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AUDIT REPORT

EXAMINATION OF USAID ASSISTANCE TO THE AFGHANISTAN EDUCATION SECTOR

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AUDIT REPORT
EXAMINATION OF USAID ASSISTANCE TO THE AFGHANISTAN
EDUCATION SECTOR

As of September 30, 1972

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AUDIT REPORT
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EDUCATION SECTOR

As of September 30, 1972

PART I

PURPOSE AND SCOPE

The Office of the Area Auditor General, Near East, made this audit during October through December 1972 to measure accomplishments versus planned goals of USAID assistance to the Royal Government of Afghanistan (RGA); taking into consideration the status of education in Afghanistan, RGA education goals and total external assistance. In addition, the purpose of this review was to identify problem areas that have affected or that may affect USAID planning and project implementation within the education sector.

Background information and an analysis of the present status of education in Afghanistan are provided to give the reader a broader perspective. We have given due consideration to opinions expressed by USAID and American contractor technical experts. We visited the Ministry of Education (MOE) and Kabul University offices to review,

with officials concerned, the progress made on specific projects currently under implementation. We also examined the activities of four A.I.D.-financed contractors presently engaged in extending technical assistance to Afghanistan to determine whether the objectives of the contracts are being achieved. In this respect appropriate field visits were made to selected sites.

United States assistance to the Afghanistan education sector has totaled about $37 million from inception (1954) through September 30, 1972. This assistance has encompassed numerous types of projects which were consolidated in later years, and which frequently crossed over into different education sub-sectors. For purposes of practicality we have concentrated our audit efforts toward only those projects still active. Also, because several projects through evolution addressed themselves to different sub-sectors, our report discusses separately the individual active projects. In doing so, however, we have tried to identify and relate in each case the individual project purposes and aims to those of the corresponding sub-sector.

PART II

BACKGROUND INFORMATION

A. Education in Afghanistan

The people of Afghanistan followed for twelve centuries their Islamic cultural heritage and traditional education which had essentially religious and moral objectives. The traditional education which was introduced with Islam has had only limited changes and it strongly persists today throughout the country. Since the early fifties, however, this traditional education concept is nevertheless gradually being replaced by a modern type of education largely inspired by Western concepts and techniques. ~~The principal aim of this modern education is to prepare administrative and technical personnel required for the creation of a modern state.~~

Habibia secondary school was established in 1904 under the reign of King Habibullah Khan and can be considered as the beginning of the modern education era in Afghanistan. Five years later, in 1909, the first regular primary school was established in Kabul. Before 1912, there was no school or institution to train teachers, since this was done privately by religious people in mosques and private religious schools. In 1912, the Darul Mo' Allamein (DMA) was established in Kabul, and the first group of teacher trainees (120 people) were enrolled.

Currently Afghan education can be considered essentially public. The only other facilities available in addition to the Government schools are the traditional schools (instruction mostly given in mosques), and a handful of small private vocational schools.

The present educational system is derived from the Constitution promulgated in 1964, and is highly centralized. Provincial directorates of education play a role in inspecting schools and in controlling the implementation of the decisions taken by the Ministry of Education. The latter has the essential responsibility for determining curricula, financing constructions, operating schools, and supervising the functioning of the overall school system.

The Ministry of Education (MOE) is the supreme body on all educational matters, excepting the administration of Kabul University. (The University is administered by a senate under the suppervision of the MOE). Regarding the operational aspects, MOE has four departments directly responsible for the development and promotion of Primary, Secondary, Vocational and Teacher Training schools. In the field of educational planning, MOE aided by UNESCO experts, has recently established a commission of education to coordinate and integrate efforts for extending education in Afghanistan.

Afghanistan spends about 12 percent of the general government budget on education. This rate of expenditure is consistent with the rate of other less developed countries in Asia. During recent years, the Ministry of Education (MOE) expenditures have been continually increasing from 339 million afghanis (the present rate of exchange is approximately 78.50 afghanis to the U.S. dollar) in 1964 to 553 million afghanis in 1967, and 732 million in 1970. The breakdown of the 1970 MOE budget was as follows: 255 million afghanis for primary schools (including village schools); 225 million afghanis for secondary education; 185 million afghanis for vocational education and teacher training; and 67 million afghanis for central ministry expenditures. This does not include the Kabul University budget, since the University budget is appropriated separately and does not come under the financial control of the Ministry of Education.

1. Primary

Because of customs and traditions, Afghanistan is required to establish separate institutions for boys and for girls. (Co-education exists only in Teacher Training and Higher Education schools). The condition that two languages, Pashto and Dari, are recognized as official also presents additional problems. In the south of the country where Pashto is spoken by an overwhelming majority of the people, Pashto language schools are operated with instruction of Dari as a second language. In other sections of the country Pashto is treated as a second language. As a result, bilingual instruction at an early age is required in village and primary schools. The overall education system requires separate curricula and textbooks.

Village schools, consisting of the first three classes, consitute about sixty percent of the total number of the primary level schools. MOE statistics show a 1970 level of 1,852 village schools and 1,196 primary schools. These levels represent approximately a two and a half fold increase over those of 1960. The MOE estimates an average of 200 pupils per village school and 250 for each primary school.

One of the aims of the Ministry of Education has been to develop the foundation of the educational system in Afghanistan at the primary education level. In order to make a significant pedagogical

impact at this level, the Ministry started in 1966 by emphasizing training of Afghan personnel to revise and prepare an integrated Afghan curriculum. In addition, a text-book writing project was started to produce modern primary school text-books and teacher guides based on the new curriculum.

2. Secondary

Secondary education includes both lower and higher level institutions. At the lower level are the middle schools, grade 7 through 9, which are academic in purpose and feed upper lycees and teacher training schools, grades 10 through 12.

Per MOE 1970 statistics there are 409 middle schools and 133 high schools (lycees). Student enrollment is about 82,000 in the middle schools and 26,000 in the high schools. This enrollment is significant when compared to the 1960 levels of 9,000 and 3,400 respectively.

The rapid expansion of secondary education, especially in the provinces, has resulted in a number of recently created schools which have not yet attained their full size, but are operating part as primary schools and part as middle level schools. The same is evident with high schools for half of them have no more than one class for each grade or are not even complete. On the other hand, secondary schools in Kabul have been operating in morning and afternoon shifts because of shortages of classrooms and teachers.

3. Vocational Education

a. The Afghan Institute of Technology

Most of the administrative regulations of the Afghan Institute of Technology (AIT) concerning admission and examination are common with those of the secondary schools. The institution offers a four-year course at the level of grade 10 to 13, under the following six sections of technology: (1) aviation, (2) automotive, (3) building construction, (4) civil, (5) electrical-electronics, and (6) machine shop and machine tool operations. At the end of the 1970 school year, there was a total of 552 students enrolled at this institution. It has been the practice that its best graduates are allowed to join the Faculty of Engineering in Kabul University.

b. Mechanical, Craft Schools and Technical Teacher Training

Under the technical assistance program from the Federal Republic of Germany (FRG), Afghanistan has organized and is presently administering five mechanical schools, two craft schools and one institute for pre-service training for technical teachers (located in the Kabul Mechanical School). The program of instruction for mechanical schools covers grade 7 to 10. More promising graduates from these mechanical and craft schools are allowed to continue for a three-year course at the technical teacher training institute, and upon completion they are assigned to mechanical and craft schools as teachers. Current enrollment at these schools is approximately 1,400.

4. Higher Education

a. Kabul University

Kabul University is a semi-autonomous institution operating under the general supervision of the Minister of Education. The University was formally established in 1946; however, it was not until 1964 that all the University faculties were consolidated on one campus, except the College of Medicine at Jalalabad. The University is the foremost institute of higher learning in Afghanistan and is responsible for partial administration of the Polytechnic Institute and the Nangarhar Medical College. (The latter two institutions are discussed subsequently).

Kabul University received substantial external assistance for its development and improvement. The following schedule cites the nine University faculties, and its 1971 enrollment of 5,719 students. This total represents a 55 percent increase over 1965 when the student level was 3,136.

Summary Information, Kabul University 1971

Faculty	Enrollment
Medicine	757
Law	532
Science	923
Letters	995
Theology	300
Economics	385
Agriculture	765
Engineering	522
Education	540
TOTAL	5,719

As shown in the RGA's Fourth Five Year Plan (1972 to 1976) relative to Higher Education, the government is cognisant of expansion pressures from the increasing growth rate of high school graduates. The RGA hopes to be able to expand University Facilities by 1975, including Polytechnic Institute and Nangarhar Medical College, to where the three institutions can handle about 9,000 students.

b. The Polytechnic Institute

The Institute, together with its infrastructure, was built by the RGA in cooperation with the Soviet Union and is located in Kabul. The Institute has the capacity for 1,500 students, with facilities to accommodate 1,200 boarding students. The Soviet Union is now assisting the Institute by offering teaching assistance on a grant basis. The 1971 enrollment was slightly more than 1,000. Undergraduate training is offered in civil engineering, elect[illegible] geology, mine surveying and exploitation, and technology of production and refining of gas and oil, and chemical technology.

c. Nangarhar Medical College

As an outgrowth of Kabul University Faculty of Medicine, a College of Medicine was started in the mid 1960s in Jalalabad. Equipment and materials, teaching and administrative staff were provided on a large scale by RGA and Kabul University. Steps for its continued development and expansion are being taken and new construction of classrooms, laboratories, libraries and other facilities is under

way. The objective of this effort is to make this institution into another center of higher education in Afghanistan. The 1971 Kabul University statistical data showed 443 students enrolled at the Nangarhar College. (The College is still under the supervision of Kabul University Faculty of Medicine).

5. Teacher Training Programs

The Ministry of Education has pursued a program to improve the professional status of teacher training schools (DMA) and to upgrade teachers' qualifications. Formal teacher training for primary and middle-level schools is conducted by nine DMA schools operating throughout the country and offers a three year course (grade 10 to 12). In addition, the schools offer the normal lycee course for selected students proceeding to Kabul University for training as lycee teachers. Enrollment in 1971 for these schools was about 8,500 students and at present averages about 600 graduate teachers per year.

The UNESCO technical assistance for teacher training in Afghanistan is concerned with the Academy of Teacher Training and the Higher Teachers' College. These are co-educational institutions offering professional preparation for primary and secondary teacher training, as well as in-service training for present non-professional teachers. The institutions were established in 1964, and their primary aim is to increase specialization of teachers and provide professional training to teachers who have only general education. There are about 600 professional teachers who are employed in the teacher training programs in Afghanistan.

Teachers for lycees (grades 10, 11 and 12) are drawn from various sources; however, Kabul University is regarded as the main preparatory institution for teaching at this level.

B. Education Goals and Objectives

1. RGA

The principal RGA goals for the field of education are to expand literacy and to improve the quality of education. These are of course basic goals for every less developed country in the world, which and require that planning be carried out within the context of the country's social and political character as well as the limitation of its economic resources.

In general, objectives related to the basic goals have consistently been for many years to (1) increase the construction of sound infrastructure for the education system, (2) increase enrollment in schools, (3) increase the number of teachers and improve their qualifications, and (4) meet the social demand for schooling. In addition, the RGA has been periodically reassessing priorities among the levels and types of education, and is progressively adapting the educational structure to the needs of a graduating modern society.

Because the country does not have the taxable capacity to support an expanded educational program, the development of education in Afghanistan has not been widespread. The country cannot afford

to provide universal, cumpulsory and free education to its population since the taxable capacity depends largely upon adequate national production, which in turn depends upon an educated working force and appropriate material resources.

2. USAID

To assist the RGA efforts in the educational sector, the USAID has directed the thrust of its assistance primarily toward the areas of higher, technical and primary education. The Mission's and RGA's rationale was that the chronically sub-standard level and system of education in Afghanistan could not be expected to progress at a satisfactory rate unless such key sub-sector areas were strengthened. Further, it was hoped that these areas of assistance would lend themselves to multiplier effects, which would in turn enhance overall education development and contribute indirectly to the economic growth of Afghanistan.

Specifically, USAID wanted to encourage in the field of higher education the further development of Kabul University (the only University in Afghanistan); this assistance entailed the establishment including capital infrastructure of the Faculties of Agriculture, Engineering and Education. In recent years USAID has coupled the above efforts with programs designed to improve the University's central administration.

Regarding the area of technical education USAID attempted to strengthen middle-level vocational training. USAID's chief impact was the establishment, including infra-structure, of the Afghan Institute of Technology (AIT) located in Kabul.

With respect to primary education, the USAID provided various technical assistance to the RGA to help them in their efforts to increase the number of primary education teachers, and improve upon their professional teaching capabilities. In addition to primary teacher programs, USAID is providing technical assistance to the development of curriculum and textbook programs for the primary education level in Afghanistan.

Since the inception of USAID assistance (1954) through September 30, 1972, USAID has obligated about $37 million for the education sector. Exhibit A outlines USAID project expenditures within the educational sector by cost component.

C. Terminated USAID-Financed Projects

Teachers College, Columbia University (TCCU), under contract with A.I.D. since 1954, assisted Afghanistan's Ministry of Education (MOE) in various projects, which were terminated prior to the period covered under our review. These terminated projects dealt with specific areas of the elementary, secondary and higher education.

In the elementary level, TCCU assisted MOE in teacher education programs ~~also~~ from 1954 to 1967. During this interim period, TCCU, acting in an advisory capacity, also assisted MOE in effecting a rather successful

program in emergency teacher education (from 1962 to 1968) which increased the number of primary teachers by approximately 800. This increase in teachers was in addition to the regular graduating teachers from the teacher training schools.

The secondary education sub-sector was also assisted by the TCCU programs. Modern methods for teaching mathematics and science courses were taught and modern curricula and up-dated teaching materials were introduced in the Afghan lycee system.

To develop a self-sustaining educational institution for training secondary level teachers, TCCU assisted in the development of the Kabul University Faculty of Education. This school teaches in addition to the vocational courses a number of pedagogical studies and education administration courses. Graduates from this school obtain a Bachelor degree in education and are appointed to teach in lycees. Assistance in the development of the Faculty of Education continued from 1956 to 1971 when the project was terminated.

From 1956 to 1968, TCCU provided substantial assistance in the English Language program in Afghanistan. The program was introduced in the secondary level of education, in the primary teacher training programs and in the Kabul University Faculty of Education. The English Language training program became the most popular education program in Afghanistan. It is presently assisted by United States Peace Corps volunteers.

PART III

SUMMARY

We concentrated only upon active USAID projects within the educational sector. However, we did note much evidence of prior or earlier USAID assistance to education. In general we believe that this earlier assistance played a positive role. Accomplishments may have been limited in several cases, but the activities did contribute to Afghanistan rising above an almost primitive level of education standards.

When reviewing the active projects we found them to be in line with RGA goals and directed toward appropriate sub-sectors within the overall education sector. In the field of higher education, we observed reasonable progress and development with respect to certain Faculties within Kabul University. The problem of implementing effective administrative policies within the University still exists; hopefully this problem area will resolve itself as the University officials acquire more sophistication and experience.

We were particularly impressed with USAID assistance to the Afghan Institute of Technology. This contribution, which included both technical and capital assistance, appeared to be worthwhile and should have a continuing positive effect on the vocational and technical education sub-sector.

As for the primary education sub-sector, the current USAID assistance consists of developing curriculum and related printing of textbooks. This project seems to be well conceived. However, due to its highly technical nature, we made no attempt to measure the adequacy of the project course of action and progress to date. Because of the intangible characteristics of this activity, and since, in our opinion, the Mission has no one with sufficient time t- technically evaluate the activity, we have recommended that the Mission obtain TDY expertise to review the activity from a technical viewpoint.

Planned future USAID contribution consists of assisting Kabul University and to continue its input to the development of primary level curriculum and printing of related textbooks. In connection with the planned future assistance to Kabul University, the Mission prepared a detailed Logical Framework Design and accompanying Project Proposal. Both documents appear to be complete and consistent.

We consider Mission monitoring and its coordination with host government and contractor officials to be generally satisfactory. The Mission files indicate active participation by the Mission, especially during the past year. In summary, we believe that the Mission is on top of its educational activities and is applying itself in accordance with current AID policies and directives.

PART IV

STATEMENT OF FINDINGS AND RECOMMENDATIONS

For the Director, USAID/Afghanistan

A. Scope and Effectiveness of USAID Assistance

USAID assistance to the education sector began in 1952. During these two decades there have been a variety of projects which over the years were completed and consolidated into other activities. The thrust of many older projects was often changed from one sub-sector to another sub-sector and also affected concurrently more than one sub-sector.

In general we believe that USAID assistance has been consistent with RGA goals. Both governments recognize the importance of education in a developing society and the contribution that education makes to providing the members of society with an understanding of the technical, economic and social forces that affect their lives. In view of the common understanding, cooperation between the Mission and Ministry of Education (MOE) officials has been constructive. The officials are aware of the many problems inherent in developing the educational sector in Afghanistan; they are equally aware that many project activities do not meet optimum expectations (especially in the past) chiefly because of the almost complete absence of an educational basis in Afghanistan as recent as twenty years ago. Nevertheless, the trend is up with progress being continually made.

1. Active USAID Project Assistance

a. Kabul University Administrative Improvement - Project 306-013

(1) Project Progress and Implementation

The aim of USAID's active assistance to Kabul University is to improve University central administration. Assistance to improve the administration of Kabul University was on a small scale prior to 1966. By that time, it became clear that Kabul University was a collection of separate and somewhat autonomous faculties requiring strong central University administration. The Mission believed that a strong central administration was needed for the University to be fully effective.

To implement this assistance, the USAID and RGA signed in April 1966 Project Agreement No. 306-013. Obligations under this project totaled $1.7 million through September 30, 1972. The major element funded from the project was contract A.I.D./nesa-282 entered into with Indiana University. The contractor was to furnish 4 long-term technicians and six short-term consultants as needed. The long-term technicians were to assist in three areas: (1) general and academic university administration, (2) student affairs and services, and (3) University operations and business affairs. The short-term consultants were also to provide assistance to the University library and to University publication center management. The contract together with the project is due to expire on June 30, 1973.

The Kabul University Administration Improvement project is funded from the overall University budget and no specific amount is earmarked for this project. Therefore, the monetary contribution by the RGA cannot be measured. However, local support costs for the Indiana University Team were financed through the USAID Trust Fund.

The achievements of this project have been mostly of an operational nature. However, the need to improve significant planning and policy making, especially from a budgetary viewpoint, still exists.

We noted that the contract team established effective procedures governing admission examinations and the selection of class applicants. These new procedures were put into effect in 1971. They also introduced the idea of University planning seminars and established a procedure for maintaining student records. In the field of student services, the contract team initiated a central registration procedure. They also encouraged the University officials to begin orientation classes for new students including publication and distribution of orientation handbooks.

