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**THE ELEMENTARY AND SECONDARY EDUCATION PROJECT
IN AFGHANISTAN
(1954 - 1977)**

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by

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The views and interpretations expressed in this report are those of the author and should not be attributed to the Agency for International Development.

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PREFACE

Acknowledgements

I primarily value the candid comments offered by the individuals interviewed--both American and Afghan--during my research for this report. The many insights these people contributed provided much information about the Elementary and Secondary Education Project in Afghanistan that was unable to be achieved by simply reviewing project reports and files. The time taken out of their busy schedules is appreciated.

In addition, the dissertation compiled by Sahraie and Sahraie (1974) about the project was an invaluable source of information.

I also thank Marion Kohasi, Education Advisor in the Studies Division of A.I.D.'s Office of Evaluation, for her assistance.

About the Author

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From 1969-1971 she was a Peace Corps volunteer in Afghanistan where she taught at a boys' boarding school in the northern provincial center of Mazar Sharif and worked as a translator/interviewer for village health studies in the Hazarajat, the mountainous central region of the country.

From 1973-1975 she was a research analyst in anthropology with Afghan Demographic Studies, an AID contract team based in the Ministry of Planning in Kabul. In addition to training and supervising interviewers for a series of large-scale surveys conducted throughout the nation, she compiled reports dealing with Afghan family planning clinics, traditional birth attendants and traditional methods of fertility regulation.

In 1978 she was also contracted by AID to conduct field research in Afghanistan and prepare a report concerning "Women and the Development Process in Afghanistan."

Dr. Hunte has taught anthropology at Beloit College in Wisconsin, and has also conducted classes in anthropology for nurses. In 1980 she trained Peace Corps volunteers who became village health promoters in Ecuador in cross-cultural approaches towards health care delivery.

At present she is a Fulbright scholar in Pakistan where she is working with University Grants Commission/Islamabad on a series of reports pertaining to education.

EXECUTIVE SUMMARY

The Elementary and Secondary Education Project in Afghanistan was conducted by Teachers College, Columbia University (TCCU), for more than two decades (1954-1977). Major undertakings included:

Primary Teacher Education	1954-1967
Emergency Teacher Education	1962-1967
Secondary Teacher Education	1962-1971
English Language Program	1956-1971
Math/Science Lycee Sub-Project	1964-1968
Primary Curriculum and Textbook Sub-Project	1966-1977

Due to widespread disintegration of Afghanistan's formal educational system since the 1978 leftist coup d'etat, 1979 Soviet invasion, and present war of independence, this is largely a retrospective impact evaluation of the project's activities prior to 1978.

Over the decades the beneficiaries of this multifaceted project were many. More than 200 participants received training abroad, primarily in the United States in various subjects pertaining to education. The majority returned to Afghanistan, assumed positions in the government bureaucracy, and did help to foster educational development in their country. In Afghanistan, English was taught to university students, hundreds of English teachers were trained, and English textbooks were prepared which were utilized in lycees throughout the nation. In addition, hundreds of primary and secondary teachers were trained in general education through both in-service and pre-service activities. In turn, their students undoubtedly benefitted by improved teaching methods. Lastly, substantial reforms were achieved in the area of primary curriculum and textbook development which impacted upon both teachers and students.

Unfortunately Afghanistan was unable to adequately utilize its educated few. Trapped in the sluggish government bureaucracy, professionals were unable to effectively apply their skills and often became frustrated. Unemployment rates in high school and university graduates also grew yearly.

The Elementary and Secondary Education Project did achieve some degree of institutionalization during its lengthy history. The Institute of Education was formed as an autonomous unit and functioned successfully during the 1950s and early 1960s. However, it was then subsumed by Kabul University's Faculty of Education which the project also helped establish in 1962. The

Faculty of Education was later abolished with a change in government in the early 1970s. More recently the Primary Curriculum and Textbook Sub-Project also succeeded in establishing a fragile capacity for on-going work in this area in the Ministry of Education prior to 1978.

Educational development in Afghanistan during the last few decades was excruciatingly slow. This situation was due to a variety of factors, not the least of which was a heavily centralized bureaucracy with serious administrative and financial problems. Thus the Elementary and Secondary Education Project was faced with an enormous task over the years and its staff--both American and Afghan--did make a laudable effort to implement change. Unfortunately, quantitative and qualitative information about the Afghan sociocultural context was often lacking, and this led to activities which were somewhat poorly planned and unsuitable to the setting. Faced with the staggering needs for education in Afghanistan, the TCCU team often attempted to do too much and thus spread its resources and staff too thin. They only succeeded in touching the tip of an iceberg; in spite of decades of attempts, not much large-scale change was effected.

What lessons can be learned from a retrospective examination of this project?

1. Changes in a nation's educational system must be accompanied by changes in other aspects of society if they are to be sustained. Education projects thus should be linked with development undertakings in other sectors. All too often in Afghanistan development activities were piecemeal. A more systemic view should be taken of the development process--by host countries and international development agencies alike.
2. For assistance in education, foreign advisors should have extensive knowledge of the local sociocultural setting and also the local languages. The project reviewed in this report lacked this, as did many AID-supported activities in Afghanistan. Thus, while indigenous Afghan society and culture should have been restated and enhanced in the development process, all too often an American model was rather transplanted which failed to grow. Closer communications should have been achieved between Americans and Afghans. More research of an anthropological nature should have also been conducted by both foreign advisors and Afghans.
3. Relations between TCCU and AID were not always supportive. In addition, AID's support itself fluctuated over the years. Impacts would have been more impressive if American interest in development in Afghanistan had been more consistent over the decades.

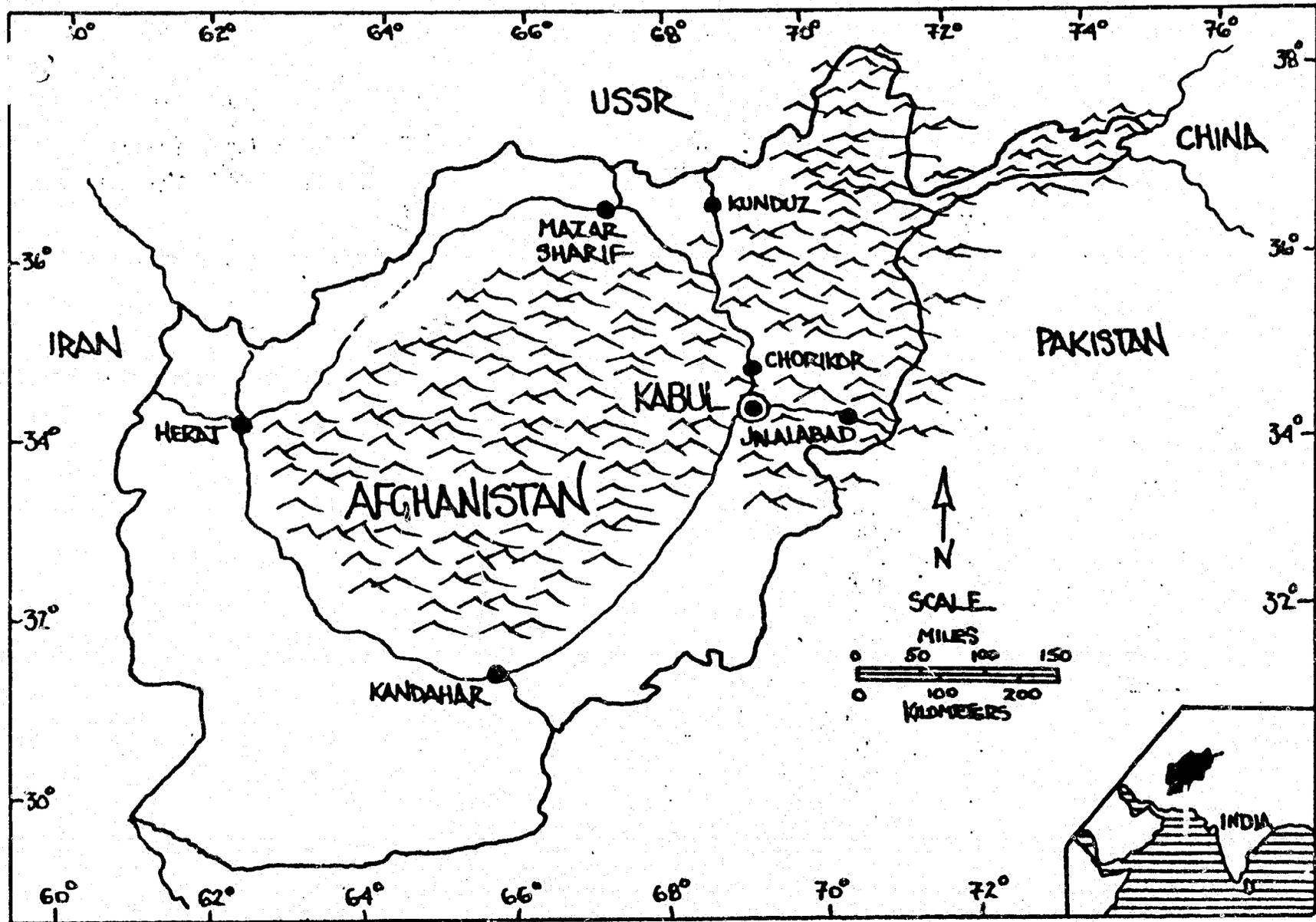
At present it is impossible to ascertain the exact impact of TCCU's Elementary and Secondary Project in Afghanistan, thus this report has relied upon written reports and interviews outside of Afghanistan. But we know that the nation is in a state of flux. Presently "government-sponsored" schools are not functioning at all in most rural areas; in provincial urban centers and in the capital of Kabul, school activity is sporadic -- if at all.

