

PDAAK 269

AF  
370.9581 Columbia Univ. Teachers College. NTIS  
C718 Curriculum and Textbook Development in  
Afghanistan; Six-Month Reports.  
For holdings see shelf list.  
Proj. 306-11-690-091.  
Contract AID/nesa-207.

1.Education - Afghanistan.2.Curriculum development -  
AF.3.Text-books - AF.I.Contract.II.Title.

AF  
371.32 American Library Association.  
R982 Curriculum and Textbook Activity Afghanistan  
Project. William Rutter. July 1970.  
1 v.  
Review of Columbia Univ. Teachers College  
Project, June 22 - July 2, 1970.  
Proj. 306-11-690-091.  
AID/nesa-207.

1.Text-books - AF.2.Evaluation - Text-books - AF.3.Pub-  
lishers and publishing - AF Rutter, William.II.Con-  
tract.III.Title.IV.Columbia iv. Teachers College.

AF  
372.9581 Columbia Univ. Teachers College.  
C726 Curriculum and Textbook Project. End of  
Tour Reports  
Kondo, Allan K. Owens, Mitchell V.  
Kauffman, Melva G. Sayres, William C.  
Mullen, David J. Castro, Mildred L.  
Ridout, Theodore C.  
Proj. 306-11-609-091  
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1.Curriculum development - AF.2.Text-books - AF.3.Educa-  
tion, Primary - Curricula - AF.I.Authors.II.Contract.III.  
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**AIRGRAM**

**DEPARTMENT OF STATE.**

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FROM - AID/W

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7/18/70

SUBJECT - Elementary and Secondary Education  
Project No. 306-11-690-091 (Curriculum and Textbook Activity)  
REFERENCE - Project Appraisal Report (PAR) as of 12/1/69  
Dated at the Mission 20 Feb. 1970

1. Information received by AID/W during the period covered by the PAR, i.e., reports from the Chief of the Education Division, USAID/A, while in AID/W, communications with the contractor's backstop and numerous memoranda indicate that the project is progressing satisfactorily. It appears from these reports that the contractor is performing at a much higher standard of proficiency when compared with 1968. Yet, in ref PAR for CY 69 the project is rated only marginally (between unsatisfactory and satisfactory) while the PAR for CY 68 the project was rated satisfactory, mid-range. There seems to be a discrepancy. We would have appreciated a fuller discussion in Section 012, narrative for Part I-C.I.

2. With a current nomination now being processed which will provide a full contractor complement for the TOCU team, progress toward objectives as defined in the approved PROP should be accelerated during CY 70. We assume the contractor will make every effort to maintain high performance and to give this activity a fair chance to get "on schedule". As a result of the in-depth project review at the USAID, we understand a revised PROP will be submitted. We assume the next PAR will address itself to any changes in project scope and direction, and, hopefully, reflect progress in the deficient areas mentioned herein.

3. The newly assigned Campus Coordinator has impressed us favorably and we believe there will be increased effectiveness in project implementation and greater speed toward reaching planned targets on time.

4. Comments about English language deficiency, made in our response to the Faculty of Education PAR, are applicable herein. We strongly urge the USAID

PAGE 1 OF 2

DRAFTED BY <u>M. Hamilton</u>	OFFICE <u>HEA/ID/ED</u>	PHONE NO. <u>22899</u>	DATE <u>7/15/70</u>	APPROVED BY <u>Burton G. Howary, Chief</u> <u>HEA/ID</u>
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IA/HEA: Clinton UNCLASSIFIED HEA/IE: DiLorenzo

to continue to press for upgrading of Kabul University's English language program and to utilize fully the English language resources of all US agencies in Afghanistan.

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**FROM - AID/W**

**SUBJECT - Elementary and Secondary Education (Faculty of Education)  
Project No. 306-11-690-091  
Project Appraisal Report (PAR) as of 12/1/69 dated at the  
REFERENCE - USAID 18 February 1970**

DATE SENT  
**7-18-70**

1. AID/W appreciates the information contained in ref PAR. In analyzing this document several pluses emerge for the project; problems have been identified and action to solve them is being taken by the Mission, the contractor and the RQA. Various faculties within the Kabul University community are beginning to work together. Contract technicians are to be commended for their efforts to bring together the Faculties of Science and Education, as discussed in para 013, page 4.

