1990 Spring Educational Report/Review

of the Programme organized by

Health Unlimited

in

DAICHPAN DISTRICT OF ZABUL PROVINCE IN AFGHANISTAN.

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During this time he has also been abroad as an Organizer of a number of International Expeditions to remote areas including the Altai Region of the U.S.S.R./ Mongolia, Alaska and the Coruh area of Turkey. Whilst in these places he completed studies of Educational Practice and also took part in Cultural exchanges of ideas and planning. Before completing this Educational Study of the Daichopan District in Afghanistan he took a Financial Management Training Course in London and on return intends to complete his Doctorate in Ed. He has also completed a number of papers on Educational practices in Europe, Scandinavian Countries and the U.S.A..
CONTENTS

Introduction.
Section One, Project Location.
Section Two, Past Educational Practice.
Section Three, Research and Preparation.
Section Four, An Overview.
Section Five, The First Agreement, and costings.
Section Six, School Policy Document.
Section Seven, The Second Agreement and costings, School Administration.
Section Eight, The Long Term Agreement and its rationale.
Section Nine, Health Education within Schools.
Section Ten, Future Developments for Gazak School.
Section Eleven, Teacher, Health/Outreach Worker, Engineer Assistant Training and The Role of an Expatriate Teacher.
Section Twelve, Major Problems Uncovered.
Section Thirteen, The Conclusion.
Section Fourteen, The Recommendations.
Appendix.
INTRODUCTION

On appointment in London the author was given the brief to prepare a report reviewing the educational practice in south Daichopan district of Zabul province. This comes under the control of the local Commander Abdul Wadood Akhunzade.

Further, that he was, if appropriate to establish an agreement with the Commander for further development of the project over the next two years and in the short term for continued support which would commence in March 1990 depending on the conclusions arrived at from the review.

This analysis of the situation together with the recommendations would be submitted for approval in the spring of 1990. Following which a further appraisal of the current teachers would be carried out until the team leaves the area if time permits.

In conjunction with this the author should also assess the involvement of expatriate teachers in the project as teacher trainers, monitors and educational advisors whilst also giving support where appropriate to the health programme and in the establishment of a health education programme for school children.

(A detailed copy of the brief is contained in appendix 1)

In order to achieve these objectives the author will outline the location of the project, review the previous educational practice in the area up to the time of arrival at the project, detail the research and preparation that was completed prior to travelling to the project, present the situation that was found at the project upon arrival, mention all work which was carried out at the project including, production of agreements, teacher training, training of health workers/Outreach Workers as appropriate and the establishing of a health education programme for school children. There will also be an outline of possible further development of the project and a full financial breakdown of these plans including any building work which is considered appropriate.

The appraisal will conclude with a review of the overall potential of the project for the local community and an outline of the problems that have been met or are likely to be encountered in the future.
A list of recommendations will be produced for the project, taking into account the problems already mentioned in order that the committee/funders may make a knowledgeable decision about the future of the programme. Finally, the author will present his own brief opinion of the situation for the benefit of any future teachers intending to come and work in such an environment.

Section One

PROJECT LOCATION

GEOGRAPHICAL AND CLIMATIC CHARACTERISTICS

The project is situated in a mountainous region of south-central Afghanistan, and the area is characterized by a series of narrow valleys running on a north-east axis, which becomes progressively wider in the southern reaches and are transversed by a river carrying year-round waters. Leading off from the main valleys are several smaller side valleys elevated significantly higher than the main valley floor; the estimated altitude of which is approximately 2,000 metres. Surrounding peaks are between 3,000 and 4,000 metres, with denuded slopes. The climate is of the continental type, with marked seasonal temperature variations; summers are very hot and winters often intensely cold with heavy snowfalls. Precipitation is intermittent and inadequate making irrigation necessary. Terrain and climate often make communication and physical mobility a difficult problem.

PEOPLE AND SOCIETY

The people of the area are settled agriculturalists belonging to the Kakar and Tokhi tribes of the Pushtun. They are tribally organized, patrilineally related and speak a variant of the soft-vowelled southern (Kandahari) Pashto dialect and are Sunni, although still influenced by a number of pre-Islamic beliefs...
The present inhabitants are descended from those Pushtun who migrated northwards from what is today part of north-western Pakistan at the close of the last century, dispossessing and displacing the original Hazara inhabitants in the process, a few of whom have remained as tenant farmers.

Human settlement is limited to the main valley, floor and higher side valleys. There are over eighty villages in the entire area with an estimated population of between 5,000 and 6,000 inhabitants but these human settlements are scattered and vary widely in size, from up to twenty houses in some villages to no more than two in others. A dispersed population, broken terrain, periodic flooding of the river and heavy winter snows often make inter-village communication difficult; compounding these factors is the nature of Pushtan tribal society; based on shifting power relations between continually competing individuals, it means that a sense of corporate identity does not exist and therefore nor does the idea of community participation. The area may best be described as a series of communities which have much in common, but more which separates them. The use (by outsiders) of generic terms of identity (eg Pushtun) are not those used by the local inhabitants who differentiate among themselves by a more complex set of identity terms which influence social relations. This lack of a corporate identity quite obviously translates into a lack of common community structures and this needs to be borne in mind by outside agencies.

LOCAL POLITICS

In the absence of an external agency with sufficient legally-sanctioned violence, local politics are highly personalized and are structured on the basis of relations of power between competing individuals and groups. This makes for a highly volatile environment in which sudden and dramatic changes in circumstance can and do occur. Power and status cannot be inherited, but must be earned. Therefore, an ambitious individual must continually be able to provide and manipulate the means by which his powers can be maintained and extended.
Constant challenges to that power are a prime characteristic of Pushtun tribal society in this environment of tension. Such tensions cannot always be contained and spill over into acts of overt physical violence and such a situation has arisen in the project area in recent months. Furthermore, these disputes also involve a rivalry between Mujahideen factions, (i.e. Harakat and Hisbi) and this rivalry is much more serious than is admitted by significant individuals in the project area, although at present it is being contained.

**ECONOMIC ACTIVITIES**

Agriculture is the mainstay of the local economy, the principal crops being, wheat, barley, maize, almonds and apricots (these latter two - being the major cash crops), with potatoes, onions and tomatoes amongst others grown for household consumption. Most households also engage in goat (and some sheep) herding. The economy is basically subsistence one, with foodstuffs being in short supply in the winter months. Although there was a progressive impoverishment of the area during the Soviet occupation, since the withdrawal in 1989 the markets are slowly returning to normal in this area although inflation generally is still very high. The financial burden of supporting the Mujahideen and the manpower requirements also still have an effect on the available labour force for farming and combined with the lack of fertilizer has resulted in a demand for the already limited agricultural land being greatly increased. In addition there is a most serious problem of dramatic and increasing erosion of the arable land and orchards situated along the river banks are being cut away by the erosive power of the river. The communities of the area are thus caught in a downward economic spiral which is presenting them with serious problems, a factor which needs to be taken into account when it comes to policy decisions.
Section Two

PAST EDUCATIONAL PRACTICE

The recent development of education in this part of Afghanistan has had four distinct stages inextricably linked to the political context at both the local and national levels.

