

20 Aug 1993
93537

ESSP BRIEFING

Date: 30 August 1993

Location: UNO/ESSP Main Office on 26-C Chinar Road

Time: 2:00 P.M. to 5:00 P.M.

AGENDA

(Note: Program areas and main Presenters are highlighted. Other staff listed will serve as panel for questions and discussion. Time recommended listed for each area.)

- a. **ESSP Introduction and History** - 10 minutes
G. R. Boardman, Team Leader
Prof. Abdul Salam Azimi, Deputy Team Leader
David J. Weiler, EMIS Coordinator
Ramona Klaasmeyer, Finance Officer

 - b. **ECA (Education Center for Afghanistan)** - 20 minutes
Haji Abdul Shakoor, Executive/Administration Director
Nasir Khan, Director of Academic and Supervision
Mohammad Omer Stana, Director of Curriculum
Mir Wais Khan, Director of Finance
Noor Gul Rahimi, Director of Literacy
Abdul Gheyas, Director of Planning
Mohammad Aqa Mujadeddi, Director of Teacher Training

 - c. **IMDC (Instructional Material Development Center)** - 20 minutes
Nazir Roshan, Coordinator
(Translator - Abdul Qadeer Fitrat)

 - d. **Teacher Training Program** - 20 minutes
Mohammad Yousaf - Coordinator
(Translator - Mir Abdul Karim Nedai)

Female Teacher Training
Helai - Master Teacher Trainer
(Razia - Translator)

 - e. **Adult Literacy Program** - 20 minutes
Sayed Ibrahim Abdali - Coordinator

Female Home Schools
Trina Rahmanyar - Supervisor
(Sitara - Translator)
- 10 Minute Break - Refreshments.

- f. **Instructional Design/Specialists - 15 minutes**
Khwaja Qutbuddin Najmi - Science
Abdul Karim Azizi - Math
Abdul Ahmad Amouzgar - Language
Jalat Khan Hekmaty - Social Studies
Zalmei Sherzad - Supervision
- g. **Research and Planning - 15 minutes**
Prof. Wali Rahimi - Coordinator
Abdul Qadeer Fitrat - Staff
Mostaeen Billah - Staff
Haji Abdul Shakoor - ECA
- h. **Monitoring - 15 minutes**
Hameedullah Zamani - UNO Coordinator and
Haji Abdul Shakoor - ECA
Mohammad Shah - Staff
Naqibullah - Staff
Zalmei Sherzad - Staff
- i. **Support Services - 5 minutes**
(Introduction and Questions Only)
Sayed Jamal - Sr. Accountant
Mujtaba Najib - General Services/Admin.
Karimullah - Exec. Secretary/Boardman and Azimi
Ahmad Wali - Computer Technology Supervisor
- j. **Open Forum/Discussion - 20 minutes**
G. R. Boardman - Team Leader
Prof. A. S. Azimi - Deputy
David J. Weiler - Team Member
Ramona Klaasmeyer - Finance Officer
Haji Abdul Shakoor - ECA Executive/Administration Director
Nazir Roshan - IMDC Coordinator
Mohammad Yousaf - Teacher Training Coordinator
Sayed Ibrahim Abdali - Adult Literacy Coordinator
Khwaja Qutbuddin Najmi - Instructional Design Representative
Prof. Wali Rahimi - Research and Planning Coordinator
Hameedullah Zamani - Monitoring Coordinator
- k. **Wrapup - 5 minutes**
G. R. Boardman, Team Leader

The Education Center for Afghanistan

History

The Education Center for Afghanistan, ECA, was created to coordinate the rehabilitation of education for Afghanistan as a result of the damages of the Soviet aggression. The ECA was formed from professional people of the different political organizations involved in the Islamic Holy war in Afghanistan (Jihad). In November 1986, with the help of USAID and with the cooperation of the University of Nebraska at Omaha, the ECA was formed and started the following projects:

1. Rehabilitation of schools inside Afghanistan.
2. Providing teachers salaries, textbooks and teaching aids and other classroom supplies.
3. Establishing teacher education courses in order to upgrade teachers in their knowledge and understanding of new methods of teaching.
4. Establishing literacy course for mujahideen.
5. Establishing short term vocational courses for those who had their education interrupted by the war and those who were without work.
6. Providing scholarships for non-degree and degree work for those whose higher education was interrupted during the war.

ECA has seven departments

1. Literacy Department
2. Curriculum Department
3. Teacher Training Department
4. Finance Department
5. Planning and Foreign Relations Department
6. Academic and Supervision Department
7. Administration Department

Completed Works

1. ECA has opened many schools inside Afghanistan. Most recently, the ECA supported 1171 active schools which formed the foundation of education for the Islamic State of Afghanistan. The schools are currently in the process of being transferred to the Afghan government.
2. Development of textbooks for grades 1 - 8. These textbooks are printed and available for use in the schools. Also textbooks for grades 9 - 12 have been prepared and are ready for printing if funding could be found.
3. For each textbook a teacher's guide was prepared and sent to the schools in Afghanistan.
4. Teaching materials were prepared including instructional boards, charts, maps and kits and sent to the schools.
5. In the past literacy courses were established for the Afghan freedom fighters. As a result, thousands of illiterate people have learned to read and write. Now we have the Islamic State in Afghanistan and discussions are on-going with the Ministry of Education about the establishment of adult literacy courses for females.
6. Teacher education seminars were offered for up-grading the knowledge and methods of teaching.
7. Salaries of ECA schools are in process of payment up to 5 May 1993.
8. Degree and non-degree scholarship programs were provided to the U.S. for those whose education was interrupted by the war.
9. Manpower training courses in public administration and vocational areas for middle school and high school graduates was provided.

On-going Works

1. A complete list of ECA schools has been given to the Afghan Ministry of Education and related departments in order to reopen schools in different parts of Afghanistan. When the current UNO/ECA national survey of schools in Afghanistan is completed, it will make this work much easier.

2. Textbooks and teaching materials are being sent to the centers of the provinces which were recently freed from the communist regime. ECA will continue to send more materials to these provincial centers.
3. Discussions are on-going between the Afghan Ministry of Education and the ECA to offer seminars in Kabul city for 355 Kabul city teachers.
4. During the past year and a few months of the Islamic State in Afghanistan we have had several meetings with the new Afghan government to discuss the following:
 - a. Since textbooks of the communist regime have been abolished, the ECA textbooks should be used in all schools of Afghanistan.
 - b. The ECA textbooks should be revised cooperatively by a joint committee of the ECA and members of the translation and compilation department of the Ministry of Education.
 - c. More textbooks and teaching materials are needed for distribution inside Afghanistan to meet the existing shortages. The MOE needs textbooks for grades 1 - 12 and ECA now only has permission to provide textbooks for grades 1 - 8.
 - d. The ECA needs to provide more seminars in all provinces of Afghanistan on teaching methodology and usage of the textbooks.

Future Plans

In the future the ECA will cooperate in the following aspects of education:

1. Providing additional textbooks and teaching materials for grade 1 - 8.
2. Cooperation in opening regional educational centers to support schools all over Afghanistan.
3. Cooperation in offering literacy courses.

Difficulties

The most difficult problem which the ECA is currently facing is that the Afghan Ministry of Education also wants textbooks for grades 9 - 12, but the respectful office of USAID has not provided permission to the UNO/ESSP office to print these textbooks. This dilemma causes the following problems:

In the textbooks published by the ECA we have taken into consideration the scope and sequence as related to the class and age of students from grades 1 - 12. If ECA textbooks are not printed and distributed, difficulties will be as follows:

- a. Grades 9 - 12 will be without textbooks and graduates of grade 8 will be without a future.
- b. The Afghan Ministry of Education will discuss the issue with other countries, such as Iran and Saudi Arabia, which will cause some problems such as:
 - The process will take time. This will cause even a further delay in the provision of education.
 - A delayed preparation process means the Afghan children will be further deprived of an education during this preparation period.
 - The scope and sequence of grades 1 - 8 will not match with grades 9 - 12 and, as a result, a proper and sequential learning will not result.

Gratefulness and Wishes

In addition to the cooperation of UNO/ESSP with the gracious office of USAID, we have also benefitted from many seminars on textbook writing, exam construction, making lesson plans and learning new methods of education. More than this, the ECA submits its thanks and appreciation for the praise and worthy work that has been done during the hard days of the war for the education of the innocent children of Afghanistan.

1. Everybody knows that UNO/ESSP is one of the most successful USAID projects; therefore, development and continuation of this project is necessary.
2. For war damaged Afghanistan it is not as important to construct paved roads or build modern buildings. Sooner or later we will solve the deficiencies of agriculture, industry, and buildings, but if assistance and help does not take place in the education area, we will not be able to recover. Therefore, we respectfully request the United States of America, especially the USAID, not just to continue its help in education, but to increase its help. USAID should help us print the textbooks for grade 9 - 12 which have all been compiled by the ECA and are ready for printing, so that the graduating students from grade 8 will not be dropped out of education. This would be a better help than any other kind of assistance to a country which has been destroyed.

The Education Center for Afghanistan once more thanks the respectable office of USAID and UNO/ESSP for their cooperation with ECA in the past years.

Instructional Material Development Center

History

The Instructional Materials Development Center (IMDC) was established in March 1987 in the basement of the UNO/ESSP Main Office located in Peshawar. IMDC's main goal was to develop instructional materials for the literacy program and the primary schools inside Afghanistan. Because of easy conveyance and use, and water proof and durable quality, IMDC produced instructional materials have proved to be very effective and will be useful in the future of Afghanistan education.

At the beginning of its activities, the process of producing instructional materials such as posters, charts, maps, etc. was very slow. Initially, posters and other visual aids charts were printed by hand and only a few posters were produced every day. On the other hand, the IMDC consisted of only four employees including one part-time. After completion of the posters and other instructional materials, they were submitted to ECA for delivery to the primary schools inside Afghanistan along with the textbooks.

In October 1987, with the increase of primary schools and textbooks, the demand for instructional materials also increased. Using the method of silkscreen production of instructional materials and use of velcro in the production of the letter and number boards, IMDC entered a new phase. Simultaneous was the demand from other external projects such as Operation Salam (UN), UNDCP, and DAI for similar materials; thus, the work area and staff members were gradually developed. The UNO/IMDC was expanded to include more professional and experienced staff including artists, chemists, carpenters, tailors, painters, and production operators. UNO/IMDC's activities also included providing instructional materials and technical assistance to other UNO/ESSP programs such as the teacher training seminars, manpower training program, literacy program, instructional design workshops, monitoring department, and miscellaneous items such as certificates, file folders, and uniforms to students in other ESSP programs.

Production

Under the guidance of an UNO/ESSP specialist, Dr. Howard Faber, UNO/IMDC has developed more than 3000 sets of scientific materials consisting of 18 items. In addition, 54000 cloth-made storybooks in color quality for students of grade 1 - 4 have been printed in Dari and Pashto languages. The purpose of printing the cloth-made storybooks is to improve the reading skill and general information of the students.

Moreover, UNO/IMDC has a 3-year record of UNO/ESSP's various programs activities on video tapes including training seminars and workshops from inside Afghanistan and in Peshawar, plus some clips of primary schools from inside Afghanistan.