2. Compared with the previous PAR this new document reflects considerable improvement in contractor performance and project implementation. As a result of a redesign of purposes and functions of the Faculty of Education by both the Afghans and the contractor in early 1969, a better understanding and closer working relations now exist between the RQA and the USAID. This points up the need for a clear understanding of goals and objectives at the outset to provide a firm basis for lasting institutional development.

Based on current information we agree that the highest scale of the "satisfactory" rating, covering the evaluation period of this PAR, is justified by both the performance of the contractor and the forward movement of project activities. The question comes to mind as to whether the obviously marginal performance of the contractor reflected in the 1968 PAR merited "satisfactory" rating in that document. There appears to be some disparity when comparing the 1968 and 1969 reports. We should have found it informative if a narrative discussion had been given in section 012, page 3.

4. All but one of the "Major Actions or Steps", pages 5 and 5a, are on

NAME	OFFICE	FIGURE NO.	DATE	APPROVED BY	PAGE	OF	PAGES
H. Hamilton, W. Waffle	NECA/ID	22895			1		2
M. Dilagosa Alja	NECA/NE	28603	7/27/70	Burton C. Newby, NECA/ID Chief			
NECA/NE:COarney (draft)	NECA/PR:LShucker (draft)						
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schedule. AID's experience in project implementation/<sup>often</sup> shows a more uneven pace with some actions possibly falling into all three categories of column b, page 4. Based on our close monitoring of this project, we wonder if the activities are as carefully implemented as the "On Schedule Status" leads us to believe, especially in view of the narrative comments on page 4.

5. We recognize in this project a problem that is world-wide, i.e., the selection and placement of participants in educational and training institutions in the US has been hampered because of English language deficiency. We appreciate the Mission's continuing efforts to resolve this problem in its discussions with the RGA. We assume that the competence of the English language Training Program at Kabul University is slipping. We, therefore, support strengthening the English language proficiency of Afghan participants. Are available resources of USIS and the Embassy being used?

6. This sub-project terminates in June 1971. We note with interest, page of the PAR, that "the Mission is considering an umbrella type project" for the transition period. We would like to see the final PAR include answers to the following suggested questions in its appraisal of the life of this sub-project:

1. Was the project well conceived?
2. Was it understood by the RGA in such a way that this government was able to contribute its share?
3. Would we have done this differently if we had to do it again?
4. What were some of the pluses and minuses which might be of help in developing future projects of this type?
5. Was this the right time to close the project?
6. How does USAID assess RGA capabilities to carry on sub-project activities without US assistance?
7. How much slippage in the standards of instruction and performance can we expect when the US technicians leave?

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FROM - Washington

SUBJECT - Curriculum-Textbook Activity, Project 306-11-690-091.2

REFERENCE - TOAID A-453, PROP

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We have reviewed the subject PROP and commend the Mission for the very careful work done on it. There are, however, several areas about which we have questions and comments.

1. We note that there are three language arts specialists during a major segment of the project period. We would like to know as precisely as possible what the function of these specialists would be. This appears to be an area in which a foreign expert would have particular difficulty working if it involves such things as reading in the local language. What would be the expertise of these advisors? Would they be basically linguists, or would they be specialists in one or more of the language arts?
2. The question of how a government organizes to do textbook writing is important, whether it is done by a permanent staff of professional writers, or whether the permanent staff should perform basically an editorial/ coordinating role, with the writers being seconded from institutes/faculties of education for particular writing jobs. A combination is, of course, possible, with some permanent writers and some brought from the academic community. The ultimate institutional objective ought to be the development of a permanent staff which would be responsible for curriculum and textbook work, but in the planning/coordinating/editorial sense rather than in a writing sense. What is the goal of the MIA in this regard? Since some books and pamphlets are now being written by teachers outside the MIA, the precedent exists for this structure.
3. On page <sup>8</sup> of the PROP we note that the distribution system will require

PAGE 1 OF 2

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three-five years to become fully operational. This is excessive in view of publishing schedules. Efforts must be made to shorten that period in order that we may be assured of proper distribution on a timely basis as books are published. We suggest a target of two years. If the NGA needs help to achieve this, we ought to consider it at the earliest moment.

4. We question the provision of a strictly administrative chief of party, and would hope that the chief might have considerable competence in curriculum work so that in fact he could coordinate it in a professional way. Also, a capable administrative secretary would eliminate the need for an administrative assistant.

We would appreciate Mission comments on the above points in order that the PROP approval process may be expedited.