1. The pre-1978 phase, during the period of the monarchy and following the advent of the republic headed by Daoud in 1973.
2. The Taraki and Amin periods (1978-79) following the communist coup de etat.
3. From 1979 during the soviet occupation
4. Post 1984 to the present day from the first agency involvement.

Stage One

Stage one was characterized by the traditional Madrassah/Darsi system as being the only form of education in the area. However, it is important to note that several of the wealthier land-owning families were able to send their sons to Kabul for part of their Madrassah education for various periods.

Stage Two

Stage two saw dramatic and fundamental changes in national politics which had a direct influence on the countryside. In the project area a government funded Makhtab school was set up in Gazak. This event is of over-riding importance in trying to understand local power structures and how education is a crucial element in these. The Makhtab was established at a time when the communist, anti-Islamic nature of the Taraki regime was becoming apparent, even in isolated areas such as the one which is the subject of this report.

Education was a field in which Taraki sought to introduce fundamental (indeed revolutionary) structural changes in the area in question; government troops were despatched to force household heads to send their daughters to the Makhtab.
overt physical violence was employed by both sides and a first grade reading and writing book from this period depicts a group of unveiled girls in western clothes sitting next to boys (also in western school uniform-type clothes) in a classroom, in the doorway are a father and an unveiled mother. The first word of the book is Salaam (with the Allah Kum missing). Feelings about these practices still run extremely high today. The importance of this event from our point of view can be judged from the following facts:

a, The Makhtab school was located in a house which belonged to AWs father.
b, Similarly the land where this house was (and is) located belonged to AWs father, he being one of the biggest land-owners in the area.
c, The teacher, a Taraki supporter from outside the area was brought in by AWs older brother in 1978.
d, The family connection (the only way AK could have brought in an outsider) between AK and this teacher is that the latter was a cousin of AKs brother-in-law. He was an important member of the Taraki tribe and with connections reaching right up to Nur Muhammad Taraki himself in Kabul.

Thus this seemingly incomprehensible event, why would a national government attempt to establish a radical education system in an isolated, remote, Islamic, Pashtun tribal area of no great economic or strategic importance - can be answered quite simply: long before the advent of the soviets and the Mujahideen AK and his father were attempting to consolidate their power, using the tried and tested method of inter-tribal alliances i.e. through an alliance with the Taraki tribe. This is not to suggest that AK (or his father, a respected and powerful Mullah) were pro-communist, they were simply playing the age-old tribal game of power-politics in which the manipulation and employment of any means at hand is justified.

...P/7
When it became apparent that this particular strategy - the Taraki connection - was counterproductive, they switched sides, i.e. AK joined the incipient Mujahideen organization in the area. There are various important lessons to be learnt from this history:

a. Local education is inextricably bound up with local politics and strategies of power, therefore it is very much a political rather than social issue and this must be borne in mind.

b. Any agency can and will be used by powerful local individuals or groups for their own ends and the more important that agency, the greater the desire and the need to utilise and manipulate it.

c. When a certain strategy seems to be counterproductive it must be changed and certain individuals and/or groups sacrificed and both Health Unlimited and others need to be acutely aware of this.

STAGE THREE

The period late 1979 to the agencies first involvement saw the rise of the Mujahideen in the area, but here too it is necessary to see this phenomenon as part of the local power struggles. Firm evidence suggests that a major political dispute involving different Mujahideen factions occurred in the area in this period that radically altered the proposed nature and structure of local education. The tensions of this dispute are far from resolved and it is possible that in the future they will again effect educational provision. Any significant change in relations in power could and almost certainly would have dramatic consequences for education, thus by 1984 the education in the area had once more reverted to the Madrassah/Darse system based in local villages with the Makhtab closed and in need of repair.

STAGE FOUR

From 1984 to the present time there have been a number of initiatives attempted by Health Unlimited.
A. Initially they carried out a survey of the area with the support of Oxfam which showed that there had been attempts to build eight Makhtab schools in the area. Three of these were built but closed by 1984, the remaining five had not been finished or in a number of cases never built. The survey also revealed that the local area had by 1984 once more returned to the Madrassah or Koranic school system based in village Mosques and the foundation of all education in the area rested solidly on this despite the various suggestions that there were village education committees and Makhtab schools. As has been previously mentioned the local commanders tend to exaggerate the situation as a means of continuing to extend their hold over the area and increase their political power therefore such claims as will be revealed later should also be seen in this light. Although there were found to be at least twenty six Madrassahs in the area where these are small with under sixteen pupils they tend to be known as Darses, but in essence they are the same and for the purpose of this report will be referred to as Madrassah.

As by definition Madrassah are Mosque based and the majority of villages have their own Mosque or even two in the case of several of the larger villages or where a village is divided into rival factions, it was clear that the estimated pupil population for 1984 would be not less than five hundred for the area, not including adults wishing to be educated.

B. The following spring it was agreed that funding should be provided for the supplying of teaching materials primarily from the A.E.C. to the larger Madrassah approximately twenty pupils in each class and that basic teacher training should be attempted to encourage a broader base curriculum and facilities made available for teachers to work with expatriate teachers when they were members of the resident team. In order to understand the implications of this decision it is necessary to take a closer look at the Madrassah system.
THE MADRASSAH/DARSE SYSTEM

1. THE ROLE AND FUNCTION OF THE MADRASSAH

As pointed out earlier, the Madrassah (plural MADRASSEH) or Mosque-based Koranic school (the term school is something of a cultural misnomer when referring to Pushtun tribal society; the Madrassah is not a school as we would recognize it) is, to all intents and purposes, the sole formal educational structure operating in the area. The number of Madrassah in the area where the project is based is relatively high and it may accurately be stated that the Madrassah network provides Koranic instructions for the majority of male children in the area; no male child in the main zones of human settlement is more than a short walk from the nearest Madrassah. Indeed it is extremely unusual to find a male child who has no access to this institution. This is a serious indication of the importance of the role and function of the Madrassah in this society.