The average production of UNO/IMDC instructional materials per year is as follows:

	No. of Product
1. Instructional Posters, primary and literacy level, color	60,000
2. Pashto & Dari Alphabet, velcro boards	19,000
3. Circular Calculation boards	10,000
4. Instructional Posters for middle school level, color	20,000
5. Mine Awareness Poster, color/B&W, Pashto & Dari	20,000
6. Drug Abuse Posters, color/B&W, Pashto & Dari	21,400
7. Master Teacher Training Posters, Pashto & Dari	32,500
8. Instruction Design (4-Mat) Posters, color/B&W	5,500
9. Teacher Training Posters, Pashto & Dari	2,000
10. Cloth Calendars for Schools, color	1,000
11. Design and Production of Paper Calendars	500
12. Production of Blackboards	1,000

UNO/IMDC has produced the following materials for external projects under contract with UNO/ESSP:

	No. of Posters
A. Jan. 91 - Dec. 91, Operation Salam Mine Awareness Posters, color/B&W	1,068,450
B. Dec. 91 - Sep. 92, DAI Agricultural Posters, color	19,500
C. Dec. 90 - Feb. 91, UNDCP Drug Abuse Poster, color	5,240

Also it should be mentioned that UNO/IMDC has trained its employees to produce these instructional materials using very simple methods suitable for inside Afghanistan.

29 August 1993

Teacher Training Program

History

On 3 March 1990 a group of eleven teacher trainers including six teachers from Quetta and five from Peshawar were employed for the teacher training program and they started a three month course.

The teachers were initially screened on the basis of an exam given over general subjects, followed by an observation of a demonstration teaching lesson, and an interview regarding formal education, teaching experience and willingness to travel. The latter included verification of graduation from a higher teacher training college (14 grade), at least 5 years of teaching experience, and the ability to travel inside Afghanistan.

The above group of eleven teachers followed a three month training program conducted in a training facilities leased from IRC in Hangu. These eleven teachers, upon completion of the training program, became the first group of master teacher trainers to start work with UNO/ESSP and the UNO teacher training program became active.

The next steps taken in the area of teacher training were as follows:

Seventy five refugee teachers who represented all areas of Afghanistan, including the North, East, South and Western provinces were invited for testing, interview, preliminary training and then more screening and training. Forty trainees were selected from the 75 to attend a one month seminar and at the end of the seminar 8 trainees were selected to complete the full master teacher training program. The rest of the participants went back to their communities.

While the training was going on in Hangu, responsible education authorities from Logar and Wardak came to the UNO/ESSP head office in Peshawar and requested that professional teacher training seminars be conducted in their provinces. For the first time two five member master teacher training teams were sent inside Afghanistan to Logar and Wardak provinces to hold four week in-service seminars. When school teachers from neighboring provinces understood about the holding of the seminars, they also requested training. Due to a limited number of staff, the UNO/ESSP was not able to respond to all of the requests. The directorship of the UNO/ESSP felt the need for increasing the number of master teacher trainers; thus, following the previous selection criteria and screening process, 17 experienced teachers were chosen for preliminary training after screening through an exam and an interview. They were also trained at the leased IRC office in Hangu. After completing the initial training and some additional

screening, 9 trainers were selected to complete the full master teacher training program bringing the overall total of male master teacher trainers to 28.

Following the training of this third group of master teacher trainers, teams were sent to the provinces of Farah, Helmand, Parwan Zabul, Kandahar, Kapisa, Wardak, Logar and Nangarhar to survey the teacher training needs and begin the conduct of four week in-service training program for classroom teachers in these areas.

Within a short time the training seminars became known in all of the provinces of Afghanistan. In addition to sending letters for the holding of seminars, some of the responsible school representatives and commanders personally visited the ESSP office and requested the seminars for their areas. Additionally, a fourth group of experienced teachers were identified, selected, screened and followed the three month training program. Sixteen trainees were ultimately selected for master teacher training from this group which brought the total male trainers to 44. As it was very difficult to send a team of the trainers from Peshawar to the Southwest part of Afghanistan; a teacher trainer program was opened on 1 April 1992 in Quetta using the same training model. Five master teacher trainers were transferred from Peshawar to Quetta to implement the program.

Trainees were selected in accordance with the standard procedures previously defined and a group of 6 trainees completed the master teacher training program in Quetta bringing the number of master teacher trainers in Quetta to 11.

The total number of male master teacher trainers is now 49, 38 in Peshawar and 11 in Quetta.

Activities of Teacher Training Program

The basic duty of the master teacher training program is to familiarize primary school teachers inside Afghanistan with new teaching methods so that they can train and teach their students in the best way. Attached is a description of the basic format of the four week in-service seminar conducted and a summary of the training seminars conducted to-date.

Steps in Identifying and Conducting of a Seminar are as follows:

1. The director of education for a region is consulted and a survey conducted in the area.
2. After a positive survey result, the teaching materials and other necessary support items are provided and selected master teacher trainers visit the seminar site or location to determine the necessary logistics.

3. A team of 5 master teacher trainers conduct the seminar. Initially the duration of the seminars was 4 weeks (24 days), but more recently the seminar has been increased to 5 weeks (29 days) to include some additional material on teaching effectiveness.
4. A group of 20 to 45 teachers participate in each seminar.
5. Participants are in class for 4 hours each day.
6. Teachers who are absent more than three days are not eligible to receive a certificate of completion. A formal evaluation is conducted on all participants.

In total 2,427 teachers from inside Afghanistan have received training. Currently, three seminars in Laghman, Konar and Nangarhar are in session.

Future

The teacher training program will continue its activities in two forms as follows:

1. Master teacher training and the four week in-service training will be offered through the Regional Education Centers in different parts of Afghanistan. See attached map. The provinces of Afghanistan are divided in nine regions. The related activities for the other provinces in a region are supported from the center. According to the plan, the regions are as follows:
 1. Khost, Paktika and Paktya
 2. Laghman, Konar and Nangarhar
 3. Herat, Badghis, Ghor, Farah and Nimroz
 4. Parwan, Kapisa and Bamyan
 5. Kunduz, Baghlan, Takhar, and Badakhshan
 6. Balkh, Faryab, Jawzjan and Samangan
 7. Ghazni, Wardak, and Logar
 8. Kandahar, Helmand and Oruzgan
 9. Kabul

Out of the above regions, the first three centers have been opened and training activities are currently on-going. Centers 4, 5 and 6 are under survey and will be opened in the near future. The last three centers in regions 7, 8 and 9 are on hold for the time being because of some instability issues.

A first condition for selecting one of the provinces as a training site is the security of the personnel and property of the program. In this connection, the UNO/ESSP office requires both a written and oral commitment of assurance of security from the authorities of the province.

A second condition is that the province should make a training facility available to ESSP free of charge. The UNO/ESSP office requires this local contribution as a show of regional support and commitment. The aim is to encourage the local government and people to take an active part in the training and to assume some ownership in the educational activities provided.

A third condition is the method for accepting trainees. From each region a member of trainees according to program need and based on examination and interview are selected and provided one month of training. At the end of the month only the most qualified members are selected to continue the program and become master teacher trainers. The rest of the participants return in their communities having received the base level training.

The qualified persons are then registered for the second phase of the program. After completing the additional second phase and the conduct of a practical seminar under supervision, the trainees are certified as master teacher trainers.

According to this procedure, there are now 10 men and 10 women in training as master teacher trainers at the center in Herat, 10 men in training at the center in Khost and 12 men in training at the center in Laghman. Each is currently scheduled for completing the master teacher training program early this Fall.

2. Training will be offered through seminars as identified and conducted in the present four week format. In those provinces where regional education centers are not active, the UNO/ESSP office will send survey teams from Peshawar and/or Quetta and review the local need for offering teacher training seminars. After reviewing the survey information, responsible trainers will go to the provinces and hold in-service seminars for one month.

Additionally, the UNO/ESSP office is planning to open a teacher monitoring program within the framework of the teacher training program. The purpose of establishing this section is to evaluate and assess whether the teachers are using the new methods in their teaching, and what type of problems and difficulties they are facing. The implementation of such a followup activity should add even more teaching effectiveness and importance to the quality of the program.

Teacher Training Seminars Inside Afghanistan

Before May 1, 1992

Teacher (Male) In-Service (4 weeks) Training Workshops

<u>Prov. Code</u>	<u>Province</u>	<u>No. of Seminars</u>	<u>No. of Participants</u>	<u>Seminar Start Dte.</u>	<u>Seminar End Dte.</u>
02	Kapisa	3	136	09/29/91	10/25/91
03	Parwan	4	114	09/17/91	10/14/91
04	Wardak	4	154	08/26/91	09/22/91
05	Logar	9	342	11/02/91	11/25/91
06	Ghazni	9	228	10/14/91	11/10/91
08	Nangarhar	3	72	10/19/91	12/05/91
09	Laghman	2	19	09/10/91	10/07/91
21	Farah	1	38	07/23/91	08/20/91
23	Helmand	4	70	09/13/90	09/18/91
24	Kandahar	3	41	10/30/91	11/21/91
25	Zabul	1	19	07/10/91	08/06/91
27	Ghor	1	32	09/10/91	10/07/91
	(Incomplete data)	1	49		
	Total:	45	1314		

GRAND TOTAL BEFORE 1 MAY 1992: 45 Seminars Conducted
1,314 Participants

Teacher Training Seminars Inside Afghanistan

After 1 May 1992

Teacher (Male) In-Service (4 weeks) Training Workshops

<u>Prov. Code</u>	<u>Province</u>	<u>No. of Seminars</u>	<u>No. of Participants</u>	<u>Seminar Start Dte.</u>	<u>Seminar End Dte.</u>
02	Kapisa	2	88	08/24/92	09/20/92
04	Wardak	1	48	07/20/92	08/16/92
06	Ghazni	2	77	08/19/92	09/17/92
07	Paktya	2	64	08/29/92	09/24/92
10	Kunar	1	36	07/14/92	08/10/92
(Incomplete data)		5	226		
Subtotal:		13	539		

Teacher (Male) In-Service (4 weeks) Training Workshops

<u>Prov. Code</u>	<u>Province</u>	<u>No. of Seminars</u>	<u>No. of Participants</u>	<u>Seminar Start Dte.</u>	<u>Seminar End Dte.</u>
23	Helmand	2	60	09/20/92	12/07/92
26	Urozgan	1	29	09/21/92	10/18/92
25	Zabul	1	22	11/21/92	12/17/02
Subtotal:		4	111		

Teacher (Male) In-Service (4 weeks) Training Workshops

<u>Prov. Code</u>	<u>Province</u>	<u>No. of Seminars</u>	<u>No. of Participants</u>	<u>Seminar Start Dte.</u>	<u>Seminar End Dte.</u>
24	Kandahar	2	85	02/18/93	03/18/93
08	Nangarhar	6	257	01/16/93	04/17/93
09	Laghman	1	39	03/08/93	04/17/93
10	Kunar	1	45	03/07/93	04/16/93
	Khost	1	37	03/07/93	04/13/93
Subtotal:		<u>11</u>	<u>463</u>		