A large proportion of educated Afghans have left the country. Advisors from the USSR are active in curriculum and textbook revision from the primary to the university level, all based upon the Soviet model. Products of the TCCU project are not being utilized today in the schools, but many parents are teaching their children at home with the books.

In spite of death and destruction it is possible to hope that some long-range positive impacts from the Elementary and Secondary Education Project may still be realized in the future.

PROJECT DATA SHEET

1. Country: Afghanistan
2. Project Title: Elementary and Secondary Education Project
3. Project Number: 306-11-690-091
4. Project Dates: 1954-1977
5. Major Sub-Projects and Dates:
 - a. Primary Teacher Education 1954-1967
 - b. Emergency Teacher Education 1962-1967
 - c. Secondary Teacher Education 1962-1971
 - d. English Language Program 1956-1971
 - e. Math/Science Lycee Sub-Project 1964-1968
 - f. Primary Curriculum and Textbook Sub-Project 1966-1977
6. AID Project Funding: \$14,173,792
7. Contractor: Teachers College, Columbia University
New York, New York



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I. PROJECT SETTING

This is a retrospective evaluation of a multifaceted AID-supported project in elementary and secondary education in Afghanistan. Conducted by Teachers College, Columbia University (TCCU), the project continued for a period of more than twenty years (1954-1977).¹

Since the project's termination, the 1978 leftist coup and the 1979 Soviet invasion of the nation have radically altered the situation in Afghanistan, however, and have had devastating consequences for the country's educational system. Thus this report cannot be considered a typical impact evaluation in which a project's achievement of goals and objectives, degree of institutionalization, etc., are assessed as they exist at present. Afghanistan is now involved in a war. The present state of the "government-sponsored" educational system is thus open to question, and the majority of this report subsequently deals with the elementary and secondary education project's impact prior to 1978.²

A. SOCIOCULTURAL BACKGROUND

Landlocked Afghanistan occupies an area of approximately 260,000 square miles of striking geographical diversity--central mountains of the Hindu Kush, southern deserts, and northern steppes. In the heart of Asia, it is bordered by China, Pakistan, Iran, and the USSR (Map A).

In 1976-1977 the population of the nation was estimated to be approximately 14,000,000: 14.3 percent urban, 75 percent rural, and 10.7 percent nomadic (World Bank 1978). The population in the 1970s was extremely youthful, with 43 percent under the age of fifteen (Appendix D). Roughly 85 percent of Afghanistan's inhabitants depend upon agriculture, livestock raising, handicrafts, and rural trade for their livelihood. With respect to urban settlements,

¹See Appendix C for a summary chart of TCCU's major sub-projects during this period.

²Millions of Afghans have left the country and are now refugees in Pakistan, Iran, and other nations; thousands of individuals have also been jailed or killed in recent years. Presently "government-sponsored" schools are not functioning at all in most rural areas; in provincial urban centers and in the capital of Kabul, school activity is sporadic.

the capital of Kabul is by far the largest center; with a population (pre-civil war) of approximately 600,000, it contains about 40 percent of the nation's urban population (Afghan Demographic Studies 1975). In addition, a number of large provincial urban centers, which generally ring the central mountains, exist throughout the country. Kandahar, Herat, Mazar Sharif, Kunduz, and Jalalabad have functioned as provincial administrative hubs for government activities and also as crucial regional trading centers (Map A).

Approximately 98 percent of the Afghan populace is Muslim. The majority (4/5) is of the Sunni sect, while the remainder is Shia. It is difficult to overemphasize the pervasive quality of Islam in Afghan society, for it exerts a powerful integrative force in this ethnically diverse nation. Islam is "the most important principle of social organization and a significant determining factor in the patterning of cultural symbols, values, and belief systems found throughout Afghanistan (Hanifi 1976:3)."

The ethnic makeup of Afghanistan is strikingly diverse, both socioculturally and linguistically. The major ethnic groups are Pushtun, Tajik, Uzbek, Turkman, and Hazara. Due to migration over the past decades, all of these groups are presently found in Afghanistan's cities. In various regions of the nation, however, the major ethnic groups noted above continue to predominate as they have for centuries. Pushtuns are primarily located throughout the south and southeast. Tajiks are found in the northern sections of the nation. Similarly, Uzbeks and Turkman reside mainly north of the Hindu Kush mountains. The Hazaras live most commonly in the central mountain region of the country.

Never a colony, Afghanistan had a heavily centralized monarchical form of government from the middle eighteenth century until 1973 when King Mohammad Zahir was overthrown in a bloodless coup d'etat. Mohammad Daud, a first cousin and brother-in-law of the king, then declared Afghanistan a republic and assumed control as President and Prime Minister. Then in 1978 another coup of a much more radical nature was undertaken by united factions of pro-Soviet Afghans (Khalq and Parcham). Daud was assassinated, the Democratic Republic of Afghanistan was established and a Khalqi leader, Noor Mohammad Taraki, became President. In 1979 Taraki was killed in a skirmish with Hafizullah Amin, also a Khalqi who had been Deputy Prime Minister, and Amin took command.³ Only a few months later in December, 1979, Amin himself was killed, and a massive invasion by Soviet troops into Afghanistan began. Babrak Farmal, a long-established Parchami leader, then became token President of the Revolutionary Council. At present there are more than 85,000 Soviet soldiers in the country supporting the puppet regime.

³Amin had been a participant trainee at TCCU/New York during the late 1950s; he had received a degree (but not a desired PhD) and had returned to Afghanistan.

B. HISTORY OF EDUCATION IN AFGHANISTAN

For centuries Afghan males learned to read and write through attendance at mosque schools where they were taught by mullahs (Islamic religious leaders). Then in 1904 King Habibullah (1901-1919) established in Kabul the first secular school for boys, Habibia, in order to prepare individuals to work in the government; English was also taught at the lycee by Indian Muslims. In 1912 the first teacher training school appeared in the capital city of Kabul. The Council of Public Instruction was also founded, which drafted the first curriculum to be used in the small number of government-sponsored primary schools which were established in Kabul.

During the reign of King Amanullah (1919-1929) growth in the education sector proceeded with vigor. In 1920 the first Minister of Education was appointed. Three new lycees for boys began in Kabul with French, German, and British assistance. Additional primary schools for boys were founded, and boys' secondary schools were established in each of the major provincial centers. More than 100 Afghans also were sent abroad for study in France, Germany, Turkey, and other nations. In 1921 the first girls' school, Malalai, was opened in Kabul, and Amanullah proposed compulsory education for both males and females.

In the conservative setting of Afghanistan, however, King Amanullah's enthusiastic but rather premature and insensitive attempts at radical reform in education and other areas led to his abdication in 1929. After a brief period of anarchy, King Mohammad Nadir Shah (1929-1933) assumed the throne and proceeded with a more gradual and conservative educational policy during his short reign.

Nadir's son, King Mohammad Zahir Shah (1933-1973) continued his father's conservative and, indeed, phlegmatic policy. In the area of education, emphasis was upon the "4 Rs"--reading, writing, arithmetic, and religion (Sahraie and Sahraie 1974:82). Primary schools and lycees were slowly established in the provinces, largely for boys. By 1940 some 324 schools existed, primarily in urban areas, with a total enrollment of 60,000. In 1940 a curriculum revision was accomplished, and by 1946 instruction was in both of the nation's major languages, Pushtu and Dari (Afghan Persian); this basic curriculum continued to be used until the 1970s. In the 1940s the system was a 6-3-3 sequence (six years of primary school, three years of middle secondary school, and three years of upper secondary school); this pattern continued until the middle 1970s.

By 1954 there were approximately 100,000 students enrolled in primary schools in 600 institutions for boys and only 13 for girls; this was 14 percent of the boys and only 3 percent of the girls in this age group. There were also 3,500 students in middle secondary schools and 1,000 in upper secondary schools. Rote memorization was the traditional means of learning, textbooks were few and far between, and trained teachers were sorely lacking. The estimated degree of illiteracy throughout the country was 94 percent.