ROGERS

LOGICAL FRAMEWORK

Title of Project: Elementary and Secondary Education  
 -- Curriculum and Textbooks 204-11-430-231

Obligation Span From FY 1966 to FY 1976  
 Expenditure Span From FY 1966 to FY 1978

September 15, 1974

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS Measure of Goal Achievement:	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>Sub-Strategy Goal:</u></p> <p>A primary education system that affords a significantly increased proportion of Afghan youth the knowledge, skills, attitudes, and values required for the development of Afghanistan. Such system will be educating at least 200,000 Afghan children aged 7-12 years by 1977.</p>	<p>1. Improved quality of primary education:</p> <p>a. Per pupil and educational development expenditures increased at least proportionate to increasing primary enrollments.</p> <p>b. Pupil progress in basic skills, e.g., literacy, numeracy.</p> <p>2.</p> <p>a. Curriculum geared to Afghan development goals.</p> <p>b. Set of textbooks (totaling at least 25 million by 1977) and teachers' guides giving it practical expression.</p> <p>3. Progress toward equal access to basic education:</p> <p>a. Proportion of non-Kabul primary education enrollment annually increases from 80 percent (1973 base) of national enrollment.</p> <p>b. Proportion of female primary education enrollment annually increases from 14 percent (1973 base) of national enrollment.</p> <p>c. Proportion of non-Kabul primary Development Budget annually increases from 39 percent (1973 base) of total primary Development Budget. (MOE allocated 57 percent more for Kabul City primary education Development Budget than for that of rest of country.)</p> <p>d. Primary school enrollment increases by 340,000 children 1973-77.</p> <p>e. Lessening attrition rate from 18 % to 8 % 1973-77.</p> <p>4. 40% increase of 1280 elementary school buildings 1973-77.</p> <p>a. 640-building increase in rural/village schools.</p> <p>b. 640-building increase in primary schools.</p> <p>5. Quality of teaching.</p> <p>a. Number of trained elementary school teachers adequate to hold student/teacher ratio at 41/1 1973-77. This would require 4000 new teachers 1973-77 or 58 % increase 1973-77.</p> <p>b. 800 one-teacher schools converted to 2-teacher schools, 1973-77.</p> <p>c. 120 Rural Schools converted to Primary Schools, 1973-77.</p>	<p>1.</p> <p>a. MOE, <u>Educational Statistics</u>, annual.</p> <p>b. Standardized testing, Research Section, Dept Publications, MOE.</p> <p>2. Analysis by Project Staff. Refs 5-yr plan, <u>Quality and Equality in Afghan Education</u> UNESCO 1973. Later in 1974-75: <u>Report of Cabinet Committee on Educational Goals</u>.</p> <p>3.</p> <p>a. P. 30, MOE, <u>Educational Statistics</u>.</p> <p>b. MOE, <u>Educational Statistics</u>.</p> <p>c. Annex ID3, UNESCO, <u>Quality and Equality in Afghan Education</u>.</p> <p>d. MOE, <u>Educational Statistics</u>.</p> <p>e. MOE, <u>Educational Statistics</u>.</p> <p>4. MOE Department of Construction. MOE, <u>Educational Statistics</u>.</p> <p>5. MOE Department of Teacher Education; MOE, <u>Educational Statistics</u>, for qualifications of teachers, student/teacher ratio, increases of teachers and schools.</p> <p>1/ Project Staff: MOE, USAID, Contractor (TCCU).</p>	<p>1. Proportionate increases in MOE educational ordinary and development budgets</p> <p>2. "Coherent strategy" (UNESCO, <u>Quality and Equality in Afghan Education</u>) existing by 1977 for achieving GOA/MOE educational goals. Existence of Cabinet-level committee on educational aims and National Committee on Educational Innovation suggests such a strategy is realizable.</p> <p>3. Foreign donor support of building construction program, if time schedule is to have chance of being realized.</p> <p>4. Continued UNESCO effort in teacher education.</p>