GRAND TOTAL AFTER 1 MAY 1992: 28 Seminars Conducted
1,113 Participants

Teacher (Female) In-Service (4 weeks) Training Workshops

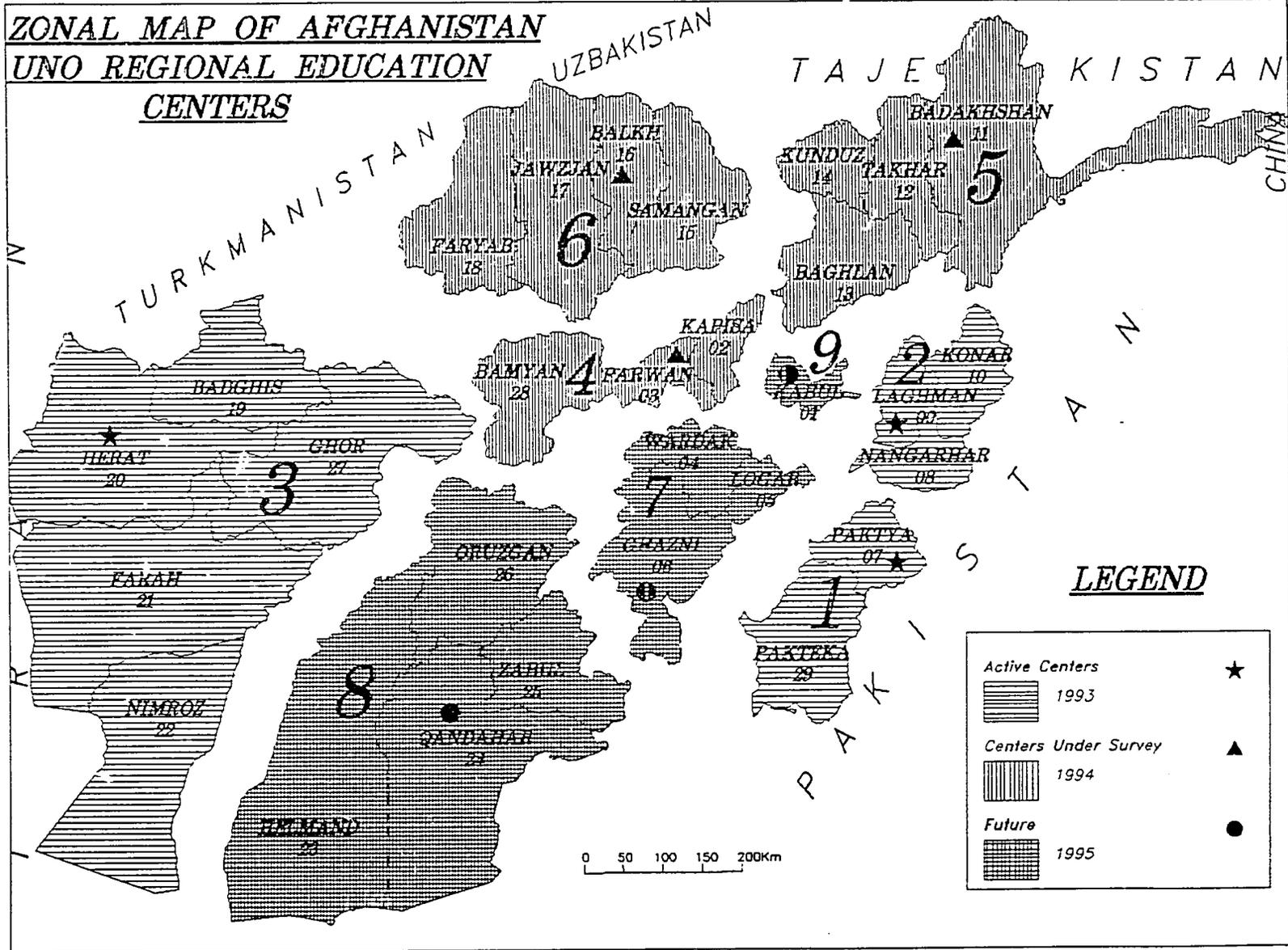
<u>City</u>	<u>No. of Seminars</u>	<u>Seminars Period</u>	<u>No. of Participants</u>
Peshawar (Completed)	1	4 weeks	66
Peshawar (Completed)	5	2 weeks	125
Quetta (Current)	1	4 weeks	17
Herat (Current)	1	1 weeks	44
Jala'abad (Current)	2	4 weeks	70

Master Teacher Training (16 Weeks)

Master Tchr Trng (Completed)	52	(M - 42, F - 10)	Prior to 1 May 1992
Master Tchr Trng (Completed)	28	(M - 7, F - 21)	After 1 May 1992
Herat (Current)	30	(M - 15, F - 15)	
Khost (Current)	18	(M - 18)	
Laghman (Current)	25	(M - 25)	

ZONAL MAP OF AFGHANISTAN UNO REGIONAL EDUCATION

CENTERS



LEGEND

Active Centers	★
Centers Under Survey	▲
Future	●
1993	(horizontal lines)
1994	(vertical lines)
1995	(cross-hatch)

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BASIC FORMAT OF IN-SERVICE TEACHER
TRAINING WORKSHOPS

UNO/ESSP conducts a 24 day (96 hour) in-service teacher training workshop for enhancing the teaching level of ECA classroom teachers. The workshops have three main sections:

1. The first part which is the professional section includes 23 teaching hours. This section includes such topics as objectives, methods of teaching, tests, child psychology, class management, and instructional materials.

Objectives: Definition of the objective, different kinds of objectives, different elements of objectives, and writing of objectives.

Teaching Methods: Six lessons are taught which includes the definition and demonstration of different student centered teaching methods and important elements of each.

Testing: Five lessons are taught including definition of a test, differences between a test and an evaluation, goals of a test and of an evaluation, different kinds of tests, test construction, important elements of test construction, kinds of test questions, and test reporting.

Psychology: Four lessons are in this section including a definition of psychology, understanding of a child (student), differences between teaching children and adults, and solving student problems.

Instructional Materials: Three lessons are presented including the definition of instructional materials, various kinds of instructional materials, and effectiveness of the material.

Class Management: Three lessons are included such as class preparation, resolving classroom problems, order and discipline of a classroom, and physical structure of a classroom.

2. In the second part 13 sample lessons are demonstrated by the teacher trainers using different teaching methods for each of the different subjects including Pashto, Civics, Taleem ul Quran, Science, History, Mathematics and Phonetics.

3. Practical lessons are taught by the participants in the subject areas of Persian, Pashto, Math, and History and observed by the other teachers.

In the practical lessons of Persian or Pashto four skills (name, form, sound and writing) and in Math one skill (counting of numbers through different things) are taught by the teacher trainers.

Additionally, this year two additional days were included in the workshop focusing on teacher effectiveness and included use of sample observation instruments for self improvement of classroom instruction.

Female Teacher Training

Brief History

Teacher training programs for women started in July 1991, with the employment of five women teachers with prior teaching experience. It was a difficult and sensitive situation since at that time most people were not in favor of starting such a program. This issue of how these five women were trained as teacher trainers, by whom, and how, without facing any reaction makes an interesting story. We can say the UNO initiators of this program were wise and culturally sensitive leaders.

The initial five women were placed in a small room in a building next to the UNO main office. Inside this building the first UNO/ESSP female master teacher trainer program was held. One of the male master teacher trainers most experienced members, Mohammed Yousaf Jabbar Khel, went alone to the classroom of the group each day and began instruction in teacher training methodology and related subjects. He was the only person allowed to meet with the female trainers to do this job. The program was conducted in complete confidentiality without even the knowledge of the other ESSP project staff. At the time it was clearly stated that one could not use a male to train females in Peshawar; thus, the uniqueness of the program. The male master teacher trainer completed the conduct of the full program including the four week practical seminar portion. It was through this program that the initial group of female master teacher trainers started their work in preparing for the conduct of seminars for female teachers in the refugee schools in Peshawar.

Since the process of training this initial group was successful and since it was welcomed enthusiastically by the teachers who participated in the seminars, the UNO office took a further step in this direction. A second group of five experienced teachers were employed to be trained as master teacher trainers.

This time the former problems of how to do the teacher training and who should be responsible did not exist, since the first group had achieved the required competence and could train the second group. Of special importance was the fact that Ustad Mohammed Yousaf Jabbar Khel continued as supervisor to guide this work. To this day, Ustad Yousaf still holds the position of coordinator of the female teacher training program.

Along with the training of the second group, the demand for female training programs in Peshawar expanded and requests for conducting seminars increased. The quality and desirability of the program became well known and the reputation of UNO/ESSP/USAID spread among the female teachers in all schools for women in Peshawar and its neighborhood. This goodwill was due to the fact that the UNO

administration had paid particular attention to the interest and eagerness of the women who were deprived for years of this gift and completed the training in a culturally sensitive manner.

During 1993, UNO took still another step in this direction and trained a third and a fourth group. There were no problems in training either of these groups. At this time the UNO office also established a similar program in Quetta, where there were a number of girls' schools and female teachers in need of training. A group of six female trainees in Quetta were identified. There was an excellent UNO male master teacher trainer, Emad, in Quetta who was assigned to Quetta in conjunction with the UNO male master teacher training program. Emad, along with selected women master trainers from Peshawar who proceeded to travel to Quetta, conducted the training. Recently the Quetta group received their certification and are now busy conducting seminars and training activities in the Quetta area. The program has gained much attention in a short time and teachers from other local institutions in the area are asking for the four week in-service seminars.

In conclusion, there are today 18 female master teacher trainers in Peshawar and six female master teacher trainers in Quetta. Additionally, there are 3 other females in Quetta who have been trained but are currently working with the adult literacy program.

Activities Accomplished

The female master teacher trainers from Peshawar have conducted the following four week in-service training programs with classroom teachers from the local schools:

1. A four week teacher training seminar for 27 female teachers in Naheed Shaheed School, Peshawar.
2. A four week teacher training seminar for 21 female teachers in Zerghora Ana School, Peshawar.
3. A four week teacher training seminar for 24 female teachers in Omahatul Momineen School, Peshawar.
4. A four week teacher training seminar for 23 female teachers in Bibi Somia School, Peshawar.
5. A four week teacher training seminar for 52 female teachers in Bibi Khadija and Malalai School, Peshawar.
6. A four week teacher training seminar for 29 female teachers of the Women's Department, Peshawar.
7. A four week teacher training seminar for 29 female teachers in Bibi Aayesha Seddiqa and Bibi Khadija Schools, Peshawar.

8. A four week teacher training seminar for 64 people in Uma Sulma, Peshawar.

In total, eight seminars were conducted in Peshawar which covered the training of the total of 269 women teachers.

The teacher training program for women took a major step forward recently in expanding its activities to conduct seminars for 60 women teachers inside Afghanistan in Jalalabad. The conduct of such a seminar was not a simple issue. It required considerable logistics and planning, including arranging for security issues and lodging and boarding. The general preparations required the UNO staff to work directly with the provincial authorities of Nangarhar. This paved the way for the successful implementation of the program. As a result of these efforts, UNO was able to send 10 of the women master teacher trainers from Peshawar for one month to Nangarhar Province. They conducted two seminars for female teachers, one at Elahi Lycee in Jalalabad and the other in the Experimental School of Higher Teachers College. Words cannot describe how welcomed and how well received the program was. Also the teachers were housed in a very safe place complements of a local commander. At the end of the program the teachers were asked to stay another month so that more female teachers might have the opportunity to benefit from the seminars. The local teachers reported that they had seen other seminars but that this seminar was far superior to any previous ones.

Due to some instability in the region at the end of the seminar, the 10 teacher trainers returned to Peshawar. Preparations are currently being made to offer two more seminars in Jalalabad in which 70 female teacher will participate. These seminars are scheduled for the first week of September.