It is in the field of implementing major administrative policies and directives where accomplishments were less than hoped for. USAID and contractor officials both agree that progress in this area has been limited and slow in developing. According to these officials, one of the main reasons for this impasse is the lack of coordination and centralization within the University in carrying out policies and directives. A good illustration is that Faculty Deans are not appointed by the University President, or

his staff, but instead, elected for a two year period by the University Senate is composed of the University professional teaching staff members. Because of this autonomy and situation administrative directives and policies can be implemented only with the agreement of all the Faculty Deans and Heads. The role of University central management is thus reduced for all practical purposes to one of persuasion. This problem together with shortage of available funds and facilities discourage administrative management. Not only do University administrative policies and directives take considerable time to implement, but there is also a lack of flexibility which inhibits day to day management effectiveness. Also, these difficult working conditions have led to several resignations of administrative management officials.

Another factor affecting project progress was a general student strike (precipitating causes were academic issues) which lasted from November 1971 to April 1972. During this period, problems and issues associated with student/management relations absorbed the attention of University key officials, and affected adversely the morale of both the teaching and administrative staff.

After reviewing the pertinent files and discussing the related matters with officials concerned we have concluded that project accomplishments were limited. The major stumbling block was the university structural mechanism whereby University central management's power to implement policies and directives was and continues

to be hampered, though to a lesser degree, by the autonomous authority vested in the Deans and Heads of the various Faculties The Mission was aware of this problem at the time the project was conceived. They had hoped that this problem area would be gradually overcome as the University acquired experience in handling its affairs and also benefited from the expertise provided by the AID-financed Contract Team. Everyone agrees that some progress was made but that such progress did not merit the time and money invested.

Mission files and contractor reports indicate that this problem area was frequently reported on and that efforts were made to remedy the situation. Key officials were contacted and assistance requested. Although all Host Country officials concerned reacted with good intentions, they were still unable to resolve completely the problem in question.

Because of the limited project accomplishments, the USAID has decided to terminate Project -013, come this June 30, 1973. In the most recent project proposal (PROP) USAID recommended continued assistance to Kabul University, but with a different thrust. The PROP also recommended that the major part of future aid to Kabul University combine all efforts under one contract team. The new technical assistance program will focus on planning, budgeting and management, as well as direct specialized assistance to the Faculties of Agriculture,

Engineering and Education. By doing this they hope to definitely b bolster three of the more important Faculties within the University and possibly contribute in an indirect manner to the overall effectiveness of the school.

Since the current project is being terminated June 30, 1973, and since the new proposed project is now being reviewed by AID/W, a recommendation at this stage is not considered warranted.

We examined both the Logical Framework Design and related PROP for the purpose of determining their completeness and consistency. At the same time we reviewed the methods utilized by the Mission in formulating the proposed inputs, outputs and assumptions. We believe that the designs and PROP are reasonably complete and consistent. The files also indicate that the Mission adhered to accepted practices when performing the necessary research related to the formulation of the Logical Framework Design.

(2) Participants

From inception of the project, there are 41 participants who have received training in various phases of University administration. Seven of these participants are presently in the Unites States for graduate work in Business Administration. In addition, there are nine Afghan professionals who have already received Master's degrees

from Universities in the United States and have returned to Afghanistan. As a result of these achievements, we believe that the participant training program of the project has been successful. With the termination of the Indiana University contract, it is assured that there will be an adequate number of Afghan administrators with the University, provided they remain in its employment.

(3) Commodities

The only major commodity purchased has been a business accounting machine. The machine was purchased with contract funds for about $10,800. Of this amount Kabul University paid $2,700 or 25% from its own budget. It was found that the machine is being utilized. Limited funds have been expended for journals, professional material for the librarians, card service from the U.S. Library of Congress and expendable office supplies.

(4) Contract Services

During the period under review, there were four U.S. consultants on board providi.g technical assistance to Kabul University central administration. The names and the dates of their arrival and departure from post are shown in Exhibit B.

b. Technical Education - Project -093

In March 1963, the Technical Education, Project No. 306-11-660-093, was initiated and two contract teams were engaged to provide technical assistance to (1) the Kabul University Faculty of Engineering (Contract No. AID/nesa-76 was awarded to Education Development Center, Inc., referred in the report as the USET) and (2) the Afghan Institute of Technology (Contract No. AID/nesa-244 was awarded to Southern Illinois University, referred in the report as the SIU [illegible]). There have been $9.0 million obligated for this project since inception through September 30, 1972. The USET contract, AID/nesa-76, is due to expire June 30, 1973; whereas the SIU contract, AID/nesa-244, was terminated on June 30, 1972.

(1) Kabul University Faculty of Engineering - Contract AID/nesa-76

(a) Project Progress and Implementation

United States assistance in the technical/engineering fields began in 1956 through assistance given to the Kabul University Faculty of Agriculture and Engineering. The implementing agent of this assistance was an AID-financed Wyoming University contract team. In 1962 the RGA decided to establish a separate Faculty of Engineering. The decision was consistent with USAID's objective to encourage further development of engineering on the University level.

To achieve an effective University Faculty of Engineering which will provide a source of graduates trained in civil, electrical, mechanical and architectural engineering, the applicable project goals as well as those of the contract envisaged the selection and training of an Afghan professional staff capable of providing instruction to approximately 400 students. At least six of the 40 Afghans required were to be professors with doctorate degrees, with the remaining having Master of Science (M.S.) and Bachelor of Science (B.S.) degrees. The objectives also included: (1) establishing adequate classrooms and laboratory facilities needed to produce 65 B.S. degree graduates annually by 1973; (2) developing appropriate curricula and practical training programs in the major fields of engineering; (3) training adequate supporting staff of laboratory and shop technicians; and (4) training administrative staff of office workers, secretaries, and business administrators. There was for the majority of the time eight contract team members on board.

The Kabul University Faculty of Engineering staff in the 1971/72 school year consisted of 52 members. The student body was slightly over 500 and 30 students graduated this past June.

Concerning the desired number of teachers, enrollment and annual level of graduates statistics indicate that the USET succeeded in meeting its goals. The fact that there was a general student

strike which closed the school for five months this past year reduced significantly the number of graduating students. Were it not for this situation the graduation level reportedly would have been between 60 and 68. While the above cited levels appear to be modest, they are significant when compared to the almost non-existent levels of 1963.

We visited Faculty laboratories, classrooms and workshops. We found them to be reasonably maintained and utilized. We conclude from discussions with University and contractor officials that the facilities are adequate to meet current needs. We also gathered from the above sources that the supporting staff of laboratory and shop technicians have reached a more than minimum level of competence. With additional on the job exposure and training this level should steadily rise.

With respect to the training of administrative personnel, we found that progress had been hampered due to the general inability of the University to implement effective administrative policies and directives. We have discussed this problem area in detail in Section A.1 of this report.

When reviewing the project files we noted the USET is keeping the Mission adequately advised of its activities and apparently is making satisfactory efforts to report its accomplishments and difficulties in their proper perspective.

The USAID intends to continue assistance to the technical sub-sector of Afghanistan Education Sector through a new project, proposal for which is presently being studied by AID/W.

(b) Participants

Sixty Afghan professional staff have participated in training programs in the Unites States under this project. USAID, contractor and University officials have informed us that the training program has been satisfactory. At present there are 32 professional staff still in the Unites States, and the majority of them are expected to complete their training by the termination date of this project. Ten of these participants are pursuing higher degree objectives with their own resource after having satisfied the Faculty of Engineering teaching requirements. Also, there are five additional Afghan participant students who have remained in the Unites States. The general opinion is that these individuals will later return to Afghanistan.

(c) Commodities

USET field records indicate that title to commodities purchased for the project is now vested with Afghan counterparts. Prior to the actual transfer of property mangement responsibilities to the Afghan, the Contractor Team inventoried all expendable and non-expendable properties, obtained receiving reports, and assisted the Faculty of Engineering to establish adequate property accountability records.

Commodities for the Faculty of Engineering are now procured through USAID, and consist primarily of subscriptions to magazines, books, laboratory supplies, and parts for equipment. Test checks of property accountability records of project equipment, and our inspection of equipment in use indicate that USET and Faculty of Engineering have exercised appropriate property management, control and accountability.

(d) Contract Services

The arrival and departure dates of the Contractor's U.S. consultants during the period of audit are shown in Exhibit C.

(2) Afghan Institute of Technology (AIT) - Contract No. AID/nesa-244

(a) Project Progress and Implementation

USAID assistance to the Afghan Institute of Technology began in 1956 and was aimed at the early development stages of the Institute. Most of this earlier assistance was of an advisory nature and was performed by an AID-financed University of Wyoming contract team. This earlier assistance ended in 1962.

The Mission entered in 1963 into project 306-093. This project was aimed at improving the vocational and technical education in Afghanistan. One aspect of this project was to further develop the Kabul Faculty of Engineering; we have discussed this aspect in the preceding section. The other aspect of the project dealt with assisting the Afghan Institute of Technology (AIT).

To implement this assistance the USAID contracted in October 1964 with Southern Illinois University (SIU). The original contract was AID/nesa-131 which was later superseded in July 1966 by contract AID/nesa-244. The terms of the contract and expanded project goals required SIU to provide technical assistance to AIT with respect to student enrollment, staff training and curriculum and teaching material development. Also, SIU was to arrange for the construction of a new school plant including dormitories, laboratories, workshops, and related equipment. The permanent staff representation of SIU ranged between five and seven team members.

We believe that the SIU team has satisfactorily accomplished the specified goals of the contract and related aspect of the project: (1) the curricula was completely re-written and the areas of trade and technical instruction were upgraded to include six majors offered in the standard trade and industrial subjects (aviation, automotive, building construction, civil, electrical-electronics, and machine shop and machine tool operations); (2) the new physical plant was completed and occupied in 1968; (3) the laboratory equipment, machines and machine tools (about six hundred thousand dollars) were received and installed in the premises of AIT; (4) the enrollment of AIT students was increased by 63 percent to about 600 students (presently graduating about 180 trained middle level technicians annually); and (5) the AIT school increased by 90 percent to 107 people (including 64 administrative, instructional, toolroom and dormitory personnel).

During the SIU contract activities a new four million dollar physical plant was begun and completed. This was accomplished by the joint efforts of USAID which contributed $1.6 million dollars and the Afghan government which contributed 77,099,000 Afghanis (at the time, the rate of exchange was 35 afghanis to U.S.$1.00). In addition, USG financed by a grant-in-aid program the services of Daniel, Mann, Johnson and Mendenhall (DMJM), under contract No. AID/nesa-132, to provide architectural and engineering (A&E) services to the RGA for its school construction program, including the AIT construction program. The total amount sub-obligated for these services amounted to about $380,000.

The AIT construction program consisted of a building complex covering nearly 13,580 square meters and has twelve buildings - administration, two shop buildings, two classroom buildings, four dormitories with a total capacity of four hundred, multi-use cafeteria-auditorium (with kitchen) and two storeroom buildings. The buildings were completed two months ahead of schedule, and the dedication ceremonies were held on June 27, 1968.

(b) Participants

The results of the participant training program under this project have been quite good. Throughout the years, there were as many as 55 participants trained in Vocational Education. Of the present 53 administrative and instructional AIT personnel, 23 have received some form of U.S. training. Of the total participants, 4 have Master's degrees from the United States, 4 have B.S. and 9 have Associate Technical degrees. With the return of the participants, the SIU Team was replaced by Afghan vocational teachers and the technical assistance program was successfully terminated on schedule, on June 30, 1970.

(c) Commodities

Commodities have been ordered and received over the previous seven year period including machine tools, hand tools, laboratory equipment, and other supplies. The school appears to be well-equipped in most areas and should not require any major additional

equipment for several years. Maintenance personnel are well qualified to maintain the equipment in good running order.

(d) Contract Services

From July 1970 through June 1972, the SIU contract provided AIT only program coordination advisory assistance. On September 27, 1970, Dr. Keith Humble arrived in Kabul to provide these residual advisory services. Dr. Humble resigned, however, his position and departed post on April 22, 1971. Mr. John E. Griswold, who served as the Chief of Party during the previous five years, arrived as replacement in Kabul on June 16, 1971. He remained at post until June 30, 1972, the completion date of the SIU contract.

c. Agriculture Education - Project -092

(1) Project Progress and Implementation

USAID technical assistance relative to the development of agricultural sciences in Afghanistan has been primarily concerned with the development of the Kabul University Faculty of Agriculture, However, during the early years of its AID-financed contract, from 1954 to 1961, the University of Wyoming also assisted the RGA in the development of a Vocational Agriculture High School in Kabul.

On January 1, 1966, USG signed a new contract (Contract No. AID/nesa-215) with the University of Wyoming, superseding Contract No. AIDc-1077 which was signed on June 30, 1959. (The original contract with the University of Wyoming was signed on September 1, 1954). The new program required the Contractor to assist the Faculty of Agriculture to develop a viable institution for agricultural sciences and veterinary medicine to the point where it would sustain a self-generating level of performance in teaching and in research, in order that a meaningful contribution would be made to the economic growth of Afghanistan's most important economic sector - Agriculture. Mission obligations for the agriculture education programs total $6.3 million through September 30, 1972. Included in this total is approximately $3.3 million of activities which were merged into project 092. As stated earlier in this report, RGA contributions to USAID projects diverted to Kabul University

can not be measured because such support comes from the overall university budget. However, local support costs for the contract team were funded from the USAID Trust Fund.

The specific targets of the new program begun in 1966 were as follows: (1) develop the faculty curricula in six departments or sciences (plant science, animal science, agricultural economics, agricultural extension, agricultural education, and agricultural engineering specialities); (2) assist the University to obtain an appropriate student enrollment (about 400 students, with an objective to graduate by 1973 fiscal year approximately 75 students annually); (3) develop a professional staff (about 50 members) to teach the above described sciences and administer the Faculty's academic and business affairs; (4) develop an experimental farm; and (5) develop an expanded research program designed to provide information to assist Afghanistan in achieving its goals in agriculture development.

The Faculty of Agriculture is at the present time a viable institution. There are 765 students enrolled pursuing agricultural sciences; thus, exceeding the 400 student enrollment goal envisaged for the project. The Wyoming Team and Afghan staff have developed curricula for the ten departments (sciences) and through its participant training and the in-service training programs has developed about 60 professional staff to teach agricultural sciences and to administer the Faculty's

academic and business affairs. During our field visit, we observed that the experimental farm was in operation and efficiently managed. The Team's desire to expand the Faculty's research program has had only limited success, since the Afghan counterparts have not developed to the professional level necessary to implement adequate research programs. There are, however, 27 of the Afghan staff actively involved in research. Another constraint has been the stringent limitation of RGA funds for research; consequently, the Team's efforts in this area have been somewhat frustrated.

The Wyoming Team's progress reports revealed some concern that the Faculty's capabilities are not adequate to sustain a self-generating level of performance in training. As a result, the Team has consistently advised continuation of external assistance. We discussed this aspect with appropriate USAID and Contractor officials. They expressed the opinion that animal science, agricultural education and agricultural engineering specialities are areas where the Afghans have shown the least interest.

Animal science is related to (1) animal husbandry (production) and (2) veterinary science (medicine). Scientific instruction in these areas appears to be of low prestige in Afghanistan, and not sought by Afghans. In the 1971/1972 school year, there were only 21 animal science majors and during the previous year there were 13.

The training of agriculture vocational teachers has, in our opinion, received a low priority from the RGA; whereas, the opposite should have taken place. In view of the underdeveloped status of Afghanistan agriculture, it would appear to us that vocational agricultural training should have received more emphasis. Because of this imbalance in education goals, the Faculty of Agriculture is not in a position to provide agricultural vocational teachers. In addition, we should mention that graduates from the University do not wish to work for the MOE in the provinces.

The concept of agricultural engineering specialities infers (1) agricultural engineering and (2) agricultural mechanics. A curriculum of agricultural mechanics has not been developed by the Faculty of Agriculture, since this is a new area of development introduced recently by the Wyoming Team. From 1966 to the present, the Wyoming Team was concerned with the agricultural engineering concept, an option which relates to design, theory of agricultural equipment and utilization. Also, it relates to wells, pumps, land leveling and farm irrigation. Although both options are needed in Afghanistan, we believe that agricultural engineering should have received a low priority and agricultural mechanics a higher one. Our rationale for this conclusion is because of the underdeveloped status of Afghanistan agriculture.

We discussed our conclusions cited above with Mission officials concerned who agreed with our opinions. Inasmuch as the project and contract are to be terminated June 30, 1973, corrective action at this time would be meaningless and only serve to confuse the situation. Nevertheless, USAID is planning to continue assisting

the Kabul Faculty of Agriculture. The new project proposal presently under review by AID/W is directed toward additional research and at the lesser developed areas of the Faculty. We have discussed this PROP together with the corresponding Logical Framework Design in Section A.1 of this report.

When doing this portion of our review we examined applicable Mission files and reports submitted by the Wyoming team. The files seemed to be complete and indicated a Mission awareness of the project activities. The Wyoming team's reports were timely and appeared to provide to the Mission needed information to gauge project progress and to evaluate problem areas.

(2) Participants

Together with the training conducted under previous project activities, the Wyoming Team has sent to the United States 94 Afghan students for training in various phases of agriculture, veterinary sciences, engineering, and vocational training. Fifty-nine participants were trained in agriculture and veterinary sciences for the Kabul University Faculty of Agriculture. Twenty-three of them are still in training in the United States. Overall, the program is considered to be highly successful since eleven of the participants received Doctor's degrees and twenty Master's.

(3) Commodities

Of the $339,235 shown in the USAID financial records as expended for commodities, as of September 30, 1972, we found that $244,815 worth of commodities were procured for previous projects; therefore, only $94,420 were expended for project -092. For the most part, commodities for this project consisted of a tractor, other vehicles, irrigation water meters, books, a printing calculator, laboratory supplies, and miscellaneous items. There are at the present time only minimal commodities in the pipeline. When we visited the University Agriculture Farm, we noted that the farm equipment were being properly maintained and apparently they were properly utilized.

(4) Contract Services

The Wyoming Team has been preparing for phasing out on schedule on June 30, 1973. Therefore, the Team's U.S. consultants have been gradually replaced by Afghan professional staff. Exhibit D shows the arrival and departure dates of the Contractor's U.S. consultants for the period covered under this audit review.

d. Elementary and Secondary Education Project 021

(1) Project Progress and Implementation

(a) Curriculum and Textbook Project

During the past twenty years, popular pressure for more educational opportunities in the country came from the rural areas where education is less developed than urban areas. There is an increasing demand from illiterate farmers and peasants for educational opportunities for their children. Thus, RGA has devoted great effort and monies in expanding school facilities and in increasing the number of teachers in rural areas. Only twenty percent of the school age children in the country enjoy some sort of education; whereas, the remaining eighty percent, most of them in rural areas, have no educational opportunities.