Given a declining economy and a contracting economic base, the communities of the area have made (and are continuing to make) a considerable effort to maintain their Madrassah. The reason for this is obvious: Koranic education, i.e., the ability to read and understand the holy texts, is an article of the Islamic faith; it is a duty sanctioned by Allah and transmitted through the prophet. Hence literacy is a necessity. Furthermore, the Madrassah because of its religious bias is also the institution charged with the socialization of males; the values considered as essential for males by the community are acquired here. This is the real reason why girls are not taught in the Madrassah: their social values and acculturation patterns, as defined by the society are not and cannot be acquired in the Madrassah but in the home. When males in the area state that girls are being educated they are being sincere: girls are being educated i.e., socialized in their homes and within the socio-cultural structures of their society. The fact that they are not being educated in accordance with our understanding of the concept, has absolutely nothing to do with it.
The role of the Madrassah then, is that of the guardian of societal values, religion being just one of those values. Its function is threefold: the acquisition of knowledge of the Quran and the Hidaiya (book of prayers); the teaching of literacy; and the socialization and acculturation of male children. To return to the above point of female education: social and cultural values are different for males and females. There is a marked difference in labour between the sexes, social and cultural roles are poised in opposition, realms of knowledge are differentiated and patterns of physical mobility between the sexes are totally different. In brief, the socio-cultural organization of males and females are separate and therefore by extension, so are education structures. The Madrassah then, is doing what it is designed to do, in the face of serious disruption of the economic structures of the society and a massive and sustained external threat of an external ideology which is totally opposed to the very norms and values which the institution embodies and is charged by the community to protect. We should perhaps, then, be looking at ways we can strengthen its functions, but without trying to modify it, which is not after all, our role or our right. The fact that the Madrassah network still to the present day covers most of the villages and hamlets of the area does not mean that it is an integrated system, although organizational patterns differ very little from one Madrassah to another. Thus the help offered has been on an individual Madrassah basis, rather than seeking to institute a holistic approach, which would have been at odds with local organizational patterns.

11, THE ROLE AND FUNCTION OF THE MULLAH

Just as the Madrassah is the sole basis of the formal education system of the area, so is the village Mullah the sole agent of that system. His role is that of a conduit or channel for the preservation and continuation of the socio-cultural values of the society and his function is to provide those three services that guarantee this, namely, the teaching of the Quran and the Hidaiya, the teaching of literacy and the inculcation of socio-cultural values. He is therefore a teacher and guide. The Mullah, in his capacity as a teacher is trained to teach the three points above.
All of the local Mullahs have received what in the local context is a relatively high degree of training although they obviously vary in the degree of competence in applying that training. (indeed, a striking number have studied at a special Madrassah situated three days walk away from the project area in what used to be the local administrative centre; this Madrassah was a training centre for Mullahs. It is now closed, having been bombed and partially destroyed several years ago, money not being available for its repair and maintenance). However, they are not trained in those areas of teaching which lie outside of their brief and it needs to be remembered that their own education has been Koranic based. Therefore, it is difficult (if not impossible) for them to teach non-Koranic subjects such as arithmetic, geography etc. without special training being provided for them. In response to the enquiry, are the local Mullahs capable of teaching non-religious subjects they will respond by saying that all Mullahs are teachers therefore they are by definition educated and hence able to teach.

111. ORGANIZATION OF THE MADRASSAH

There is a three tier hierarchical system of organization in all Madrassah at the top is the Mullah (who may be either young or old) and who is responsible for the running of the madrassah and the teaching therein. Depending on the size of the Madrassah (those observed to date vary from a low of six students to a high of thirty, of varying ages), the Mullah is assisted by one, two or in some cases three older students (usually between sixteen and twenty years old) who are noted for their ability to read and write the holy texts and are seen as serious and studious. Such a person is known as a Talib (plural Taliban) and most often lives in the Masjid (Mosque) being supported, like the Mullah, by the local community. At the bottom of the hierarchy are the younger boys, at various stages of ability and knowledge acquisition. These are referred to as sabak waye (those who are reading lessons) and among their responsibilities are the cleaning of the Mosque, the emptying of the spitoon (the Tucktan an ubiquitous instrument needed for a very common practice), the hauling of water (for ritual ablutions and drinking) and the collection of food from neighbouring houses (although the Talib will sometimes also undertake this task).
Men of the village will continually enter the Madrassah to read the holy texts, pray, or simply talk with the Mullah. Village elders, the spin jeeries (white beards) are a common sight in the Madrassah observing, scolding or encouraging and making suggestions to the students. As such they play a socializing role. The Madrassah, together with the family, is the main agent of socialization and acculturation in Pushtun tribal life.

IV, CURRICULUM, TEACHING METHODS AND RESOURCES

With regard to curriculum, teaching methods and educational resources, the curriculum is restricted to reading (or, in many cases, particularly the younger students, reciting without understanding the nature of what is being said) the Qoran and the Hidäiya, in Arabic and Farsi—Pashto is barely used as a medium of literacy instruction and copying from these holy texts; rote learning is employed; and there is very little indeed in the way of resources and materials.

V, EDUCATION OF GIRLS

As regards education of girls in the Madrassah, it is explicitly referred to in the Qoran as being desirable, this approval does not equate with dominant cultural morals in Pushtun tribal society. All males in the area will say that female education is desirable and necessary but will go on to point out the difficulties in realizing this. Extreme limits on the physical mobility of girls and shrinking educational resources due to the depressed economic situation, which means that male pupils are given preference of access to the extremely limited resources available. There is also evidence that some (although by no means all) girls are taught basic literacy in their homes, either by their fathers (especially if he is a Mullah) or by the local Mullahs wife. This is very much on an ad hoc basis, however. In practice, few women in the area are literate, according to local informants. Further and more detailed information could only be gathered by a female teacher although she would then be excluded from the school most likely.

...P/13
VI, ADULT EDUCATION

As mentioned already it is not unusual to see men in the Madrasah practising reading from the Qoran and the Moslem book of prayers known as the Hidaiya. There is no formal structure to this form of tuition; attendance is a matter of individual choice and subject to constraints of time of both the individual and the Mullah. Although in 1984 it had been reported that two adult literacy groups had been attempted in Khamai area, but had not continued due to a lack of adequate teachers, materials and the war. Therefore, when one considers again the decision following the survey of 1984 to support the Madrasah it must be made clear that this was done in agreement with the commander for the area knowing that there would be only a limited influence on the quality of teaching that could be offered at most schools. It was thus considered essential at that time that an expatriate teacher come out with the following teams and introduce curriculum changes/new teaching methods, adapted from the older tried and tested methods in a sensitive but positive manner with the hope of gaining the support and cooperation of the Mullah.

To this end in the autumn of 1985 when a further team arrived this support was given and practical teacher training sessions were conducted using arithmetic text books, regional and world maps and other teaching aids. It was reported that few of the local Mullahs were able to understand the world maps and only a few had grasped the regional concepts. In mathematics their skills had been very limited and it was concluded that a considerable amount of teacher training would be needed to improve their levels of ability in these areas. On the other hand perhaps it was unreasonable to expect a higher level of teacher-expertise in these subjects, given that the Mullahs are educated within, and trained for religious teaching as outlined earlier and none appeared in 1985/6 to have had any teaching experience in other than rural Madrasah.

Despite these obvious drawbacks, in June of 1986 it was recommended that Health Unlimited and Oxfam continue with this method of support, by providing teaching materials, teacher training whenever possible.

P/14
Also basic books/pens, but this time for only twenty six specific and larger Madrassah where it was hoped a more positive response would be received to the idea of increasing curriculum content and developing teaching methods. A further team was then organized to come to the project in September. It was also decided to hold a meeting with all parties concerned in Quetta to formulate the future agreement in August of 1986.