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><b>Project Purpose:</b> This project has four interdependent purposes:</p> <ol style="list-style-type: none"> <li><b>Institutionalization of processes of curriculum and textbook development.</b></li> <li><b>Preparation of curriculum, and textbooks and teachers' guides, for the major subject areas in the elementary grades.</b></li> <li><b>Nationwide distribution of new textbooks and teachers' guides.</b></li> <li><b>Nationwide utilization of new textbooks and teachers' guides.</b></li> </ol>	<p><b>End of project status.</b></p> <ol style="list-style-type: none"> <li> <ol style="list-style-type: none"> <li>An established Directorate for Curriculum and Textbook Development in MOE.</li> <li>Sixty-five trained experienced cadre of curriculum and textbook specialists in Directorate bearing full responsibility for its work.</li> </ol> </li> <li>Approved curriculum, and sets of textbooks and teachers' guides for elementary schools in language arts, mathematics, science, social studies, health, practical works (112 titles). Improved student achievement.</li> <li>Existence of an effective distribution system. Sets of new textbooks in 900,000 elementary students' hands, teachers' guides in all teachers' hands, by 1977.</li> <li>Teacher readiness for proper use of the new textbooks. Appropriate teacher use of guides and textbooks. Improved student achievement.</li> </ol>	<ol style="list-style-type: none"> <li> <ol style="list-style-type: none"> <li>MOE Table of Organization. Observation by Project Staff.</li> <li>MOE, TO records. Subsequent to project termination (1977) cadre turnover averages no more than 10 % per year. Replacements are trained.</li> </ol> </li> <li>Observation by Project Staff. Book count. Adequate funding for printing and distribution. Approved MOE curriculum guides for elementary grades. Experimental research.</li> <li>Provincial sampling of textbook and guide distribution. Directorate of Distribution records.</li> <li>Surveys of teacher training institutions and teachers in field. Periodic MOE provincial evaluation of textbook utilization. Standardized achievement testing, e.g., language arts, math, science.</li> </ol>	<p>US/GOA collaboration toward Afghan educational objectives.</p> <ol style="list-style-type: none"> <li>GOA stability of personnel policy.</li> <li>Adequate supply of paper from international sources.</li> <li>Continued ministerial coordination of efforts of MOE Departments of Publications, Teacher Education, Inspection and Supervision, and Primary Education.</li> <li>Improved extraministerial <u>taaweldar</u> storehouse operations in provinces.</li> </ol>
<p><b>Outputs:</b></p> <ol style="list-style-type: none"> <li>Trained Afghan curriculum and textbook specialists: <ol style="list-style-type: none"> <li>Trainers returned from U.S.</li> <li>Trainers returned from third countries.</li> <li>Job-trained specialists.</li> </ol> </li> <li>Official curriculum guidelines: <ol style="list-style-type: none"> <li>General.</li> <li>Subject, e.g., math, social studies.</li> </ol> </li> </ol>	<p><b>Magnitude of Outputs.</b></p> <ol style="list-style-type: none"> <li>Sixty-five by 1977. <ol style="list-style-type: none"> <li>Forty by 1977.</li> <li>Fifteen by 1976.</li> <li>Ten by 1976.</li> </ol> </li> <li>Published MOE documents.</li> </ol>	<ol style="list-style-type: none"> <li>Project Staff review. <ol style="list-style-type: none"> <li>MOE, TO records.</li> <li>MOE, TO records.</li> <li>MOE records.</li> </ol> </li> <li>Project Staff review.</li> </ol>	<ol style="list-style-type: none"> <li>MOE personnel policies consistent with training purposes. Availability of qualified candidates.</li> <li>Administrative, logistical, budgetary autonomy for Education Press.</li> </ol>