Today the people of Afghanistan, men and women, have better realized the fact of USAID's assistance to Afghanistan. Although USAID has been useful in all sectors of the society, it is not comparable to what has been done in the area of education. All Afghans are very pleased with the textbooks, the teachers' guides, literacy texts, and the men and women teacher training programs, so much as that they have almost forgotten many of the calamities and present difficulties. This is a good sign of hope.

What should also be noted in this section is the conduct of teacher training courses for women teachers in Herat. An in-service seminar for four weeks was held for women teachers in Herat by the male master teacher training staff from Quetta, 45 female teachers participated. For the first time women teacher training was taught by male teachers inside Afghanistan. In addition, it should be noted that 15 women were trained for four weeks by male master teacher trainers through the Regional Education Center of Herat. Out of this group ten women distinguished themselves and are now being trained to become master teacher trainers. This is an

activity which does not have a precedent and is most encouraging.

During the past two and one half years, several short term female consultants were invited by the UNO project to extend their assistance. They conducted many useful and valuable seminars and workshops for the staff of the teacher training program for women. For example:

- Seminars of Dr. Yvonne Tixier y Vigil (Adult Literacy) and Ayesa Miakhel (Adult Literacy).
- Seminars of Dr. Ivalyn VanEvery (Curriculum).
- Seminars of Dr. Lynn Evans (Supervision)
- Seminars of Dr. Doris Henry (Planning)
- Seminar of Mrs. Kay Huth (Literacy Training)
- Seminars of Dr. Donna Ogle (Whole Language)

It is worth mentioning here that these female consultants also traveled to Quetta to conduct similar seminars for the Quetta staff. Additionally, the women participated in a 5 day seminar which was planned by UNHCR on narcotics awareness.

Future Programs

Although there is a need for conducting training seminars for women in Peshawar, the UNO office now desires to conduct most of its seminars inside Afghanistan, particularly in the urban centers where security exists. Therefore, in addition to Jalalabad and Herat, seminars will be held in Kabul and/or Mazar if security continues. This means that probably the present staff will not be sufficient for the job. This being the case, there is a need to train additional female staff through the regional education centers. As far as the women are concerned, there is a feeling that it is their responsibility to go to any remote or close-by area of the country to render our services in education.

Our expectation from the higher authorities of USAID is that the candle that has been lit in the face of great difficulties should not be extinguished. We feel that this is the best project for female education and for the tax money of the people of the USA to be spent. The effects will remain forever in the spirit and body of the new generation in Afghanistan.

Adult Literacy Program (Overview)

History

Today's humans are living under conditions in which illiteracy is a great insult to their status and prestige. It is for this reason that people all over the world, even in the remotest areas, welcome literacy programs.

In the present world more than one billion people are illiterate. More than 700 million of these illiterates live in Asia. Unfortunately, women form the majority of these illiterates.

Our freedom loving country, Afghanistan, is one of those countries where the majority of the population is illiterate. In particular, women constitute 90% of the illiterates.

The Soviet invasion of Afghanistan and its regime, destroyed the system of education and its network, besides causing destruction, ruin and depravity. This being the situation, it is necessary that a literacy program be established in all areas of Afghanistan in the near future. The enrollment of males and females in these courses should seriously be taken into consideration, since illiterate people resemble a lifeless skeleton which does not move.

In the present circumstances since Afghanistan has serious social and economic problems, the eradication of illiteracy seems to be impossible. These tasks are far beyond the present financial power of the country. Afghanistan is unable to resolve this problem and, as a result, it is unable to help those Afghans who are deprived of the gift of literacy. Obviously the problems are great and tremendous. But the courageous people of Afghanistan believe that there are human loving friends, welfare organizations, social and individual organizations that exist in the world which can assist in the campaign of illiteracy eradication. They need to take firm and initial steps in this direction. They must take practical measures in order to pave the way for the present and the future.

Fortunately, UNO/ESSP, through the financial assistance of USAID, took the first step in this regard on May 5, 1993 and started a literacy program for illiterate women in Peshawar and for this purpose employed seven experienced teachers.

The reports made by short term consultants and advisors after visiting the pilot literacy courses highly praised the success of the courses as well as the achievements of the literacy students.

Several consultants and experts have observed and visited the literacy courses and have conducted training seminars and workshops. Our literacy teachers have learned a lot from their experience and teaching. Since beginning on 23 June 1993 the following consultants and experts have visited the women literacy courses and have discussed appropriate issues with them.

- Dr. Doris Henry, Dr. Lynn Evans and Dr. Ivalyn VanEvery have visited the literacy courses and have written the results of their observations in their reports.
- Mrs. Kay Huth visited the courses and prepared a detailed descriptive report of the pilot program.
- Mrs. Nancy Dupree also observed the courses and has admired the progress made by the students.

Seminars and Workshops

1. Dr. Ivalyn VanEvery conducted several workshops on 4MAT during the Fall of 1992 and Spring semester of 1993.
2. Dr. Lynn Evans gave seminars on learning styles and supervision on the 13, 14 and 15 of June 1993.
3. Dr. Doris Henry gave a workshop on strategic planning to the teacher training program on 20 and 21 of June 1993.
4. Mrs. Kay Huth gave a workshop on literacy teaching on 17 and 18 of July 1993.
5. Dr. Donna Ogle conducted a valuable seminar on "reading" on 23 August through 26 August 1993.

In addition to the above activities we have done the following:

1. We administered a criterion based literacy test prepared by the teachers on 5 August 1993. The results were good. This test showed that the students were making satisfactory progress.
2. We have received many requests to expand the program to other refugee communities.
3. The first seminar in literacy teacher training was held in Quetta from 16 May to 26 May 1993. Fourteen teachers participated in this seminar, including 9 from the UNO office, two from the Aryana Primary School and 3 from the Gharjistan Primary School in Quetta.
4. Four literacy courses for women and older girls of ages between 12 and 30 years were opened in Quetta on 15 August 1993. Four teachers are teaching a group of forty six Afghan women and older girls.

It is worth mentioning that the Afghan refugees in Quetta continually praise the timely humanitarian assistance of the UNO/ESSP and USAID and promise their full support and cooperation in promoting such programs.

Future

1. To open literacy courses inside Afghanistan. The people of Afghanistan have realized that illiteracy is the biggest enemy of their life. Therefore, we propose that along with teacher training programs, literacy programs in the form of "Home Schools" be initiated in conjunction with the regional education centers.
2. In most areas of Afghanistan there exists a clinical center, health clinics, etc.. A great number of people attend these centers. It is possible to open literacy centers in conjunction with these centers. Health issues and literacy can be taught together. It is our understanding that women will register in these courses in order to learn. A pilot program inside Afghanistan should be implemented.
3. Literacy is one of the urgent needs of humankind. Illiterate people cannot have a happy life. Thus, literacy is a basic need. Also it is an international responsibility. Friendly countries and those countries who helped in the Afghan Jihad, should assist and play a significant role in the eradication of illiteracy.

In the present world illiteracy is a parasite. When the parasite increases and enters the human body, the body becomes sick. If not treated or prevented, most people will die. They must be assisted as that they can become free from this disease. Therefore, friendly and cooperating countries, those who have financial and technical ability, should help the people of Afghanistan to get rid of illiteracy. Otherwise, the majority of illiterates who are engaged in unlawful activities and live without any goal will increase. This pattern of life is not beneficial for the societies of the world.

Female Literacy Program

History

The process of literacy in general and female literacy, in particular, was on-going in Afghanistan before the war. The majority of Afghanistan's population, especially women, were illiterate; thus, the job was great and initial effects of the literacy programs had only just begun. During the invasion of Afghanistan by the communists the illiteracy problem increased. The closing of schools and other educational centers for different causes left millions of Afghans illiterate. Solving the problem now looks even more overwhelming because of the disorganized structure of the government and the collapsed condition of the economy. Again there needs to be an organization who can take the first steps to provide a base literacy program so others can follow. Fortunately UNO/ESSP with the support of USAID, a humanitarian organization of the United States, is taking this step in the establishment of the female literacy home school program. The training of seven female adult literacy teachers in Peshawar was initiated on 5 April 1993 to begin the home school concept.

Performed Activities

1. At the beginning we were worried because we were concerned as to how to find ways to enter to a private house for the home school program? Also, how to get people to accept the program without paying salaries/stipends? According to the UNO/ESSP policy and decision, the plan was to provide training, textbooks and aids, blackboards and some supplies but no stipends or salaries.

There were two alternatives for adoption of this program:

- a. Each of the teachers should find a group of illiterate adult women and/or older girls and register them. Also, the teachers should find out who among the women could provide a room in their homes which could be used as a classroom for two hours daily.

- b. If the above alternative was not a possibility, the teachers were to go to the refugee camps and do a survey to find out how many women were ready to attend a school in a nearby house or public place. In the beginning there were a few problems like providing security and some propaganda against the program, but soon both concerns proved to be negligible as the positive elements of the courses sold the program.
2. The teachers succeeded in their initial attempts to locate illiterate women and appropriate homes for the conduct of the courses and established 6 literacy courses in homes in different refugee areas of Peshawar City in May 1993. As these schools have been observed by UNO/ESSP specialists and other official visitors, the reports are that the courses are very successful. The students are highly motivated and are making excellent progress. The duration of these courses will be five to six months. The age of the registered students are from 12 to 30 years.
3. More recently, four other pilot literacy courses were established in Quetta. We were not sure how many Afghans, who live in Quetta, would register but a good number did and we were able to establish four pilot home schools in different parts of Quetta. Forty-six literacy students are currently involved in learning to read and write. According to initial reports motivation and attendance have been good and a number of additional women are indicating an interest. This has encouraged us to be hopeful about the future.
4. The establishment of these initial home school literacy courses for females is providing helpful guidelines for the future. We are learning by our first experiences with the home school and this will help us to do even better in the future. It will greatly facilitate the establishment of similar courses inside Afghanistan where logistics will be more difficult. These experiences make us hopeful and should provide a standard for other organizations to follow in order to reach a similar level of success.
5. Relative to the training exponent, from the beginning of the program the literacy staff have been attending professional workshops:
 - a. Initially, the staff attended a four week general teacher training course because it seemed necessary for literacy teachers to know about general methods of teaching.

- b. Next, the staff participated in two weeks of a specialized adult literacy course. The methods which were taught in this course focused on adult education and were deemed essential for a literacy teacher. The Peshawar and Quetta literacy programs followed the same courses. Additionally, some of the same seminars and workshops established through UNO/ESSP for the general teacher training and supervision program were also followed by the literacy staff.

Future Plans

UNO/ESSP has an interest to increase the female literacy program. The potential for this program is good both in the refugee camps of Pakistan and inside Afghanistan. As it was previously stated, starting such a program does not require a great amount of money. Ironically, the damages of 15 years of war and living in a strange land have made Afghans more interested in the education of their children and to have a better understanding of the value of education than they did before.

We would request, if possible, that USAID could increase its humanitarian cooperation in education and continue to help save our hopeless people from ignorance. Afghans do not have a good remembrance of machinery projects but believe that wisdom through education is a treasure which is sustainable forever.

Afghanistan Pilot Home School Project Female Primary Education Grade 1 - 2

History

After 14 years of war, the situation in Afghanistan presents many challenges to the development of primary education for females. Afghanistan is a multifarious country and the war has rendered it even more complex. The infrastructure has been fractured by the war and tribal elders have been replaced in their traditional roles by military commanders.