To further its education goal in the field of primary teacher education, the RGA requested in 1966 that the USAID provide technical assistance to revise completely the curriculum for primary education. There was an inadequate curriculum structure for primary education, and no real framework of values, goals and content existed upon which modern teaching methods could be developed. Also, there was no operational unit in the Ministry of Education capable to effect a curriculum revision and development, since Afghan personnel had no particular training essential for curriculum development.

The Ministry of Education has, however, a large and functioning textbook printing unit (the Education Press) which produces traditional textbooks and material. The facilities of this printing unit have been leased to Franklin Book Programs (Franklin Press), an American non-profit organization conducting programs overseas assisting in the development of book publishing and printing operations. The Ministry also has a warehousing and distribution system, but these were found to be unresponsive to the needs of an expanding educational system, which requires greater efficiency in supplying the needs of the schools throughout the country.

On March 23, 1964, the USAID signed an agreement with the RGA entitled Elementary and Secondary Education, Project No. 306-091, and on November 1, 1965 entered into a contract (No. AID/nesa-207) with the Teacher's College, Columbia University (TCCU) to implement specific project goals. Project -091 consolidated, either in part or as a whole, project activities previously carried out by the TCCU Teams. The umbrella type project consisted of four sub-projects: (1) Primary Teacher Education, (2) Community School Development, (3) School Design and Construction, and (4) Elementary and Secondary Education.

The sub-project, designated Primary Teacher Education, was phased out on June 30, 1967, when UNESCO assumed responsibility for all the primary teacher training programs in Afghanistan. The sub-project of Community School Development was phased out, as scheduled, on

June 30, 1967, and the sub-project of School Design and Construction was phased out on June 30, 1968, when Contract No. AID/nesa-154 with Daniel, Mann, Johnson, and Mendenhall was completed. The remaining sub-project entitled Elementary and Secondary Education contained the two following activities: (1) technical assistance to the Faculty of Education of the Kabul University and (2) technical assistance to the Ministry of Education for the development of curriculum and textbook printing, with teacher's guides based on the new curriculum, for the primary schools. The first activity of this sub-project was phased out on June 30, 1971, and the curriculum and textbook ~~printing~~ activity is the only on-going project implemented by the TCCU Contract Team. There are at present 14 permanent team members on board. Present plans call for the project to expire in 1975.

The aspect of project-091 which we are concerned with, namely development of curriculum and textbook program, costs approximately $600,000 per year. Local support costs are financed from the USAID Trust Fund.

The development of curriculum and textbook ~~printing~~ program envisaged the following general approach and plan of action or activities: (1) Material Production (curriculum design and development, scheduling, text writing, translating, testing in trial schools and revisions); (2) Publishing (book design, graphic illustration,

editing, proofing, and scheduling); (3) Production (the economic, efficient and timely printing and binding of millions of copies of completed manuscripts); (4) Distribution (the systematic movement of these books from the press to classrooms with the retention of adequate copies for replacement needs); and (5) Utilization (the effective and appropriate use of texts and materials through the school system by means of pre-service and in-service training of teachers and school officials).

We discussed the above plan of action with appropriate USAID and Contractor officials who expressed the opinion that activities 3, 4 and 5 do not require the Contractor to provede specialists for these areas, however, specialists for liaison functions are needed. We agree that this position and printing of the textbooks can reportedly be accomplished by the MOE Education Press under Franklin Press supervision; also Franklin Press personnel may assist the MOE in distribution activities. In this connection TCCU personnel could provide advice if needed regarding distribution. Utilization and future revisions of textbooks can also reportedly be accomplished by officials of MOE and UNESCO. Since only two books (the health books) have been printed and since only 39 books are in process of being printed, areas 3, and 4 are areas in which the project is not intensively involved.

Because of the long association with the RGA's Ministry of Education and the Ministry's primary school teacher training programs, the TCCU Team is thoroughly knowledgeable with the needs of the country's educational system, and the Team is aware of the problems related to revising the curriculum and developing an effective unit within the Ministry for preparing, publishing and printing of textbooks. The Contractor also has a clear understanding of the scope of work as well as the project goals. TCCU Team has formulated a revised plan for implementing the project (the number of books to be written was changed from 176 to 140 books). At the time of this review the project was fully staffed with fourteen American specialists and thirty-eight Afghans from the Ministry. Considering the slow start that this project has had in its early years (1966 to 1969), the Contractor's present effectiveness has been evaluated by the Mission as being satisfactory. The impeding factors which affected progress of the project were: (1) lack of counterpart personnel, in the early years; and (2) TCCU failure to recruit on a timely basis American specialists. Because these problems have been overcome, Mission and Contractor personnel concerned consider that the present goal of writing, publishing and distributing 140 textbooks can be accomplished by 1975, the projected date of contract termination.

We were informed during our review that the lease agreement between MOE and Franklin Press is to expire in the spring of 1973, and that Franklin Press and the MOE may not renew the agreement. The Ministry has not promptly met its financial obligations with the Education Press; thus, causing extreme financial stress in its operations. Consequently, an interruption of assistance to the Education Press will have a direct bearing upon the curriculum and textbook ~~printing~~ project. USAID, TCCU Team and RGA officials are aware of these circumstances and the effects of this impediment to the project and they are making efforts to prevent disruption of the project.

We examined the contractor's work plan on the curriculum and textbook ~~printing~~ activity. It seemed to be sufficiently thorough, well thought out, and took into consideration the date and information periodically submitted by TCCU to the Mission.

The curriculum and textbook activity is costing the U.S. Government about $600,000 of direct costs a year. The program is an intricate one and one that entails a highly specialized field

of work. For these reasons we have not attempted to measure adequacy and rate of achievements versus objectives. In this connection we noted that the USAID Education Division consists of one man. While this individual had done a creditable job in keeping abreast of project activities, his time to do so is by necessity limited because of the several other educational activities requiring his attention. Also, his ability to properly monitor this activity is affected by the complexity of the project and the fact that project progress would be for the most part intangible.

In raising this issue we are not questioning the need for the project; in fact we agree with the Mission's rationale that the activity is a much needed one in Afghanistan. However, to ensure that the project is proceeding along an acceptable course of action and at a satisfactory rate, we believe that periodic technical evaluations by an expert qualified in the field in question would be desirable; especially in view of the considerable project costs.

Recommendation No. 1

We recommend that USAID Afghanistan consider requesting TDY expertise from AID/W to technically evaluate the course of action and rate of progress of the curriculum and textbook printing project

activity. The timing and degree of further TDY visits will depend upon the Mission's judgement and the results of the first evaluation.

(2) Participants

We reviewed the participant training program under this project and found that TCCU has used a pragmatic approach, and only eight Afghans have received training under this program, thus far. It is anticipated that by the completion of the project about thirty-four Afghans will have received training in the United States. As the participants return to the Ministry positions, they will have developed the necessary capability to update the curriculum structure and carry on revisions of textbooks and teaching materials for the primary schools in Afghanistan.

(3) Commodities

During FY 1971 and FY 1972, the Contractor ordered about $25,000 worth of commodities to be imported from the United States for the project. This includes orders of about $8,000 to be procured through USAID. These procurements consist primarily of books and office supplies. The Contractor is attempting to establish gradually a small library of appropriate textbooks and reference materials for the Curriculum and Textbook Department within the Ministry of Education.

(4) Contract Services

Names and the dates of arrival and departure of TCCU technicians are shown in Exhibit E. The present staff at post consists of 14 U.S. consultants.

2. Other Unites States Assistance

In addition to the A.I.D. assistance, the United States Peace Corps has been engaged since 1962 in technical assistance programs in Afghanistan. Peace Corps Volunteers are providing assistance to the education sector as English teachers, mathematics and science teachers, and teachers and nurses in the provinces as well as in Kabul. English teaching and English teacher training, however, are the backbone of Peace Corps programs in Afghanistan.

Other United States assistance to the education sector is being provided by the Fulbright Commission and the Asia Foundation. Their assistance is small, but is directed towards specialized areas where specific need exists.

B. Other Donor Assistance

As stated in the report, the Soviet Union is another principal donor assisting the education sector development in Afghanistan. Her technical assistance is primarily concerned with the higher education (The Polytechnic Institute) and in some areas of the technical education.

We also stated in the report that the Federal Republic of Germany has been actively engaged in the development of technical education. This assistance, however, is now being gradually reduced and the programs are being turned over to the Afghan authorities. The Federal Republic of Germany has been for many years also assisting the Kabul University Faculties of Science and Economics and this assistance is presently being continued.

France is also a major contibutor to higher education in Afghanistan. The Kabul University Faculties of Medicine, Law and Letters are being assisted by France.

Other bilateral programs are supported by India and the United Arab Republic. A number of Communist block countries (Bulgaria, China, Czechoslovakia and Poland) are also assisting Afghanistan on a bilateral basis.

PART V

GENERAL COMMENTS

There have been numerous past audits made of individual educational projects and activities. These reports addressed themselves mainly to operational matters. These past reports were helpful to us in understanding the various problems and circumstances concerning the thrust of USAID assistance to the Afghanistan educational sector. There were no outstanding audit recommendations applicable to these prior audits at the time of our present review.

EXHIBIT A

AUDIT REPORT
EXAMINATION OF USAID ASSISTANCE TO THE AFGHANISTAN
EDUCATION SECTOR

As of September 30, 1972

FINANCIAL STATUS OF USAID ASSISTANCE TO EDUCATION PROJECTS
FROM INCEPTION TO SEPTEMBER 30, 1972
(IN THOUSANDS)

Project Activities	U. S. Technicians	Participants	Contract Services	Commodities	Other Costs	Total
1. 306-11-690-091 Elementary and Secondary Education						
Obligation	711	699	13,549	595	163	15,717
Accrued Expenditures	711	693	12,620	595	163	14,782
2. 306-11-690-092 Agriculture Education						
Obligation	184	246	5,401	369	60	6,260
Accrued Expenditures	184	153	5,051	339	60	5,787
3. 306-11-660-093 Technical Education						
Obligation	403	762	11,374	598	75	13,212
Accrued Expenditures	403	634	10,778	571	74	12,460
4. 306-11-680-013 Kabul University Administration Improvement						
Obligation	-	98	1,563	-	6	1,667
Accrued Expenditures	-	23	1,216	-	6	1,245
Total Project Assistance						
Obligations	1,298	1,805	31,887	1,562	304	36,856
Accrued Expenditures	1,298	1,503	29,665	1,505	303	34,274

EXHIBIT B

AUDIT REPORT
EXAMINATION OF USAID ASSISTANCE TO THE AFGHANISTAN
EDUCATION SECTOR

As of September 30, 1972

ARRIVAL AND DEPARTURE DATES OF U.S. CONSULTANT PERSONNEL
OF INDIANA UNIVERSITY - CONTRACT NO. AID/nesa-282

(Within period under review. Cut-off date
of prior audit, No. 6-306-72-66, was December 31, 1971)

U. S. Consultants	Date Arrival	Date Departure
Greenberg, R. M.	8/16/70	3/31/72
Trosper, J. F.	2/ 4/70	1/27/72
Miller, T. A. Chief of Party	9/14/70	At post
Cole, M. M.	7/15/70	At post
Hendricks, J. C.	1/31/72	At post

EXHIBIT C

AUDIT REPORT
EXAMINATION OF USAID ASSISTANCE TO THE AFGHANISTAN
EDUCATION SECTOR

As of September 30, 1972

ARRIVAL AND DEPARTURE DATES OF U.S. CONSULTANT PERSONNEL
OF EDUCATION DEVELOPMENT CENTER, INC. (USET) - CONTRACT NO. AID/nesa-76

(Within period under review. Cut-off date
of prior audit, No. 5-306-73-12, was June 30, 1972)

U. S. Consultants	Date Arrival	Date Departure
Poulton, N. L.	6/30/71	7/13/72
Michalec, G. W.	8/27/70	8/16/72
Friedman, E. A. Chief of Party	7/27/70	At post
Georgian, J. C.	9/ 1/71	At post
Holsen, J. W.	9/10/71	At post
McDonough, J. J.	6/30/71	At post

EXHIBIT D

AUDIT REPORT
EXAMINATION OF USAID ASSISTANCE TO THE AFGHANISTAN
EDUCATION SECTOR

As of September 30, 1972

ARRIVAL AND DEPARTURE DATES OF U.S. CONSULTANT PERSONNEL
OF UNIVERSITY OF WYOMING - CONTRACT NO. AID/nesa-215

(Within period under review. Cut-off date
of prior audit, No. 6-306-72-10, was March 31, 1971)

U. S. Consultants		Date Arrival	Date Departure
Hoopes, F. E.		7/22/70	7/ 4/72
Owens, G. P.		8/20/70	7/27/72
Pillsbury, H. W.		4/ 9/69	5/21/71
Schillack, J. R.		7/25/68	6/30/71
Tippets, D. H.		2/27/69	7/16/71
Denniston, R. H.	Chief of Party	7/28/70	At post
Fabricius, A. G.		8/26/70	At post
Sabos, L. C.		3/26/71	At post
Snelling, K. W.		7/ 9/70	At post

EXHIBIT E

AUDIT REPORT
EXAMINATION OF USAID ASSISTANCE TO THE AFGHANISTAN
EDUCATION SECTOR

As of September 30, 1972

ARRIVAL AND DEPARTURE DATES OF U.S. CONSULTANT PERSONNEL
OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY (TCCU) - CONTRACT NO. AID/nesa-207

(Within period under review. Cut-off date
of prior audit, No. 6-306-72-15, was June 30, 1971)

U.S. Consultants		Date Arrival	Date Departure
Spearman, C.E.	Chief of Party	11/ 1/69	10/ 5/71
Canfield, J.K.		11/ 2/67	9/ 1/71
Gilbert, G.		2/23/70	6/ 8/72
Kauffman, M.G.		10/14/69	10/ 5/71
Sayres, W.M.		9/13/69	9/ 7/71
Fields, R.R.	Chief of Party	9/16/71	At post
* Castro, M.L.		6/ 1/72	At post
Akeson, M.		8/25/71	At post
Cutler, A.		11/18/71	At post
Easterly, M.		6/23/72	At post
Lange P.C.		2/24/72	At post
Kondo, A.K.		10/ 8/72	At post
MacMakin, R.B.		1/ 2/72	At post
Mayerson, P.S.		11/15/71	At post
Miel, A.		9/27/71	At post
Pearson, C.E.		11/ 6/72	At post
Ridout, T.C.		8/20/71	At post
Sc. atto D.G.W.		7/21/72	At post
Vogeli, B.C.		5/22/72	At post

* Previous tour was from 1/9/69 through 3/21/72

EXHIBIT F

AUDIT REPORT
EXAMINATION OF USAID ASSISTANCE TO THE AFGHANISTAN
EDUCATION SECTOR

As of September 30, 1972

DISTRIBUTION OF REPORT

	No. of Copies
A.I.D./W	
AG/AUD	4
AG/AUD/PPP	1
ASIA/FMCA	2
ASIA/Afghanistan	1
SER/MO/OO	1
STATE	
IGA	1
IIS/NEW DELHI	1
USAID/AFGHANISTAN	6
AAG/NE - ANKARA	2

March 1968

A BRIEF HISTORY
OF
THE COOPERATIVE EDUCATION PROJECTS
OF
THE ROYAL GOVERNMENT OF AFGHANISTAN and THE AGENCY FOR INTERNATIONAL DEVELOPMENT

Prepared by
Dr. Christine S. Hegarty
USAID Education Division
for
The Ministry of Education

(for book published to celebrate 50th year of independence)

ORIGINS

President Truman in his inaugural address of January 20, 1949, described American foreign policy in terms of four major points, or courses of action. Of the fourth, he said: "Point four: We must embark on a bold new program for making available to peace loving peoples the benefits of our stores of technical knowledge in order to help them realize their aspirations for a better life."

In the "Act for International Development" the United States Congress provided legal authority for the "Point Four" program under Title IV of Public Law 535, which was approved by President Truman June 5, 1950. The Act authorized the President to carry out programs of technical cooperation designed to enable the people of developing countries to make better use of their own resources by their own efforts.

Eight months later, on February 7, 1951, the "Point Four General Agreement for Technical Cooperation between the Royal Afghan Government and the Government of the United States of America" was signed. In a letter document dated June 19, 1951, it was stated that there would be an interchange of technical knowledge and skills and related assistance designed to contribute to the development of the economic resources and productive capabilities of Afghanistan.

The American (US Government) agency which carries out the programs of technical assistance and exchange below has had several changes of official name over the years and is at present called the Agency for International Development (A.I.D.). However, for the sake of simplicity it is known around the world as the "Point Four" program.

I. THE EARLY YEARS IN AFGHANISTAN (1951 - 1956)

Education and agriculture were the earliest joint projects of the two governments. When looked at in terms of money, the American contribution has been quite small in relation to other projects. But the new power of American specialists provided for education development in Afghanistan have been far greater in number than in any other field.

The first "yearbook agreement" in education, signed by the two governments June 27, 1952, was for developing the Afghan Institute of Technology. This project [illegible] "[illegible]" affected by

exchange of notes between the two governments on May 26 and June 23, 1952. In May and June, 1952, the Vocational Agriculture Education Project to develop the Vocational Agriculture School in Kabul was begun also.

(October 11, 1953, the next joint education project of the two governments was formally initiated. It was called simply Education Project. It gathered together the previous projects and added some new joint activities. The United States would (1) provide teachers of science, technology, vocational agriculture, educational methods, English language and other subjects; (2) continue to assist the Afghan Institute of Technology and the Vocational Agriculture School at Kabul; also the Teacher Training College of Kabul (i.e., the Dawal Ul'Allemain, a high school), the only DMA existing at that time.)

Although in the first stage of these and subsequent projects the American specialists have done much of the teaching and have even functioned as administrators of schools such as Habibia, A.I.T., and the Faculty of Agriculture, the aim from the beginning was the training in Afghanistan and abroad of Afghans who would be able to staff Afghan schools and educational programs and operate them eventually without foreign assistance. Therefore, the American teacher-advisors and their Afghan associates have been the key elements in all projects undertaken in education by the Royal Government of Afghanistan and the United States Agency for International Development. The first Afghans went abroad for study under the joint education projects in 1954.