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NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Completed manuscripts of textbooks, teachers' guides:</p> <ol style="list-style-type: none"> <li>Language arts, grades 1-4.</li> <li>Mathematics, grades 1-4.</li> <li>Science, grades 4-6.</li> <li>Social studies, grades 4-6.</li> <li>Health and physical education, grades 1-4.</li> <li>Practical works, grades 1-4.</li> <li>Religion, grades 1-4.</li> </ol> <p>Preparation of new textbooks, teachers' guides, and orientation materials to (a) teacher training institutions, and (b) provincial primary school superintendents.</p> <p>Published new textbooks, teachers' guides: see item 3 above for breakdown.</p> <p>Utilization: Research findings with regard to</p> <ol style="list-style-type: none"> <li>Preliminary studies in language usage.</li> <li>Preliminary studies in reading habits.</li> <li>Effectiveness of trial textbooks and materials.</li> <li>Teacher, student utilization of textbooks and guides. <ol style="list-style-type: none"> <li>Professional and public acceptance of new curriculum and teaching materials.</li> </ol> </li> </ol> <p>Finalizing distribution system.</p> <p>Completion of outputs 3-7 results in C&amp;T Division output.</p>	<p>2. 132 titles by 1976.</p> <ol style="list-style-type: none"> <li>44 titles (22 Urdu, 22 Pashto).</li> <li>24 titles (12 Urdu, 12 Pashto).</li> <li>12 titles (6 Urdu, 6 Pashto).</li> <li>12 titles (6 Urdu, 6 Pashto).</li> <li>16 titles (8 Urdu, 8 Pashto).</li> <li>14 titles (7 Urdu, 7 Pashto).</li> <li>18 titles (9 Urdu, 9 Pashto).</li> </ol> <p>4. 500 total copies each title, plus appropriate orientation materials, disseminated to institutions and supervisors, by 1976.</p> <p>5. 132 titles totaling 17 million textbooks, teachers' guides (see item 3 above) by 1977, 25 million by 1978.</p> <p>6. Research studies as problems develop.</p> <ol style="list-style-type: none"> <li>One to date, perhaps more.</li> <li>One to date, perhaps more.</li> <li>132 evaluations.</li> <li>Three different studies to date, plus 10-15 studies of selected titles. <ol style="list-style-type: none"> <li>Two studies -- one professional and one public -- of acceptance.</li> </ol> </li> </ol> <p>7. 16 million textbooks in hands of 800,000 children by 1977. One million teachers' guides in hands of 22,000 elementary school teachers by 1977.</p>	<p>2. Project Staff inventory.</p> <p>4. Materials Orientation Services Section, Department of Publications, MOE survey.</p> <p>5. Project Staff inventory, Department of Publications, MOE survey.</p> <p>6. Project staff review. Count of studies, research efforts.</p> <p>7. Provincial sampling of textbook and guide distribution. Directorate of Distribution records.</p>	<p>3. UNCEF/Saudi Arabia support for printing paper.</p> <p>4. UNCEF support for vehicular transport.</p>
<p>3. Budget:</p> <p>Agreed with Teacher's College, Columbia University.</p> <p>Estimated cost/expense in:</p> <ol style="list-style-type: none"> <li>Development of curriculum and materials for elementary schools.</li> </ol>	<p>Implementation Target:</p> <p>Total \$ 4,100,000 1967-74.</p> <p>1. \$ 3,100,000 1967-74</p> <ol style="list-style-type: none"> <li>Advisors in 6 subject areas of language arts, mathematics, science, social studies, health and physical education, practical works. Advisors in 5 support areas of research, production materials orientation, editing, and administration.</li> </ol>	<p>UNEP records.</p> <p>1. UNEP records</p> <ol style="list-style-type: none"> <li>UNEP, contractor records.</li> </ol>	<p>1. Availability of qualified advisors.</p>