Literacy is an important need of Afghan women. It is perhaps the single most important weapon at the disposal of womankind for use in the fight against infant, child and maternal mortality and high fertility rates.

The preliminary primary home school design is assembled on a foundation laid by the UNO/ESSP through its previous five years work in primary education and the recent work in adult literacy home schools. The primary home school has been designed to utilize local resources as much as possible. Females from the villages will be recruited by the community as teachers.

Preliminary Design

The objective is to provide a primary education (grades 1 - 2) in a home setting for girls, ages 6 - 10, which is culturally acceptable to the community and to provide the basis for the student to enter grade 3 in a government sponsored school.

Management: Over all project management will be centered at the headquarters of the implementing agency. Direct overseeing of field operations should be under the direction of a project manager and must be located as close as possible to the project area. The concerned provincial capital appears to be the ideal location for the project office.

Participating Communities: The local village/community home school sites must be close enough to the project office to allow for easy access.

Community Organizer: The community organizer will play a key role in promoting female education and will initially be the essential link with the village elders, mullahs, commanders, council and community. This person should have the respect of the people and be knowledgeable about the village culture.

The community organizer will work with the community on all aspects of establishing the home school, including the selection of the teachers and students. The community organizer must work with the villagers in establishing an education council.

Supervisor/Trainer: The implementing agency should hire a female whose family is from the area to work as a supervisor/trainer. She has to be acceptable to the village communities. She may be the only person providing training, guidance, and support to the teachers, and submitting reports and giving feedback to the community organizer and project manager. Community approval for the supervisor in the area must be assured. The supervisor should supervise five or less schools all of which she can visit each day. The supervisor should visit a school without giving prior notice to the teachers.

Teacher: The teacher will be selected from the community with the guidance from the community organizer. Education level should be the highest possible, ideal would be class 10. A teacher's agreement should be signed by the education council and the teacher.

Student: Schools sponsored by the implementing agency will be for girls, ages 6 - 10. The number of students per school will depend on the availability of space in the village. All students must be from the community and acceptable to both the teacher and the community.

Location of the Home School: The site selection can be conducted in two ways: a) the community organizer can work with the community in the selection of the site or b) the community organizer can outline the criteria for selection of site, and return to the community once these tasks have been completed.

Site Selection: The majority of schools will be established in homes. Because of the ages of the girls 6 - 10 they may be prohibited from going to existing schools or public buildings. The community organizer must be sure the site is acceptable to the families and the teachers.

Curriculum and Instructional Materials: UNO/ESSP is developing a curriculum for home school program similar to the existing ECA curriculum in the areas of language, math and science. A special teacher's guide is also being developed. Teachers in this program will not be required to have the same level of education as in the government school system. Most teachers in the home school program will have minimal training.

Schedule: The community organizer will work with the community in establishing a schedule for the home schools. The supervisor during her visit should ask the mothers regarding a preferred schedule for their daughters because of the minimum number of hours required. This information should be given to the community organizer who should encourage the community to accept the proposed schedule.

Future Plans

This Fall, the UNO/ESSP is planning a pilot implementation of 4 - 6 primary home schools.

Instructional Design

History

The instructional design group was initiated in the Summer of 1992 with 4 staff, one each in language, social studies, mathematics and science. Initially, the focus was on the development of a grade 1-3 scope and sequence. This was followed by extensive training in pedagogy, use of learning styles and appropriate teaching strategies. The staff was later expanded to 13 including 5 in the language arts, 4 in social studies, and 2 each in the areas of mathematics and science. Dr. Donald Schutte served for one year as the expatriate advisor to the instructional design staff and conducted the pedagogy training provided to the staff.

Activities

1. Workshops conducted in the Fall of 1992 for members of the ECA and UNO staff, male and female:

Five training workshops, four in Peshawar and one in Quetta were conducted. One hundred four educators attended the full sessions, others attended parts of the workshops. Participants in the workshops included ECA members, teacher specialist facilitators, teacher trainers, and others interested in the educational program for Afghanistan.

The Curriculum Development and Educator Training workshops were as follows:

<u>Location</u>	<u>Date</u>	<u>Group</u>	<u>Number of Participants</u>
Peshawar	Oct. 20, 21, 22	ECA	21
Quetta	Oct. 26, 27, 28	MTT and ECA	23
Peshawar	Nov. 3, 4, 5	ECA	22
Peshawar	Nov. 22, 23, 24	Women TTP	11
Peshawar	Nov. 1, 2, 3	MTT	27

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The twelve hour workshops were held on three consecutive mornings. The workshops offered a comprehensive introduction to a total educational systems development process which included an introduction to the 4MAT System for developing teaching guides/lesson plans.

The training workshops were very effective in stimulating interest and providing knowledge in regard to instructional design to a large number of people.

2. Participation in in-house training activities almost daily during the Fall of 1992. The purpose of this program was to acquaint the members with the 4MAT (for most appropriate teaching) system, a lesson unit planning structure; learning styles; understanding and preparation of scope and sequence skill statements and concepts; teaching methods including appropriate teaching strategies and tactics; and assessment methods.

During the training and practice sessions, the specialists by department and individually were assigned to produce a group and also an individual work. Each department selected a concept and topic from the scope and sequence according to the first grade level. The same was done for the individual projects. Groups as well as individuals developed the teacher resource books. In addition, each group as well as individuals were assigned to translate their works to Dari and Pashto.

3. Revision of the scope and sequence charts for grades 1-3 that were prepared in the summer of 1992 from skill statements to concepts and initial development of scope and sequence charts for grades 4-6 with translation to Dari and Pashto.
4. Preparation of handouts and a trainers manual for conduct of a ten week technology transfer workshop that was to be held in the Summer of 1993 for the math and science master teacher trainers. All members participated in the development of the materials and translations from English to Dari.
5. Conduct of the 10 week master teacher training workshop and coordination and advisement in the development of 23 math and science academic/pedagogy resource books.
6. Currently, each subject area is in the process of developing instructional materials for grades 1, 2 and 3 for use in the primary home schools. Samples are attached for each subject area.
7. Testing of the instructional materials in a pilot classroom practice teaching situation with 8 non-readers, 4 boys and 4 girls.
8. Attendance at training seminars and workshops conducted by consultants. Members of the various departments are currently attending a whole language workshop being conducted by Dr. Donna Ogle and four persons, one from each department, are attending a research workshop held by Dr. Grant Farr.

9. During this period, from July 1992 to August 1993, several consultants came from the USA to assist the project. The consultants and their areas of expertise were as follows:
1. Dr. Donald G. W. Schutte, Teacher Training and Curriculum Design.
 2. Dr. Ivalyn VanEvery, Scope and Sequence. She helped prepare the concept based scope and sequence charts for grades 1-3 and took part in teaching of the workshops.
 3. Dr. Howard Faber came two times to Peshawar and he assisted in preparing the scope and sequence for grades 1-3 and grades 4-6. Additionally, he worked with the group on effective teaching techniques, lesson planning, and development of appropriate instructional aids.
 4. Dr. John Bowers provided training in the development of various assessment techniques.
 5. Dr. Farr held workshops on research methodology, including sampling techniques and data collection techniques.
 6. Dr. Lynn Evans held workshops in observing and identifying indicators of classroom instructional supervision.
 7. Dr. Donna Ogle held a workshop on Whole Language development and KWL (knowing, wanting to know, and learning) and demonstrated development of a weekly plan for whole language usage.

Future Activities

The instructional design specialists will continue to:

1. Design grade 1-3 instructional materials for the schools.
2. Finalize and edit the scope and sequence charts for grades 1-6 and begin development of grades 7-8 scope and sequence.
3. Train the master teacher trainers in appropriate instructional teaching strategies and techniques.
4. Evaluate and revise the prepared materials.
5. Conduct workshops and training activities in supervision.
6. Work cooperatively with ECA in upgrading staff and in development of appropriate instructional materials.

Lesson Objectives:

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

Pre - Teaching:

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

Teaching:

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

Practice:

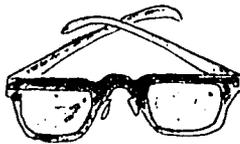
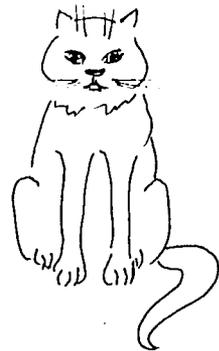
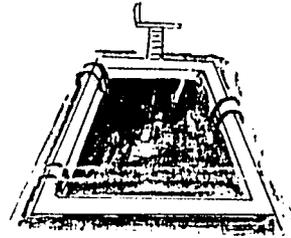
Students will practice hearing, saying, reading, and writing those words that begin with the 3 letters (H, P, Gh).

Materials:

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

Challenge:

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



Language Dept.
Grade: One
Subject: Dari

Lesson Objectives:

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

Pre - Teaching:

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

Teaching:

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

Practice:

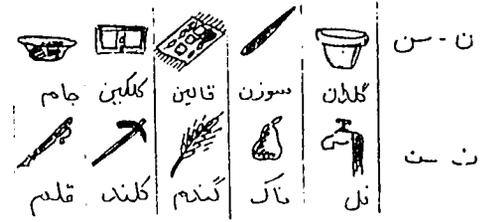
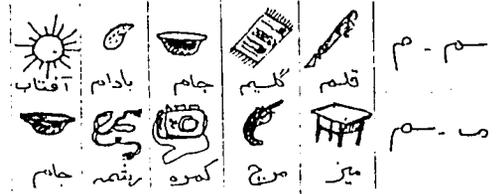
1. One of the students will be invited to name the pictures others will listen carefully and follow him as they hear them.
2. Students will be divided into groups of two one will show the form of the letter and the other will say the sound and name them.
3. Students are asked to write the letters in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

Challenge:

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

Checking for Understanding:

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



Social Studies

Teacher's Guide

Grade: 1

Time: 60 minutes

Lesson One, Page (1)

**Additional Information
For Teacher about the
unit:**

All families need to work together. As they live together, so the family members have to share things and work together. In working together things are done faster and better and the idea of cooperation is strengthened among the members. Cooperation means that certain jobs may be too difficult to be done individually, and therefore others must help. Every task in the family as well as outside it is a job.

Moreover, the main theme of this lesson is to help the pupils understand that cooperation is most necessary in all families. The rest of objectives in this lesson are that:

1. Work in families is done cooperatively.
2. Everyone participates in family work.
3. Any work that needs to be done is a job.

Pre-teaching:

In order to prepare the class the teacher can ask.

What kind of things the members of their families do together, what do they share, what the elders do; what the children do, etc. The teacher may give an example about his own family.

Teaching:

Read the text of page one outloud to the class. Then draw the learners' attention to the picture and ask: What does this picture tell us? (people in a family help each other.) How can people.



HELPING IN FAMILY

*PEOPLE IN FAMILIES HELP EACH OTHER.
THEY LIKE EACH OTHER. EVERYONE TAKES
PART IN FAMILY WORK. TO TAKE PART
IS TO HELP. THEY WORK IN TURNS.
ANY WORK IN THE FAMILY IS A JOB.*

help each other? (Possible answers, earning money, buying, cooking, teaching etc). The teacher can ask more questions but he must be careful not to ask too many or personal questions that some students may not want to answer.