At this meeting the Commander finally had it agreed that the project would concentrate special attention on only five large Madrassah which were already working instead of twenty six smaller ones as had been preferred in the previous recommendations. These were located in central places in each area. These were, Gazak, Zangaly Kharnai, Masca and Abqal. Although it was also felt that if other Madrassah still wished to be supplied with teaching materials they could be, no other contact would be had with them as it was clear that they were not interested in further curriculum development or teacher training according to the Commander. As a result of this agreement five educated men were to be selected to run these schools and the local Mullah would continue to provide Koranic education for each school. This would be run for a nine month period after which an assessment could be made of the effectiveness of the new policy. The curriculum at the schools would include, Pashto language, Persian language, arithmetic, health education and Koranic teaching. The teachers would be paid, but the Mullah would not and any construction work on the five sites would be completed. It was pointed out at this time that if Makhtabs that were built before 1984 were used, then this would reduce the costs. In some cases this happened but in others this was not possible either due to the state of the buildings or for political reasons as mentioned earlier. The teachers would also have to find their own accommodation and food whilst at the schools and would only have it provided when they came to the main site (Masca) for training days. At this place a room would be built for the running of the sessions and funds would be provided by them to meet all costs mentioned.

...F/15
As can be seen from this agreement, the reducing from twenty-six recommended Madrassah to five was agreed upon at the request of the Commander and this can be seen both as a logical move to consolidate educational resources to a smaller number of schools and therefore give them increased opportunity to benefit from expatriate involvement, but also it must be seen as a way of the Commander increasing his influence over the communities as the schools were all built or run in places which he had direct control over or influence and therefore gave him more power within the society generally as mentioned earlier.

Unfortunately following this decision the project expatriate was unable to stay due to health problems and only one other expatriate teacher was able to travel to the project before December 1988, following a review of the project by the desk officer in the summer of that year. During this review it was only possible to see two of the schools, one in Kharnai and one in Masca. The other three were situated in areas more distant from the main clinic and therefore were not possible to be visited. The local Commander now the old Amir's younger brother, (Abdul Wadood had taken on the post having been appointed by the Jirga or assembly of elders following his brother's death in May from cancer) had been insistant that all five teachers were in place and carrying out their duties as specified in the agreement covering the education component of the programme. It was said that the older children from the local areas walk to the nearest school for lessons and despite claims in 1987 that there were in the region of sixty boys at each school, it was agreed that this figure was nearer twenty-five to thirty boys. It was also suggested that a few girls attend the schools, but this was not varied either.

In December 1988 the last team came in before ours and the teacher was told that Zangaly no longer remained within the Commanders control and there was no longer a teacher at the school, only a Mullah. However, teaching materials were still in May 1989 but no further contact has been made.
At the other schools there were teachers and an average of thirty boys at each. Access was not always given and he found it very hard to persuade the teachers who were also Mullahs to change their methods and only two were willing to use new teaching materials. He could see that although some progress had been made it was very limited and the standard of education of the children was only of grade one and despite materials being sent to the schools for grade one to four and some classes being called grade two and three.

Therefore it became very clear that despite suggestions that there were trained teachers available in the valley, in reality this was not the case and although in some areas they were better educated, in essence we were paying salaries to untrained teachers in five madrasah to teach to a low level in a restricted number of subjects. As can be seen clearly in this document this is exactly what went on in each village madrasah but only on a smaller scale and in other villages the people pay for the Mullah themselves, this is in kind rather than in money. It was therefore suggested and agreed in April that in the future only the school of Gazak would be funded whilst others would continue to be supported with teaching materials if requested. The school at Gazak was to become a Makhtab based on its original site from pre 1984 and that during the summer of 1989 the building would be repaired and a new one constructed to cater for eighty boys, forty of which were boarders. Although as had been pointed out in 1985 this would allow the now younger brother Abdul Wadood the present Commander, but not Amir to have even greater power over the community as the Makhtab was to be on his land and it would provide boarding facilities, begin even greater asset; the decision was still made to agree to the request. In the summer of 1989 I was appointed to come out and establish the school, produce guide lines for its running and present in conjunction with those involved in the area an outline of their future education together with other tasks as previously mentioned. (See Appendix)
Having spent Christmas travelling across the border and into Daichopan in Afghanistan we arrived at the project base at six pm. approx. on Wednesday 27th of December, after a three day trip. The author then spent two days settling in and on the 29th of December at nine am the first of many meetings were held with the Commander, when the true picture of education in Daichopan as it functioned at the time was presented.

The following overview is a summary of a number of meetings that were held over the next ten days with the Commander, together with the author's observations and informed discussions carried out through interpreters with local Mullahs influential people and a few pupils that attend local Madrassah and the one in Gazak.

**IN BRIEF**

A. There are in reality perhaps ten Madrassah in the whole area and many smaller Dares (the difference between these has been explained earlier). These are,

- Band Kalay
- Dari Ghiljar
- Gazak
- Isangi Tamor
- Abdullah Khan
- Sulon
- Kotalak
- Atimak
- Chojara
- Adam Kalay

Plus smaller Dares at,

- Rhaqha
- Gul Kalay
- Chaman
- Baluch
- Lubr Sulon
- Gul Khan Kalgu
- Adam Kalay

...P/2
SECTION THREE

Research and Preparation.

Due to the limitations of time available and space in this Report this section; Research and Preparation, completed by the Author before he came to Pakistan and then whilst here, visiting the many organizations both in Quetta and Peshawar before traveling to the Project base has been written as a separate report for the benefit of any other Teachers that may choose to work in such a place.

The information the Author was able to collect and the knowledge he gained by talking to others involved in such work before going to the Project proved to be a great help when dealing with the situation that the Author found on his arrival. Therefore for anyone intending to visit this or any other Project such as the one described in this report, you could perhaps save yourself much work by reading this separate report giving details of all Jodies that are involved in the Educational Development of Afghanistan both in Peshawar, Quetta, other places in Pakistan and of course most importantly for this report, inside Afghanistan itself.

Whilst the Author has tried to make this section as up to date as possible, it must be realized that this is an ever changing situation and therefore by the time of producing this report some of the details may be out of date.

It is hoped you find the rest of this report interesting and informative as it is now time to move on to the following section.

(Photograph of a local school for refugees.)
It is also said that many other villages have some form of Koranic education which is held for the boys each day. The total Madrasseh Darses is therefore twenty six although the author only visited those marked * and then with the exception of Gazak (which is further detailed later) only Koranic teaching was taking place.

B. With regard to pupil population, this can be estimated at over five hundred boys between eight and eighteen years of age, although this is only calculated twenty to thirty per large Madrass eh and twelve per small one or in the outlying areas.

C. There are an unknown number of girls in the area and only in the Commanders house have they been observed. The author has been told that education of girls is done in the home and would not at present be considered as acceptable in any other place. The reasons behind this philosophy have been mentioned earlier.

D. For the boys that attend the Madrasseh the Mullahs give lessons for approximately two to four hours per day, usually in the mornings after which the boys go to work on the land. During harvest time they do not always have lessons and if they do, then they take place later after the work is finished. During the winter period the Madrasseh are closed unless heating is provided and the author was told that at present with the exception of Gazak and a few others they were all closed and therefore there was no point in visiting them.