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SUBJECTIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS																																																																															
<p><b>b. Curriculum and textbook distribution.</b></p> <p><b>Training abroad.</b></p> <p><b>c. Academic (long-term) curriculum and textbook training in U.S.</b></p> <p><b>d. Academic (long-term) training in tertiary education in U.S.</b></p> <p><b>e. Short-term training in U.S.</b></p> <p><b>f. Training in Iran.</b></p> <p><b>Supplying CBT offices, Dept of Publications.</b></p> <p><b>no-contract commitments.</b></p> <p><b>MOE/USAID reports.</b></p> <p><b>Report for curriculum and textbook manuscript preparation.</b></p> <p><b>Personnel.</b></p> <p><b>a. Professionals qualified for curriculum and textbook development work.</b></p> <p><b>b. Technical positions.</b></p> <p><b>c. Supplies of facilities for training. Participant salaries paid in project. Maintaining accompanying participants' positions until return.</b></p>	<p><b>FT 1967 68 69 70 71 72 73 74 75 76</b></p> <p><b>U.S. Hire:</b></p> <table border="1"> <tr> <td>No.</td> <td>5</td> <td>6</td> <td>7</td> <td>7</td> <td>10</td> <td>12</td> <td>15</td> <td>11</td> <td>9</td> <td>8</td> </tr> <tr> <td>MOE</td> <td>43</td> <td>72</td> <td>74</td> <td>79</td> <td>204</td> <td>120</td> <td>100</td> <td>132</td> <td>120</td> <td>129</td> </tr> </table> <p><b>Local Hire:</b></p> <table border="1"> <tr> <td>No.</td> <td>1</td> <td>1</td> <td>2</td> <td>2</td> <td>4</td> <td>6</td> <td>4</td> <td>9</td> <td>2</td> <td>2</td> </tr> <tr> <td>MOE</td> <td>0</td> <td>12</td> <td>24</td> <td>24</td> <td>48</td> <td>36</td> <td>29</td> <td>23</td> <td>28</td> <td>24</td> </tr> </table> <p><b>Short Term:</b></p> <table border="1"> <tr> <td>MOE</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>3</td> <td>-</td> <td>-</td> <td>3</td> <td>10</td> <td>2</td> </tr> </table> <p><b>b. Distribution expert 90 days.</b></p> <p><b>1. \$ 450,000 1967-74. (\$40,000 non-contract)</b></p> <p><b>a. 33 in curriculum development, social studies, home economics, language arts, mathematics, sciences, health and physical education, materials orientation services, research. 1967-76.</b></p> <p><b>b. Oct. 1975.</b></p> <p><b>c. Four including 3 AACTE interns.</b></p> <p><b>d. Eleven in book design, illustration, graphic arts, production management, library management, editing.</b></p> <p><b>2. \$ 71,000 1973-75. Copying machines, Parol/Pascal typewriters, demonstration equipment, office/electronic/science equipment, etc.</b></p> <p><b>\$ 22,000 1968-71. Roughly same as above.</b></p> <p><b>1974 at least Ab \$2,072,000</b></p> <p><b>1974 Ab \$ 225,000</b></p> <p><b>1. 1974 Ab \$ 2,025,000</b></p> <p><b>a. Researchers, authors, editors, administrators, etc.</b></p> <p><b>b. Typists, calligraphers, artists, production/materials specialist, etc.</b></p> <table border="1"> <tr> <td></td> <td><b>1977</b></td> <td><b>78</b></td> <td><b>79</b></td> <td><b>80</b></td> <td><b>81</b></td> <td><b>82</b></td> <td><b>83</b></td> </tr> <tr> <td>No. Prof</td> <td>19</td> <td>20</td> <td>20</td> <td>20</td> <td>23</td> <td>20</td> <td>20</td> </tr> <tr> <td>No. Tech</td> <td>11</td> <td>12</td> <td>14</td> <td>15</td> <td>15</td> <td>17</td> <td>17</td> </tr> </table> <p><b>c. 50 participants.</b></p> <p><b>50 positions.</b></p>	No.	5	6	7	7	10	12	15	11	9	8	MOE	43	72	74	79	204	120	100	132	120	129	No.	1	1	2	2	4	6	4	9	2	2	MOE	0	12	24	24	48	36	29	23	28	24	MOE	-	-	-	-	3	-	-	3	10	2		<b>1977</b>	<b>78</b>	<b>79</b>	<b>80</b>	<b>81</b>	<b>82</b>	<b>83</b>	No. Prof	19	20	20	20	23	20	20	No. Tech	11	12	14	15	15	17	17	<p><b>b. Timely, useful written analysis.</b></p> <p><b>2. Training Office, contractor records.</b></p> <p><b>2. USAID, contractor, MOE records.</b></p> <p><b>a. Contractor, MOE records.</b></p> <p><b>b. Contractor, MOE records.</b></p> <p><b>c. Training Office records.</b></p>	
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MOE	43	72	74	79	204	120	100	132	120	129																																																																								
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MOE	0	12	24	24	48	36	29	23	28	24																																																																								
MOE	-	-	-	-	3	-	-	3	10	2																																																																								
	<b>1977</b>	<b>78</b>	<b>79</b>	<b>80</b>	<b>81</b>	<b>82</b>	<b>83</b>																																																																											
No. Prof	19	20	20	20	23	20	20																																																																											
No. Tech	11	12	14	15	15	17	17																																																																											

