PD-AA2-660

A.I.D. EVALUATION SUMMARY - PART I

1. BEFORE FILLING OUT THIS FORM, READ THE ATTACHED INSTRUCTIONS.
2. USE LETTER QUALITY TYPE, NOT "DOT MATRIX" TYPE.

IDENTIFICATION DATA

A. Reporting A.I.D. Unit:

Mission or AID/W Office: O/AID/REP Afghanistan

(ES# _____)

B. Was Evaluation Scheduled in Current FY Annual Evaluation Plan?

Yes [X] Slipped [ ] Ad Hoc [ ]

Evaluation Plan Submission Date: FY ____ Q ____

C. Evaluation Timing

Interim [X] Final [ ] Ex Post [ ] Other [ ]

D. Activity or Activities Evaluated (List the following information for project(s) or program(s) evaluated; if not applicable, list title and date of the evaluation report.)

Project No.	Project /Program Title	First PROAG or Equivalent (FY)	Most Recent PACD (Mo/Yr)	Planned LOP Cost (000)	Amount Obligated to Date (000)
306-0202	Education Sector Support Project	1986	7/14/89 Extension to 12/31/92 in process	30,300,000	$14,300,000 Increase by $6,700,000 in process

ACTIONS

E. Action Decisions Approved By Mission or AID/W Office Director

Action(s) Required	Name of Officer Responsible for Action	Date Action to be Completed
Extend the contract with UNO on a non-competition basis to 12/31/92, with appropriate additional funding.	O/AID/REP	3/89
Provide mine and narcotics awareness education materials in both the primary education and literacy training program as appropriate.	G. Boardman	12/89
Create textbooks in both Dari and Pushto for middle school.	G. Boardman	12/90
Revise primary textbooks and high school textbooks on a pilot basis.	G. Boardman	12/89
Maintain approximately 1000 Education Center for Afghanistan (ECA) schools, including training and salary of teachers, district directors, support staff and educational materials.	G. Boardman	Ongoing
Continue literacy training which will extend to the general populace.	G. Boardman	Ongoing
Leverage U.S. A.I.D. support of the Afghan scholarship program by seeking scholarship offers from U.S. colleges and universities.	Chancellor Weber University of Nebraska	6/89

(Attach extra sheet if necessary)

APPROVALS

F. Date Of Mission Or AID/W Office Review Of Evaluation: (Month) (Day) (Year)

G. Approvals of Evaluation Summary And Action Decisions:

	Project/Program Officer	Representative of Borrower/Grantee	Evaluation Officer	Mission or AID/W Office Director
Name (Typed)	Thomas Eighmy	Gerald Boardman	John Gunning	Larry Crandall
Signature	T Eighmy			
Date	2/28/89			

ABSTRACT

H. Evaluation Abstract (Do not exceed the space provided)

H. Evaluation Abstract

The Education Sector Support Project (ESSP) began in 1986 with the objective of meeting Afghan educational needs; by supporting primary schools inside Afghanistan; by providing literacy training for Afghan freedom fighters (Mujahideen) while in Pakistan; and by assisting the Afghan political groups in Pakistan to develop capabilities in administering education programs. A non-degree University Scholarship Program was added in 1987.

The project is implemented through a contact with the University of Nebraska at Omaha (UNO). This mid-term assessment was conducted by outside consultants and was based on a review of project documents, site visits, and discussions with Private Volunteer Organizations (PVO's) involved in Afghan refugee and cross-border education. The purpose of the evaluation is to make recommendations for the direction of the ESSP in a post-war Afghanistan. Major findings and conclusions are:

- ESSP is a well managed project which has made substantial progress in all categories of activity.
- ESSP will need to focus on continuing elements of the original project, but upgrading educational quality.
- Support of higher education is recognized as important but cost restraints limit the education effort to primary schools, adult education and pilot programs in middle school and high school, plus the University-based scholarship program in the U.S.
- Mine and narcotics awareness training will be addressed in the literacy component and the primary education component, as appropriate.

Lessons Learned

- Data management and accountability questions are complex when conducting cross-border project activities which prohibit U.S. citizen entry.
- Cooperating with other organizations carrying out similar cross-border activities can provide information by which to judge the effectiveness of A.I.D.'s own activities.

COSTS

I. Evaluation Costs

1. Evaluation Team Name	Affiliation	Contract Number OR TDY Person Days	Contract Cost OR TDY Cost (U.S. $)	Source of Funds
Chester Bell Grant Farr Nicholas Cowell Peter La Pera	Education Development Center AID/W ANE/PD	PDC-1109-I-00-7118-00	$81,050.85 including preparation of Amended Activity Approval Memorandum	Technical Support Project No. 306-0200

2. Mission/Office Professional Staff Person-Days (Estimate)	3. Borrower/Grantee Professional Staff Person-Days (Estimate)
8	57

A.I.D. EVALUATION SUMMARY - PART II

SUMMARY

J. Summary of Evaluation Findings, Conclusions and Recommendations (Try not to exceed the three (3) pages provided)
Address the following items:

- **Purpose of evaluation and methodology used**
- **Purpose of activity(ies) evaluated**
- **Findings and conclusions (relate to questions)**
- **Principal recommendations**
- **Lessons learned**

Mission or Office:	Date This Summary Prepared:	Title And Date Of Full Evaluation Report:
O/AID/REP Afghanistan	October 1988	Education Sector Support Project for Afghanistan (Rapid Assessment), Project No. 306-0202

Purpose of the Project (Activity)

The purposes of the Education Sector Support Project (ESSP - No. 306-0202) are to 1) assist the Afghan political parties in the development of a management unit in order to meet the immediate and long-range educational needs of Afghans still within Afghanistan; 2) assist in the development of administrative, technical, and professional skills critical to reconstruction of Afghanistan; 3) provide primary education for school age children and assist in the development of middle and secondary education; 4) provide literacy training programs for Afghan Freedom Fighters; and 5) initiate teacher training programs.

Purpose of the Evaluation and Methodology Used

The purpose of the ESSP evaluation was to assess/evaluate the operations and progress to date of the project in order to identify possible improvements/modifications necessary to meet changing needs inside Afghanistan. The conclusions and recommendations in the assessment were to provide the basis for a redesign of the project, which the assessment team would also prepare in the form of a new activity approval document.

Because of time pressures, AID determined that the evaluation should be carried out on a "rapid assessment" basis. Accordingly, the assessment team reviewed program and project documents, consulted principal AID and Afghan personnel along with a representative sampling of outside observers, including PVO's and UN organizations involved in similar activities. The team was briefed in Washington, D.C. and met with AID officials, Afghans, and others in Islamabad, Peshawar and Quetta, Pakistan. The lists of materials and people consulted are attached to the Assessment report. The assessment briefings began on September 19, 1988 and the Assessment was completed October 10, 1988 when the team moved on to the project redesign phase.

Findings and Conclusions

1. The Afghan resistance political organizations overseeing and managing the Project, the Education Council of the Seven Party Alliance (ECSPA) and its operating arm, the Education Center for Afghanistan (ECA), have developed considerably as educational institutions with the help of the University of Nebraska at Omaha (UNO) technical support team.

2. The cross-border school support effort has been successful in the numbers of schools it has reached inside Afghanistan, notwithstanding the difficulties of wartime conditions and the short time (two years) since the project got underway. The quality of the teaching which has taken place is largely unknown

but the recent appointment of Afghan school district directors, with training of the directors provided by ECA, should help measure teaching quality and bring about improvements in the schools. Nevertheless, teacher training remains a problem.

3. Substantial numbers of Afghan freedom fighters have been provided literacy training while in winter camps in Pakistan. Tests indicated more than 70 percent of those who received training achieved literacy, but doubts exist about adequacy of the literacy measurement methods.

4. The scholarship program, which was added to the project in 1987, has been operated well, given the political constraints under which it was conceived. Questions exist as to the cost-effectiveness of the program in relation to the tremendous needs of the education sector in Afghanistan. Other questions were raised about the cost of providing English training at the U.S. campus instead of in Pakistan and whether the training will be effectively put to use when the trainees return.

5. The Project's system of verifying school support is complex and difficult because it depends on monitoring by various levels of Afghans, who must travel long distances under wartime conditions, to check and re-check the status of school support. The verification process had created data management problems for the ECA schools. The data management systems have been improved so that this issue is now resolved.

Principal Recommendations

Monitoring of schools by Afghans has emphasized quantitative accomplishments, but it now seems time to begin to measure the effectiveness of the teaching and learning that has taken place. The appointment of Afghan school district directors is a step toward quality measurement, but training of the district directors should be watched and nurtured. Teacher training should be given greater attention.

Complicating AID's monitoring of the project is the fact that U.S. Government personnel are not permitted to travel inside Afghanistan, as a matter of US-policy. The policy should now be revised in the light of the changing military situation inside Afghanistan.

The special scholarship program under the project, in which Afghans nominated by their parties are trained at the University of Nebraska for one year in public administration, is of questionable merit in terms of trainee selection, cost effectiveness and the need for the training offered. Despite these reservations, the scholarships have served an important political purpose.

The Afghan Resistance political alliance overseeing the project, has seemed to be reluctant to respond to requests from Afghan Shia groups. Since these groups represent 15 to 20 percent of the Afghan population, refusal of the requests would weaken the Alliance's claim that it represents all Afghans. The AID/Rep office should follow up to see if the Shia groups are accommodated.

Lessons Learned

Conducting a project activity on a cross-border basis is extremely complex and difficult when the number of sites, where project activities are to be carried out,

is large, when AID's own personnel are prohibited by USG policy from traveling inside the country, and there is no host country counterpart agency. Data management and accountability questions will likely be troublesome. Continued close observation of the contractor, and the counterpart group (ECA) actually implementing the project, is required.

Other organizations who are carrying out similar cross border and refugee training programs can provide information which is useful in judging the effectiveness of AID's own activities. This coordination with other donors and PVO's involved in such operations is advisable.