It was in 1954 also that the United States government's technical cooperation agency began to provide technical advisors through contracting with American universities. The first contracts were with the University of Wyoming and with Teachers College of Columbia University. Later contracts were made with Southern Illinois University, Indiana University, and a group of eleven engineering schools.

In 1955 the original Education Project continued, and a new project was added. The new project was first called the English Language Institute, but the name was changed before year's end to Institute of Education. As its first name implied, the main function of the new project was training Afghans to teach English, and it was at this time that the American teachers of English at Habibia College (high school), the Afghan Institute of Technology and other schools became part of a project whose aim was to train Afghans to replace them as rapidly as possible as teachers of English.

It is interesting to note that in 1956 two of the joint projects were being carried on in institutions which had been expressly established in connection with these projects. One was the above-mentioned Institute of Education; the other was the Faculty of Agriculture and Engineering, a new division of Kabul University. The Faculty enrolled its first group of forty-six students in the freshman class in April, 1956.

1956 saw also the first modest American assistance to Kabul University in the field of University administration. The project consisted of one American advisor and a secretary provided under the contract with Teachers College of Columbia University, plus funds for sending a number of Afghans abroad for study.

II. THE MIDDLE YEARS (1957 - 1961)

The technical cooperation program in existence during the first years continued essentially the same throughout the middle years. American specialists averaged from sixty to seventy persons each year. Training of Afghans abroad increased rapidly in these years. Also, these years saw growing inputs of materials and equipment and the start of substantial construction of necessary buildings to house the new educational programs.

One of the continuing activities was the Institute of Education, which two years after its creation by the Ministry of Education was placed under Kabul University. Its four functions as planned were: (1) teacher training and leadership to all teacher training institutions; (2) in-service improvement of education personnel; (3) education-related research; (4) in a special branch, the training of teachers of English.

During these years the activities of the Afghans and Americans associated with the Institute of Education were chiefly the following: training of primary school teachers centered in the Kabul Teacher Training College (Darul Mo'allimain); in-service winter and summer workshops for teachers; development of materials needed for modern ways of teaching, especially textbooks for the teaching of English; research and initiation of a testing program; and the continued development of the English Language Program to prepare Afghans to teach English.

It is worthy of note that women teachers were included in the winter training sessions for the first time in 1959, and that the training of women teachers, especially as English teachers, continued to increase greatly. Before the end of this period, Darul Mo'Allmeains were established in Kandahar, Jalalabad and Herat.

The second of the continuing, joint activities was that in Vocational Education, which centered in two schools: the Afghan Institute of Technology and the Kabul Vocational Agriculture School. Both were high schools. The goal in both cases was to develop the school into a strong institution in its particular field of specialization, with well-equipped laboratories, shops and classrooms; a well trained faculty; and a functional curriculum. Though both the Ministry of Education and the U.S. Agency for International Development invested much in material resources and personnel in the Vocational Agriculture School, it was later moved.

The Afghan Institute of Technology continued to grow strong, and programs were developed in civil, mechanical, electrical and aviation technologies. Building construction technology was added later. The United Nations assisted in the aviation program, and English teachers from the Institute of Education taught all students. During these years the original physical facilities were improved, the curricula developed, the Afghan teaching staff continued to receive training on the job and in study abroad, and job placement of graduates was begun.

Though the Vocational Agriculture high school in Kabul closed, the

[illegible] activity [illegible] education did not cease. In [illegible] 1958, the Faculty of Agriculture and Engineering had started in temporary classrooms in the Faculty of Science [illegible] during later to the Surgery Building of the Faculty of Medicine. The 1958 class was graduated in 1959: 9 graduates in agriculture and 1 in engineering. Plans for this Faculty called for training of higher professors (the Director of the Polytechnic Institute became Dean of this Faculty), developing curricula, and designing and equipping functionally adequate classrooms and laboratories.

With Soviet government vitally interested in the continuing growth of Kabul University, it soon became apparent that the proper development required that the existing facilities scattered throughout the city should be brought together on one campus. In 1958, a U.S. team of architects and engineers was brought to Afghanistan to prepare a master plan for the entire University and to determine the nature of the first five buildings. In 1959 the plans were completed: [illegible] administration and classroom building, a library, an engineering building, the Agriculture building, and an 800-student dormitory. In addition, [illegible] for a gymnasium to be provided by the Asia Foundation.

In early 1960, a construction contract was let to the Hochtief Co. The U.S. contribution included the imported commodities needed in construction and the equipment to be installed in the five buildings. Also under this construction project, Kabul Education Facilities, were various improvements to Habibia Lycee (high school), the Kabul Dental Polyclinic, the Vocational Agriculture School, the Higher Institute of Technology, and construction of the first unit of a vocational training school for the Helmand Valley at Lashkargah. The University buildings were completed in 1964.

The Freedom contribution to the building of Kabul University was about four million U.S. dollars. Costs to be paid in Afghanis were 115,862,000 Afghanis, of which the Afghan government pledged 75,862,000, the balance of 40,000,000 Afghanis provided from Freedom funds. "Freedom funds" was the name given to the Afghanis obtained from the Afghan government's sale of Freedom [illegible] provided to a gift of the American people. It had been agreed between the [illegible] that these Afghan funds would be used to help finance these development projects.

In summary, these years saw the completion of joint projects in teacher education, [illegible] education, and the inception of a growing program of U.S. assistance to Kabul University, which was recognized as the source of much of the highest hope for future growth and economic development in Afghanistan.

III. THE LATER YEARS (1962 - 1965)

Two years after the signing of the Third General Agreement for Technical Cooperation, the U.S. Mission to Afghanistan concluded that a re-examination of the priorities in its education activities would be desirable. Consequently, it was decided that all programs in these activities [illegible] would be centered on [illegible] and [illegible] Kabul University [illegible] and [illegible] the development [illegible]

in Afghanistan in 1959, and in part on the fact that the Second Five-Year Plan would begin in March, 1962. It will readily be noted that the five new projects undertaken by the Afghan and American governments, while introducing new elements, continued the main emphases of prior years. These projects were:

1. Kabul University Development. In 1962, the Faculty of Agriculture and Engineering was split into two separate Faculties, each to be assisted in its development by an American university team of specialists under contract to the U.S. Agency for International Development. The Institute of Education of Kabul University, also assisted by a university contract team, continued its work in teacher education in Darul Mo'Allameen and in vacation workshops, the training of teachers of English, and added responsibility for a newly created Faculty of Education in academic year 1962. Two U.S. specialists began the development of the University's central library. U.S. funds were provided to complete equipping of the five new University buildings.

2. Public School Education. For two years four specialists provided under the contract between the U.S. Government and Teachers College of Columbia University worked in the Ministry of Education in the fields of curriculum, educational administration, emergency teacher training, and teacher training for women. The Emergency Teacher Training Program began in 1962. The Ministry of Education established a Community Schools Department during this period. The Community Schools joint activity continued until 1963, when a pilot, or demonstration, school had been established in every one of Afghanistan's twenty-eight provinces.

The idea of a type of school which teaches students to use their knowledge to improve living conditions, and which both leads and depends on the community has a spark in people over the nation. A number of schools of this type have been set up independently by groups in various parts of the country, using volunteer labor and materials and land contributed by citizens. Another part of this project undertook to prepare and produce textbooks under the Institute of Education. Modest assistance was provided also to the Ministry of Education's Audio-Visual Center in 1962 and 1963.

3. Vocational Education. Under this joint project activity, assistance was continued to the vocational Agricultural School in Kabul and to the Afghan Institute of Technology. A U.S. specialist was provided in the field of home economics, but this activity was soon discontinued. A fourth year of study was added at the Institute of Technology in order to turn out graduates with the type of competence indicated by the name of the school. Also, under another project, plans were made and funds provided for a new physical setting for the school, which would make it one of the finest facilities of its kind in Asia.

4. Education Facilities. Chiefly concerned with construction of the buildings for Kabul University under the First Five-Year Plan, this project during the Second Plan was used to provide architectural and engineering services and funds for construction of the new Institute of Technology buildings [illegible]

5. English Language Teaching. Through the teaching of English and [illegible]

training of Afghans to teach English had continued for many years under the Institute of Education activities, an emergency enlargement of the U.S. assistance was provided in 1961, mainly through increase in the number of U.S. persons serving as teachers of English in various schools.

With the creation of the Faculty of Education in Kabul University, the program to prepare university-trained teachers of English became a major in this Faculty. The University-wide English Department teaching English as a foreign language to University students from all Faculties, and the In-Service Program to improve teaching and supervision in the lycees continued under the Institute of Education. It should be mentioned that opportunity for Afghan students to study English has been greatly increased by the large number of American Peace Corps Volunteers who teach English throughout the country.

6. The Lycee Project. In 1964, an activity called the Lycee Project was undertaken, whose purpose was to prepare more adequately in math and sciences those lycee students desiring to enter the Faculties of Agriculture and Engineering. This project ended in 1968 after having many lycee teachers participate in its activities designed to improve the teaching of these two subjects.

IV. THE PRESENT PERIOD (1967 and 1968)

The period of the start of the Third Five-Year Plan saw the responsibility for further development of the system of primary teacher education assumed by UNESCO. After fourteen years of American participation, four new Darul Mo'allemeen had been established, personnel had been recruited and given basic training, curricula had been set up, a variety of teaching materials for secondary school level and for demonstration primary schools had been provided or purchased, and construction or improvement of buildings had been provided for.

An Emergency Teacher Training Program, designed to relieve the acute shortage of teachers because of the rapidly expanding number of primary and village schools, had been started in 1962. The program involved a modified middle-school program in 3 months, followed by one year of professional teacher training in the Darul Mo'allemeens. In 1965 the program graduated the first group of 300 primary teachers.

By the time of American withdrawal from primary teacher education, the standard program in the Darul Mo'allemeens had been extended through grade twelve, making it possible for selected graduates to enter Kabul University for further study.

At present writing (February, 1968) the following joint Afghan-American education projects continue:

1. Faculty of Education, Kabul University. This Faculty is preparing teachers of professional subjects for Darul Mo'allemeens and also other schools [illegible] In combination with Faculties of the University Level Department of English for the benefit of the nation. The Faculty also offers a program of professional courses for students who plan to enter teaching.

2. Agriculture Education. The development of the Faculty of Agriculture, Kabul University, continues with the objectives of adequate enrollment of well-qualified students, trained Afghan professors, appropriate curricula, and an adequate physical plant including an Experimental Farm.

3. Kabul University Central Library. With completion of the U.S.-financed building in 1964, books from the former individual Faculty libraries were combined. With some 80,000 volumes and 300 subscriptions to scholarly journals, this is the largest library collection in Afghanistan. Major collections have been catalogued. An acquisition program has been established. A trained Afghan library staff is taking over administration of this library.

4. Kabul University Administration Improvement. Begun in 1966, this joint project is building a modern and effective administrative organization in Kabul University. This development includes general administration and policy, administrative aspects of academic affairs, a comprehensive student personnel program, and business administration.

5. Technical Education. This project continues the development of the Afghan Institute of Technology, the secondary-school technical education center; and the Faculty of Engineering, the university-level engineering education center in Kabul University. Completion of the new buildings for the Institute of Technology is expected in summer, 1968.

6. School Design and Construction. With increasing involvement in renovation, replacement or creation of buildings to house cooperative education activities, both the Afghan and American government agencies began to think in the 1960's of developing a Department in the Ministry of Education to design buildings for modern school programs and to supervise the construction of these buildings to the exacting specifications needed for housing groups of students safely. Though American architects and engineers had assisted with various buildings over the years, it was not until the early 1960's, when facing the immediate problem of construction for the Kabul Polytechnic, that the joint activity to develop a Department of School Design and Construction in the Ministry of Education took shape.

In 1964 the American Mission in Afghanistan provided by a contract with a U.S. firm an architect and an architectural designer to design, engineer and provide field inspection for construction at the Herat, Jalalabad, Kandahar and Kabul Darul Mo'allemins. Later, construction at the new Nasir-e-Sharif school was added.

Equally important was the personal to assist in setting construction standards for the job schools established under the Third Five-Year Plan. With continued training while on the job and by a unique program of apprenticeship in the large architectural offices of the contracting firm in the U.S., the Afghan personnel will in time be prepared to carry on this Department without foreign help.

7. Curriculum and Textbook Revision. Begun in 1965, this joint project at the Ministry of Education and the U.S. contract teacher team is in the initial stages. Two objectives are probable: (1) to establish within the

Ministry of Education a functional entity responsible for continuing curriculum development for the nation's primary schools and to create a modern primary school curriculum; and (2) to create in the Ministry a capability for creation and production of modern primary school textbooks and teachers guides to the effective use of these books, and to prepare the first modern primary textbooks and guides based on the new curriculum.)

IN CONCLUSION

In all of the cooperative programs described above, the foremost objectives have been the strengthening of the educational system of the nation, and the education and specialized training of the human beings on whom will depend Afghanistan's full development in the years to come. The investment in people has been the heaviest contribution of both the Afghan and American governments. Materials, equipment and buildings have been provided only as they contribute to producing specialized personnel needed for Afghanistan's social and economic progress.

The accompanying Tables give the interested reader the quantitative information on these joint endeavors.

Feb.,

(Ministry of Foreign Affairs form below the sent to AID/Ed by US Embassy for completion)

AID GIVEN TO AFGHANISTAN IN THE FIELD OF EDUCATION BY THE Agency for International Development of the United States of America

1. Teachers & Experts

Number: 663.01 man years

Year	Secondary	Tech'l, Vocat'l	Higher	Miscellaneous	Est. Value*	Total number of man years
prior to 1336 (1956)		$391,000	$401,000		$792,000	29.33
1336/1340 (1956-1961)	$1,000	647,000	3,585,000		4,233,000	156.77
1341 (1962)	195,000	186,000	1,019,000		1,602,000	59.33
1342 (1963)	375,000	72,000	1,191,000		1,638,000	68.07
1343 (1964)	251,000	30,000	1,653,000		1,934,000	71.63
1344 (1965)	423,000	81,000	898,000		1,402,000	52.00
1345 (1966)	828,000	280,000	886,000		1,994,000	73.85
1346 (1967)	838,000	270,000	915,000		2,023,000	75.00
1347 (1968) est.	962,000	209,000	829,000		2,080,000	77.03
	$4,072,000	$2,443,000	$11,377,000		$17,898,000	663.01

* 27,000 used as estimated average cost per man year.

(Ministry of Foreign Affairs form below was sent to AID/Kd by US Embassy for completion) Feb., 1969

AID SENT TO AFGHANISTAN IN THE FIELD OF EDUCATION BY THE Agency for International Development of the United States of America

2. Fellowships & Scholarships

Year	Number of: Secondary	Tech'l/Vocat'l	Higher	Miscellaneous	Tot. Value*	Total number of man years of study
prior to 1336 (1954)	0	25	24	0	$242,000	49
1336-1340 (1956-1961)	9	34	143	1	890,000	178
1341 (1962)	10	12	33	0	273,000	55
1342 (1963)	8	14	27	0	243,000	49
1343 (1964)	29	19	55	0	514,000	103
1344 (1965)	19	23	39	0	405,000	81
1345 (1966)	47	44	15	0	527,000	106
1346 (1967)	31	47	11	0	444,000	89
1347 (1968) est.	32	36	17	0	422,000	85
	176	254	361	1	3,960,000	795

* 25,000 estimated average cost per man year of study.

(Ministry of Foreign Affairs form below the line) (GIA/TA by US Embassy for completion) Page 4

AID GIVEN TO AFGHANISTAN IN THE FIELD OF EDUCATION BY THE Agency for International Development of the United States of America

3. Equipment, Commodities & Other

Estimated Value: $10,174,000

Years	Secondary	Tech'l, Voc'l	Higher	Miscellaneous	Estimated Value
prior to 1336 (1956)		$96,000	$37,000		$133,000
1336/1340 (1956-1961)	$17,000	302,000	2,625,000		3,004,000
1341 (1962)	42,000	34,000	860,000		936,000
1342 (1963)	99,000	44,000	578,000		711,000
1343 (1964)	493,000	153,000	715,000		1,361,000
1344 (1965)	98,000	35,000	321,000		454,000
1345 (1966)	205,000	192,000	369,000		766,000
1346 (1967)	75,000	1,064,000	95,000		1,234,000
1347 (1968) est.	63,000	1,457,000	35,000		1,555,000
TOTALS	$1,162,000	$3,457,000	$5,575,000		$10,174,000

DEPARTMENT OF STATE

Agency for International Development

United States Assistance to the Development of Education in Afghanistan

Background paper for the Administrator's review to be held at the Agency for International Development, Washington, D.C., February 16, 1966.

Prepared by USAID/Afghanistan
January 24, 1966

BACKGROUND PAPER

UNITED STATES ASSISTANCE TO THE DEVELOPMENT OF EDUCATION IN AFGHANISTAN

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I. INTRODUCTION TO AFGHANISTAN

A. The country and People

Afghanistan has an area of about 270,000 sq. miles which is less than the size of Texas. Its population is estimated at between 13 and 14 million; increasing at a rate of about 2 per cent annually. Mountains and deserts segment the country into distinctive climatological and ecological regions. Terrain limits human settlements, handicaps transportation, and in most parts of the country -- combined with a shortage of water -- renders difficult all but subsistence agriculture. Natural resources (gas, iron ore, coal, semiprecious metals) exist in commercially marginal quantities.

Urbanization is limited -- less than 10 per cent of the people live in settlements larger than 20,000. Of all urban centers, only the capital, Kabul, is a full-fledged city with a reasonably diversified economy commanding a hinterland that can support its population of about 400,000.

An estimated 2 million people are nomadic or semi-nomadic. Almost all the population earn their living from agriculture, including animal husbandry. Islam is the religion of 99 per cent of the people, but its role as a unifying force is limited. The population is divided by major ethnic, tribal, and linguistic differences. It is the Government's policy to overcome these differences and to weld the people into a nation. However, divisive traditions have been slow to dissolve.

B. Historic Development of the Government

Traditionally a landlocked buffer state, Afghanistan became a political entity in the nineteenth century as a result of a stalemate between Britian's and Russia's ambitions. The country was under British protection until after the First World War, when it attained full independence. The British, however, were concerned primarily with Afghanistan's foreign relations, and contributed little to the country's domestic instituions, or to its social and economic development.