Application:

In order for the students to get the concept home, the teacher can first ask individual learners to come to the front and tell the class about his special duties in which he/she helps at home. After this is done, a group of children can be asked to cooperate in doing some of the things in class such as keeping the class clean, erasing the board and arranging pictures on the wall, bringing roll calling book, etc.

Vocabulary:

Cooperation
Sharing

Challenge:

Assign the learners to report to the class the next day what things specifically they and their brothers and sisters (or elders if no siblings) do in their families.

Evaluation:

Observation of the students in class and listening to their reports the next day.

THE TEXT IN DARE

همکاری در خانواده ها

کمک در خانواده :

اعضاء خانواده ها بایکدیگر همکاری میکنند. آنها یکدیگر را

دوست دارند. هر کس در کار خانه حصه میگیرد.

حصه گرفتن یعنی همکاری کردن. کارها را به نوبت میکنند

هر کار در خانه یک وظیفه است.

Teacher's Guide Page with Student Text

Lesson 1.

Objective:

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

Vocabulary: Name, thing, place and person.

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

Time: 30-45 minutes

Teaching stages:

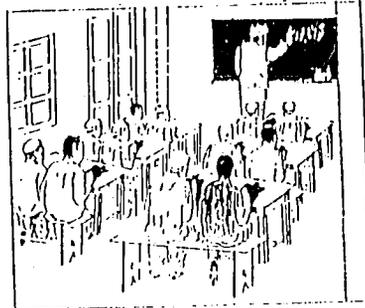
1. Pre-teaching stage: Ask students, where do they live? Name the street, county, village, town, etc. How did they come to school? name the means. Who did drive the means? Which letters did you learn in language Art, name them? What did you learn in science about living and non-living things? List some names of living and non-living things.

2. Teaching stage: Put objects, pen, pencil, ball-pen, book, note-book, ruler, duster on a table. Have volunteer students come forward and ask them to tell the name of each objects. Then ask names of things in classroom (window, black-board, ceiling etc). Encourage students to name some more places, things and persons.
3. Practicing stage: Have students to answer questions on students book-P.1. What do you know from looking at the picture? What do you need to find out? Can you name the objects which you use to write on or to write with?

Challenge Questions:

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

Answer the questions of your teacher.



P.1

Lesson Objective:

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

Pre -Teaching:

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

Teaching:

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

Lesson Vocabulary:

- grasses
- trees
- vegetables
- flowers
- crops
- community

Materials:

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

Living things and non living things.

God has created the living and non living things



1

fig.(1)

Challenge:

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

Bicycle move. Are they alive ?

Time: 30 minutes

Research and Planning

History

The Research and Planning office/department was originated through the initiation of the UNO/ESSP administration for coordination and undertaking research projects and programs in October 1992. The office started functioning as a separate branch within UNO/ESSP structure in a location close to the main office in January 1993.

A coordinator, three research members and two computer programmers constitute the staff of Research and Planning. They are responsible for coordinating and advising the ESSP research-related activities.

Objectives

The main objectives of Research and Planning are:

1. Coordination and advisement of research activities within the UNO/ECA structures.
2. Building a wide-ranging EMIS (Educational Management Information System) in cooperation with the Education Center for Afghanistan (ECA) on the basis of the IEES (Improving the Efficiency of Educational Systems) model to help planning processes for the future improvement and reform in the educational system of Afghanistan.
3. Launching a comprehensive school survey program at the national level for gathering up-to-date, accurate, and relevant data from the field to obtain a complete and thorough picture of the current educational situation in Afghanistan.
4. Undertaking a series of special studies in selected areas of education which will serve UNO/ECA special data requirements for the fulfillment of various planning purposes.
5. Coordinating and conducting seminars and workshops in research related topics.
6. Providing the opportunity for a selected number of UNO and ECA staff to acquire basic knowledge and skills in research methodology.

7. Disseminating the final outcomes of the research findings in an appropriate manner.

Activities

In order to accomplish the above objectives, ESSP with the guidance of Dr. David Chapman, EMIS specialist, prepared a five-phased data collection plan in early 1993. The plan, which included a list of appropriate educational indicators, was based on the IEES model.

The IEES is a ten-year initiative funded by the Agency for International Development (USAID), Bureau for Science and Technology, Office of Education. The principal goals of the IEES project are to help developing countries improve the performance of their educational systems and strengthen their capabilities for educational planning, management and research.

The IEES efficiency-based, educational model consists of five important concepts in terms of context, input, process, output and outcome. Context refers to existing social, economic, political and cultural conditions of the society in which the educational system operates. Inputs are the resources that give birth to certain educational activities; such as, students, teachers, textbooks and instructional materials. Process is referred to as the means and tools through which the transformation of educational inputs into educational outputs actually takes place. The outputs are the immediate production of the educational system; such as, cognitive achievements, manual skill development and attitudinal changes. Outcomes are the long-term and final results of education; e.g., employment and earnings. (Chapman Report, 1993, pp. 1-2.)

At present, the scope of the Research and Planning activities is multi-dimensional. It encompasses three main areas of related works including a school survey scheme, special studies, and seminars and workshops.

1. The School Survey Scheme

The purpose of the school survey scheme is to develop at the national level a comprehensive, adequate and manageable education management information system, EMIS. This EMIS will enable education planners and decision makers to plan for the improvement of what is currently happening in schools in Afghanistan.

The survey is to be undertaken in five phases, each containing a distinct set of measurable indicators. The first phase includes the indicators which will provide urgently needed data for the basic education planning purpose; such as, school location, total enrollment, student qualification by gender, number of teachers, stratification of teachers across their level of qualification, and number of books. See attachment for a detailed description of the five phases.

The survey instrument for the first phase of data collection was designed specifically to obtain the data required for the indicators as listed. The survey form was initially prepared in English through collaborative efforts of the R&P staff and ECA. The form was revised and modified several times until it was ready for field testing. The form was translated into Dari and Pashtu and sent for pilot testing in four urban and three rural schools in Nangarhar province to make sure that there was no difficulty and/or ambiguity in the form. Maximum attention was paid to making the survey form as easy and understandable as possible. In order to confirm the understandability and fluency of the form, the surveyors' suggestions were taken into consideration and proper modifications made. After elimination of any shortcomings in the form, the survey teams were trained, organized and prepared for the field work.

For data collection purposes, the provinces were grouped into regions in accordance with the planned ESSP regional education centers. Each region consists of three to five provinces. The following is a list of the provinces grouped by the nine regions.

- Region 1 Nangarhar, Laghman and Kunar
- Region 2 Khost, Paktya and Paktika
- Region 3 Herat, Badghis, Ghor, Farah and Nimroz
- Region 4 Parwan, Kapisa and Bamyan
- Region 5 Kunduz, Baghlan and Badakhshan
- Region 6 Balkh, Samangan, Faryab and Jawzjan
- Region 7 Chazni, Logar and Wardak
- Region 8 Kandahar, Helmand, Oruzgan and Zabul.
- Region 9 Kabul

The number of survey teams assigned for each province varies from one to seven teams depending on the size, geo-physical conditions and the estimated number of schools in the province.

At the time of the filing of this report, the survey work has been completed on thirteen provinces; including Nangarhar, Kunar, Laghman, Paktya, Paktya, Ghazni, Logar, Wardak, Oruzgan, Zabul, Badakhshan, Takhar and Kunduz. The data collection process in five other provinces; Baghlan, Kapisa, Herat, Badghis and Bamyan is expected to be concluded within the next couple of weeks. See attachment showing survey work completed and in progress. In addition, the preparation for sending the survey groups to the 6th region is also well underway. The following table shows summary statistics for the foregoing thirteen provinces where the data collection and entry process has been completed.

SELECTED STATISTICS OF SCHOOL DATA
FOR THIRTEEN PROVINCES

Province	No. of Schools	Total Enrol.	% Female Enrol.	% Female Teachers	Std./Tchr Ratio	Txt.bk./Std.Ratio	% Schools with Bldg.
Badakhshan	203	41029	21.20	18.95	22.95	2.11	50.78
Ghazni	201	43834	8.32	3.43	28.90	1.94	29.85
Kunar	95	15324	9.99	2.14	29.76	3.20	25.26
Kunduz	71	26929	17.88	30.00	28.65	1.68	17.14
Laghman	64	20262	1.16	0.29	29.03	0.52	18.75
Logar	141	24703	3.07	0.09	21.67	2.24	10.64
Nangarhar	161	82738	8.48	6.13	30.53	1.67	29.81
Paktya	132	45840	0.00	0.08	35.21	0.66	28.79
Paktika	72	11490	2.53	0.00	23.69	2.73	50.00
Takhar	171	36825	7.47	3.58	27.44	1.97	42.52
Oruzgan	14	1548	0.00	0.00	20.37	3.43	57.14
Wardak	158	29466	1.08	0.00	23.92	3.17	25.36
Zabul	15	1696	0.00	0.00	19.27	2.21	66.67
Total:	1498	381684	6.035	4.98	26.26	2.12	0.54

As far as data entry is concerned, the thirteen provinces of Nangarhar, Kunar, Laghman, Paktika, Paktya, Badakhshan, Takhar, Kunduz, Zabul, Oruzgan, Ghazni, Logar and Wardak are completed and work on the remaining provinces is continuing.

Lastly, in the computer data base each school, district and province has been assigned a standard identity code for easy data analysis. Further, the computer section of UNO/ESSP has opened six independent files for each school. These files include a School Information File, Teacher File, Teacher Qualification File, Student File, School Textbook File and School Administrative Personnel File.

2. Special Studies

Special Study One

Special Study One is designed to examine school enrollment rates in the provinces of Afghanistan so that areas of low school enrollment can be identified, especially regarding female school enrollment. Using the data gathered in Phase One of the Research and Planning data gathering effort, this study has also develop a model to estimate current population projections for each province in Afghanistan. These projections were developed using UNHCR, USAID, and UNIDATA data estimates of Afghan population.

Of particular interests are the percentage of children of ages 5 to 14 that are in school, as well as gender specific rates that will allow an examination of female enrollment by province. This study will be of critical use in future school planning as it will identify areas of particular need.

Special Studies Two and Three

Special Studies Two and Three are designed to examine the relationship between the schools in Afghanistan and the local communities the schools serve. Study Two examines the willingness and ability of the local communities to offer financial help to the school, especially their ability to support the teachers' salaries. Special Study Three examines the willingness and ability of the local communities to offer non-financial support to the local schools, including the willingness of the local villagers to participate in the operation and teaching of the school. Study three also examines the willingness of the local people to send their children to the village school, particularly their girls. The study also include a few questions on fertility, mortality and literacy rates.

Special Studies Two and Three have been pilot-tested and after some adjustments to the data collection instruments, the study is now being conducted in three provinces; Nangarhar, Paktya, and Herat. The research teams are expected back in the next few weeks. The results of this study will be used to develop community action plans that will encourage the villagers to become active in their local schools.

It should be noted that the team leader for each special study will be one of the ECA directors and that all of the special studies are being advised by Haji Abdul Shukoor, executive director of the ECA.

3. Workshops, Seminars & Training Programs

The Research and Planning (R & P) office has sponsored a number of workshops, seminars and training programs to enhance the initial research skills of the R & P staff and the general awareness of research methods among the UNO/ESSP and the ECA staff. Dr. Grant Farr, UNO consultant, gave two workshops in April 1993 on general research techniques and one on community involvement methods.