The postwar period saw the increased introduction of development support from many nations, and Afghanistan attempted to balance these various sources of foreign influence. For example, in the 1950s in the area of secondary education in the capital of Kabul, Lycee Habibia was sponsored by Americans, Lycee Nejat by Germans, Lycee Istiqlal by the French, and Lycee Ghazi by the British. Although the USSR was not active at that time in education, it provided extensive technical assistance in other sectors. This schizoid development assistance, the parties of which seemed intent upon offering "rival models for the successful rejection of tradition" (Ward 1978:142), was to intensify in future years.

II. PROJECT DESCRIPTION

Impetus for the establishment of the TCCU (Teachers College, Columbia University) project came from a study of educational needs which was conducted in Afghanistan in 1949 by UNESCO. The team, composed of three individuals from the United States, France, and England, stressed the importance of teacher training (UNESCO 1952:53):

Among the several possible ways of improving Afghan schools, the most important is the training of good teachers. This is the most crucial, powerful and immediately effective means of raising the standards of education in any country. It is, furthermore, the key to educational progress; without it improvements in curriculum-making, administration, and even financial practice will be difficult if not impossible. The primary task for Afghanistan today, tomorrow, and for many years to come is to produce more and better educated teachers. (quoted in Sahraie and Sahraie 1974:90)

Basing its decision upon the recommendations of this study, the Royal Government of Afghanistan subsequently approached the American development agency in Kabul, FOA (Foreign Operations Administration),⁴ for assistance in teacher training.

⁴FOA was changed to ICA (International Cooperation Administration) in 1955, and in 1961 ICA was changed to AID (Agency for International Development).

In April of 1954 FOA signed a contract with TCCU to assist in the development of primary (grades 1-6) teacher education in Afghanistan. This was one of the earliest United States Government-university joint development undertakings. In this initial document, it was agreed that the TCCU team of four would:

- assist the Teacher Training School (Darul Mo'allamin or DMA) in Kabul and the Ministry of Education in teacher training (instructional methodology, curriculum development, and materials preparation), and
- assist the Ministry of Education, the DMA, and FOA in developing participant trainee projects for teacher training in the United States, which would specifically include individuals from the DMA faculty.

Over the next two decades, TCCU activities were to change considerably through a long series of contract amendments and renewals. Beginning in primary teacher education, they subsequently expanded into a variety of education-related sub-projects (Appendix C). Major undertakings included:

Primary Teacher Education	1954-1967
Emergency Teacher Education	1962-1967
Secondary Teacher Education	1962-1971
English Language Program	1956-1971
Math/Science Lycee Sub-Project	1964-1968
Primary Curriculum and Textbook Sub-Project	1966-1977

Throughout this whole 23-year period in Afghanistan, TCCU also continued to send participant trainees abroad for study. Details of these undertakings are included in the following sections of this report.

With changes in role, etc., the number of foreign advisors with TCCU in Afghanistan fluctuated greatly, and at one point in the 1960s it was one of the largest AID-supported university contracts in existence with approximately 50 American personnel in Kabul.

A review of the series of almost 50 TCCU Six-Month Reports indicates that a basic tenet repeatedly voiced by the team over the years was that foreign advisors were to look to Afghans themselves for direction as to how assistance in educational development could best be provided. As mentioned in the TCCU Fourth Six-Month Report (1956; Page 4):

The people of Afghanistan must speak for themselves, of course, with respect to what they value most, what they want their schools to teach, and what they want their children to become...

III. PROJECT IMPACTS: FINDINGS

A. PRIMARY TEACHER EDUCATION (1954-1967)

For approximately thirteen years a principal activity of TCCU was primary teacher education. This was in line with Afghanistan's First Five-Year Plan (1957/58-1961/62)⁵ which placed emphasis upon a quantitative increase in primary education in both urban and rural areas.

In 1955 TCCU was instrumental in founding the Institute of Education, a semi-autonomous agency which the Ministry of Education had requested be formed to coordinate teacher education in general. Early in its existence the Institute of Education served as a link between the Kabul DMA (Teacher Training School), which trained teachers for the lower grades, and Kabul University's Faculties of Letters and Science, whose graduates became teachers of secondary schools.⁶ Afghan counterparts were assigned to the foreign advisors by the Ministry of Education. In the first few years of initial enthusiasm, the autonomy and flexibility of the Institute of Education served TCCU well, and it quickly became their center of operations.

TCCU's focus in the middle 1950s was upon the Kabul DMA, which was a dormitory school for provincial boys (grades 10-12) who intended to become either primary or middle school teachers. In 1954 the DMA offered no professional courses or practice teaching for the students. The TCCU staff, both American and Afghan, thus developed a curriculum which included professional education courses; attempts were made to keep the total course of study "practical."⁷ A number of texts were also compiled and translated by TCCU staff for use by the DMA students; in addition,

⁵Some 60 percent was financed by foreign aid; the USA and the USSR were the primary contributors.

⁶The Faculty of Education at Kabul University was not formed until 1962. See Section C below, which concerns Secondary Teacher Education.

⁷A course in rural community development began in 1955. Twelfth-graders spent a number of months involved in practical field-work at a nearby UNESCO-sponsored project. But this was cancelled in 1964 due to poor relations with UNESCO, who had different philosophies of education than TCCU. In addition, at that time the Ministry of Education did not want its future teachers to be "village organizers" (Sahraie and Sahraie 1974:163). Efforts in such "practical" education decreased in later years.

a laboratory school where practice teaching could be undertaken was established.

Although TCCU urged qualitative improvement in primary teacher education, the Ministry of Education proceeded to open additional DMAs in the provinces in order to meet the growing need for teachers. In 1956 the Jalalabad DMA and Kandahar DMA were established in the south; later in 1962 an additional DMA was founded in the western city of Herat, and in 1966 one was opened in the northern city of Mazar Sharif (Map A). TCCU was instrumental in establishing these schools' curricula, providing them with tests, and setting up their laboratory schools. In the middle 1960s TCCU advisors were based in Jalalabad and Kandahar, but unfortunately over the years the team was largely encapsulated in the capital of Kabul.

Appendix E graphically illustrates the growth in trained primary school teachers to graduate from Afghanistan's DMAs from 1956-1967. While only 20 individuals were graduated in 1956, in 1967 some 204 teachers were matriculated.⁸

In addition to aiding in pre-service teacher training at the DMAs, the Institute of Education also established winter and summer sessions for the in-service training of teachers from throughout the country. During their months of vacation,⁹ teachers from the provinces came to Kabul to participate in workshops and demonstration sessions for which they received academic credit and, eventually, modest salary increases. Appendix F illustrates the number of participants in these sessions from 1955/56 to 1966/67. From an initial group of 142 participants in 1955/56, enrollment increased to almost 600 by 1966/67. In addition, Institute of Education staff periodically travelled to the provinces and conducted in-service workshops on teaching methodology, preparation of instructional materials, and other selected subjects. An estimated 10,000 teachers were reached through this activity by 1967 (Engleman 1967:40).

The Primary Teacher Education Sub-Project always was largely oriented to training male teachers to teach in boys' schools. Indeed, primary and secondary schools have never been coeducational.

⁸The Emergency Teacher Education Sub-Project, the results of which also appear in Appendix E, will be reviewed below (Section B). For comparative purposes, it should also be noted that by 1975/76 there were eight DMAs throughout Afghanistan, with a total enrollment of 4,229 (89 percent males and 11 percent females).

⁹In Afghanistan, cold weather regions have had winter vacations due to difficulties in heating the schools during the winter months; warm weather regions have had summer vacations.

in Afghanistan, and female education always has lagged quantitatively far behind male education (Appendix H). In fact it was only in 1959 that women first were free to appear unveiled in public. Thus in the 1950s the TCCU team of foreign advisors always included one female member who conducted separate pre-service and in-service workshops for females in three of Kabul's girls' lycees. In 1959 the Institute of Education's first co-educational in-service winter session was held. This procedure was continued in subsequent years. In addition, in 1966 a TCCU female advisor was instrumental in establishing teacher training for forty female students in the provincial city of Jalalabad.

During the thirteen years that TCCU was active in primary teacher education, approximately 100 participant trainees travelled to the United States for further education in this area. In 1959 the first two Afghan females to participate in such programs were under TCCU sponsorship. The large majority of these individuals returned to Afghanistan.

The primary teacher education activities received a generally favorable evaluation at the sub-project's termination in the late 1960s (Engleman 1967). Primary school enrollments, however, had more than tripled during the period from 1954 (100,000 students) to 1967 (331,000 students) and the task of providing teachers for these children was enormous. TCCU can be credited in attempting to meet the ever-increasing demand for trained instructors and in improving teaching methodology. It also provided some degree of much-needed prestige to the profession of teaching and helped to foster educational leadership in the Institute of Education and the Ministry of Education.

In retrospect, however, the Institute of Education was never able to develop a permanent staff of Afghans due to frequent transfers by the Ministry of Education, and TCCU advisory positions were often slow to be filled; this led to discontinuity over the years. Most of TCCU's foreign staff was not directly affiliated with TCCU/New York, and they were often unclear as to job assignments; communications with and support from the New York campus was sometimes lacking.