An attempt by King Amanullah to bring about rapid modernization ended in a revolt in 1928. At the end of a nine-month interregnum, Nadir Shah, the father of the present King, assumed power. He was assassinated in 1933 and was succeeded by his 19-year old son, Zahir, who is still king. From the 1930's until fairly recently Afghanistan's evolution was slow, characterized by shifts between conservatism and liberalism, the former predominating. Change, if any, was instigated from above. In the last two years, however, some significant democratic processes have been introduced. A new Constitution was enacted. The country's first free parliamentary election was held in the summer of 1965. The electoral campaign did much to bring an awareness of the political process to remote parts of the country for the first time. The present Government

of Prime Minister Maiwandwal, appointed in November 1965, appears more responsive to the needs of the country as a whole than any of its predecessors. The existence of an elected Parliament of provincial representatives now provides an opportunity for the demands of rural Afghanistan to be heard in Kabul.

The tradition of strongly centralized Government, however, still persists. Delegation of responsibility and decentralization of authority to the 29 provincial governors and their staffs is hampered by lack of qualified personnel.

Afghans have not yet developed an intellectual tradition. Since the turn of the century, a few Afghans have been educated abroad each year by the Government. An out-dated European-type school system has slowly emerged. It has fostered rote learning and has not generally prepared students to cope with modern ideas in a rapidly changing world. Moreover, the school system serves only a small percentage of the people. In 1965, only 3% of the total population was in school; approximately 90% of the population is estimated to be illiterate.

Because of a shortage of trained and imaginative administrators who can execute the complicated tasks of modern government, Afghanistan relies heavily on foreign experts to advise and assist in its operations. Formation of a qualified corps of governmental administrators and technicians is hampered by a low salary scale. Modern concepts of planning, establishing priorities, budgeting and accounting and public administration are relatively new.

Given the tradition of centralization and the lack of trained personnel the Royal Government of Afghanistan (RGA) is administered by a comparatively small number of high ranking officials. The present cabinet appears to be the best collection of talent yet put together to run the country. This Government appears to view itself as a new departure -- almost as if a new political party has assumed power in this partyless country. There are indications that it will not necessarily maintain the undertakings of its predecessors without critically reassessing them.

C. Economic Factors

The economic base of Afghanistan is primarily agricultural with an estimated 90% of the people engaged mostly in primitive subsistence agriculture. Its industrial sector is embryonic, and its limited physical infrastructure has been largely provided by foreigners. Fundamental to these factors is the dearth of manpower trained or prepared for training in any but the simplest of tasks. Data on physical and human resources and production are too sketchy to be useful, although there is indirect evidence that total per capita output

(mostly agricultural) is not changing significantly. Afghanistan's small exportable surplus is oriented toward the Eastern Bloc where a positive trade balance is maintained. Recent natural gas finds in the north are being developed by the Soviets, with high expectations. Karakul is the main export to the west, but it and other exports such as carpets, wool, and casings fall short of financing the level of imports desired from the west.

The RGA has been striving in recent years to mount a major development effort on this limited foundation with little in the way of supporting data or analysis. In 1957 the First Five-Year Plan was inaugurated. This Plan involved the expenditure of Afs 16.6 billion, 60% of which was financed by foreign aid. The US and USSR were principal contributors; Germany (FRG) and Czechoslovakia made relatively small contributions. The Second Plan (1962-66) called for expenditure of Afs 44.5 billion, almost three times that of the First Plan and more than double the amount of foreign aid. This Plan has been overly ambitious despite the massive foreign assistance. It has been revised downward to an estimated Afs 25 billion due to inflation, foreign exchange shortages, and budgetary crises. Significant relief in recent months resulted from a series of financial reforms imposed by the International Monetary Fund (IMF) as a prerequisite for its assistance. The economy remains overexposed to recurrences of these conditions, however, since development outlays to date have emphasized either long-gestating projects or projects where initial returns were more political or social than economic.

A shift in development policy toward greater emphasis on early economic returns appears to be emerging in the formulation of the Third Five-Year Plan for the period 1967-71. The key limiting factor, however, is Afghanistan's lack of a broad spectrum of skills and experience in sufficient depth -- both in the public and private sectors -- for it to move ahead very quickly on the economic front.

II. PRESENT STATUS OF EDUCATION

A. General

The Afghan educational system is based on a traditional European model of primary, middle and secondary schools and a university. The system is centrally controlled. For years formal education in Afghanistan lagged behind that of other nations in the region. However, there has been since 1950 an increased emphasis on education marked by the introduction of outside technical and economic assistance.

The total number of schools has increased from 413 in 1951 to 2,000 in 1965 for a school population of 406,000. Almost half of the schools are housed in nongovernment built and owned buildings. Many classes are held in the open because of the shortage of classrooms. More than 90% of the villages of the nation are still without schools. There is an acute shortage of teachers at all levels. Eighty per cent of those presently teaching have had little or no training. Curricula are outmoded and textbooks and teaching

materials are practically nonexistent. Those that are available are for the most part outdated. In the age group 10 years and over it is estimated that 92% are illiterate, 86% of the males and 98% of the females.

E. Organization and Administration

The Ministry of Education (MOE) is organized under a Minister who has two Deputy Ministers heading two broad functional areas of administration and instruction. Each area consists of departments or directorates headed by presidents or directors. The structure is unwieldy and out of balance. Some departments, such as Vocational Education, are assigned so many functions that the president is overburdened. Others, such as Scouting, have practically nothing to do. None of the offices -- from the Minister down -- are adequately staffed with supporting administrative personnel. Consequently, the presidents and directors do not function systematically but leap from crisis to crisis on a day-to-day basis. Many are poorly trained and in some cases completely untrained for their responsibilities.

In order to accelerate development of the educational system, the Ministry of Education and Kabul University, assisted by Teachers College, Columbia University (TCCU), established an Institute of Education. The Institute has functioned as an autonomous agency. It has been able to attract higher caliber personnel because it pays higher salaries and provides opportunities for advanced training in the US. The Institute has been a vehicle for the Minister of Education to develop and implement programs and administrative practices in elementary, secondary and vocational education. It will probably become an integral part of the Teacher Training Department, Ministry of Education, when the University and the Ministry are reorganized.

Each of the twenty-nine provinces has a Director of Education who is an employee of the MOE. The provincial directors, who serve under the provincial governors, supervise the primary and secondary schools in their provinces and advise on the location and type of school building to be constructed.

The University of Kabul with its nine Faculties is headed by a president (Rector) who reports to the Minister of Education, but generally operates independently. The University in consultation with the Ministries of Planning and Finance prepares and controls its own budget.

Decision-making for education is dispersed and uncoordinated. The growing popular demand for primary schooling has resulted in political pressures which shape many decisions. In general, however, MOE has the key role in decisions on educational goals; types, locations, and size of schools; teacher training, standards, assignments, and salary; school construction; curriculum; textbook preparation, selection, printing, and distribution; examinations and

testing programs; and budgets. The Ministry is not yet well organized for the decision-making process. Staff work is relatively poor and too many decisions must be made by the Minister.

The MOE established a planning unit in April 1960 which receives full-time advice from several UN specialists and also receives advice from three bilateral aid donors -- USAID, FRG, and USSR. Planning and budgeting do not exist in the conventional sense. External assistance tends to be accepted on an ad hoc basis without regard to fitting it into any over-all plan based upon defined educational needs and without regard to the RGA's ability to absorb it. The decision as to what should be done is often determined by the foreign assistance being offered. Cultural traditions result in more attention being given to general or academic training than to the creation of mechanical/technical schools or to skills needed for development.

Education is not the exclusive domain of the Ministry of Education. The Helmand Valley Authority has established schools independently of the Ministries to meet their own needs. These include the Cadastral School under the Ministry of Finance; the Aviation School under the Air Authority; the Topographic School, the Mining School, and the Industrial Management School, under the Ministry of Mines and Industries; the Agricultural Institute under the Ministry of Agriculture; the Institute of Health under the Ministry of Health; and the Rural Development School in the Ministry of the Interior.

The Ministry of Planning has not yet exercised much influence in shaping a development strategy for the education sector, either as a creator or as a critic. Its chief influence has been to control the size of the development budget (primarily construction) for the Ministry of Education. This budget has been determined largely through a process of bargaining between the two Ministers with the chief guideline being the size of the prior year's budget.

The Ministry of Finance determines the operating budget of the Ministry of Education by much the same type of bargaining process. Although the education operating budget is second only to defense, it has not kept up with the expansion of the school system.

C. Primary Education

Primary level education consists of rural village schools (grades 1-3), and regular primary and provincial community schools (grades 1-6). The annual increase in enrollment over the last few years has been 19% for the village schools, and 9% in the primary schools. It is anticipated that this increase will continue and accelerate in the future. The primary school population (ages 7 to 12) in 1965 is estimated to be 2,230,000 while enrollment amounts to only 358,000, or 16.1% of the total. This enrollment is distributed over 6,500 primary school classes and 1,200 village schools.

In the primary schools there is an average of 46 pupils per teacher. The village schools average 73 pupils per teacher. (The UNESCO Regional standard for Asia is 35 pupils per teacher.) The total number of teachers needed at the primary level is 7,700. The actual number teaching, however, is 7,000. Thus, there is a current shortage of 700 teachers which is made up by teaching double shifts.

Only 20% of the primary teachers in service in 1965 were reasonably well trained, practically all of whom had completed only grade 12. Forty per cent had received some kind of partial training, and the remaining 40% were untrained.

D. Secondary Education

Secondary education includes both lower and higher level institutions. At the lower level are the middle schools, grades 7 through 9, which are academic in purpose and feed upper level lycees and teacher training schools (Darul Mo Allemeins - DMAs), grades 10 through 12. The lycees prepare students primarily for admission to the University; and the DMAs specialize in training primary school teachers. The secondary schools started in Kabul and are being established elsewhere. By 1965 about half of the 33,300 pupils enrolled were in Kabul. Only about 19% of the total enrollment (6,300) were girls.

The foreign language taught in practically all schools is English. In some lycees practical and experimental work in math and science is being conducted. The mathematics and science syllabuses used in the regular program are very much like those used in the European secondary schools during the 1930s. Normally there are no humanities courses and no optional subjects.

In 1965, an estimated 1,200 teachers were engaged in teaching in middle schools and in lycees. In Kabul schools 19% of the teachers have less than eleven years of schooling; 39% are graduates of grade 12 (lycees and other secondary schools); 14% are graduates of grade 12 of the teacher training institutions (DMAs); and 28% are university trained. In Kabul, which undoubtedly attracts better qualified teachers than other areas, 58% of the secondary school teachers still have no pre-service training in teaching methods and related professional education courses.

E. Vocational Education

In addition to the 33,300 students enrolled in the academic middle, lycee and teacher training schools, there were 11,000 students enrolled in vocational secondary schools in 1965. Thus only 25% of the secondary students were in vocational schools.

Almost none of the vocational teachers have received any teacher training; only 2% of them are graduates of the DMA teacher training schools; 48% are graduates of grade 12; 37% are graduates of grades 9-11; and 13% have even less education. Student teacher ratios run as high as 60/1 in the general subjects and 40/1 in technical courses.

Although an estimated 90% of the population are engaged in agriculture, only two vocational agriculture schools now exist -- one in Kabul and one in Baghlan. An International Development Association (IDA) loan is expected to add another vocational agriculture school in Herat by 1970 and relocate the school now at Baghlan to Kunduz. The RGA is considering relocating the Kabul School to the Helmand Valley, perhaps using a former Morrison-Knudson Construction Headquarters. Other vocational schools are: the Afghan Institute of Technology (AIT), grades 10 through 13, in Kabul; five mechanical and craft schools, and four commercial and secretarial schools. There are also schools to train religious teachers and officials and two vocational preparatory schools. The IDA loan is expected to add two mechanical schools by 1970. (See Appendix.)

F. Higher Education

Kabul University is the only higher academic institution in Afghanistan. It provides a four-year bachelor degree program in eight faculties and a six-year program in the Faculty of Medicine. Although some faculties were started earlier, the University was formally established in 1946. In 1963, all University faculties were transferred to the new campus at Aliabad in the western section of Kabul. Five of the new campus buildings were 50% financed by USAID.

Student enrollment and the number of graduates has steadily increased over the years from a total of 1,712 students and 176 graduates in 1960 to 3,186 students and over 400 graduates in 1965. Based on the average rate of expansion over the past 15 years, enrollment at the University will more than double in the next five years and will reach 7,400 students in 1970. If the secondary education goals of the RGA are met, and if University admissions remain open to all lycee graduates, the total could reach 10,000 by 1970.

The University is a semi-autonomous institution headed by a Rector elected by the University Senate under the jurisdiction of the Minister of Education. The amount of control exercised by the Minister has varied considerably in the past depending upon the strength and personality of the incumbents.

The nine University faculties are as follows:

Faculty	External Assistance Provided by	Enrollment
1. Medicine (including Pharmacy and the Division of Jalalabad)	France & US Peace Corps	563
2. Law	France	509
3. Science	Germany	417
4. Letters	France	449
5. Theology	UAR	106
6. Engineering	US	293
7. Agriculture	US	140
8. Economics	Germany	362
9. Education	US	345
	TOTAL	3,186

The new Russian-sponsored Polytechnic is being constructed in Kabul and scheduled to open in 1967. It may eventually be associated with the University.

The organization and administration of the University is currently being reviewed by the Rector. A plan for complete reorganization has been developed for approval of the Prime Minister. The major features of the plan are (1) autonomy for the University by removing it from the jurisdiction of the Minister of Education; (2) establishment of a Board of Trustees to govern the University; (3) consolidation of responsibility for administration, academic and student affairs functions under three vice presidents responsible to the Rector: and (4) introduction of effective budget and accounting methods, entrance examinations, student placement and guidance procedures, student organizations, etc.

Major problems facing the University stem from very liberal admission policies; lack of system in testing, placement, and student relations; lack of budgetary discipline and administrative clarity; and lack of adequate planning to meet faculty manpower needs. Currently all lycee graduates are eligible for admission to the University. University education is free with students being subsidized. The enrollment saturation point for present facilities has almost been reached indicating an immediate need for selective admission policies.

G. Teacher Training Programs

1. Primary Teacher Training

The five DMA teacher training schools are located in Kabul, Herat, Kandahar, Jalalabad and Mazar-i-Sharif. The total annual output over the past few years has been approximately 130 graduates. The IDA loan is expected to add one more DMA in Kunduz. Three or four additional schools are being considered in the Third Plan. The Academy of Teacher Training, a UNESCO/UNICEF sponsored project established in 1964, is designed to train teacher educators to staff the DMA teacher training schools as well as primary school teachers. It conducts a three-year course similar to that of the DMAs. Associated with the Academy is a primary demonstration school. The Academy has a projected annual output of 180 when fully established. The first class of approximately 90 will graduate in 1966.

An emergency teacher training scheme, conducted by the DMAs and with students drawn from twenty-five feeder schools,will supply the primary schools with 800 teachers annually beginning in 1968. The first class of 200 emergency trained teachers graduated in 1965. The teachers trained under the emergency scheme have only one year of professional training at the DMAs (grade 10) and, consequently, must be termed partly trained personnel.

In-service training has become an integral part of the upgrading of teachers. This activity provides training for teachers through consultation and participation in workshops, institutes and special courses in both winter and summer sessions. Approximately 600 teachers enroll annually for courses which offer credit toward a DMA certificate or University degree.

2. Secondary Teacher Training

To raise the qualifications of teachers for middle schools and to meet the crucial need for fully trained teachers at this level, the UNESCO Higher Teachers'College was established in Kabul in 1964. The College provides a two-year course for teachers beyond grade 12 with specialized teacher training in the sciences (including mathematics) and in the humanities (languages and social studies). This institution is planned to turn out 170 middle school teachers per year by 1967.

Teachers for lycees are drawn primarily from Kabul University. University graduates from the Faculties of Science and Letters regard teaching in the lycees as one of the main vocations open to them. Beginning in 1966, the Faculty of Education will work with seniors of the Faculties of Science and Letters to provide professional training in pedagogy to prospective teachers of science, mathematics, history, geography, Persian, and Pushto. In January 1966, the Faculty of Education graduated its first class of 58 which included English

and home economics teachers and professionally trained education teachers and administrators for the DMAs. By next year the University will be graduating a total of 200 upper level secondary school teachers and administrators per year.

3. Vocational Teacher Training

Teachers for the middle level vocational schools receive their preparation and training at the Technical Teacher Training College in Kabul. Students are drawn from the top pupils of the Mechanical Schools of Kabul, Kandahar, and Khost, and from the Craft Schools in Kabul and Farah. Their training includes an extension of studies in general mechanics, electricity or construction, together with some training in the art of teaching.

There is no teacher training program for the upper level technical schools. They promote their own best students. The AIT draws some graduates from the Faculty of Engineering and the Vocational Agriculture Schools get some graduates of the Faculty of Agriculture. USAID has sent more than fifty faculty members of AIT and the Vocational Agriculture Schools to the US for advanced training.

III EDUCATION GOALS

A. Over-all RGA Education Goals

In recent years there has been a revolution in popular attitudes toward education in Afghanistan. Whereas a few years ago the Government had to force fathers to send their sons to school, now there is pressure from even the most remote areas to get the Government to provide teachers for their children. Fathers are requesting the Government to meet its commitments under the new Constitution which states that education is the right of every Afghan citizen and shall be provided free of charge. Communities often offer to build the facilities, and even pay the teachers, if the Government will provide them. The RGA will find it necessary to be increasingly responsive to this grass roots clamor for education, especially at the primary level.

The shortage of trained manpower is more severe and, hence, a greater barrier to development in Afghanistan than in most underdeveloped countries. The RGA has placed high priority on improving this situation. The magnitude of the task is considerable, however, with only 10% of the population literate, only 16% of the primary school age children in school, and a drop-out rate after the sixth grade of about 75%.

The goal of the RGA is to double primary and secondary student enrollment by the end of the Third Five-Year Plan (1971); it hopes to achieve universal primary education by 1990. To accomplish the 1971 goal the number of

teachers will have to be increased from the present 9,300 to approximately 23,000 and the MOE budget will have to rise even more. The MOE recognizes that shortages of teachers, teaching materials, and buildings will have to be overcome before these goals can be met. For example, it has recently requested additional USAID assistance to revise the primary school curriculum and to prepare and produce supporting textbooks and teaching materials.

Although the RGA goals in education tend to be general and primarily quantitative, more thought has recently been given to relating the education goals to other aspects of the development program. The Prime Minister has stated that education and training will be directed toward raising educational standards and developing the technical and vocational knowledge and skills needed to fight against poverty, ignorance, and disease. He wants educational programs to be related to the needs for social and economic change. There are indications that the RGA, in recognition of the increased pressure on the facilities for higher education, will institute a policy of selection for students applying for admission to Kabul University. Women's education will receive greater emphasis; greater attention will be placed on the shortage of textbooks and teaching materials; and an effort will be made to "blend" more effectively the efforts of the various foreign donors contributing to the development of education.