In addition, a three day training workshop was given in April 1993 for 54 persons (from both ECA and UNO/Monitoring) in the R&P center for the purpose of carrying out the task of the school survey scheme. Another three-day workshop was given to nine ECA-Monitoring staff for implementation of Studies Two and Three in mid-July 1993. The R&P office also conducted a third three-day training workshop at the UNO/ESSP office in Quetta last June.

In August 1993, Dr. Farr also presented a series of workshops on the conduct of field research in Afghanistan for R&P staff and selected members of UNO and ECA staff. The workshops included:

1. **Sampling Techniques:** This workshop covered issues of how to take an accurate representative sample of villages in Afghanistan.
2. **Instrument Construction:** This workshop discussed how to make observation schedules, interview protocols and questionnaires for the Afghan situation.
3. **Data Analysis Techniques:** This workshop will include how to do elementary data analysis of survey results. This workshop will be conducted in late August or early September 1993.

Future Activities

The future activities will focus on the following areas:

- a. To continue the work on the remaining four phases of the school survey scheme for constructing the EMIS system.
- b. To pursue the task of completing Special Studies Four and Six and to undertake the remaining nine special studies suggested in the five phased plan EMIS plan.
- c. To conduct the necessary workshops and seminars to increase the level of awareness and skills of R & P and UNO/ECA staff members.
- d. To organize training programs on community involvement strategies.
- e. To continue to work cooperatively with ECA in the design and implementation of all research planning activities.

To conclude this report, Research and Planning, during eight months of its existence, has made a good start in the conduct of its activities. During this period, a total number of 1498 schools were surveyed in 13 provinces. Surveyors are currently in the field in six more provinces. It is anticipated that the survey work for the first phase of the EMIS system will be completed before the end of this year.

Data collectors for Special Studies Two and Three are in the field in the three provinces of Nangarhar, Khost and Herat. Upon their return, the findings of these studies will be finalized in order to present a more complete picture of the potential for the communities' tangible (programmatic) and non-tangible (programmatic) support for education.

PHASE I

FIRST-ORDER INDICATORS <small>(Data collected from the schools)</small>	SECOND ORDER INDICATORS <small>(Indicators developed from the school level data)</small>
INPUTS	
* Student enrollment by grade by school	* Total school enrollment by province
* Number of girls enrolled by grade by school	* % female enrolled by province
* [Grades 1-3:] teachers per grade by school	* Student-teacher ratio by province
* [Grade 4-6] teachers per subject by school	* Student-teacher ratio by subject
* Number of teachers at each level of qualification	* %qualified teachers by province
* Number of female teachers at each level of qualification	* % of female teachers by province
* Number of textbooks by subject by grade by school	* Textbooks per student ratio
* Headmaster years of experience	* Over time: enrollment trends by province : aggregate supply & teacher demand by province : trends in female enrollment by province
* Number of classrooms	* Teacher-classroom ratio
SPECIAL STUDIES	
<p>STUDY 1: Analysis of school participation in Afghanistan</p> <p>STUDY 2: Alternative financing of teacher salaries</p>	

PHASE II

FIRST-ORDER INDICATORS

[Data collected from the schools]

SECOND ORDER INDICATORS

[Indicators developed from the school level data]

INPUTS

- * Number of classrooms per school
- * Amount of other instructional aids (chalk board, chalk, teacher guide,
- * Number of teacher who received training in new curriculum

- * Average classes per classroom
- * Average students per classroom (class size)
- * % teachers trained to implement new curriculum

PROCESS

- * Single versus double sessions
- * Number of instructional days per year
- * Number of instructional minutes per week

OUTPUTS

- * Student attainment scores
- * Number of students passing each grade
- * Number of students repeating each grade
- * Number of students dropping out at end of year

- * Overall progression rate
- * Overall repetition rate
- * Overall attrition rate (these are indicators of internal efficiency)

SPECIAL STUDIES

STUDY 3:

- * Community support of education

STUDY 10:

- * The internal efficiency of student flow through the education system

STUDY 4:

- * Teacher Issues in Implementing the new curriculum

PHASE III

FIRST-ORDER INDICATORS

(Data collected from the schools)

SECOND ORDER INDICATORS

(Indicators developed from the school level data)

INPUTS

- * Aggregate cost data
- * Condition of classroom (headmaster rating)
- * Whether PTA exists
- * Teacher years of experience
- * Number of teachers who retired/died/left teaching/moved to different school at end of previous year
- * Number of teachers by specialization
- * Teacher salaries

- * Unit cost
- * Cycle cost

- * Teacher mobility
- * Teacher attrition

- * Teacher supply & demand by subject area by province
- * Average teacher salary by school (will vary by school, depending on community contribution)

PROCESS

- * Student absenteeism
- * Teacher attendance
- * Teacher rating of satisfaction with curriculum
- * Teacher rating of job satisfaction
- * Teacher classroom practices (special study)
- * Teacher use of instructional time (special study)

OUTPUTS

- * Student achievement (special study)
- * Student attitudes toward schooling & society (special study)

(Data will support special studies on differential achievement by province, by gender, by urban/rural, by expenditure per pupil, etc.)

SPECIAL STUDIES

STUDY 5:

- * Student achievement using the new curriculum

STUDY 9:

- * Implementation issues in "going to Scale"

STUDY 8:

- * Audit of data accuracy

PHASE IV

FIRST-ORDER INDICATORS

[Data collected from the schools]

INPUTS

- * School size
- * Classroom size
- * Availability of water
- * Availability of latrines
- * Total school expenditures
- * Amount of community contribution to cover school cost

OUTPUTS

- * Student attainment scores by grade by school

SECOND ORDER INDICATORS

[Indicators developed from the school level data]

- * Combine with population data to compute % of school age children in school (participation rate)
- * % of cost payed by local community level of community involvement in schools
- * Student attainment by region, by gender, by level of teacher's training, et c.

SPECIAL STUDIES

STUDY 11:

- * Teacher study of school graduates entering the workforce

STUDY 12:

- * Tracer study of school graduates pursuing further education

STUDY 13:

- * The impact of teacher training on teachers' career development (a tracer study)

STUDY 14:

- * What investments in education raise student achievement?

PHASE V

FIRST-ORDER INDICATORS

(Data collected from the schools)

SECOND ORDER INDICATORS

(Indicators developed from the school level data)

CONTEXT

- * Life expectancy
- * Per capita GDP
- * Newspaper circulation
- * Number of adults completing primary school

OUTPUTS

- * Number of graduates continuing to next level of schooling
- * Number of graduates entering workforce

OUTCOMES

- * Graduates performance in subsequent schooling (special study)
- * Graduates performance in subsequent employment (special study)
- * Average earnings of school school graduates by level of schooling
- * Employment rates of graduates and non-graduates
- * Adults attitudes toward education (special study)

SPECIAL STUDIES

STUDY 6:

- * Effect of teacher training on teacher performance

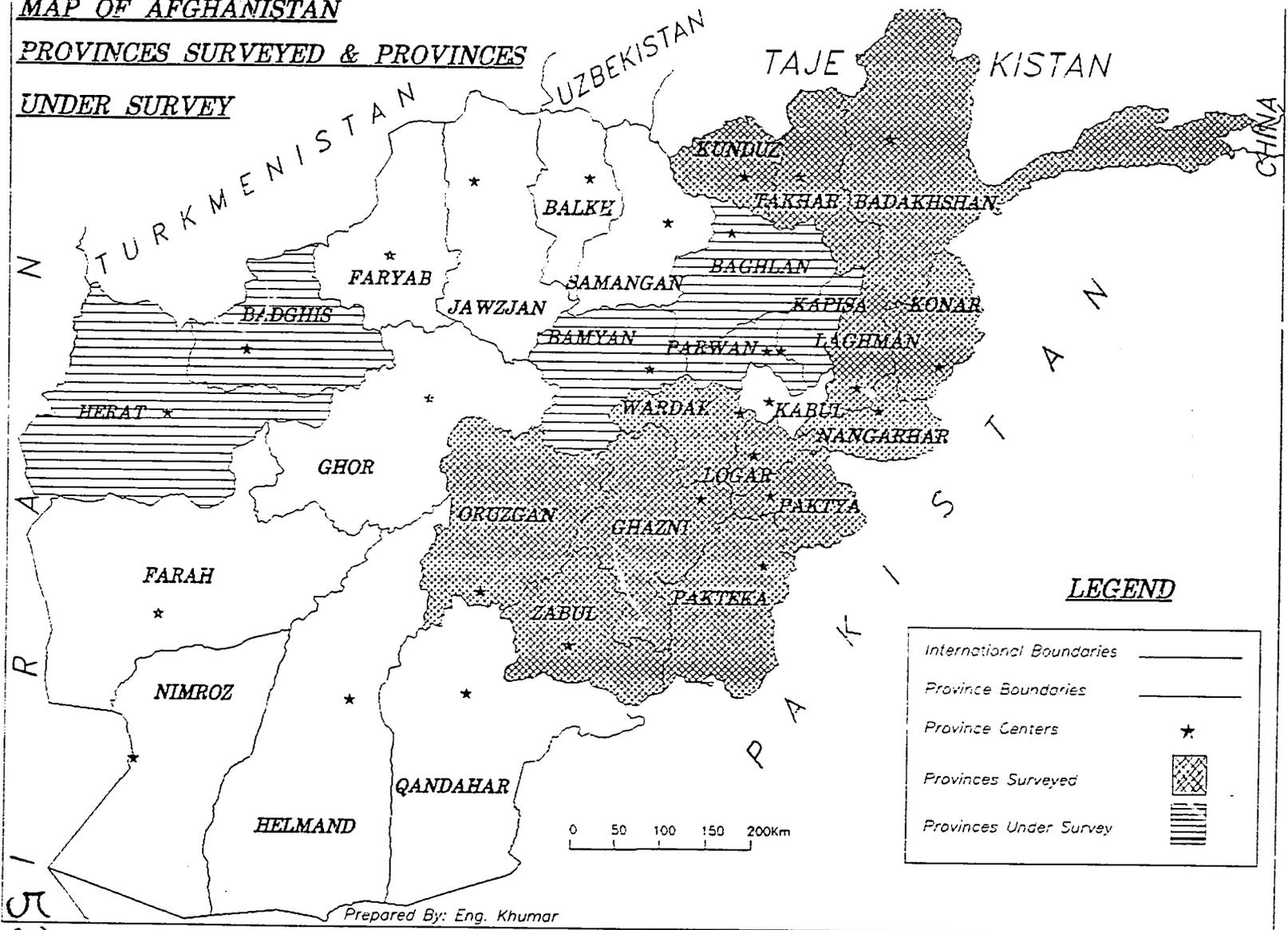
STUDY 7:

- * Headmaster study

MAP OF AFGHANISTAN

PROVINCES SURVEYED & PROVINCES

UNDER SURVEY



LEGEND

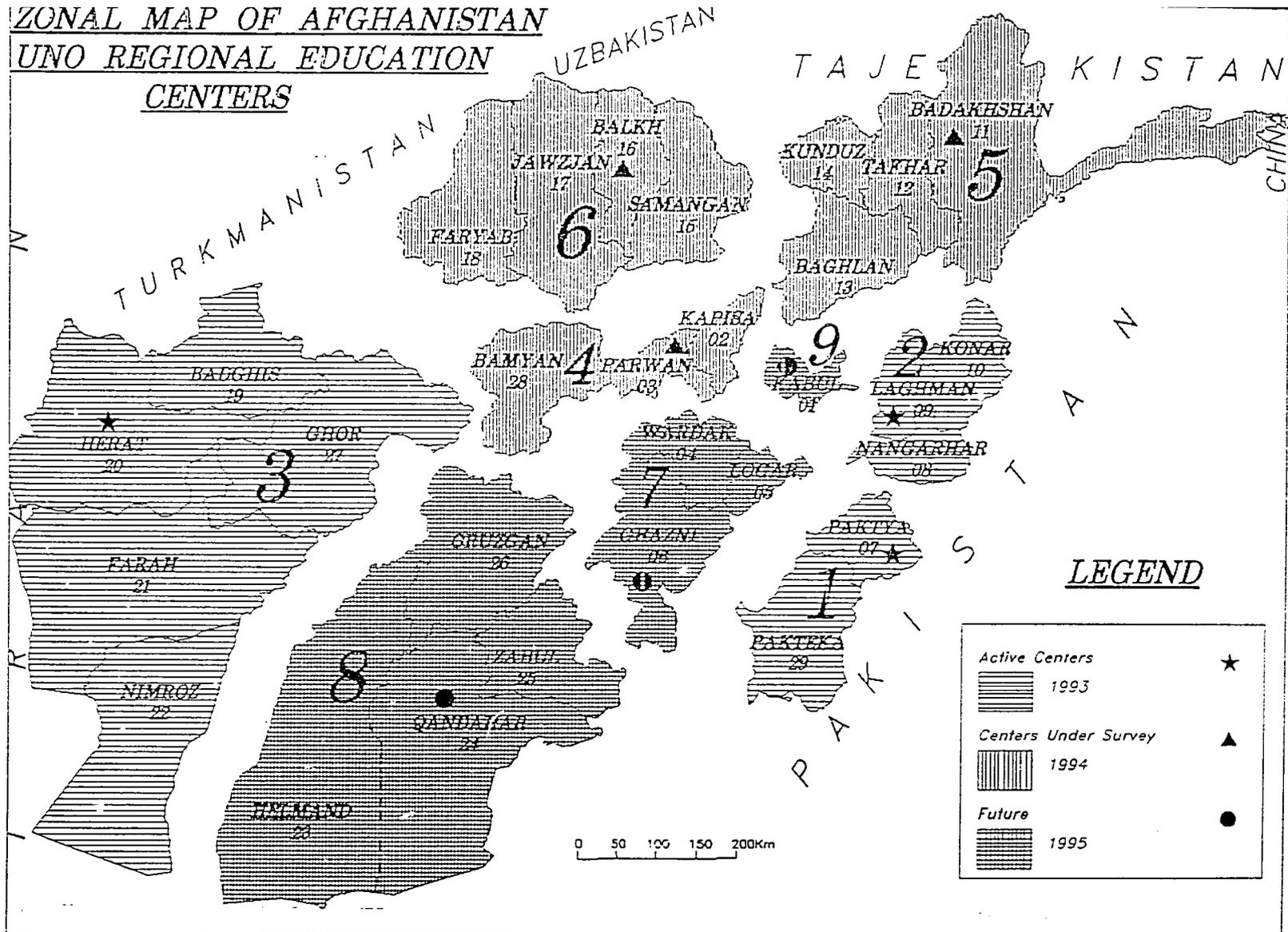
International Boundaries	—————
Province Boundaries	- - - - -
Province Centers	★
Provinces Surveyed	▣
Provinces Under Survey	▨

0 50 100 150 200Km

Prepared By: Eng. Khumar

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ZONAL MAP OF AFGHANISTAN UNO REGIONAL EDUCATION CENTERS



33

Monitoring Department

History

UNO/ESSP, since its establishment in 1986, has worked closely in the field in the achievement of its organizational goals. From the beginning of the project the main goal was to help and promote primary education in the Mujahideen controlled areas. Monitoring was accepted as a necessary part of this task. In order to fulfill the organization's goals monitoring has been an integral and necessary component. During the implementation process, monitoring has had to overcome many difficulties and challenges. Because of the Jehadic conditions of the country through April 1992, all major highways were in the control of the communist government. Monitors had to cross mountains and deserts, face many weather conditions, move at night many times, and be ever watchful of security conditions in order to visit schools to qualify and/or disqualify a school assisted by UNO/ESSP.

Major Tasks

1. The most important job of the Monitors was to go inside Afghanistan and to physically observe a school and prepare a report for ECA and ESSP administration. To validate schools and textbook and salary distributions, multiple and independent monitoring missions from UNO and ECA were used. Upon return of the missions, it was the job of a joint committee from ECA and UNO to compare reports from both groups and make a consensus decision as to the status of the school. It should be noted that many times schools did not exist in the same status from one monitoring to the next. This means a school might be verified as an active school for one period of time, but the next time the status of the school could be changed. Many reasons may have caused this diversity; including security, tribal disputes, government bombings, weather, etc. See sample forms and number of active, inactive and dropped schools by year indicating the changing status of the schools.
2. The second job of monitoring was the textbook distributions to the ECA schools. Textbook resupplies and additional instructional material distributions need to be done each year. Based on the records, ECA would prepare the need of each school and monitoring would provide the requested textbooks, school supplies and other instructional support materials. Accordingly, after a defined verification and approval process, textbooks and other support materials would be provided to the school representatives, who were usually introduced by their respective party commanders.

Transportation costs to central distribution points were paid by UNO/ESSP and local transportation provided by the commanders. The monitoring office calculated the transportation expense and allotted a standard distance determination for each distribution point. After the establishment of the Islamic government in Afghanistan in 1992, the textbook distribution system has been slightly changed.

The list of the school need is still prepared by ECA but textbooks are now transferred only to the capital city of each province. Regional responsibility is placed on the provincial education authorities to assist in the task of distribution and help to transport the textbooks to the schools in the province. UNO/ECA monitors observe the distribution of the textbooks and prepared a report. The non-ECA distributions were done mostly through other agencies, commanders and through parties. See attached chart on ECA and non-ECA school textbook distributions by year.

3. In 1991 teacher salaries and textbook distributions were implemented for the refugee schools in Pakistan. UNO/ESSP was requested by USAID to cooperate with the Afghan Interim Government/Ministry of Education (AIG/MOE) in this task; thus, monitoring of the refugee schools was started in 1991. Thirteen additional monitors were hired and trained at this time for the refugee school monitoring task. The refugee school monitoring task lasted about a year and a half. Textbook distributions for the refugee school were stopped in April 1992 as soon as the Islamic government took power in Afghanistan. Final teacher salary payments were completed by the Fall of 1992.
4. The fourth major task of monitoring has been teacher salaries distributions inside Afghanistan. In 1992 with more security and mobility possible inside Afghanistan, it was decided to send salaries of teachers directly inside Afghanistan along with a payment monitor. The first phase of this type of salary distribution started in the middle of 1992 and salaries were paid directly to teachers through payment monitors. This phase was completed with much success. Despite the hard conditions of weather and security, UNO/ECA was able to complete this phase with out a single incident. The second phase of direct salary distribution started in June of 1993 and is still on-going. Currently UNO/ESSP has salary distribution missions in eight different provinces. These provinces will complete about 80% of the final teacher salary distributions for inside Afghanistan. Distribution of all teacher salaries will be completed by early this Fall.

5. The last task of monitoring is participating with ECA and the UNO research and planning department in research data collection. Recently, UNO/ESSP sent 15 teams of monitors to gather information in a national survey of schools being conducted for all provinces of Afghanistan.

Future Plans

The future plans are as follows:

1. Completing the final teacher salary payment distributions to ECA schools.
2. Textbook distributions inside Afghanistan to all schools.
3. Monitoring of the teacher training program.
4. Continued data collection in cooperation with the research and planning department which is in its first phase of data collection. Monitoring will be assisting in completing each of the five phases of the EMIS data collection plan.

UNO/ESSP
MONITORING DEPARTMENT

LIST OF SALARIED ECA SCHOOLS IN 29 PROVINCES OF AFGHANISTAN

Province Name	SAL. 1988	SAL. 1989	SAL. 1990	SAL. 1991	SAL. 1992	SAL. 1993
KABUL	11	15	15	23	15	16
KAPISA	13	33	33	50	57	62
PARWAN	27	45	45	61	75	72
WARDAK	41	84	75	106	104	99
LOGAR	39	77	77	76	100	103
GHAZNI	35	101	100	100	118	114
BAMYAN	9	15	25	29	20	20
PAKTYA	17	20	28	36	28	26
NANGARHAR	6	27	36	45	41	46
LAGHMAN	5	38	36	30	31	33
KONAR	9	23	23	20	15	24
PAKTIKA	0	36	38	32	40	35
BADAKHSHAN	14	24	19	42	44	30
TAKHAR	12	23	11	22	26	25
BAGHLAN	18	71	45	49	51	59
KUNDUZ	7	44	36	54	41	46
SAMANGAN	2	31	37	42	54	58
BALKH	6	40	44	19	58	60
JAWZJAN	0	15	22	30	41	41
FARYAB	4	16	25	34	26	25
BADGHIS	0	3	1	4	2	3
HERAT	0	8	25	11	12	14
FARAH	0	10	11	11	14	15
GHOR	0	21	14	16	16	17
NIMROZ	0	0	0	1	1	1
HELMAND	0	14	23	17	12	19
KANDARAH	0	7	10	9	9	9
ZABUL	0	8	13	13	10	8
URUZGAN	0	8	15	14	22	22
SALARIED	275	857	882	996	1083	1102
DROPPED	25	26	27	148	304	250
INACTIVE	71	434	156	153	74	150
TOTAL SCHOOLS	371	1317	1065	1297	1461	1502

Textbooks Printed and Distributed

	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>
ECA	500,000	310,000	954,000	870,071	362,486	
Non-ECA		690,000	1,685,000	4,076,635	2,215,750	1,540,833*
Total:	500,000	1,000,000	2,639,000	4,946,706	2,578,236	1,540,833

* With the acceptance of the ECA textbooks and the national textbook for Afghanistan the designation of ECA vs. non-ECA schools no longer is applicable.

UNO Commitment

1972 -	Center for Afghanistan Studies	-	Chris Young
1974 -	Library Collection	-	Chris Young
1974 -	USAID Higher Education Project Kabul University (1974-77)	- -	Richard Lane T. Gouttierre
1975 -	Atlas of Afghanistan Project	-	T. Gouttierre
1975 -	Afghan Participant Training	-	T. Gouttierre
1976 -	Dari/English Dictionary	-	T. Gouttierre
1986 -	USAID/ESSP (1986-92)	-	T. Gouttierre
1992 -	USAID/ESSP (1992 -)	-	T. Gouttierre

1986 87 88 89 90 91 92 93

Literacy

Mujahideen

Adult

Men

Women

Scholarship

Non-Degree

Degree

Manpower Training

Refugee Schools

Textbooks

Salaries

Primary Schools

Salaries (1-8)

Curriculum

Gr. 1-3

Gr. 4-6

Gr. 7-8

Gr. 9-12

1986 87 88 89 90 91 92 93

IMDC



Teacher Training

Men
Women



Home Schools

Adult (Women)
Primary (Girls)