E. When the point was further questioned it was made clear that the five Madrasseh the agency had supported had now returned to just being local to their own villages, not providing a full education and that the material that had been supplied had been shared amongst the whole area, although there was no evidence that it was being used. With regards to the access to these Madrasseh, it was finally admitted that the Commander did not want the author to visit any other villages as this would cause problems of a political nature for him and that some villages were dangerous to visit as they were members of other parties or tribes. This supported the conclusion of the previous educationalist at the project who was also not given access to many Madrassah in the area including some which at that time were supported by the agency. (see Appendix I.)
F, When questioned about the curriculum that is provided the author was told that the children study Koranic teachings, Pushto language, a little writing and even less mathematics although it is commonly thought that by the time they leave the Madrasah they have reached grade two level. This the author doubts as the standard of those Mullahs he spoke to were also very limited although as mentioned earlier, one cannot apply the same norms for teaching as one does in a western society, for in Koranic terms many of the Mullahs were very experienced and knowledgeable men. The class size the author was told vary from twelve to thirty boys and lessons normally begin at eight am. and end by twelve at the latest.

G, When the author asked for the assistant as had been agreed in the previous agreement at first it was pointed out by the Commander that Abdul Hamid was not available as he was in Quetta still, then when he was asked if someone else could act as the assistant the author was told that there was no one else available and then finally he was told that the Commander would accompany the author to visit any villages and the school at Gazak and that he must wait until there is time.

H, When asked about support which may be required by any Mullahs or local village Madrasah it was clearly pointed out by the Commander that in his view the Mullahs were not interested in any teacher training and though they would like to be payed they would only teach the basic subjects outlined above and would like to be supplied educational materials for the first two grades, although the author finds it difficult to believe that this material will be used by many Mullahs.

GAZAK NEW SCHOOL

A, This, the author was told has now been built on the site of the old school and that it had stayed open this winter, not with the twenty boys and two teachers as agreed but with twenty nine boys, two teachers, a Mullah and a cook. An administrator had also been appointed to provide the supplies for the school.

B, When asked about the ages and levels of the boys, it was said that they were between eight and twenty years of age and up to grade six.
During a discussion about the areas where the boys that attended the school lived, it became clear that despite being told originally that the school needs to be open as they come from such great distances in reality no boy lives more than a day's walk from the school and the true reason for it remaining open was for the boys to complete the maintenance needed during the winter and due to political pressure by a number of families for the Commander to provide education in the winter for their sons.

When discussions on funding for the winter period were brought up by the Commander it was again pointed out that money had been allowed for twenty boys and two teachers and that if they choose to have more than this at the school then the local community must pay the difference. The Commander said that the school would run out of food and wood and it was agreed that the author would look at the situation when he went to the school.

When teachers' salaries were discussed it was also pointed out that only two teachers were to be employed and that the cook, administrator and any extra Mullahs would have to be paid by the community and that they were not to stay at the school as they would use up the food more quickly.

When asked about the curriculum at the school, the commander said that he had a good teacher there and all subjects were taught and that a register of all boys at the school during the winter was kept.

FINALLY

When asked what they considered the author's role to be, they said it was to provide funds to equip the schools, supply food for the schools and support any other Madrasseh that asked for materials. It was also to pay salaries, but they did not want any help with the general curriculum, although it was agreed that if teachers wished to be taught how to teach maths, science and English to a better level then this would be acceptable. It was also considered important for the author to work with the headmaster to set up the school correctly and 'make it good' as the Commander put it. Although the Commander made it clear that he would choose all the staff and that they were to include, at least one Mullah, a cook, a caretaker, four teachers and a headmaster by March.
As a result of these early meetings a picture of the situation on arrival became clear, in reality, the education in Daichopan was based totally around the Madrassah system of Koranic education despite the various initiatives by the agency during the past five years. The setting up of the school at Gazak was seen by the present Commander as a further hold he could have over the community as had been reported in 1985 could happen and it was clear that he regarded the agency as the supplier of his needs and in the educational fields, little more. When the author considered the facts on his arrival together with the details given to him by previous teachers at the site, it was clear that a visit to the school at Gazak was needed quickly to discover if what had been outlined was in fact what was going on at the school. Further to this, if any hope of producing a future educational plan for the district was to be accomplished an assistant had to be found and a great deal of gentle but clear guidance was needed for the Mullahs to show them how important it was that the children were taught all subjects and not just Koranic studies. Thus the first impressions of the author were that the task ahead as had been mentioned by the previous teachers at the site was going to be a difficult one and one that up till now had not been achieved.
arriving at the School, Gazarte.

leaving off from

- The School
In this section the Agreement for the period 'December - March' 1990 has been included together with a breakdown on the cost of running the school for the period. Also included is a map showing the location of the pupils' homes that are attending the school at present and are likely to do so in the future.

These details were all produced as a result of the author's first visit to the School in Jazak at the start of January. Also during this period the Commander's Father died and as a result the whole political situation in the District is now very unstable although at the present time the Commander has the support of the local people. It is very apparent to the team that any loss of face or lack of ability to achieve whatever he has stated he can do, results in many meetings with the elders and therefore the situation can change quite quickly.

As a result of this first visit it can be seen from the agreement that it was necessary to make the Agreement very formal and leave very little room for change by either side. This was due to a number of the details such as Adults in the School, number of pupils present, subjects being taught and the amount of food and equipment present despite the money being provided in advance, not being the same as was originally told as outlined in the last section.

Also in this section a brief mention must be made of the buildings that were found to be at the School. These were an Old House, the Author was told this was part of the school in the summer period, but on further questioning it became clear that the intention was to ask for the Agency to pay for its repair as it had not been maintained and one section of wall had fallen down and a part of the roof. This request was not agreed to and as can be seen later in this report, an alternative solution was agreed. The main school building that had been built was made up of three rooms and a Kitchen area which was also the entrance. They had also built a Mosque which was big enough for at least 100 boys. All the roofs leaked as a result of not enough plastic (see later in report) and many books had been destroyed by dampness. Despite these problems the Author spent a first few days at the school and two further periods, one for nearly two weeks and enjoyed the experience very much. (See Photo's)

Although the details of what the Author did during these visits is not contained in this report. The details in the various sections that follow have been produced as a result of these stays and further work that was carried out during the Authors stay at the Project. The only other Maarrasah that were visited during the time at the Project were achieved with the help of my Companion on the journey to and from the School and when going shopping without the commanders knowledge.

EDITION FIVE
The First Agreement and Costings.
1) The School shall be open for the period from the 7th December to the 20th March.

2) During this period there will be only 20 students at the school and 2 teachers.

3) Food and Meat costing in total 439,900 Afghans will be provided.

4) Wood costing in total 33,000 Afghans will also be provided.

5) The Teachers will be paid 10,000 Afghans per month each, Total for this period will be 60,000 Afghans for three months.

6) If a Cook is employed, then he must be paid for by the local Community.

7) All wood in excess of the above will be provided by the local community.

8) All Koranic teaching material that is extra to what is held in stock or any other teaching material that is required by the school must be provided by the local community.