The RGA goals are a combination of political considerations of the leaders and the requirements for development. They tend to be broad and ambitious. Even under optimistic projections of the growth of revenue the Government will need to commit a substantially greater share of its resources to education than at present. It will also need continuing and increased foreign assistance.

E. USAID Goals in Education

Within the broad targets of the RGA, the USAID objective in education is to assist those efforts which effectively advance economic and social development. The acceleration of economic growth makes it necessary to establish priorities and to emphasize the quality of manpower needed for development, rather than diluting the available resources in striving for quantity. Desirable as the over-all goal of universal primary education may be for political reasons, USAID believes that the means for achieving this goal are so limited that it would be unwise to support this effort at the expense of a more balanced educational program. In building democratic political and economic institutions to support the developing economy of Afghanistan, access to higher levels of education for a larger number of qualified persons is even more urgent than universal primary schooling.

Therefore the USAID proposes to concentrate its efforts and resources on the quality of the manpower contributing the most to economic and social development. To do this most effectively, it is necessary to systematically plan human resource development. Manpower requirements should be estimated and targets established; an assessment of the existing situation and institutions should be made; comparisons should be made with the situation in other countries, especially those Afghanistan uses as the benchmarks of its own growth; and the coordination of foreign donors as well as of interested Ministries needs to be provided for. The USAID is considering ways of initiating a survey of manpower requirements and of helping to develop the institutional resources needed for better educational planning.

Once the manpower requirements have been more precisely determined the RGA should adopt incentives to attract the trained manpower required for urgent development needs. For example to encourage people to work in rural areas it may be necessary to adjust pay scales. Students could be directed into engineering and agriculture and other technical fields needed for development by establishing enrollment quotas. Students receiving government subsidies should be required to work in their respective fields for a relatively long period of time after graduation.

The quality of key manpower already working in the system is below the levels required. Over the short run, in-service training to upgrade the proficiency of these people will pay substantial dividends. Adult education classes in specific fields, including special classes in the Ministries, at the University or elsewhere to upgrade the knowledge and skills of the people who have already completed their formal education, is the best way to increase quality quickly, pending the longer range improvement of the school system.

In the formal school system, provision for the critical manpower needed for development depends on providing the secondary and higher levels with an adequate base of qualified primary school graduates from which to select. One of the problems in Afghanistan is the large number of drop-outs before the sixth grade and the poor quality of those who do graduate.

The USAID goal in primary education is to assist the RGA to reduce the drop-outs, provide a better quality of education, and increase the number entering the secondary schools. This can be done by improving the quality of primary education through (1) providing better teachers, teaching materials and methods; and (2) encouraging capable students to stay in school longer. In-service training should play a major role in improving the quality of primary school teachers, since for some time to come the majority of the teachers will be only partially trained; many will have been rushed through emergency training programs.

The USAID believes further involvement of the UN in teacher training to be a major factor in improvement of primary education. Full responsibility for assisting in primary teacher training can be assumed by the UN. This would free the USAID resources to respond to the MOE request for assistance in the critical field of curriculum revision and textbook preparation.

The number of students getting a secondary education is most inadequate. In 1965, for example, only 2½% of the total secondary school age population were in school. At this level the question of quality also is a main consideration. From this group will come the leadership and people who will contribute most to the establishment of the economic, social and political institutions of Afghanistan.

The USAID goal in secondary education, as in primary education, is to emphasize quality by improving teacher training, teaching materials, methods and facilities. In-service training is also important to this effort. Since an increasing proportion of the secondary school graduates will have more difficulty in attending the University, such students should be provided with practical pre-employment training. At the present time it is particularly pertinent to direct these students into teaching, secretarial, clerical, and bookkeeping fields. Curricula should be modified to provide training in these fields, as well as in vocational agriculture, home economics, and arts and crafts. Courses in science and mathematics should be modernized and strengthened.

In vocational education there is an urgent need for improvement and expansion of practical technical training and training facilities. Emphasis should have first priority in Afghanistan, since this is where the largest gains in production will be needed for many years. Demonstration farms, agricultural extension work, and the farmer classes on the multi-purpose farms should be directed toward this effort. For those already engaged in vocational activities, traveling teams of technical training personnel should be used to upgrade skills. Contractors or businesses might be required to train on-the-job as an integral part of their development activity. Technical and vocational schools should provide more middle level supervisors, foremen and technicians and prepare selected students for advanced work in the Faculties of Agriculture and Engineering.

The USAID goal at the University is to (1) improve organization, planning and administration; and (2) further develop the Faculties of Education, Agriculture, and Engineering. Large numbers of University students are attracted to the traditional Faculties of Law and Letters. Opportunities for employment in Afghanistan for graduates of these Faculties are limited. To overcome this situation selective admission, establishment of quotas, and the use of special incentives should be used to get students into the fields needed for development, i.e., education, agriculture, and engineering. There is an urgent need to establish an agricultural engineering program under the joint auspices of the

Faculties of Agriculture and Engineering. The University should also develop in-service training programs, particularly for teachers, to include classes for adults at night and during vacation periods.

In summary the USAID objective is to assist the RGA to meet its goals to produce better trained manpower in the priority fields related to economic development. The major aspects of the USAID assistance are to encourage and help the RGA to:

1. Improve the quality of education through:

   a. Primary school curriculum revision and textbook preparation;

   b. Secondary level teacher education and curriculum improvement;

   c. University administration and development of the faculties of Education, Agriculture, and Engineering;

   d. Expansion of in-service/on-the-job training;

2. Make a more precise assessment of manpower needs; and

3. Improve planning, coordination and evaluation of educational programs.

IV. CONTRIBUTIONS OTHER THAN USAID TO RGA GOALS

American assistance other than the USAID comes from four sources. The Peace Corps provides over 100 volunteers for teaching English, mathematics, science, business administration, and a variety of other subjects. The Franklin Press is assisting the RGA with the printing of textbooks. The USIS administers the Fulbright Program which is giving 19 grants in 1966 and will make it possible for 5 American educators to come to Afghanistan. It also conducts night classes in English. The Asia Foundation provides one advisor on research and one on physical education at the University.

The UN programs are focused on educational planning, research and statistics at the Ministry of Education; the establishment of an Academy of Teacher Training which trains both primary school teachers and teacher educators for the primary teacher training schools; and a Higher Teachers College to train middle school teachers. Funding comes from the UNTAB, UNESCO and UNICEF. In addition, the IDA is participating using the UNESCO as its agent.

The FRG is assisting in vocational education with a Technical Teacher Training School in Kabul; and Mechanical Schools in Kabul, Kandahar, and Khost; and Craft Schools in Kabul and Farah. The FRG also provides instructors in the Faculties of Economics and Science at the University and offer various fellowships to study in German institutions.

The French have teachers in the Faculties of Medicine, Letters, and law at Kabul University. They also provide teachers for one boy's lycee and one girl's lycee in Kabul and offer fellowships to study in France.

The USSR plans to establish four technical schools, grades 10-12, and one university level polytechnic with an estimated capacity of 1000 engineering students.

V. USAID CONTRIBUTIONS

A. Education Division

U.S. assistance in the field of education at the present time centers around three joint projects with the RGA: primary and secondary teacher training; establishment of a Faculty of Agriculture at the University; and establishment of secondary and university level technical education programs and facilities at AIT and the Faculty of Engineering.

Start

1. Primary Education

By 1968 ~~Four~~ DMA teacher training schools had ~~have~~ been established, ~~at Kabul, Herat, Kandahar and Jalalabad. A fifth DMA is being established in Mazar-i-Sharif~~. These schools provide trained teachers from a three year program, grades 10-12. In 1965 a total of 136 teachers graduated from the DMAs. Beginning in 1968 they ~~will~~ produce more than 200 regularly trained primary school teachers per year.

An Emergency Teacher Training Program has also been established. Twenty-five feeder schools annually send selected 9th grade graduates to special sections at the DMAs. This program provides one year of intensive pedagogical training in the 10th grade for prospective teachers. In 1965 a total of 200 teachers were graduated; 650 are ~~scheduled~~ expected for graduat~~ion~~ing in 1966. By 1968 the Emergency Program ~~will~~ graduated 800 teachers, ~~annually~~.

As originally planned in 1954 by the RGA/USAID, the primary teacher training activity was to have been terminated in 1971. However, in 1964 the Ministry of Education requested USAID assistance in the revision of the primary school curriculum and in the revision of the primary school curriculum and in the preparation of textbooks and teaching materials to implement the new curriculum.

In order to meet this request, the USAID and UNESCO (which became involved in teacher training in 1964) began to review their respective roles in primary education. As a result the UNESCO has agreed to take over in 1968 the completion and possible extension of the primary teacher training project. At the same time the USAID, has agreed to assume the major responsibility, in cooperation with the UNESCO and the Ministry of Education, for curriculum revision and preparation of textbooks. ~~The joint UNESCO/USAID proposal is now before the Minister of Education for approval.~~

In support of the overall primary education activity the USAID and the Ministry of Education have sponsored a special project to establish a pilot community school in each of the twenty-nine provinces. To date 29 ~~nineteen~~ such schools have been ~~and ten additional schools will~~ be established ~~by 1968~~. The impact of the pilot schools has resulted in the establishment of more than twenty additional such schools by local villagers in neighboring communities. A Department of Fundamental and Community School Education has been established in the Ministry of Education. More than 100 teachers and administrators have been trained abroad as a nucleus for staffing and administering the program.

2. Secondary Education

A Faculty of Education has been established at the University which graduated 58 teachers in 1965. ~~Beginning in~~ By 1967 it ~~will~~ was producing annually 200 teachers: 50 English language teachers, 25 home economics teachers, 100 teachers of science, math, history, geography, and Afghan languages, and 25 teachers of education and/or secondary school administrators. To achieve this objective a staff of ~~ninety-four will~~ thirty four have been trained for the Faculty of Education by 1969.

In addition to training teachers of English, the English Department of the Faculty of Education provides English instruction to over 1000 students throughout the University. The department is the focal point of the national English language program which trains regional supervisors and departmental chairmen for secondary schools. This project ~~is scheduled for completion~~ was phased out in 1968 in ~~1967~~.

As a specialized aspect of the secondary education activity a pilot Mathematics and Science project was established in 1964 at the two largest lycees in Afghanistan. The purpose of this project is to provide better preparation for students entering the Faculties of Agriculture and Engineering at the University. In order to accomplish this the mathematics and science curricula is being revised. New textbooks and teaching materials are being trained in modern concepts and methods. Scheduled termination date is 1971.

3. Agricultural Education

A Faculty of Agriculture has been established at the University which graduated 26 agriculturalists in 1965. It will graduate 55 agriculturalists per year beginning in 1971. A general agriculture curriculum has been developed, a staff of twenty-eight is being trained. An agricultural engineering curriculum is being developed as a joint program with the Faculty of Engineering. Scheduled completion date is 1971.

In 1956, the USAID began assistance to the MOE to develop the curriculum, staff and facilities of the Kabul Vocational Agriculture School. Advisory and commodity assistance were completed in 1965. The curriculum has been established; a staff of 20 has been trained or is completing training; facilties have been renovated. The USAID assistance will be physically completed in December 1966, upon the return of the last two faculty participants from training in the U.S. To date the school has graduated almost 900 students about half of whom have entered the work force as trained agricultural technicians while the other half have entered the Faculty of Agriculture. Students are graduating at the rate of 80 per year.

4. Technical Education

At the secondary level the Afghan Institute of Technology has been established which graduated 65 trained middle level technicians in 1965. It will graduate 115 students a year by 1967. Curricula have been developed in electrical, mechanical, civil, automotive, and aviation technologies. An administrative and teaching staff of sixty is being trained. Approximately 30% of the graduates go on to the Faculty of Engineering at the University while the remainder become middle level foremen, supervisors and technicians. A new physical plant will be constructed by the end of 1968. Completion of the project is scheduled in 1971.

At the university level a Faculty of Engineering has been developed which graduated 35 engineers in 1965. It will be capable of graduating 65 engineers a year by 1971 in the fields of mechanical, civil, and electrical engineering. The project is scheduled for completion in 1972 by which time a faculty of 40 teachers will have been trained and the curricula and physical facilities fully developed.

In support of the above activities, the USAID Education Division is helping to establish a School Design and Construction Unit at the MOE. Architectural plans have been developed for construction or remodeling five DMAs and the mathematics and science facilities at two lycees. Three Afghan engineers and six draftsmen have been assigned and are being trained under this activity. Scheduled completion date is 1967.

The USAID is assisting Kabul University in establishing and developing a University-wide library which will also serve as a demonstration unit for the development of other libraries throughout Afghanistan. The library now has approximately 80,000 volumes. Seven Afghan members have been trained; three more are now in training in the U.S.

The USAID is presently furnishing a general advisor to the University in the broad field of university administration. This advisor, a member of the TCCU team, is leaving Afghanistan in the summer of this year. The new Rector, American-trained and western oriented, has asked the USAID to provide in his place three American advisors to assist him in shaping the University after the image of a progressive, land-grant style institution such as he came to know in the U.S. These American advisors would assist in the following areas: (1) student relations and services; (2) university business management; and (3) registration and admissions. The Rector believes he sees an opportunity to shape Afghanistan's only university, already a political force in the country, into a modern, liberal and effective institution which can exercise a constructive influence on the future leadership of Afghanistan. The USAID, with the strong support of the Ambassador and the Country Team, is inclined to agree and is giving the request sympathetic and active consideration. (For a further description of the USAID contributions to the RGA goals see Appendix P.)

The US dollar funding to support the RGA/USAID Education projects (in thousands of dollars) is as follows:

	FY 66	FY 67	FY 68	Subsequent Years	Phase-out Date
091 Elementary and Secondary Education	897	1,008	795	1,232	1971
092 Agriculture Education	367	363	253	251	1971
093 Technical Education	674	909	962	2,074	1972
TOTAL	1,938	2,280	2,010	3,557	

E. Other USAID Divisions

In addition to the activities of the Education Division there are a number of in-service and special training programs being conducted in support of the USAID development activities by the following Divisions: Agriculture, Helmand Valley Region, Industry & Engineering, Public Administration, Transportation, and Supply. Also the Executive Office trains local employees. (A fuller description of these training programs is contained in Appendix C.)

VI. USAID PROGRAM EVALUATION

A. Continuous Mission Evaluation

Work plans are required for each USAID project which describe project objectives and the steps that are to be taken to accomplish them. Quarterly evaluations of the work plans are conducted by the divisions concerned in consultation with the Program Division in order to review project progress and to revise work plans in the light of experience during the period.

Annual reviews have been scheduled by the Director to evaluate each sector of the USAID program in depth. The RGA/USAID Education sector was formally reviewed in November and December, 1965.

B. Mission-wide Coordination

The annual evaluation sessions mentioned above involve the Director, the Program Division, and the technical division primarily concerned, and may also involve representatives of other divisions. Since the education activities affect the entire Mission, all divisions participated in the 1965 Education Program Review.

The Mission Director's weekly staff meeting serves to identify problems and coordinate activities of the divisions and contract teams. In addition, the Mission maintains close contact with RGA Ministries, UN organizations, and US agencies such as USIS and Peace Corps, and Asia Foundation and Franklin Press.

C. Inter-Mission Information Exchange

The USAID is exploring ways in which to expand its contacts with other Missions in the region. The Education Division was recently visited by the Chief Education Advisor of the USAID/India. Personnel from Kabul have visited Iran and Lebanon. Contacts will be established with the USAID education programs in Pakistan and Nepal. To facilitate this kind of exchange the Education Division suggests that the AID hold periodic Regional Education Conferences.

VII. RESULTS OF 1965 EVALUATION

A. Proposed Changes in Direction and Focus

The intensive review of the USAID Education activities was conducted over a five-day period during late November and early December 1965. This review has contributed to a clarification in thinking and approach to the problems of education in Afghanistan.

In the light of this evaluation the USAID concludes that:

1. Responsibility for primary teacher education should be transferred to the UNESCO. The USAID will continue to provide participant training and limited commodities to the primary teacher education activity until transition is complete. Beginning in 1966, the USAID/TCCU Team will concentrate on curriculum revision and textbook development for primary and secondary schools.

2. Advisory assistance to improve the organization and administration of Kabul University should be expanded promptly. A survey should be conducted by an administrator of a land grant university. Following the survey it is anticipated that a contract team will be required to provide advisory services in the following areas: (a) business management, (b) student personnel relations, and (c) registration and admissions.

The University Administration Team is urgently needed to: (a) improve coordination among faculties, (b) improve utilization of resources, (c) develop student advisory services and organizations, (d) plan future expansion of enrollment, and (e) select better qualified students for admission.

3. The curriculum of the Faculty of Agriculture should be strengthened by introducing majors in plant science, animal science, and agricultural economics. To assure adequacy of quality and numbers of students in agriculture, the University should be encouraged to establish a quota system for assigning new students to the Faculty of Agriculture.

4. An agricultural engineering major should be established under the joint auspices of the Faculties of Agriculture and Engineering in addition to the currently available civil, mechanical, and electrical engineering.

5. The AIT curricula should be reduced from a proposed five-year to a four-year program in civil, mechanical, electrical, machine shop and aviation technologies. AIT should continue to be the primary feeder school to the Faculty of Engineering. In addition, the curricula should be revised to meet the growing demand for skilled manpower so that terminal graduates

will be better prepared for middle level supervisory and technical employment.

6. On-the-job work experience should be provided to students of AIT and the Faculties of Engineering and Agriculture. They should be employed on USAID capital projects and work experience opportunities should be developed in RGA agricultural, industrial, and public enterprise.

7. In-service training programs should be developed and expanded for skilled workers and technicians in public and private enterprises to improve the quality and increase the supply of trained middle-level manpower. The facilities and staff of AIT and the Faculties of Engineering and Agriculture should be drawn upon to plan and conduct short courses and evening classes.

8. In-service training of both primary and secondary teachers should be improved and greatly expanded. There is an urgent need to upgrade the untrained and partially trained teachers who will continue to be a substantial part of the teaching force for years to come. It is essential to provide the emergency trained teachers (graduates of grade 10) with opportunities to continue and complete their education. Under the leadership of the MOE and the University the staff and facilities of the DMA teacher training schools, Academy for Teacher Training, Higher Teachers College, and Faculty of Education should be drawn upon to plan and implement this activity.

The experimental mathematics and science project at Habibia and Ahmed Shah Lycees should be evaluated with a view toward developing an in-service training program for mathematics and science teachers in secondary schools throughout the nation. The intensive teacher training institutes conducted by the USAID/India, in cooperation with the National Science Foundation, provide a model for such a program which could be adapted for Afghanistan.