No systematic evaluations were conducted during the sub-project, and long-range planning was lacking. Of utmost importance were the relations between the major parties: the Ministry of Education, the Institute of Education, TCCU, and AID. In the early years, their cooperation was exemplary but, as time went on, relations reportedly broke down and the two primary agencies (the Institute of Education and TCCU) found themselves in adversary relationships with the "parent" agencies (the Ministry of Education and AID) (Sahraie and Sahraie 1974:206). On the one hand, factions in both the Ministry of Education and Kabul University were jealous of the Institute of Education's autonomy and flexibility. On the

other hand, AID was similarly suspicious of the large TCCU team over which they frequently felt they had little control. Thus the Institute of Education's activities were slowly decreased and it was later incorporated into Kabul University's Faculty of Education (see Section C below).

By 1967 TCCU's work in primary teacher education was far from completed, but due to a number of factors, they turned over this activity to UNESCO and rather became active in primary school curriculum and textbook development (see Section F below). The Ministry of Education had in fact suggested that TCCU assume both undertakings, for it was generally pleased with the team's work and also felt that the international team of UNESCO advisors often reflected disunited educational philosophies. Indeed, it would have been logical for one agency to coordinate such closely related subjects as teacher training and curriculum and textbook development for the primary grades. With an antipathy towards TCCU "empire-building," however, AID/Washington had been contemplating cutting back their team size and scope of work, and this was accomplished in the late 1960s with drastic budget cuts. Unfortunately, although overtures were subsequently made, communications between UNESCO and TCCU never allowed for close collaboration between the two assistance teams, and this intensified the schizoid course of educational development in Afghanistan. This subject will be continued in Section F which deals specifically with TCCU's Curriculum and Textbook Sub-Project.

B. EMERGENCY TEACHER EDUCATION (1962-1967)

Proposed initially by provincial directors of education, the Emergency Teacher Education program was instituted by the Ministry of Education to meet the nation's chronic shortage of primary school teachers. Selected students from twenty-six middle schools for boys throughout Afghanistan were sent to DMAs in Kabul, Jalalabad, Kandahar, Herat, and Mazar Sharif for grade 10. During this final year they were given a heavily condensed version of DMA courses in professional primary education (Mansury, et al. 1963).

A TCCU advisor assisted in the implementation of this program; project staff also revised the middle schools' curriculum, visited the DMAs, and trained the boys' instructors.

A total of 1,528 emergency teachers graduated from the DMAs during the period of 1965 to 1967 (Appendix E). This is in comparison to the smaller total of 457 regular DMA graduates during these years. Most of the emergency teachers were assigned to provincial primary schools, but it is questionable just how successful this large-scale and ambitious program was. The course of study was severely condensed and instructors were not always well prepared (Sahraie and Sahraie 1974:192). Unfortunately there is no existing data concerning the graduates' later teaching pro-

ficiency. For reasons mentioned above dealing with budget cuts, TCCU activities in emergency teacher education ceased in the late 1960s.

C. SECONDARY TEACHER EDUCATION (1962-1971)

TCCU's nine years of work in this area was centered in Kabul University's¹⁰ Faculty of Education, which the team helped to establish in 1962. This was during the period of Afghanistan's Second Five-Year Plan (1962/63-1966/67) which somewhat de-emphasized primary education and rather stressed growth in secondary education. Initially the Faculty of Education was under the administration of the Institute of Education, but due to a number of reasons (e.g. BA degrees could not be granted by the Institute), it was soon transferred to Kabul University where it achieved full-fledged status as a faculty.¹¹ Later the Institute of Education itself was incorporated into the Faculty of Education.

The major purpose of the Faculty of Education was to prepare educational leaders; it also was to prepare secondary teachers for the lycees and DMAs. A number of TCCU advisors were based in the faculty, and by 1964 there were seven members who assumed the following tasks: 1.) working with returned participants in faculty activities, 2.) preparing prospective participants for study abroad, 3.) developing the curriculum, 4.) developing texts and instructional materials, and 5.) advising professors in faculty planning and development. Major departments in the faculty included those of English, math/science, psychology, and social science.

In 1962 there were only 44 students enrolled; by 1967 this figure had grown to a total of 418 (211 males and 207 females). When TCCU assistance concluded in 1971, there were 554 students,

¹⁰Kabul University was founded in 1942; it was Afghanistan's only university and was assisted by a variety of foreign donors. Some examples include: Faculty of Medicine/France, Faculty of Science/Germany, Faculty of Islamic Law/Egypt, Faculty of Engineering/USA (U.S. Engineering Team), Faculty of Agriculture/USA (University of Wyoming), and Faculty of Education/USA (TCCU). Founded in 1967, the neighboring Polytechnic Institute was sponsored by the USSR.

¹¹In addition, the director of the Faculty of Education, who had received his PhD from TCCU as a participant trainee, was reluctant to be under the control of the director of the Institute of Education who had only a high school degree.

about one-half who had majored in English.¹² Because of the lack of experienced educators seeking degrees in educational administration, etc., the faculty had concentrated rather on the preparation of secondary teachers.

Inter-faculty cooperation at Kabul University was lacking and, in addition, the Faculty of Education suffered from comparatively low status (as did the profession of teaching in general). It had difficulty in coordinating its activities with other faculties such as those of Letters and Science whose students frequently became secondary school teachers also. They resisted including Faculty of Education courses in professional education in their curricula and did not want outsiders to "tell them how to teach". In addition, students of the Faculty of Education felt that their curriculum was lacking in substantive content and also resented the fact that upon graduation students from other faculties would assume better positions in the government bureaucracy. Complicated by political factors and cuts in US assistance, this led to a series of strikes in the Faculty of Education in 1968.

In general, the Faculty of Education was rather poorly conceived from the outset and it came to duplicate the work of other faculties. Indeed, the TCCU team itself had been divided as to if it should be established or not, and it had not been fully involved in related planning. As time went on, "the objective of maintaining this institution was then allowed to supersede that of satisfying unmet teacher education needs (Sahraie and Sahraie 1974:299)."

The AID mission in Kabul decided that by 1971 the Faculty of Education was capable of functioning by itself, and TCCU assistance was withdrawn. At that time there was a staff of 69 Afghan instructors, 48 of whom had been participants in TCCU training programs abroad. However, after TCCU withdrawal, the faculty faltered. Following the formation of the Republic of Afghanistan in 1973, the Faculty of Education was abolished. It should be noted that this decision was also political in nature for the newly-appointed President of Kabul University and others were anti-American in sentiment.

D. ENGLISH LANGUAGE PROGRAM (1956-1971)

For the Royal Government of Afghanistan, English had long been the preferred international language to be taught in the nation's school system. When the TCCU team arrived in the 1950s,

¹²The English Language Program had become part of the Faculty of Education in 1964 (see Section D).

however, there was a striking lack of qualified teachers and textbooks. Thus the team offered its assistance in developing a nationwide English program.

In 1956 the English Language Program was established in the Institute of Education. By 1957, 19 TCCU foreign advisors were assigned to the program, and by 1959 this number had grown to 28. Pre-service training was given to students in the Faculty of Letters who would later teach English in the lycees and middle schools. In-service workshops were also held for instructors of English in various schools, and others attended the eight-week winter and summer sessions in English teaching which were sponsored by the Institute of Education in Kabul.

A series of textbooks, Afghans Learn English, was compiled by the staff of the Institute of Education and locally printed. Completed in 1965, this was utilized by grades 7-12 throughout the country.¹³

In 1964 the English Language Program was transferred to the newly formed Faculty of Education at Kabul University. By this time a number of participants in TCCU-sponsored training programs abroad had returned to take over various aspects of the program, and Peace Corps volunteers also assisted in their activities. Within the Faculty of Education, the English Teacher Training Department awarded BA degrees in the teaching of English. This was the largest department in the faculty and, by 1970, 200 individuals had graduated. Also in the Faculty of Education, the University English Department was responsible for giving English instruction to students in all faculties of Kabul University. This was especially important for the Faculties of Engineering and Agriculture, which were assisted by AID-supported contract teams. Instruction and texts were largely in English.¹⁴

¹³I used this series of textbooks in my classes (grades 7-12) in Mazar Sharif, Afghanistan, where I was a Peace Corps English teacher (1969-1971). Although poorly printed in almost microscopic type and very poorly illustrated, the books seemingly were enjoyed by the students. Indeed, these texts were our only written source for instruction and were at least functional. It is questionable, however, what value learning English was for these provincial students; dropout rates were high, most returned to their home villages, and only a handful was able to continue with further education beyond the twelfth grade.

¹⁴Supported by AID, the Faculty of Engineering was assisted by the U.S. Engineering Team and the Faculty of Agriculture was assisted by the University of Wyoming.

In 1971 TCCU assistance to the English Language Program at the Faculty of Education terminated. At that time there was sufficient Afghan expertise to continue the program on its own. Some 36 participants had returned from TCCU-sponsored training abroad, 33 with MA degrees and 3 with PhDs.