9) No adults, unless they are attending all lessons will be allowed to stay at the School. They may only sleep at the School, if they live more than 1 hour walk away. (This will be looked at again).

10) During this period the Ex-pate Teacher will evaluate the effectiveness of the School and the suitability of the buildings. From these observations a further Agreement will be produced which will run if it is felt appropriate from March 20th - May 20th.

A document "Rules and Regulations for Schools/Madrasas in the Zabul Province, Daichopan Area supported by Health Unlimited" will be produced and this together with the new agreement for the School must be signed and a further "Agreement which will run for 2 years" must also be produced for the Committee to examine and decide upon in April. This final document may be adjusted by future Monitors/Ex-pate Teachers should it be felt necessary.

11) Any outstanding building costs if considered reasonable, will be paid for during this period.

12) All repairs to the building which are considered to be part of the community responsibility will be carried out by them during this period in readiness for the School to open again on the 21st March.

Date; [Signature]
Signed; [Signature]

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Food Total: 443,000
Wood Total: 24,000

Building Work for School:

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Total Building Costs: 1,164,300

Transport of Goods, Teaching Materials and Building materials:

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Total Travel Costs: 35,100

Mending Cassette Player: 4,000

Teachers Salaries December - March: 69,360

Bazaar Trip, goods purchased: 200,000

Total for School for period, 3 months for 20 boys and 2 Staff at School; (minus Building cost) 781,360
## School Accounts


(prices from Bazaar December 1989.)

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
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<tr>
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<td>Oil</td>
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<td>Pepper</td>
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<td>Salt</td>
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<tr>
<td>Onions</td>
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<td>Sugar</td>
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<td>500</td>
</tr>
<tr>
<td>Sweet</td>
<td>1 sack</td>
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<td>Fuel</td>
<td>2 large tins</td>
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<td>Meat</td>
<td>1 Cow</td>
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<td></td>
<td>2 Sheep</td>
<td>30000</td>
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<tr>
<td></td>
<td>1 Goat</td>
<td>45000</td>
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<tr>
<td>Wood</td>
<td></td>
<td>35400</td>
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<tr>
<td>Plus, &quot;xtra food bought in February&quot;</td>
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<td>14000</td>
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</table>

**Totals**

- Wheat: 137,500
- Oil: 16,000
- Pepper: 4,000
- Potato: 3,000
- Salt: 8,000
- Onions: 3,000
- Sugar: 15,000
- Sweet: 16,000
- Fuel: 9,000
- Meat: 177,000
- Wood: 35,400
- Total spent on 22 people: 472,900
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<th>کد محصول</th>
<th>مقدار</th>
<th>قیمت</th>
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<td>قیمت 1</td>
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<tr>
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<td>قیمت 2</td>
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<td>T7</td>
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<tr>
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<td>قیمت 3</td>
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<td>T12</td>
<td>T13</td>
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*توجه: این جدول نمونه‌ای از جداول موجود در فایل اصلی است.*
<table>
<thead>
<tr>
<th>اسم</th>
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<th>سن</th>
<th>رنگ پوست</th>
<th>رنگ عینک</th>
<th>سطح تحصیل</th>
<th>مجاورد</th>
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<td>محترم</td>
<td>دانشگاه</td>
<td>مدرس</td>
<td>رزور</td>
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SECTION SIX
SCHOOL POLICY DOCUMENT

Rules and regulations for schools wishing to be supported by Health Unlimited.

One copy of this should be given to the headmaster who is responsible for circulating the document amongst the staff for their knowledge.

One copy should be kept by the Commander of the area.

A committee made up of the Commander, Headteacher, Bursar, (if one has been appointed) an expatriate teacher/monitor or other approved person from the agency. These should meet every three months to discuss the schools development.

Compiled by C. Millins for Health Unlimited.
supported by the committee.
We would like to ask the respectable commanders, provincial representatives, education responsible, headmasters, teachers and all others who have an interest in education to co-operate with the committee in the following:

1. The administration of the schools has to be kept in order and up to date and regular reporting has to be done to the committee. (you will be supplied with samples for this purpose.)

2. All children regardless of party connection or ethnic group have the right to admission to the school/Madrassah. (places being available).

3. The minimum number of students has to be 20 and the maximum 40 per class.

4. The number of teachers employed in the schools/Madrassah should be as follows:

   Grade 1 1 teacher
   Grade 2 1 teacher
   Grade 3 1 teacher
   Grade 4 1 teacher
   Grade 5 1 teacher
   Grade 6 1 teacher

For grade 4 to 6 altogether one additional teacher should be employed. The employment of this additional teacher is permitted as soon as the school has reached grade 4.

5. The headmaster is responsible for teaching subjects in one of the grades as well as being responsible for the administration. This includes all stock supplied to the school/Madrassah and the buying of any supplies where there is a boarding house. A Bursar may be employed where there is over 100 boys boarding.

6. The teacher should perform his duties without any prejudice and activities not relevant to the teaching duty should be avoided.

7. Those teachers who have been members of the Parcham or Khalq parties or who are behaving in an un-Islamic manner should not be employed in the school/Madrassah.

8. One religious scholar or Mullah who can read and write can be appointed as one of the teachers only.

9. In order for funding to be forthcoming it is necessary for the respectable commander to ensure that the school/Madrassah in his area comply with the above general rules and regulations.

Date:  
Signed:  
(status)
HEADMASTERS CONTRACT

The rights, rules and regulations/responsibilities of the headmaster

1. The Headmaster will take overall responsibility for all aspects of the running of the school.

2. He has the right to receive in each year a monthly salary according to the current rates of pay published by the committee. This level of pay may be amended in July of each year according to the rate of inflation calculated by the committee.

3. The salary will also be paid during the vacation period.

4. If he resigns within two weeks of the start of his employment he will lose the right to receive a salary. He will be paid at the end of each month or a month from the start of his employment and monthly thereafter.

5. If he is absent for more than 14 days without any reason that is acceptable to the committee he will be detached from the school and will not be paid from the day of first absence.

6. The Headmaster must fill in the teachers register every day, if he is absent for too many days during any one month, this will be taken into account when he is paid for that month.

7. The Headmaster will be responsible for the teaching of all subjects to a class which he may decide, however, it is suggested that this should be either class 1/2 as they have a shorter day and will allow him time to carry out his other duties.

8. At the start of each day he will register the class and will also follow up the absence of any boy from the school having checked the registers for all other classes each day. (the position of the Head as a class teacher will be looked into by the committee and a decision will be passed on whether an extra teacher may be employed in May as soon as possible).

9. The administration of the school must be kept in order and the Headmaster must do this.

0. The Headmaster must keep up to date accounts of all the money that is given to the school and these must be available for inspection at any time. (receipts must always be kept).

1. The Headmaster must make sure that the rules and regulations laid down in the document already agreed are kept to by himself and all the staff at all times.

...P/2 Date; Signed;
The Headmaster will ensure that the signed agreement is kept to at all times by all staff. He will also ensure that the numbers of pupils in the school do not exceed those agreed for day boys and boarders.