9. The USAID should assist the RGA in a systematic study of manpower requirements necessary for implementing the Third Five-Year Plan. Such a survey is vitally needed to effectively plan and relate education to the over-all social and economic development of the nation.

B. Conclusion

In conclusion, the RGA and the USAID regard education as a priority development need for Afghanistan. While the USAID does not always agree with the over-all RGA education goals, such as achieving universal primary education by 1990, there are selected areas, however, where US assistance can be highly effective. The basic USAID objective is to help develop those indigenous resources and institutions which will enable education to make an effective and continuing contribution to the social and economic development of Afghanistan.

APPENDICES

A. Technical and Vocational Schools

B. Education Division Contributions to RGA Education Goals

C. Other USAID Division Contributions

APPENDIX A

TECHNICAL AND VOCATIONAL SCHOOLS

The Afghan vocational schools conducted at the secondary level are:

1. Technical Schools*	Grades	Program
AIT	10-13	University preparatory and technician training in civil, mechanical and aviation technologies (USAID assisted).
Mechanical Schools Kabul, Khost, Kandahar	7-9	Basic sub-professional technician training (terminal) in such fields as plumbing, auto and general mechanics, welding, etc., (FRG assisted).
Craft School, Kabul Craft School, Farah	7-12 7-10	Basic sub-professional training (terminal) in such fields as weaving, tailoring, carpentry, printing, etc., (FRG assisted).
2. Commercial Schools		
School of Commerce, Kabul	7-12	Terminal and preparatory for the Institute of Industrial Management in commercial subjects.
Secretarial School, Kabul	7-9	Terminal boarding school for provincial students to become clerical workers.
Hotel Management School, Kabul	10-11	Terminal boarding school in hotel management
Institute of Industrial Management	13-15	Terminal for students trained in the fields of industrial management, banking and public administration (FRG assisted).

*Russian sponsored technicum/polytechnic schools which will begin at the secondary vocational level and extend through the university are scheduled to open in 1967. Their relationship to the Vocational Education Department (MOE) and/or Kabul University is not presently known.

3. Agriculture Schools	Grades	Program
Vo Ag School, Kabul	10-12	Terminal and university preparatory in field of vocational agriculture (USAID assisted).
Agricultural Lycee, Baghlan	7-12	General education through grades 7-9; terminal and university preparation in field of vocational agriculture.
4. Teacher Training Schools		
(See Section IIG in Background Paper)		Teacher Training Programs and Institutions.
5. Islamic Schools		
Abu-Hanifa, Kabul (Bagrami) and seven other provincial schools.	5-12	Training colleges for religious teachers, officials of Ministry of Justice and Mullahs - terminal and university preparatory.
6. Multiform Schools		
Princess Bilquis Girls' School	7-12	Terminal and preparatory for university and Institute of Industrial Management; girls training for secretarial and office work.
Ebni-Seena Vocational Middle School	7-9	Terminal and preparatory for upper vocational schools-regular middle school curriculum plus training in handicrafts. Graduates enter AIT & Kabul Vo-Ag School (USAID assisted).

In addition the IDA has provided a credit of 3.5 million dollars (approximately 75% of the cost) to construct and develop seven vocational schools which will come under the jurisdiction of the Vocational Education Department:

1. One school center in Kabul consisting of:

   (a) Academy for training teacher-educators.
   (B) Technical teacher training school.

2. One school center in Herat consisting of:

   (a) Electro-Mechanical School
   (b) Agricultural School

3. One school center in Kunduz consisting of:

   (a) Teacher Training School
   (b) Agricultural School
   (c) Electro-Mechanical School

APPENDIX B

Education Division Contributions to RGA Education Goals

The USAID Assistance in the field of education currently centers around three on-going activities: Primary and Secondary Education; Agricultural Education; and Technical Education.

I. Project 091 Elementary and Secondary Education

This project includes the following sub-activities: Teachers College Columbia University (TCCU); Community Schools; and School Design and Construction.

A. TCCU Activities - TCCU Contract AIDc-1079. Starting Date 1954. Contract Positions 48.

The TCCU contract activities are focused on the development of primary, secondary and higher education through teacher education, curriculum improvement, textbook and teaching materials preparation.

1. Primary Teacher Education - Completion 1971.

Objective: to produce 1200 primary school teachers annually beginning in 1968 through the Emergency Teacher Training and regular DMA Programs.

a. The Emergency Teacher Training Program has been established to produce 800 teachers per year by providing one year of specialized training in education in the DMAs for 9th grade graduates of 25 feeder schools. The first class of 650 will graduate in 1966; a third class of 700 will graduate in 1967. Completion 1967.

b. The Darul Mo'Allamein (DMA) Program has been established to produce 400 regularly trained teachers per year from the 12th grade graduates of the four DMAs located at Kabul, Herat, Kandahar, and Jalalabad. A fifth DMA is being established at Mazar-i-Sharif. A total of 136 teachers 1966; 200 will graduate in 1967. Secondary level textbooks are being prepared in conjunction with this effort.

In response to a MOE request, discussions are underway with the MOE and UNESCO for the USAID to establish a Primary School Curriculum Revision and Textbook Preparation Project for grades 1-6. Upon the MOE approval the UNESCO will take over and complete the primary teacher training program; USAID will assume responsibility for the Curriculum Revision and Textbook Program.

2. Faculty of Education - Completion 1968

Objective: to produce 200 secondary school teachers annually beginning in 1967.

a. 50 teachers of English from the English Department.
b. 25 Home Economics teachers from the Home Economics Department.
c. 100 professionally trained teachers of science, mathematics, history, geography, Persian and Pushto from the combined program with the Faculties of Science and Letters.
d. 25 Professional education teachers and/or secondary school administrators from the regular program.

The Faculty was established in 1962 with an enrollment of 35 students. The first class of 16 graduated in 1964; the second class of 58 in 1965. Thirty-one of a required staff of 94 were trained by 1965; sixteen staff members are now in training in the US.

3. English Language Program - Completion 1967

Objective: as a specialized adjunct to the Faculty of Education to develop capability of the English Department to: (a) provide English Language instruction to all students in Kabul University; (b) become focal point for development by 1968 of a national English language program to establish English as the major foreign language to be taught in the secondary schools of Afghanistan; and (c) to train teachers of English for secondary schools of Afghanistan.

Student enrollment under the English Language Program in Kabul University during 1965 was 1100; estimated enrollment in 1966 is 1860; 1967-2650 students; 1968-3660 students. Student enrollment in the National English Language Program in secondary schools during 1965 was 18,600; estimated enrollment in 1966 is 25,000; 1967-28,000 students. The number of trained supervisors/teachers participating in the English Language Program during 1965 was 175; estimated number for 1966 is 230; for 1967 it is 275.

4. Mathematics-Science Program - Completion 1971

Objective: as a pilot secondary school project in the Habibia Lycee, Kabul, and the Ahmed Shah Lycee (Kandahar) to:

a. Train 30 mathematics and science instructors and supervisors of instruction; and

b. Develop the science and mathematics curricula and laboratory facilities as model programs for adoption in lycees throughout Afghanistan.

This program commenced in 1964. Currently there are two TCCU advisors, eight Afghan teachers and 3000 Afghan students participating in the Pilot Project.

5. University Administration. Completion 1967 (Phase out of TCCU sub-activity)

Objective: to provide administrative advisory assistance to the Rector, Kabul University to improve central administration and provide adequate administrative leadership and support of the joint RGA/USAID projects at the University.

This sub-activity commenced in 1964. A TCCU advisor has provided advisory assistance in the fields of budgeting and accounting, personnel and student administration.

Consideration is being given to continuing this activity under a new contract.

B. Community Schools - USAID Direct Hire.

Starting Date 1960. Completion 1968. Deputy Chief Education Division furnishes part-time advisory assistance to this sub-activity.

Objective: to assist the Ministry of Education to establish and develop a functional system of 29 pilot community schools (grades 1-12) as demonstration units to promote and encourage basic and practical education for the rural population.

To date 19 Pilot community Schools, staffed by 220 teachers, and enrolling approximately 11,000 students have been established under the direction of the Department of Fundamental and Community School Education (MOE). In 1966 five additional pilot schools will be established bringing total teachers to 270 and student enrollment to 13,500. In 1967 five additional pilot schools (total 29) will be established bringing total teachers to 320 and student enrollment to 16,000.

C. School Design and Construction - Daniel, Mann, Johnson and Mendenhall (DMJM Contract AID/nesa 154.) Starting date 1964. Completion Date 1967. Contract Positions 2. (Plus two TCN architects on USAID Contract.)

Objective: to assist the Ministry of Education to establish and staff an effective School Design and Construction Department in order to:

a. Properly design and construct the physical facilities required for the RGA/USAID Education Program; and

b. Develop the Ministry's capability to design and construct educational facilities required for future education expansion upon completion of US assistance.

An architectural office has been established in the Construction Department of the MOE. Three Afghan engineers and six draftsmen are assigned to the office and are receiving training. Architectural drawings, plans and specifications have been prepared for new and/or rebuilding facilities at the Kabul, Herat, Jalalabad, Kandahar DMAs, the new proposed DMA at Mazar-i-Sharif and Habibia and Ahmed Shah Lycees.

II. Project 092-Agriculture Education

This project is concerned with the development of a university level agriculture education center (grades 13-16) at the Faculty of Agriculture, Kabul University; a centralized University Library (this activity is located in this project for administrative convenience); and a vocational agriculture education center (grades 9-12) at the Kabul Vo-Ag School.

A. Faculty of Agriculture-Wyoming Contract AIDc-1077 - Starting Date 1956. Completion 1971. Contract Positions 14.

Objective: (1) to develop the staff, curricula, and facilities of the Faculty to graduate 55 trained Afghan agriculturalists and potential agricultural leaders annually from 1971; and (2) to train the twenty-eight teachers and/or administrators required to staff the four year program.

A general agriculture curriculum has been developed at the Faculty. In 1965 there were eight trained Afghan members of a required staff of twenty-eight and ten staff members are now in training in the US. Eight additional staff members are scheduled for US training by the end of 1968. To date the Faculty has graduated 131 trained agriculturalists. Estimated number of graduates from the Faculty in 1966 is 27; 1967, 27; 1968, 28; 1969,40; 1970, 50; and 1971, 55.

B. Kabul University Library-Wyoming Contract AIDc-1077. Starting Date 1958. Completion 1968. Contract Positions 2 (included in the 14 of the Faculty of Agriculture).

Objective: to assist in the development of a centralized, comprehensive, modern, and efficient library and a trained library staff which is suitable for and can support the instructional and research programs of the entire University, and which can also serve as a demonstration unit for the development of other libraries throughout Afghanistan.

A centralized University Library has been established with approximately 80,000 volumes. Seven Afghan members of the estimated required staff of twenty have been trained; three more are training in the U.S. Five additional staff members are projected for training in the U.S. Present thinking is to phase out USAID advisory assistance during 1966.

C. Vocational Agriculture - USAID Direct Hire. Starting Date 1956. Completion 1966. (1956-61: Part of Wyoming Contract; 1962-66; USAID Direct Hire Project).

Objective: (1) to assist in the development of the curriculum, staff, and facilities of the Kabul Vocational Agriculture School in order to enable the school to graduate annually 80 trained middle level agricultural technicians beginning in 1966; and (2) to train by the end of 1966 twenty vocational agriculture teachers and/or administrators required to carry out the program of the School.

A vocational agriculture high school curriculum has been developed. Approximately 800 instructional pamphlets and books have been developed and printed for classroom and student use in the fields of agricultural mechanics, animal husbandry, agronomy and poultry raising. Commodity procurement has been completed. Physical facilities have been renovated for approximately 300 students. To date the Kabul Vo-Ag school has graduated almost 900 students about half of whom have entered the work force as middle level agricultural technicians while the remainder have entered the Faculty of Agriculture. All of the required staff of twenty have been trained or are in training. All participant training will be completed by December 1966. USAID advisory assistance was completed on 21 October 1965 with the departure of the Vocational Agriculture Advisor

III. Project 093 - Technical Education

This project is concerned with the development of a university level engineering education center (grades 13-16) at the Faculty of Engineering, Kabul University; and a secondary level technical education center (grades 10-13) at the Afghan Institute of Technology, Kabul.

A. Faculty of Engineering - Engineering Services Incorporated (ESI) Contract AID /nesa 76. Starting Date 1963. Completion 1972. Contract Positions - 19.

Objective: (1) to assist in the development of the staff, curricula, and facilities of the Faculty of Engineering in order to graduate mechanical, civil, and electrical engineers at the rate of 65 per year by 1971; and (2) to train by 1972 the forty teachers and/or administrators required to staff the four year program of the Faculty for a student body of 500.

There are eight trained staff members at present and twenty in training in the US. The Faculty graduated 35 engineers in 1965; and expects to graduate 40 in 1966.

B. Afghan Institute of Technology(AIT). Starting Date 1955. Wyoming Contract 1955-62. USAID Direct Hire 1962-65.

1. Technical Assistance - SIU Contract AID/nesa 131, Starting Date 1965. Completion 1971. Contract Positions 7.

Objective: (1) to assist in the development of the staff, curricula, program and facilities of the AIT in order for the school to be capable of graduating annually 115 candidates for admission to the Faculty of Engineering and/or trained middle level technicians for employment beginning in 1967, and (2) to assist in training by 1970 of a minimum of sixty teachers and/or administrators required to carry out the AIT Program for a student body of 825.

Programs have been developed in the fields of electrical, mechanical, civil, automotive and aviation technology. In 1965 there were thirty-six trained members of a required staff of sixty with ten staff members in training. Eight participants are planned for training in 1966. In 1965 there were sixty-five graduates; in 1966 there will be an estimated eighty-three graduates; in 1967, ninety-five.

2. AIT Design and Construction - DMJM Contract AID/nesa 132 Completion 1968. Starting Date 1964.

Objective: to design and construct by the end of 1968 a new physical facility for AIT which will utilize local construction materials to the maximum extent possible.

The architectural firm of Daniel, Mann, Johnson and Mendenhall (DMJM) has completed the drawings, plans and specifications for the new AIT facility. Upon final RGA approval of the plans an American construction contractor will be selected to begin construction on or about 1 April 1966. Estimated construction cost $1,932,000 and afs. 100,000,000.

APPENDIX C

Other USAID Division Contributions

In addition to the Education Division activities, in-service and special training programs are being conducted by the other USAID divisions in support of the Misson's objectives.

Agricultural Division

A one-year training program for 20 farm boys per year at each of three of the multi-purpose farms in all aspects of farming and farm operation; a one-year training program for four extension agents at each of the same stations; farmer field days covering 100 farmers per day of observation; seminars in insect and plant disease control; individual instruction to farmers (250 last year) on the use of improved seeds; specialized training to seven Ministry of Agriculture technicians in irrigation, 14 in forestry, 20 in fruit tree budding, and 17 in horticulture and agronomy; University classes in irrigation and hydrology; monthly seminars for senior officials of the Ministry of Agriculture.

Helmand Valley

Organized on-the-job training under a direct-hire technician, including some classroom work for foremen and supervisors; adult education classes at the Bost High School.

Industry and Engineering Division

A training program for 200 mechanics (completed); a contract team training 20 diesel maintenance mechanics in Kabul and 20 in Kandahar; a program to train 8 people in photogrametry (completed), and a prospective program to train about 600 people in a variety of skills incident to the operation and maintenance of the proposed Kajakai electric plant.

Public Administration Division

A Cadastral Survey High School in Kandahar to train 400 surveyors by 1967, and graduate some 100 per year thereafter; instruction in improved accounting procedures for Ministry of Finance personnel and for 14 accountants from other ministries, now being extended with Peace Corps assistance to the provincial levels, and also to Kabul University.

Transportation Division

Aeronautical Training Center for 294 student technicians (terminated in 1964); on-the-job training for 600 staff members of Ariana Airways; on-the-job training by the Afghan Highway Constructors (AHC) which has

trained 24 engineers; 30 clerical and office staff; 150 mechanics, welders, and machinists. Four hundred heavy equipment operators and truck drivers have been trained in the AHC operator and driver school, as have carpenters, masons, riggers, etc.

Supply Division

A ten-week course for 28 Afghan general services personnel in the field of materials management; seminars are planned for 75 deputy ministers and their administrative personnel to give them a better understanding of materials managment; and detailed instruction on materials management for 150 operating personnel.

USAID Mission Training Program

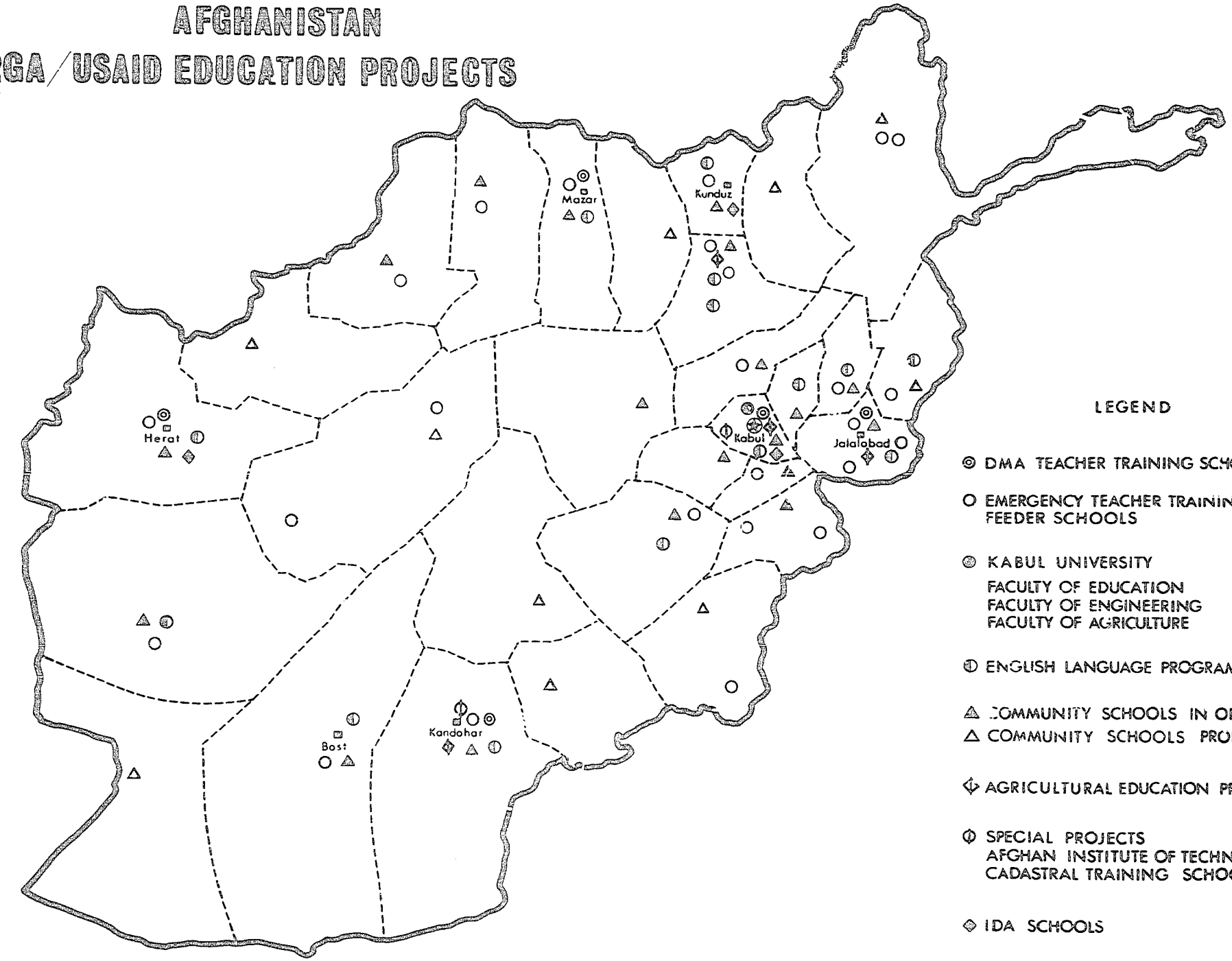
One hundred ten employees are given specific on-the-job training: half in crafts and trades (refrigeration, electricians, carpenters, etc.) and half in clerical and communications media work; 20 mechanics are given training courses for one hour per day; and an on-the-job training program is planned for RGA personnel temporarily assigned part-time to USAID Controllers Office.