In a terminal evaluation of TCCU involvement at the Faculty of Education, the English Language Program was judged to be the most successful of all its undertakings there (Engleman 1970). It was also seen to be better organized and much more effective than TCCU attempts in primary teacher education which had occurred in previous years. But, as Sahraie and Sahraie (1974:252) have noted, the number of foreign advisors was much greater in the English Language Program, and the subject of primary teacher education was more complex than English language training.

E. MATH/SCIENCE LYCEE SUB-PROJECT (1964-1968)

This was a TCCU sub-project which was initially proposed by AID/Kabul itself; its purpose was to upgrade instruction for prospective students who would enter the Faculties of Agriculture and Engineering at Kabul University, which were AID-supported. The sub-project was administered by the Institute of Education.

In 1964 the boys' schools of Habibia Lycee in Kabul and Ahmad Shah Lycee in Kandahar were designated as pilot schools. Attempts were made to improve classroom teaching, well-equipped laboratories were established, and texts were prepared. In 1967 the pilot schools were increased to include four additional lycées in Kabul--two boys' schools and two girls' schools.

A major problem concerned the loyalties of the lycées' principals and teachers. The sub-project was under the administration of the Institute of Education, but school staff was under the administration of the Ministry of Education, and they were thus very reticent to introduce or support changes. Activities in this area were not very successful. The sub-project then came to an abrupt halt in 1968 when it was dropped by the AID mission in Afghanistan as part of their general cutback in assistance.

F. PRIMARY CURRICULUM AND TEXTBOOK SUB-PROJECT (1966-1977)

In 1965 the Royal Afghan Government requested aid from the United States in revising their nation's primary school curriculum. This was the first time foreign assistance in such an important area had been permitted; at that time Afghanistan's existing curriculum had been prepared by Afghans prior to World War II. The TCCU team, which at the time of the request was involved in primary teacher education (Section A; see especially Page 7),

then turned its attention to primary curriculum and textbook development. The purposes of this sub-project were:

- to develop a modern primary school curriculum structure;
- to produce new primary textbooks and teachers' guides in language arts, mathematics, science, social studies, religion, health, and practical works; and
- to establish in the Ministry of Education 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 competence of its teachers.

The eleven-year period during which the TCCU team was active in this area embraced Afghanistan's Third and Fourth Five-Year Plans (1967/68-1971/72; 1972/73 -1976/77) which stressed achieving a balance between qualitative and quantitative educational reform. Attempts were made to halt the decline in quality education which had occurred due to the rapid expansion of the educational system in earlier years (World Bank 1978:171).¹⁵

Based in the Department of Primary Education in the Ministry of Education, early activities of the TCCU staff of Americans and Afghans included the development of a curriculum framework (1966-1969). Foreign advisors were slow to arrive, however, and Afghan counterparts were slow to be appointed by the ministry. The sub-project in fact began with considerable controversy for it had been the Afghan government and the AID mission who had agreed that it be based on the Ministry of Education; the team itself would have preferred that it be based in the Institute of Education, and it had been excluded from some of the early planning stages. In addition, the late 1960s was a period of friction and

¹⁵As shown in Appendix G, enrollment in Afghanistan's primary and secondary schools indeed increased in recent decades. At the primary level figures doubled between 1964/65 and 1974/75, while at the middle secondary level enrollment increased five times, and at the upper secondary level there was a striking twelve-fold growth. These statistics include only a minority of Afghanistan's school-age population, however. In 1974 only 30 percent of the country's primary school age group were in attendance (51.2 percent of the male age group and only 8.6 percent of the female age group). Appendix H graphically portrays Afghan school enrollment in 1974 and clearly indicates a much smaller proportion of females in attendance than males. In any event, the curriculum and textbook sub-project was faced with a formidable task.

rivalry between TCCU advisors and the AID mission in Kabul; the teams' budget and staff was cut drastically. Thus progress during this period was sluggish.

A positive aspect of this early period, however, was the background research undertaken by the staff. This dealt with studies of primary school children, traditional teaching methodology, the Dari and Pushtu languages, etc. Central to these research efforts was an attempt to ascertain basic Afghan values to be included in the new textbook series.¹⁶ Unfortunately such research efforts were not continued to such a degree in later years.

In brief, the primary school curriculum was simplified and consolidated. Previously, primary school children were expected to study up to eleven subjects at one time; the new framework integrated a number of subjects with language arts, which was the core of the curriculum. In the old texts sometimes 10-30 new words appeared on one page and then never appeared again; in the revised books new words were introduced gradually and systematically. The revised books also included a practical orientation, with two new subjects being health education and practical works (agricultural and industrial arts topics for boys and home economics topics for girls). In addition, for the first time in Afghanistan separate teachers' guides were developed which suggested teaching methodologies other than rote memorization (Sayres 1974).

During the period of 1970-1973 textbook writing, testing, and revision were accomplished and individual texts were slowly approved by the Ministry of Education's National Commission of Education. A larger and more systematic view of their task was taken by the team which included more planning for the important

¹⁶In 1968 the Objectives Committee of the Ministry of Education's National Commission of Education generated a report on General Objectives and Purposes of School Education in Afghanistan. TCCU staff was present on this committee. Their list of basic values of Afghan society upon which educational objectives should be based included:

- Islamic Culture in Afghanistan
- Maximum Development of Afghanistan
- Justice and Equality
- Political Democracy
- Economic Democracy
- Social Democracy and National Unity
- Education
- Maximum Development of Individuals

processes of textbook publication and distribution. Relations with the AID mission improved considerably, and progress was more evident than in the early years.

Extensive testing of the new materials was undertaken in primary schools in both Kabul and the provinces. Special studies comparing the achievement of students utilizing the new texts with those using the old series showed that children being taught with the revised books were indeed reading, writing, and understanding better (Easterly 1974; Yusofzai 1978).

A production advisor also joined the team in the early 1970s. The printing and distribution task was exceedingly complex and was plagued with both administrative and financial problems. All texts had to be printed in both Dari and Pushtu by the over-worked Education Press. The New York-based Franklin Press had had a long-standing contract with the Education Press. When the Franklin Press cancelled its assistance in the early 1970s, however, the Ministry of Education took over the press administration. All paper had to be ordered from abroad, and there were frequent shortages. The traditional system of textbook distribution was highly centralized and was complicated by transportation difficulties throughout Afghanistan. Provincial tawildar (warehouse-keepers) had to travel to Kabul and pick up the texts in person; after getting through immense amounts of bureaucratic red tape, they would then return to their provincial centers where individual schools would come to the warehouses to pick up their specific array of textbooks. There were winter vacation schools and summer vacation schools, boys' schools and girls' schools, and new and old textbook series. The process for getting the correct texts to the correct school children on time was indeed far from simple.¹⁷

The later years of the sub-project (1974-1977) involved increasing attempts at institutionalizing curriculum and textbook development in the Ministry of Education and producing the textbooks themselves. By this time the sub-project had been transferred from the Department of Primary Education to the Department of Compilation and Translation. In 1974 the TCCU staff

¹⁷In 1974 a consultant proposed a new decentralized distribution system which was tacitly approved by the Ministry of Education but never implemented (Cobb 1974). AID/Kabul also proposed a separate production and distribution project, but due to the orientation of AID/Washington to aid the "poorest of the poor," this was never approved. Seemingly an education project such as this was not perceived by Washington staff to aid the "poorest" sectors of the Afghan populace.

included 14 foreign advisors and 66 Afghan counterparts. By the end of the sub-project a total of 50 participants had studied abroad, 24 at TCCU/New York; 34 had received masters degrees and six had received doctoral degrees. Over the years most of these individuals had returned to Afghanistan, and many had continued to work with the sub-project.

Beginning in 1974 pre-service and in-service materials orientations covering the new curriculum and textbooks were conducted for primary school teachers. Many workshops were held in all of the provinces in the following years for education inspectors and headmasters/headmistresses. These individuals were then to orient the teachers in their regions. Unfortunately follow-up visits showed that this process was far from effective. It should also be remembered that UNESCO had been assisting in primary teacher education for the last decade. Unfortunately relations with this group were far from ideal and coordination was sorely lacking between teacher training and curriculum and textbook development. Thus, although many teachers skillfully used the new books in their classrooms, we cannot be sure how well prepared most of Afghanistan's primary school teachers were and how successfully they actually utilized the new texts.

When the project concluded in 1977, some 142 textbooks and teachers' guides had been written; 12 were still in the approval stage, 58 were awaiting printing, and 72 had been distributed to the schools.¹⁸ Due to the coup of 1978 and subsequent political turmoil, however, there was not enough time to see what the exact impact of these reforms in the area of curriculum and textbook development would have upon education in Afghanistan.