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>d. Pre-service, in-service training plans for non-branching (to teacher's A, etc) materials.</p> <p>e. Review (master) Committees.</p>	<p>d. 1) Reach directly 8 teacher training institutions.  2) Reach directly 660 key leadership personnel in MOE, provincial offices (including 300 inspectors and supervisors), and education institutions.  3) Reach indirectly through 660 key leadership, 2750 primary school headmasters and head teachers.  4) Reach indirectly through 2750 headmasters and head teachers, all 17,000 primary school teachers.</p> <p>e. Six in language arts, mathematics, science, social studies, health and physical education, and practical works. Occasionally seventh in theology.</p>	<p>d. MOE surveys of teacher training institutions, MOE and provincial leadership, headmasters and head teachers, and primary school teachers.</p> <p>e. Observation, count.</p>	<p>d. Cooperation and coordination of MOE Departments of Curriculum and Textbooks, Primary Education, Teacher Training, and sometimes Secondary Education, to reach headmasters.  Add Department of Inspection and Supervision to above to reach inspectors and supervisors.  Above cooperation required to reach target primary school teachers.</p>
<p>Office space.</p> <p>a. Working area, library, meeting rooms, furnishings.</p> <p>b. Utilities and maintenance.</p> <p>Supplies and travel.</p> <p>a. Equipment and furniture.</p> <p>b. Materials and supplies.</p> <p>c. In-country travel expenses.</p> <p>d. Vehicle maintenance and repair.</p>	<p>1974 1,281,000</p> <p>a. 12 offices. Rental 1974 Afs 1,287,000</p> <p>b. Utilities and maintenance 124,000</p> <p>2. Supplies and travel 1974 Afs 419,000</p> <p>a. Equipment and furniture 279,000</p> <p>b. Materials and supplies 48,000</p> <p>c. In-country travel expenses 31,000</p> <p>d. Vehicle maintenance and repair 37,000</p>	<p>2. MOE records. Towy, <u>Analysis of GOA share of project costs.</u></p> <p>3. MOE records. Towy, <u>Analysis of GOA share of project costs.</u></p>	
<p>Printing.</p> <p>Education Press production (printing, buy) of 132 titles:</p> <p>a. Textbooks.</p> <p>b. Teachers' guides.</p> <p>Stores of Directorate of Distribution, cities/warehouses, etc.</p>	<p>1974 Afs 25,000,000</p> <p>a. 1974 Afs 23 mil. 1973-77 Afs 130 mil.</p> <p>b. 1974 Afs 2 mil. 1973-77 Afs 30 mil.</p> <p>Adequate resources to distribute 17 million books/guides to all schools, teachers, administrators by 1977. Value unknown now.</p>	<p>Project Staff observation.</p> <p>a. MOE records. MOE, <u>Educational Statistics.</u></p> <p>b. MOE records. MOE, <u>Educational Statistics.</u></p> <p>Count.</p>	
<p>Testing of materials.</p> <p>MOE Academic Committee for guidance leadership.</p>	<p>1. Adequate provision for testing.</p> <p>2. Existing.</p>	<p>1. Project Staff observation.</p> <p>2. Observation.</p>	

5

BRIEF SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS																		
<p><u>Trust Funds for U.S. contractor support</u></p> <p>1. Budget for travel, per diem, communication, supplies/materials, personnel, other costs.</p> <p>(C) Records accumulated prior 1969. (D) FY 69-73 Trust Funds divided between C&amp;T and Faculty Education projects roughly 50-50.</p> <p>2. Purchase staff.</p>	<p>1974 Afs 2,500,000</p> <p>1. Approx Afs 6,900,000 since 1969, or average per year Afs 900,000 1969-73.</p> <table border="1" data-bbox="519 285 1039 361"> <thead> <tr> <th></th> <th>71</th> <th>72</th> <th>73</th> <th>74</th> <th>75</th> </tr> </thead> <tbody> <tr> <td>Afs 000</td> <td>449</td> <td>676</td> <td>1066</td> <td>963</td> <td>2315</td> </tr> <tr> <td></td> <td>2390</td> <td>1970</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2. Afghan consultants, e.g., KU language professors. Typists.</p>		71	72	73	74	75	Afs 000	449	676	1066	963	2315		2390	1970				<p>1. USAID, contractor records.</p> <p>2. Contractor records.</p>	
	71	72	73	74	75																
Afs 000	449	676	1066	963	2315																
	2390	1970																			
<p><u>UNICEF budget:</u></p> <p>A. Transport for distribution.</p> <p>B. Paper for printing.</p> <p>C. South Arabian open and funding of 3 years of paper for printing.</p>	<p>A. Vehicles delivered 1974-78 under loan.</p> <p>B. 1400 tons delivered 1975 valued \$1 million.</p> <p>C. 3-year paper requirements for elementary and secondary school books.</p>	<p>A. MOE, UNICEF records. Observation.</p> <p>B. MOE, UNICEF records.</p> <p>C. MOE records, delivery.</p>	<p style="text-align: right;">6</p>																		



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The planners of the Education Reform have not as yet set a schedule for upgrading elementary schools. Necessary studies of geographic distribution of school populations, existing middle and elementary schools are now underway. The estimate is that overall school costs will remain the same or even be reduced as all the seventh and eighth grades are not being "added" to schools but many are, in fact, merely being transferred from middle schools. Teachers will also be transferred and new ones trained as needed. There has been less effective planning, however, in the specifics of new curriculum content and related materials for the seventh and eighth grades.