USAID Participant Training Program

The Training Branch coordinate all participant training in the US and third countries which is sponsored by the Mission. To date USAID has sent over 1000 participants abroad to train personnel for the joint RGA/USAID development projects. Currently participants are being sent abroad at the rate of 50-90 per year.

As part of a continuous effort to improve project implementation and evaluation the USAID has recently introduced a requirement for advanced planning of participant training for each project. This requirement calls for an analysis and projection of training needs for the entire project; definition of skills needed for each position; and a realistic schedule of participant candidates to meet the requirements.

AFGHANISTAN
RGA/USAID EDUCATION PROJECTS

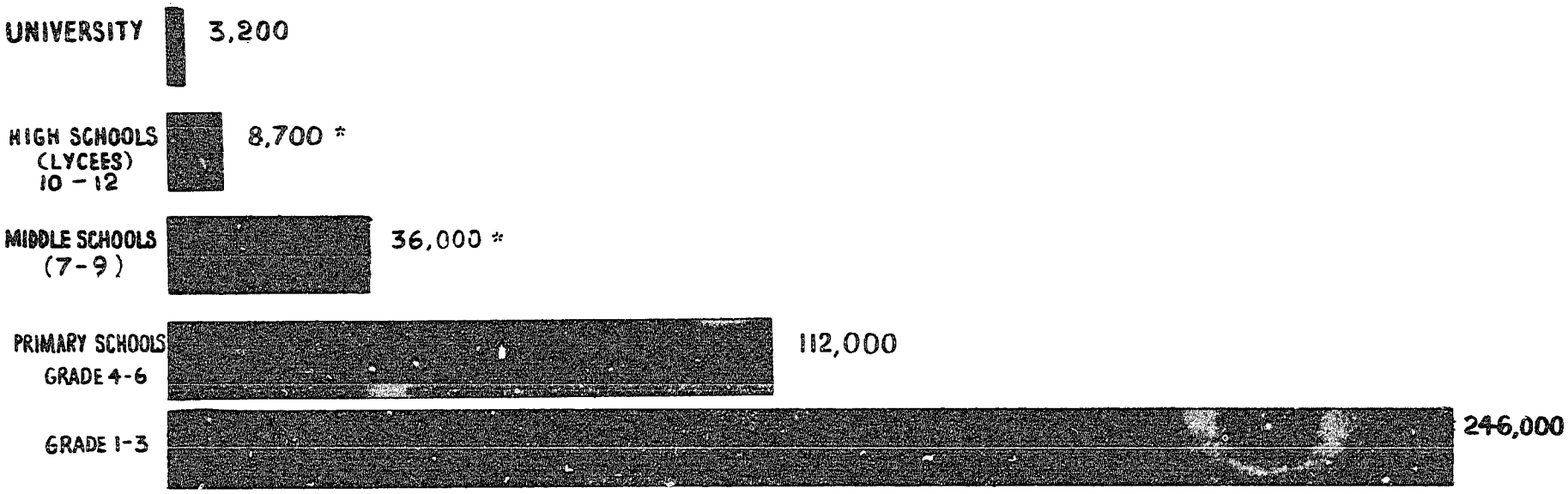


LEGEND

- DMA TEACHER TRAINING SCHOOLS
- EMERGENCY TEACHER TRAINING FEEDER SCHOOLS
- KABUL UNIVERSITY
  - FACULTY OF EDUCATION
  - FACULTY OF ENGINEERING
  - FACULTY OF AGRICULTURE
- ENGLISH LANGUAGE PROGRAM
- COMMUNITY SCHOOLS IN OPERATION
- COMMUNITY SCHOOLS PROPOSED
- AGRICULTURAL EDUCATION PROJECTS
- SPECIAL PROJECTS
  - AFGHAN INSTITUTE OF TECHNOLOGY
  - CADASTRAL TRAINING SCHOOL
- IDA SCHOOLS

TOTAL SCHOOL ENROLLMENT 1965

TOTAL SCHOOL POPULATION (AGES 7-22) 4,977,000
ACTUAL ENROLLMENT AT ALL LEVELS 406,000
OVERALL PERCENTAGE IN SCHOOL 8·1 %



PERCENTAGE OF AGE GROUPS IN SCHOOL 1965

1 PRIMARY (AGES 7-12) 16·1 %
2 SECONDARY (AGES 13-18) 2·5 %
3 UNIVERSITY (AGES 19-22) ·3 %

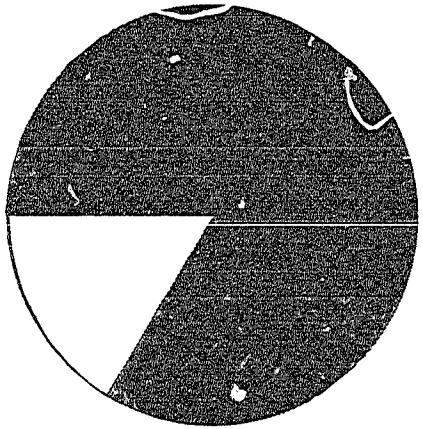
* INCLUDES VOCATIONAL EDUCATION: HIGH SCHOOLS 2,900; MIDDLE SCHOOLS 8,000

RGA GOAL IN PRIMARY EDUCATION

TO ACHIEVE 30% ENROLLMENT OF THE PRIMARY SCHOOL AGE POPULATION BY 1971

2,230,000 TOTAL PRIMARY SCHOOL AGE POPULATION

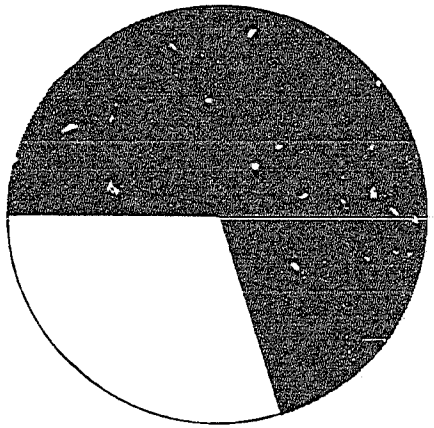
358,000 OR 16·1 %
ACTUAL PRIMARY
SCHOOL ENROLLMENT



1965

2,474,000 TOTAL PRIMARY SCHOOL AGE POPULATION

733,000 OR 30%
ACTUAL PRIMARY
SCHOOL ENROLLMENT



1971

"RELATION OF ENROLLMENT (GRADES 1-6) TO SCHOOL AGE POPULATION."

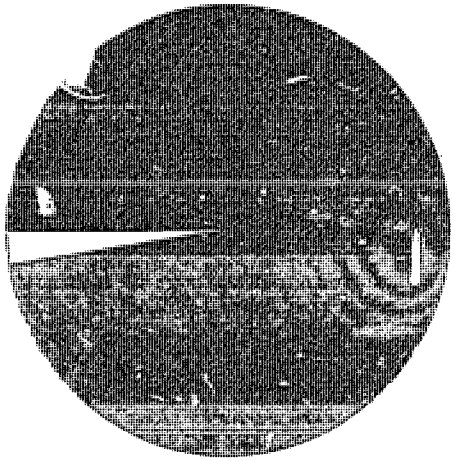
SOURCE: "LONG-TERM PROJECTIONS IN AFGHANISTAN" UNESCO REGIONAL OFFICE, BANGKOK, 1965

RGA GOAL IN SECONDARY EDUCATION

TO ACHIEVE 5% ENROLLMENT OF THE SECONDARY SCHOOL AGE POPULATION BY 1971

1,797,000 TOTAL SECONDARY SCHOOL AGE POPULATION

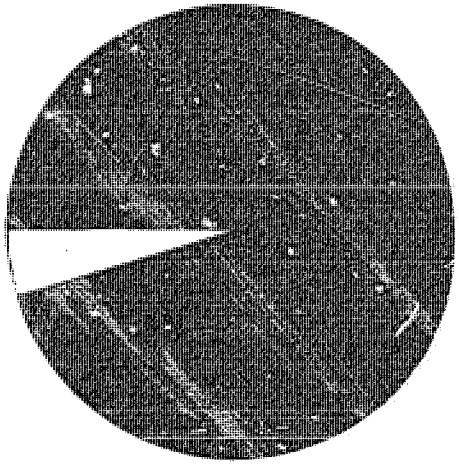
44,700 or 2.5 % ACTUAL SECONDARY SCHOOL ENROLLMENT



1965

1,982,000 TOTAL SECONDARY SCHOOL AGE POPULATION

92,300 or 4.6 % ACTUAL SECONDARY SCHOOL ENROLLMENT

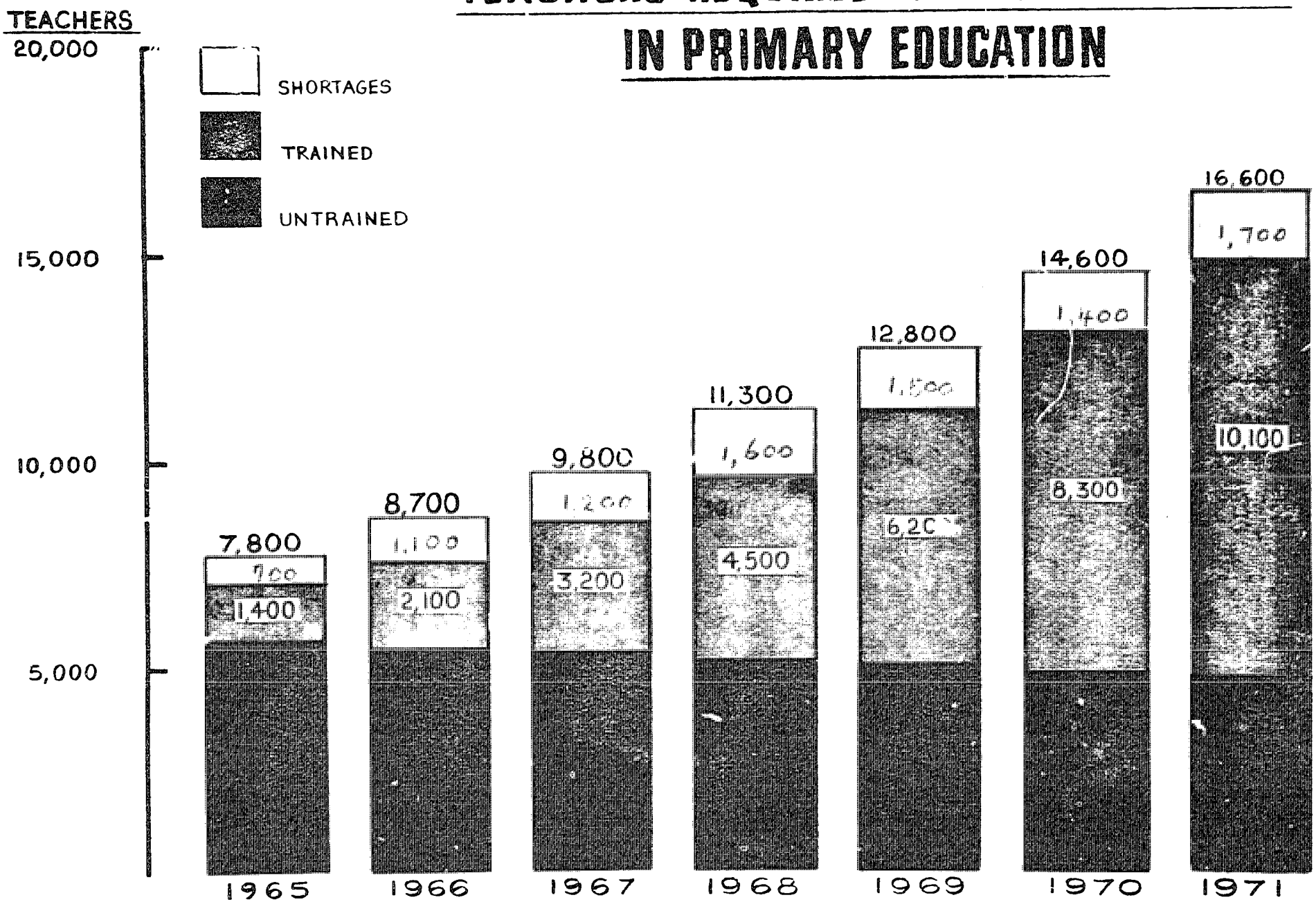


1971

"RELATION OF ENROLLMENT (GRADES 7-12) TO SCHOOL AGE POPULATION".

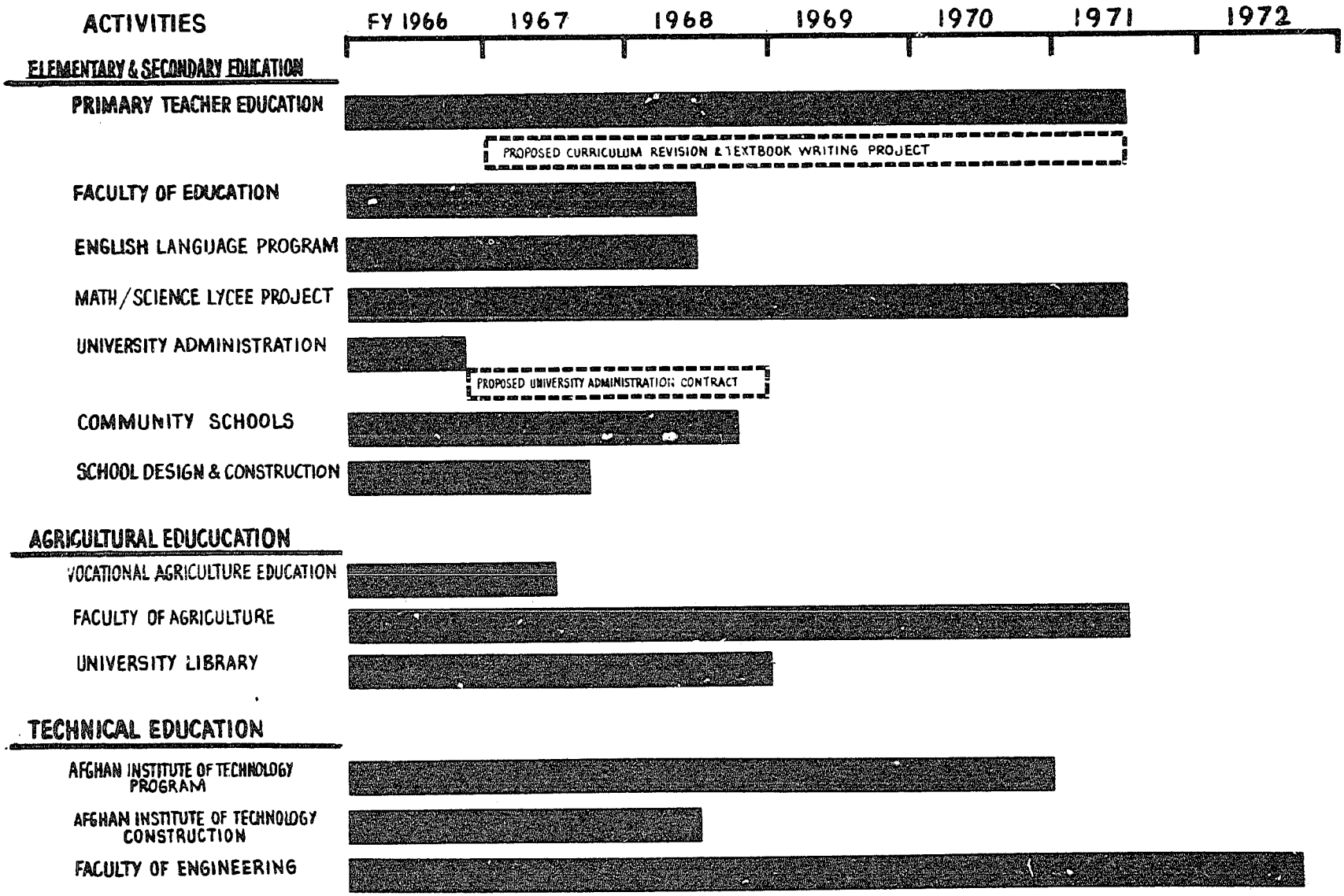
SOURCE: "LONG-TERM PROJECTIONS IN AFGHANISTAN," UNESCO REGIONAL OFFICE, BANGKOK, 1965

TEACHERS REQUIRED TO MEET RGA GOAL IN PRIMARY EDUCATION



PUPIL/TEACHER RATIO REDUCED FROM 51 TO 44 PUPILS PER TEACHER

BASED ON DATA SUPPLIED BY UNESCO/MOE PLANNING STAFF JAN. 66

USAID EDUCATION PROGRAMS IN SUPPORT OF RGA EDUCATION GOALS

"(PROJECTED TO PLANNED COMPLETION DATE)"