IV. PROJECT IMPACTS: ANALYSIS

Over the decades, the beneficiaries of this multifaceted Elementary and Secondary Education Project were many. More than 200 participants received training abroad, primarily in the United States in various subjects pertaining to education. The majority returned to Afghanistan, assumed positions in the

¹⁸Following the establishment of the Republic of Afghanistan in 1973, the Educational Reform of 1975 had been implemented which extended Afghanistan's primary school system from grades 1-6 to grades 1-8. The Ministry of Education then asked the TCCU team to also extend curriculum and textbook development assistance to include grades 7-8. Unfortunately additional assistance was declined. TCCU team did prepare 14 texts for grades 7-8 before its contract expired, however.

government bureaucracy and did help to foster educational development in their country. In Afghanistan itself English was taught to university students, hundreds of English teachers were trained, and English textbooks were prepared which were utilized in lycees throughout the nation. In addition, hundreds of primary and secondary teachers were trained in general education through both in-service and pre-service activities. In turn, their students undoubtedly benefitted by improved teaching methods. Lastly, substantial reforms were achieved in the area of primary curriculum and textbook development which impacted upon both teachers and students.

Unfortunately Afghanistan could not adequately utilize its educated few. Trapped in the sluggish government bureaucracy, professionals were unable to effectively apply their skills and often became frustrated. In the 1970s there were also thousands of unemployed high school and university graduates in Afghanistan's urban centers. Portions of this liberal group of educated elite were members of the Khalq and Parcham leftist parties which assumed control in the coup of 1978 and unsuccessfully attempted to implement radical change in Afghanistan. After the Parchami assumed power in 1979 with the Soviet invasion, most of the rival Khalqi have been killed, imprisoned, or have left the country. The same holds true for the staunchly pro-Western educated elite. Thus a vacuum of educated individuals exists in Afghanistan today, and the educational system is only functioning sporadically-- if, indeed, at all.

The Elementary and Secondary Education Project did achieve some degree of institutionalization during its lengthy history. The Institute of Education was able to function as an autonomous unit for a decade during the late 1950s and early 1960s and was able to implement a variety of educational programs. But it was later subsumed by Kabul University's Faculty of Education which the project had also helped to establish in 1962. Then the Faculty of Education itself was abolished in the early 1970s. More recently the Primary Curriculum and Textbook Sub-Project did succeed in establishing a fragile capacity for on-going work in this area in the Ministry of Education prior to 1978. But it is questionable how many individuals who were involved in the TCCU project are presently employed in the ministry today. New curriculum and textbook advisors have arrived in recent years from the USSR; as far as Afghan employment is concerned, party membership is more important than professional qualifications. The textbooks developed by the TCCU project are not being used in the schools today.

Educational development in Afghanistan during the last few decades was excruciatingly slow. Indeed, in spite of the growth in formal education over the years, by the middle 1970s only 11.4 percent of the nation's total population was literate. Only 3.7 percent of its populace had completed grade 6 and only 1.4 percent

had completed grade 12 (Afghan Demographic Studies 1975). This situation was due to a variety of factors, not the least of which was a heavily centralized bureaucracy with serious administrative and financial problems.

Thus the Elementary and Secondary Education Project was faced with an enormous task over the years and its staff--both American and Afghan--did make a laudable effort to implement change. Unfortunately quantitative and qualitative information about the Afghan sociocultural context was often lacking, and this led to activities which were somewhat poorly planned and unsuitable to the setting. Faced with the staggering needs for education in Afghanistan, the TCCU team often attempted to do too much and thus spread its resources and staff too thin. Combining these factors with the limitations of the Afghan bureaucracy, it is not surprising that the project's impacts were restricted.

Indeed, from a larger perspective, formal education itself in Afghanistan failed to benefit the vast majority of its citizens. As a part of this effort, the TCCU Elementary and Secondary Education Project only succeeded in touching the tip of an iceberg. In spite of decades of attempts, not much large-scale change was effected and, due to recent political events, whatever was achieved has not been sustained.

V. LESSONS LEARNED AND POLICY IMPLICATIONS

The TCCU Elementary and Secondary Education Project reviewed above is only one example of a long-term undertaking which has been supported by AID in Afghanistan in recent decades. What lessons can be learned from a retrospective examination of this project?

1. Changes in a nation's educational system must be accompanied by changes in other aspects of society (e.g. the economic system) if they are to be sustained. As a TCCU team member has noted (Sayres 1971:8-9):

...fundamental changes in the ways of teaching are not, by and large, going to take place in isolation from fundamental changes in other areas of Afghan life...What Afghan teachers do in their classrooms is very much a reflection of their culture...

Thus an education project should be linked with development undertakings in other sectors. Although the TCCU project was constantly questioning "education for what?" it was not able to adequately form links with other projects working in such areas as agriculture, health, etc. Even within the education sector itself, TCCU primary curriculum and textbook development efforts

could not even be effectively coordinated with UNESCO-assisted primary teacher training. All too often in Afghanistan development activities were piecemeal, and assistance teams established their own "turf." A more systemic view should be taken of the development process--not only by host countries but also by international development agencies.

2. For assistance in teacher training, textbook development, etc., foreign advisors should have extensive knowledge of the local sociocultural setting and also the local languages. Although much mention was made of the success of TCCU advisors in their work with Afghan counterparts, this knowledge was often lacking in the project reviewed above (and, indeed, in many AID-supported projects in Afghanistan). Thus, for example, while the textbooks developed by the project could have restated and enhanced indigenous Afghan society and culture, they rather transplanted an American model. In retrospect, the project (and American development assistance in Afghanistan in general) would have profitted from closer communications between Americans and Afghans, along with more research of an anthropological nature conducted by both foreign advisors and their counterparts.

3. Relations between AID and TCCU, especially in Kabul over the years, were not always ideal, and this sometimes affected the project's degree of success. For example, the budgetary cuts in the late 1960s caused the termination of many of the project's activities. In addition, the project's long lifespan embraced a number of changes in development orientation on the part of AID itself, and this also resulted in problems. For a variety of reasons AID grew increasingly reluctant to fund formal educational projects. American support of development in Afghanistan should have been more consistent over the decades.

At present it is impossible to ascertain the exact impact of TCCU's Elementary and Secondary Education Project in Afghanistan. The nation is in a state of flux due to the Soviet invasion, political turmoil and the growth of a resistance movement.

In addition to resenting the atheistic orientation of the new regime, a number of imposed reforms in the area of education have added to the widespread disillusionment among the conservative populace in recent years. Education for boys and girls was made compulsory and a literacy program for both men and women was instigated. Such forced change was strongly resisted especially when it dealt with the status of women and, along with land reform schemes and other programs, these inept and socioculturally in-

sensitive undertakings resulted in widespread revolt in both rural and urban areas. Subsequent bombings by the regime and other forms of retaliation have left the nation in chaos.

Groups of school girls have demonstrated in Kabul against the regime and have been killed in the streets by army troops; boys have been taken from schools and conscripted into the army. Thus it is no surprise that parents are reluctant to send their children to school. Attendance at "government-sponsored" institutions is also seen by many as cooperation with the regime, and thus it is avoided.

Advisors from the USSR are active in curriculum and textbook revision from the primary to university level, all based upon the Soviet model. But due to lack of attendance at schools and general lack of support of formal education throughout the nation, the impact of such undertakings is questionable. Today families often teach their children at home, sometimes utilizing the books developed by the project reviewed in this report.

In conclusion, in spite of death and destruction, the Soviet invasion of Afghanistan has been far from successful. It is only to be hoped that the Afghans will achieve their freedom once again and, if we are optimistic, it is even possible to hope that some long-range positive impacts from the Elementary and Secondary Education Project may still be realized in the future.

APPENDIX A

METHODS OF DATA COLLECTION

To compile this impact evaluation, project files and documents were initially reviewed at AID/Washington. Teachers College, Columbia University, in New York was then visited and professors who had worked with the Elementary and Secondary Education Project in Afghanistan were interviewed. TCCU library files and their collection of Afghan textbooks were also reviewed.

Individuals at AID/Washington associated with the project were contacted in person, and many additional interviews were conducted by telephone. Correspondence with others who had been part of the TCCU team also provided important data.

During a portion of the project's lifespan I was also working in Afghanistan: as a Peace Corps English teacher (1969-1971), as a research analyst in anthropology with an AID-contracted demographic survey (1973-1975) and, most recently, as an AID-contracted anthropologist (1978). Thus during my research for this report I was able to contact many acquaintances I had previously known in Kabul.