Extensive USAID participant training programs have prepared a large staff of Afghan specialists in curriculum and textbook development to carry on the day to day work of the Department of Publications, but its experience has thus far been with the preparation of materials for grades 1-6. As this staff grapples with the unfamiliar curriculum problems of 7th and 8th grades, of vocational training, and articulation there will be a need for continued technical assistance.

2. Letter of Agreement for the period 1 May 1975-31 March 1976<sup>4</sup>

Additional objectives for the period:

1. develop curriculum guides for grades 7 and 8 - core subjects (mathematics, science, language arts, social studies), vocational education, health and physical education
2. secure approval for curriculum guides

Additional manpower requirements:

1. one curriculum specialist with training, experience, and leadership potential in vocational education, July and August 1975
2. this curriculum specialist to succeed Professor Whittamore as Project Coordinator September 1, 1975. Professor Whittamore to terminate on that date

c. Additional funding requirements:

no additional funding will be required for the period in as much as the Project Agreement for 1975-76 provides sufficient monies for consultant services to cover the two man-months proposed. The curriculum specialist's succession to the post of Project Coordinator will result in a net saving in that Professor Whittamore's salary is at the maximum allowable under Mission regulations

April 26, 1975

3. Project Agreement for the period 1 April 1976- 31 March 1977I. Sector Goal (no change)II. Project Purpose (no change)III. Course of Action (no change)IV. Progress to Date (to be prepared as of August 1, 1975)V. Objectives for 1355 (March 1976-March 1977)

A. By the end of 1355 (March 1977), the Department of Publications expects to have completed manuscripts for textbooks and teachers guides for 7th grade core subjects, vocational studies, and physical education and have them ready for field trials. 8th grade curriculum will be completed; textbooks and teachers guides will be planned and outlines approved.

B. Continuation of studies of those Participant Trainees who began their training during 1354; begin training in the U.S. for six new participant Trainees.

VI. U.S. ContributionA. Personnel

USAID will provide advisers, technicians, and short term consultants under the Teachers College, Columbia University (TCU) contract in the following fields:

? U.S. Hire<sup>a</sup>

Project Coordinator (specialization in curriculum and vocational education) 1

Technical and vocational curriculum and textbook specialist 1

Language Arts specialist (background in linguistics) 1

Math and science specialist 1

Production and Distribution specialist 1

(Some six man-months of short term consulting services are anticipated)

<sup>a</sup>These specialists will serve as advisers to the Publications Department as a whole rather than to separate subject matter sections as has been the practice under previous Project Agreements. By training and experience the present staff of Afghan specialists is now quite prepared to carry on the

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day to day work of textbook planning and writing. The American specialists, while helping in these phases of the work, will devote most of their time to advising in the planning and articulation of the whole curricular, substantive, and pedagogical structure for 7th and 8th grades with special emphasis upon the integration of its vocational dimensions.

#### Local Hire

Administrative Assistant 1

Secretaries 2

#### B. Participants

1. Contract-financed to U.S.: USAID will provide funds under the TOCU contract for continuation of the Participants who began training in 1954 in the U.S., and for six new starts during 1955. The following fields will be represented in new courses of study:

#### New Starts (in upper elementary education)

Vocational Education 2

Language Arts 2

Research 1

Math and Science 1

2. In addition, USAID will finance directly:

- a. three participants from the Department of Primary
- b. three participants from the Department of Teacher Education to begin study in a third country

#### C. Commodities

1. USAID will provide \$7,500 for procurement of reference books, office and electronic equipment, science and vocational education demonstration equipment, text materials, paper and writing supplies as required

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VII. Republic of Afghanistan's Contribution

- A. Personnel (requirements to be determined as early planning proceeds but anticipate some additional personnel to cover 7th and 8th grade requirements)
- E. General Support by the Ministry of Education (some upward adjustments to meet personnel, space and materials support requirements)

VIII. Standard Provisions (no change)