It is the Headmasters responsibility to ensure that there are no adults staying at the school other than those agreed to and that none attend lessons until the adult class is approved. (see agreement)

The Headmaster must ensure that all building work is carried out on the building in time for the school to open on March 21st. This work must be carried out in conjunction with the Commander.

The Headmaster will pay the salaries of the teachers and other staff at the agreed rates each month and he will collect this money from the Commander each month on the nearest Friday to take back to the school. No salaries will at any time be paid in advance.

The Headmaster will be responsible for all stock that is supplied to the school and all equipment that is provided by the committee. He must keep a record of this and this record and all stock must be available for inspection at any time.

The Headmaster must organize the buying and supervising of all supplies for the boarding pupils at the school. He must keep full records of the money spent and receipts.

The Headmaster must ensure that no boys who live within easy reach of the school are allowed to take a boarding place and so prevent another boy from coming to the school.

The Headmaster must ensure that all staff carry out their jobs in a correct manner.

If the committee decide that the adult literacy class will go ahead the Headmaster will ensure that the teacher appointed is able to carry out his job correctly.

It is the Headmasters job to ensure that the teacher who runs the adult class is keeping correct records of those that attend and that it is being supported by the local community for wood and food. These items must not come from the main school and those that attend the classes must not go to or stay in the main school.

Date:

Signed:
22. The Headmaster must make a report if a teacher is not carrying out his job correctly and after he has been given a warning by the Headmaster, the Commander must then give the teacher a warning. If the teacher still does not improve then he may be removed from the position and a report made to the committee.

23. The Headmaster must follow up any absence of boy or member of staff at once, if necessary with a visit to the house where they live.

24. The Headmaster must ensure that all examinations are carried out without cheating and that the results are published within seven days of the last test. The Headmaster may ask all teachers to help with this work.

25. The Headmaster must ensure that all subjects are taught correctly by all teachers and that the full curriculum is carried out.

26. The Headmaster must ensure that no boys leave early from school on any day and that all boys and staff that live at the school are back by Friday evening if they go home on Thursday after school.

27. The Headmaster and the Commander must ensure that the local community provide the wood and any other supplies that are required should it be necessary. The Headmaster must be aware that if he spends the money that he has been given, there is no guarantee that the committee will provide further funds during that period.

28. The Headmaster must write a monthly report to the Commander of the progress of the school giving any changes to the school and outlining anything that may be required. The Commander must then send the reports to the committee every three months in order for the following periods funds to be provided. (Further details in document).

29. The Headmaster must supervise staff during the seven day period before the boys return to the school in March, he must also organize the staff during the mid-term period when the exams and other work may be needed on the school. Finally he must supervise the staff during the ten day period at the end of the school year in December when the final examinations are marked and any final work is carried out on the school before the holiday.

30. The Headmaster must ensure that the teachers comply with all the conditions of their contracts and that he complies with all the above mentioned points.

I agree to abide by all conditions that are outlined above, at all times.

Date: Headmaster; Commander; Committee;
TEACHERS CONTRACT
THE RIGHTS, RULES AND RESPONSIBILITIES OF TEACHING STAFF

1. Each teacher who is employed has the right to receive in each year a monthly salary according to current rates of pay published by the committee at the start of each school year and amended in July of each year according to the rate of inflation calculated by the committee.

2. These salaries should also be paid during the vacation period.

3. If a teacher resigns within two weeks after his employment he will lose the right to receive a salary. All teachers are paid at the end of each month or a month from their date of employment and monthly thereafter.

4. A teacher who is absent for more than one month without having any good excuse will be detached from the school and will not be paid from the date of first absence.

5. A teacher who is not able to teach in a proper way will be removed.

6. Each teacher must fill in the teachers register every day. If a teacher is absent for too many days during one month, this may be taken into account when he is paid for that month's work.

7. Each teacher will be responsible for the teaching of all subjects for the grade class he is appointed. At the start of each day the teacher will take a register of those pupils that are present. This will then be passed to the Headmaster for checking each day. The teacher will also mark and prepare all the work for his class.

8. Twice yearly the students will take examinations. The first in July followed by a 10 day holiday for the students and the second in November followed by the longer end of year break. The Headmaster must publish the results of the examinations within seven days and all teachers will be involved with marking and supervision of these exams at the Headmasters' discretion.

9. All teachers will come to the school at the start of each new year in March, 7 days before the students arrive to prepare the school, doing any work that is required of them by the Headmaster during this period.

10. At the end of the school year the teachers will stay at the school for 10 days to complete exam marking plus any other work that is needed before they leave for their holiday.
11. At the mid-term break the teachers will stay at the school to help mark the exams and then may have up to three days holiday away if there is time. This may be extended to six days if the Headmaster feels there is enough time.

12. The school day will begin at 7:30am. and finish at 2:30pm. for those that are resident at the school, they will continue to work in the afternoons and evenings. (Teacher)

13. Those teachers that teach higher grade classes whether resident or not will be required to work until 3:30pm. each day.

14. All teachers must teach at least 30 hours per week.

15. Those teachers on higher salaries will be required to work 36 hours.

16. On Thursdays the school will finish at 2pm. and on Fridays there will be no school. Boys and staff that board and go home must not leave until after 2pm, and must return on Fridays. It is for the teachers to ensure that this rule is complied with by those in their class.

17. All teachers must perform their teaching without any prejudices and activities not relevant to their teaching duties must be avoided.

18. Those teachers who have been members of the Parcham or Khalq parties or who are behaving in an un-Islamic manner will not be employed at the school.

19. In order for a teacher to be employed by the agency that is funding the school, this contract must be signed by the teacher himself, the Headmaster, Commander and approved and signed by the funding agency as soon as possible for the appointment to be confirmed.

Date; Teacher;

Date; Headmaster;

Date; Commander;

Date; Agency Official;
THE EDUCATIONAL YEAR

The educational year will last nine months.
The first examination period will last for eight days and the annual examination period will last for two weeks. After the first examination there will be a holiday of ten days and after the annual examination there will be the general vacation for three months.
The school/Madrassah will run from March 20th. to December 6th. 1990.
The examinations will be in July and November/December.
There will also be a number of smaller holidays; last day of Rosal 4 days in May, 4 days in June, 1 day in October (all approximate).

SUBJECTS AND WEEKLY TEACHING HOURS.

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<th>Hours</th>
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<tr>
<td>Drawing</td>
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<tr>
<td>Sport</td>
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<td>TOTAL</td>
<td>28</td>
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</table>

Each day 5 teaching hours except Thursday, 3 hours.