APPENDIX B

LIST OF INDIVIDUALS INTERVIEWED

Linda Abrams
Center for International Education
University of Massachusetts
Amherst, Massachusetts

William Anderson
Department of Educational Administration
Teachers College, Columbia University
New York, New York

Thurston Atkins
Department of Educational Administration
Teachers College, Columbia University
New York, New York

Ghulam A. Ayeen
Center For Afghanistan Studies
University of Nebraska
Omaha, Nebraska

Robert Canfield
Department of Anthropology
Washington University
St. Louis, Missouri

Ann Domidion
Near East Bureau/Office of Technical Support
Agency for International Development
Washington DC

Louis Dupree
American Universities Field Staff
Hanover, New Hampshire

M. Ehsan Entezar
Comprehensive Employment Training Agency
Omaha, Nebraska

Faiz M. Faiz
Bankers Life and Casualty Company
Muncie, Indiana

Carl Graham
UNICEF
New York, New York

M. Jamil Hanifi
Department of Anthropology
Northern Illinois University
DeKalb, Illinois

Karim Hayez
Professional Examination Service
New York, New York

Ernestine Heck
Afghanistan Country Officer
Department of State
Washington DC

Graham B. Kerr
Near East Bureau/Office of Technical Support
Agency for International Development
Washington DC

A. Richard King
Department of Education
University of Victoria
British Columbia, Canada

Anthony Lanza
Office of Overseas Schools
Department of State
Washington DC

Adilah Loynab
Roy Littlejohn and Associates
Washington DC

Susanne Nanka-Bruce
Foreign Student Advisor
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New York, New York

Hashem Sahraie
United Nations International School
New York, New York

William Sayres
International Educational Development
Teachers College, Columbia University
New York, New York

Charles Scott
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University of Wisconsin
Madison, Wisconsin

M. Mobin Shorish
Department of Educational Policy Studies
University of Illinois
Urbana, Illinois

Robert Simpson
Department of Behavioral and Humanistic Studies
State University of New York
Buffalo, New York

Whit Whitten
Office of Personnel Management
Agency for International Development
Washington DC

APPENDIX C: TCCU SUB-PROJECTS 1954-1977

1977
1976
1975
1974
1973
1972
1971
1970
1969
1968
1967
1966
1965
1964
1963
1962
1961
1960
1959
1958
1957
1956
1955
1954

Primary Teacher Education

Emergency Teacher
Education

Secondary Teacher Education

English Language Program

Math/Science
Lycee Sub-Project

Primary Curriculum and Textbook
Sub-Project

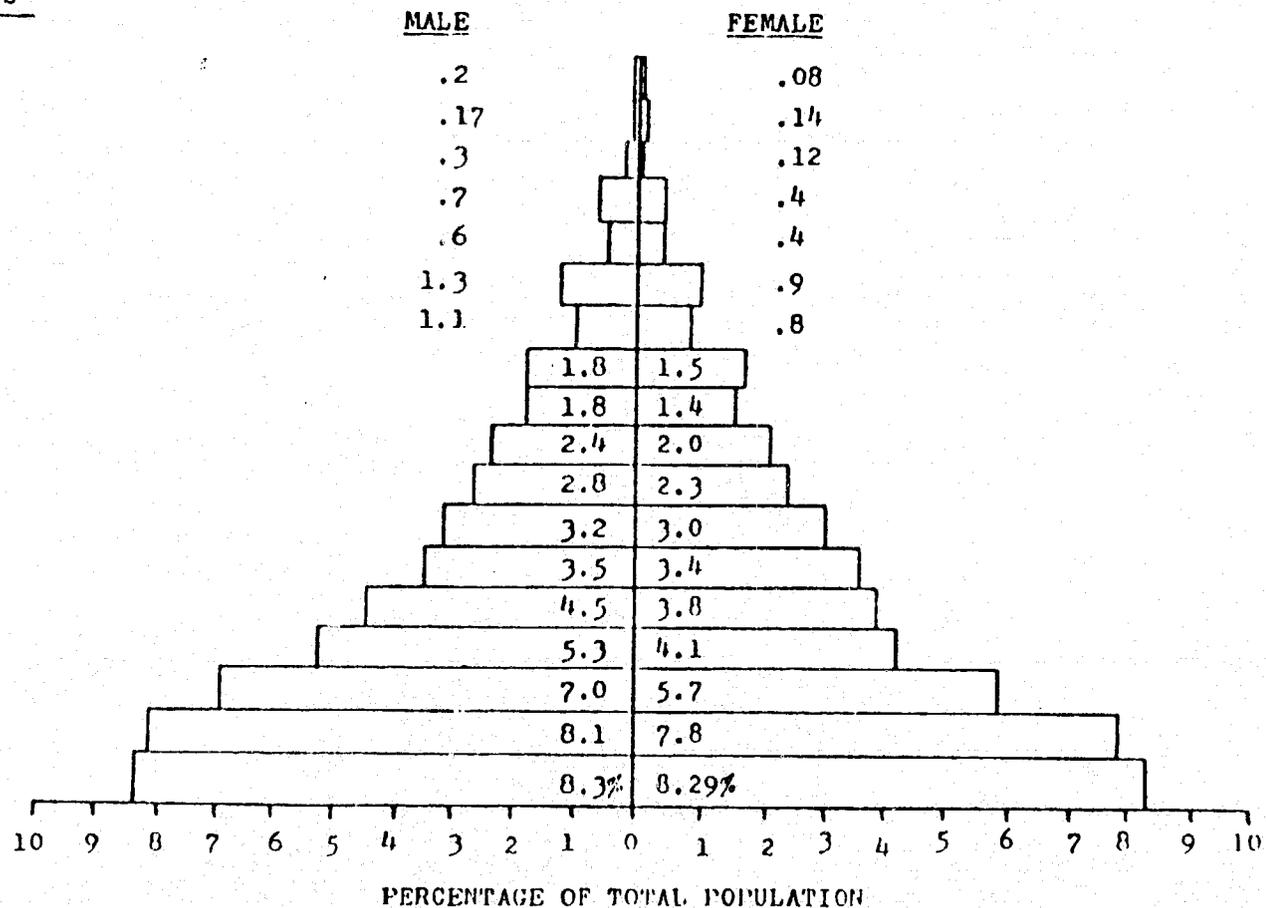
Participant Training

APPENDIX D: AGE/SEX PYRAMID AND SEX RATIOS FOR TOTAL
SETTLED POPULATION OF AFGHANISTAN
1972/73

SEX RATIO
(All Ages:
115.6)

AGE
GROUPINGS
IN YEARS

271.1	85+
128.9	80-84
222.3	75-79
176.5	70-74
160.9	65-69
139.3	60-64
143.0	55-59
120.2	50-54
128.2	45-49
121.6	40-44
120.9	35-39
108.3	30-34
102.4	25-29
117.2	20-24
129.3	15-19
123.0	10-14
104.3	5-9
100.7	0-4



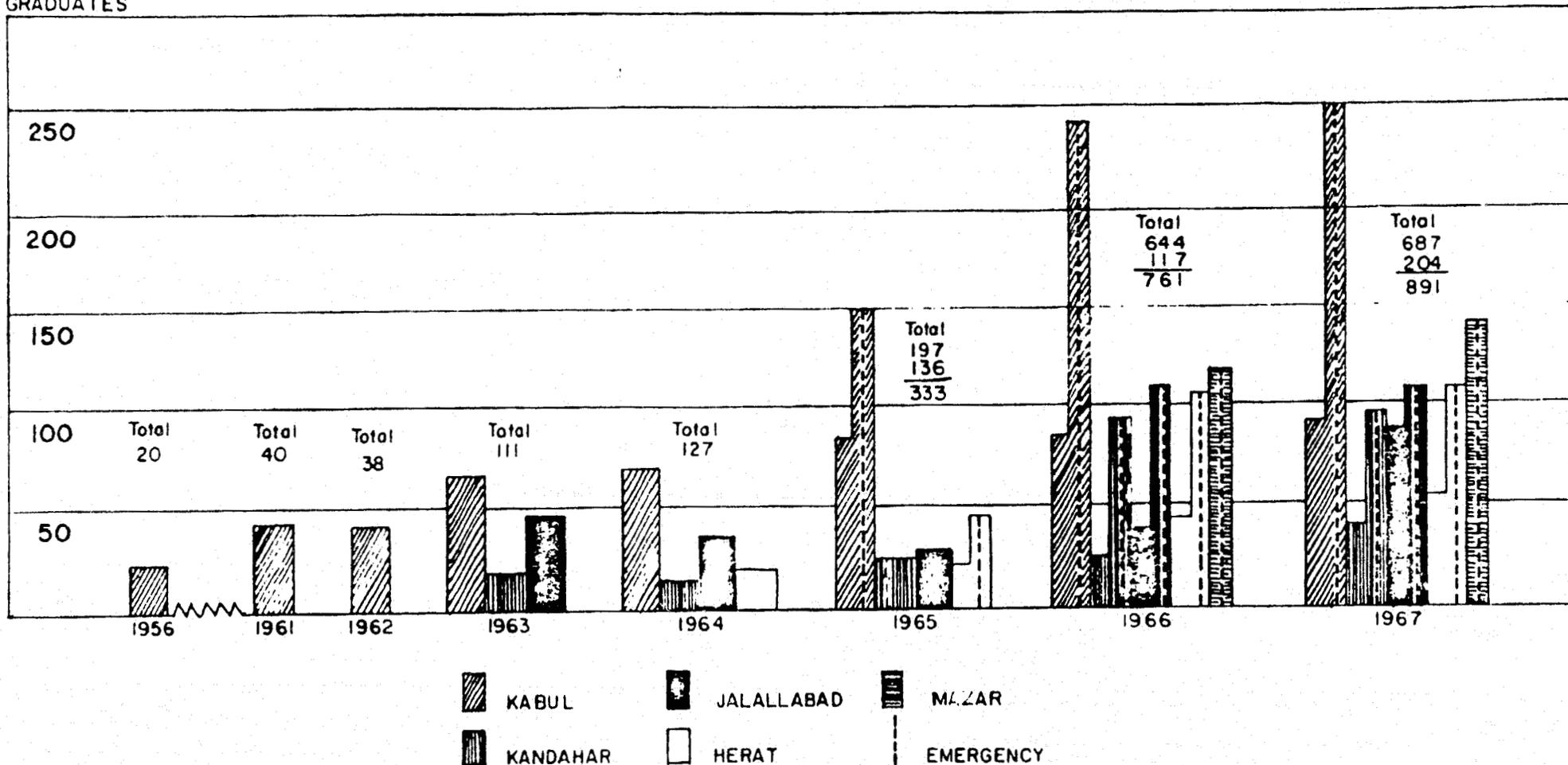
(Source: Afghan Demographic Studies 1975)

