books and teacher guides are not available in many of the schools. With more materials and books becoming available and with more pupils in school, the present system will not be able to cope satisfactorily with the increased demands.

A plan for a new distribution system based on regional distribution

warehouses has been developed and accepted in principle by the MOE. The CIDA grant cited above also includes funds for construction of a central warehouse and regional warehouses, vehicles for transporting the education materials, the development of distribution procedures and the training of personnel. It appears that this problem will be solved within the next two years.

Recommendation IV - Procedures and a schedule for the revision of the new textbooks and materials should be established within the Department of Publications to keep them up-to-date and responsive to changing needs.

While the need for a regular program of evaluation of materials in use and their revision at an appropriate time has been recognized, procedures and schedules to meet this need have not been developed. Efforts to date have concentrated on getting the first editions prepared, tested, approved and produced. The Research Section of the Department of Publication has developed capabilities in the testing and evaluation of trial materials that will be useful in establishing this program.

Procedures involving the Research Section and the academic sections in the collection of field data on the textbooks and teachers guides, the analysis of that data, and its utilization in revising the materials, need to be planned and implemented as soon as possible. Some of the new books have already been in use for five years, and the process for obtaining feedback should be initiated. Policy decisions must be made on the appropriate length of time before revised editions are printed, as distinct from reprints with corrections only.

The development of a systematic program of evaluation and revision will close the ring of the Educational Materials Process and insure that it will become continuous and that it will be able to accommodate the educational needs of Afghanistan as they change in the years ahead.

Recommendation V - A management system to coordinate the activities of all of the units of the educational materials processing system should be developed and established within the Ministry of Education. Further assistance will be required to assure that educational materials are prepared and consistently reach all the schools throughout Afghanistan in adequate numbers when needed. The coordination of the activities of the various departments and units involved in materials production and delivery requires a management capability beyond that evident in the Ministry of Education at this time. A data based policy making and operational system which will provide for inter-departmental planning and coordination needs to be established. This will necessitate cooperation among several assistance agencies, as well as the Afghan heads of the various units involved in the system. The development of an efficient materials management system would enhance the impact of each donor effort and contribute significantly to the achievement of the ultimate goals of the several individual projects and the productivity of each of the departments involved.

Recommendation VI - Assistance to the Department of Publications should continue to be provided at a minimal level, even if on an intermittent basis.

Even when a contract team and commodity support and training are phased out over a period of time, as was the case with the C and T Project, there is generally some slippage in performance and a lowering of morale when the project ends. In the Department of Publications further complications will no doubt arise since the development of secondary school curricula and materials will present problems different from those addressed in the past.

The characteristics of the new Education Press and a new distribution system will also require modification of the procedures and schedules which now exist. It is also obvious that the success of any future related project(s) will depend to a great extent upon communication and collaboration with personnel in this department. It would seem advisable in light of the above considerations and others to maintain a presence in the Department of Publications to protect the investment already made, to help with new problems as they arise, and to help insure the success of new projects when they are initiated.

Recommendation VII - Training opportunities for personnel assigned to the Department of Publications should continue to be provided.

With the exception of on-the-job training, there is no provision for advanced training in curriculum development or materials preparation available in Afghanistan. Even though a well trained staff was available at the close of the project, it is inevitable that some, if not many, of the trained educators will be promoted to more prestigious positions and others will gradually move to other departments or ministries. If replacement personnel are not trained to take over the

responsibilities of those who leave, the quality of work will surely diminish. It would be in the best interest of all concerned to provide a continuous flow of trained personnel for the Department. The development of training programs in these areas, as well as others, in Afghanistan should also be explored.

Recommendation VIII - A training program in educational administration and supervision for inspectors and headmasters should be established.

At the present time there are no continuing training programs in educational administration in Afghanistan. The evidence available consistently supports the conclusion that the quality of the educational program is directly related to the quality of leadership provided by administrators and supervisors. As the number of schools and pupils increase and as the curriculum becomes more complex, the need for well trained administrators at the province and building levels is destined to become greater.

The present recruitment, selection, training, and reward system within the Ministry of Education does little to assure that the most able people will be placed in positions of leadership. If, indeed, the goal of extending high quality educational programs throughout Afghanistan is to be achieved, well trained educational leaders must be provided. Considering the present and potential needs in this area, it would appear to be economically viable to develop an in-country administrative training program.

Recommendation IX - Consideration should be given to the development,

production, and distribution of supplementary educational materials for teachers and students.

In the near future, basic textbooks and teacher guides for all of the subjects in grades one through eight should be available in all of the elementary schools of Afghanistan. This accomplishment will represent a tremendous achievement in regard to improving primary education. To further improve the educational experiences of students it would be desirable to expand the materials development effort by increasing the variety of instructional aids available. Emphasis should be placed on print as well as non-print materials since there is little available in the country. With trained materials preparation personnel and an increased production capacity, this effort should be possible in the near future.