APPENDIX E:

PRIMARY TEACHER EDUCATION

TRAINED PRIMARY SCHOOL TEACHERS 1956-1967

GRADUATES

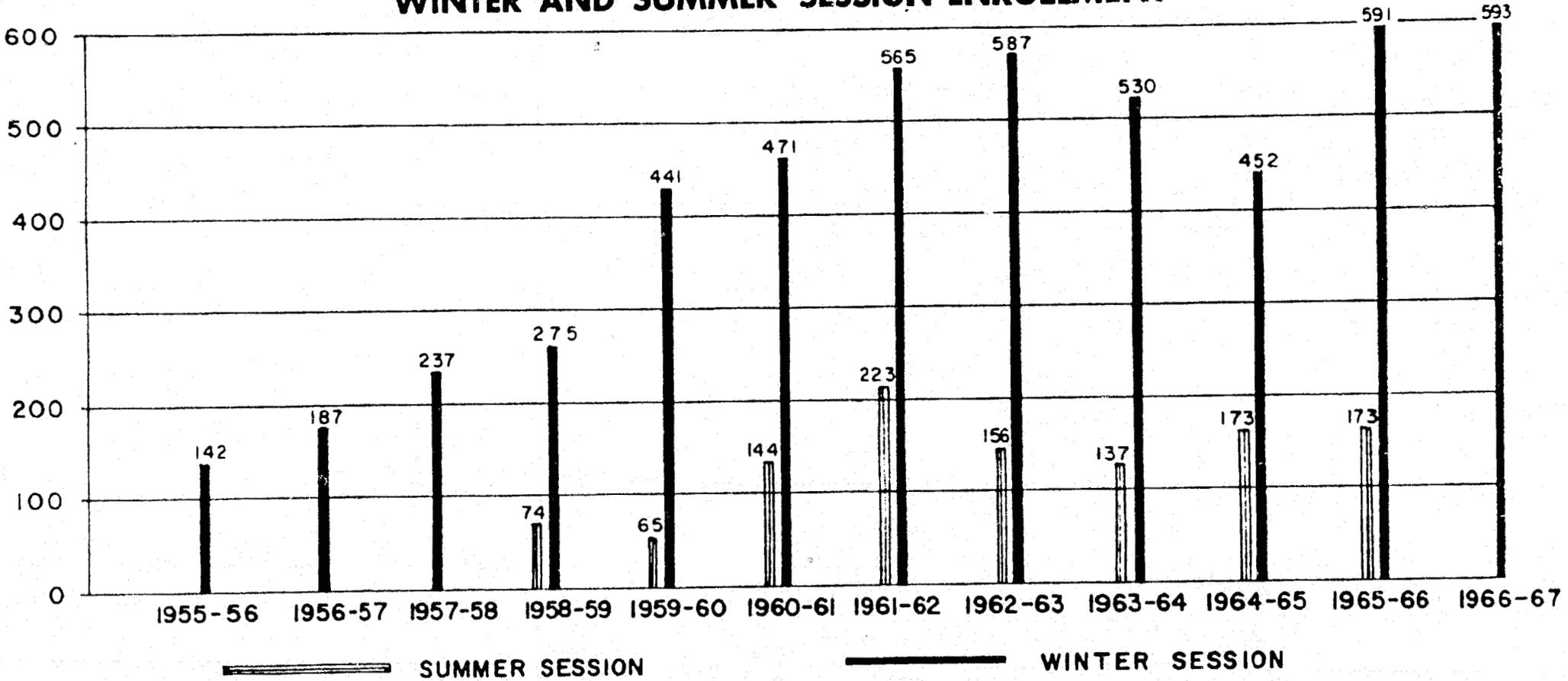


Source: Engleman 1967

USAID/TCCU

APPENDIX F:

IN-SERVICE EDUCATION WINTER AND SUMMER SESSION ENROLLMENT



Source: Engleman, 1967

APPENDIX 3: ENROLLMENT GROWTH IN EDUCATION 1964/65 - 1974/75

	<u>1964/65</u>	<u>1969/70</u>	<u>1974/75</u>
<u>PRIMARY (Grades 1-6)</u>			
Male	262,531	433,635	559,698
Female	46,136	70,983	94,511
Total	308,667	504,618	654,209
<u>MIDDLE SECONDARY (Grades 7-9)</u>			
Male	17,675	57,062	97,916
Female	4,149	9,518	13,773
Total	21,824	66,580	111,689
<u>UPPER SECONDARY (Grades 10-12)</u>			
Male	3,458	13,952	49,686
Female	1,070	2,997	6,022
Total	4,528	16,949	55,708

(Source: World Bank 1978)

APPENDIX II: EDUCATIONAL PYRAMID 1974/75

HIGHER EDUCATION

18
17
16
15
14
13

UPPER SECONDARY

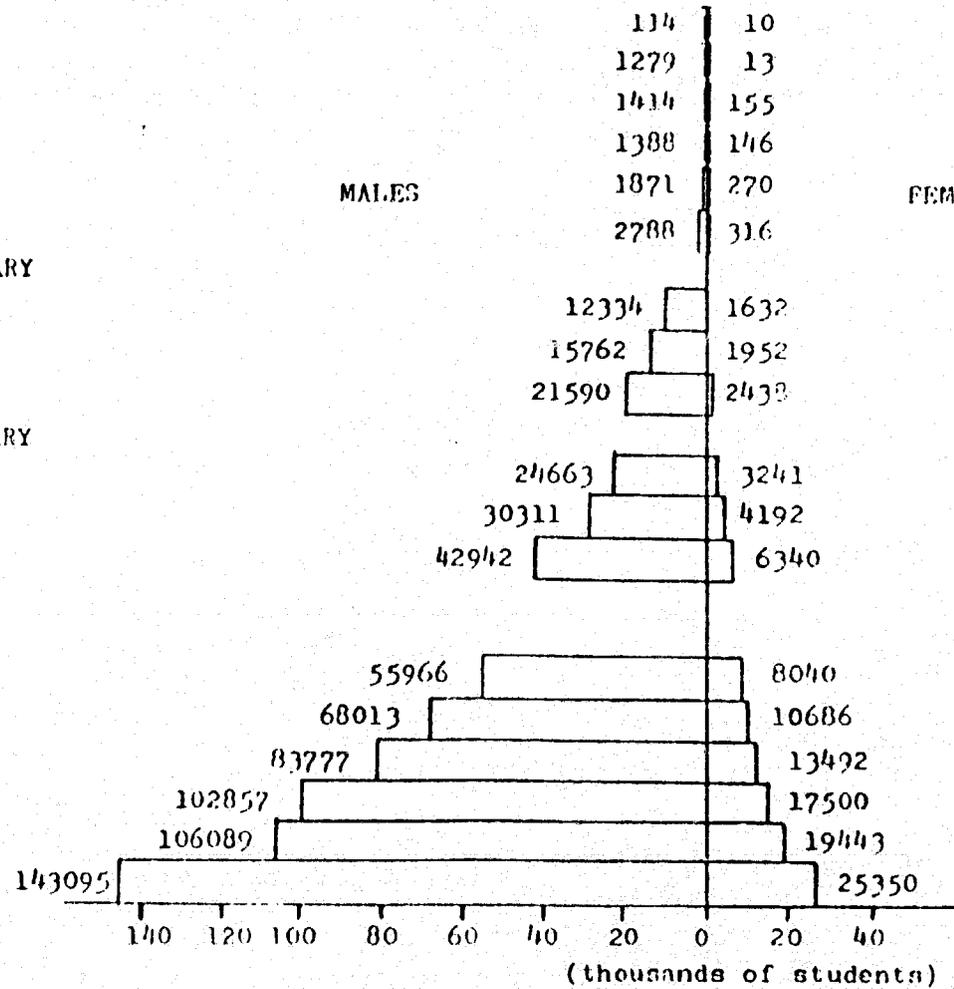
12
11
10

LOW SECONDARY

9
8
7

PRIMARY

6
5
4
3
2
1



(Source: Ministry of Education 1974; World Bank 1978)

3✓
17-
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