<table>
<thead>
<tr>
<th>Grade 4, 5 and 6</th>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holy Quran</td>
<td>4</td>
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<tr>
<td>Religion</td>
<td>4</td>
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<td>Mathematics</td>
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<td>Geography</td>
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<td>History</td>
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<tr>
<td>Dari Language</td>
<td>4</td>
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<tr>
<td>Pashto Language</td>
<td>4</td>
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<td>Health care</td>
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<tr>
<td>Handwriting</td>
<td>1</td>
<td></td>
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<tr>
<td>Sport</td>
<td>1</td>
<td></td>
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<tr>
<td>TOTAL</td>
<td>30</td>
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</tbody>
</table>

Each day must be at least 5 hours teaching.
For grade 4 and above the students must start to learn Dari as well as Pashto.
All lessons should be at least 45 minutes in length.
From grade 4 other subjects such as science and English may be included if teachers wish, but these are extra to the timetable not in place of other areas of the curriculum.
In grades 1 to 3 the same teachers teach all the subjects.
In grades 4, 5 and 6 the four teachers may divide the teaching hours amongst themselves in order to cover the specialist areas for each class. However, for each grade there must be one teacher responsible for each of the classes.

Each teacher must teach a total of thirty hours a week including two hours for marking and two hours for preparation.
THE AREA COMMITMENT TO EDUCATION

The committee will provide the finance for the building of the new school and will review the need for further buildings once the school has been in operation for a number of months. If it is then felt appropriate for further development, then the financing of this will be applied for.

The local community must provide the daily maintenance of the building and complete all minor repairs to the building such as mudding walls etc on an annual basis. If and when any new buildings are completed this arrangement will also apply. The Commander will arrange for local people to help with the building of any new buildings and some of the cost will be met by the community. The local people will also provide wood for the school twice a year. Once in March when school year begins and again in August. On each occasion the local people will provide 18 bars (1 donkey load) from each household in the area.

It will be the Commanders responsibility to ensure that the above is carried out and he will work with the Headmaster to be sure that the school is always in good condition.

The students that board at the school must all provide their own bed and quilts plus all personal items for washing. They should also try to bring a torch and batteries for working in the evenings.

All students that attend the school will be given a pen, notebook and any necessary other books for study. They will sign for these and if they become lost the parents will be responsible for payment of a replacement. The parents will ensure that if their child is given a place at the school they attend on a regular basis and are not taken away to work or do other activities during the school year. Only illness which is being treated will be considered acceptable reason for absence from school. Any absence must be notified to the Headmaster at once.

RULES FOR REPORTS

Within four months or within the period agreed upon the following report has to be submitted.

1. Salary receipt forms all completely filled in.
2. Teachers registration forms all completely filled in.
3. School registration forms all completely filled in.
4. Headmasters monthly reports which are kept at school for inspection and then sent at the end of the agreed period.
After each school year, the annual examination results have to be sent. There is no need to send attendance books and bio-data forms of students but they should be kept in order and they will be checked when monitors visit the school.

As well as the above which must be submitted every agreed period, any changes that have taken place in the school, ie new teachers, change of total number of students, any other relevant news plus any future proposals for development of the school may also be enclosed.

CONTROL AND INSPECTION OF SCHOOLS/MADRASSEH

In normal situations, the expatriate teacher will come as a member of the team and spend up to two months at a time at the school. If this is not possible then a person with a letter of introduction will present himself to the Commander and Headteacher and ask to be allowed to see the school and its books. This request should never be refused in normal conditions.

Date; Signed; (Status);
SECTION SEVEN
The Second Agreement and Costings, School Admin.

Following on from the last section of this report, in this section the Agreement for the period, March - May 1990' has been enclosed together with an account for the cost of running the School including all areas supplied. The Long Term Agreement for the period, May - December 1991' is also included together with a breakdown of the possible cost of running the School during the first seven months of this period, based first on the present 50 boys boarding and 100 boys attending in total and then based on a possible 120 boarding at the School, the maximum it could at present cater for. The cost has also been calculated for the following year, however, this must be realized is only a very rough estimate and must be re-done nearer the time.

As can be seen from the Agreement and the School Document in the last section, it has been necessary for the Author to continue the same method as in the previous agreement of keeping it very clear and with little room for change by either side inorder to impress on the local Commander the need to keep to what has been agreed and not to change things and then come and expect to be given more money because he has allowed the School or other areas of the Project to over spend.

In trying to teach an acceptable method of administration to the Commander, Headmaster and Clinic Managers it has become very clear that they all have a very low level of Educational ability and that for the future it must be hoped that the pupils who leave the School are able and willing to take on some of these roles if the long term aim of the local people running the project is to be achieved. For this reason more than any other the request for an Adult Literacy Class to be started seems a fair request if in the short term the area is to start to become more accountable for the aid it is receiving. Therefore it must be hoped that this new area is also supported by the funders.

Together with the accounts for the future, the administrative sheets which are felt necessary by the Headmaster for the School are enclosed in this section and when these are combined with the Stock Book and Account Book that they now have and hopefully understand, it can be seen that an attempt is being made to start the School on the right foot, although at this stage a great deal of help has been given by the Author.
1. The School shall be open for the period from the 21st March - 21st May 1990, during this period a check of the School will be carried out and if it is felt appropriate the provisional agreement for the following 7 months to December 8th 1990 will be Authorised to commence. If the representative of the Committee finds that the School is not working correctly during this period, the School may be closed and funding withdrawn.

2. During this period, there will be no more than 100 boys at the school, 50 of these boys may be boarders together with 4 teachers and the Headmaster if they choose. A cook and Caretaker may also live at the School. THEIR WILL BE NO OTHER ADULTS AT THE SCHOOL TO STAY OR FOR LESSONS DURING THIS PERIOD.

3. The Committee will provide 72,400 Afghans for the purchase of food (including meat) and wood for this period. This amount will only be increased if the committee agrees.

4. Any extra to the above will be provided by the local community.

5. The Teachers will be paid 20,000 Afghans per month and the Headmaster will be paid 25,000 Afghans per month, provided that they carry out all their duties as laid down in their contracts and the Rules and Regulations for the School which has been agreed.

6. The Cook will be paid 10,000 Afghans per month. The Caretaker will be paid 6,000 Afghans per month.

7. All Building work will be completed by the time the School is to open on the 21st March 1990. Only that work which is felt appropriate will be paid for by the committee, all general maintenance must be carried out by the local community.

8. ALL CONDITIONS AS LAID DOWN IN THE RULES AND REGULATIONS DOCUMENT WHICH HAS BEEN AGREED MUST BE COMPLIED WITH DURING THIS PERIOD AND IN THE FUTURE otherwise funding will be withdrawn.

9. All money which is given to the School by the committee must be accounted for in full and these accounts must be available for inspection at any time (including all receipts).

10. All teachers and other staff will be paid to the 21st May, if the Committee agrees, these salaries may be increased after this period.

11. The Committee will be asked if an Adult Literacy Class may be started; if this is agreed then it will begin in May 1990. In order for this to take place, the local community must repair the Old School House at their expense and provide all food for those that are to live there. The Committee will only be asked to pay for a Teacher for this group and they will not be part of the School. No Wood, Food or any other items may be taken to this building without the agreement of the Committee.

Those signed agree to abide by all conditions outlined above at all times.

Signed: Committee

Headteacher:

Commander:
### School Accounts


**A) Cost of Buying food for School:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Price per Unit</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheat</td>
<td>500 mana</td>
<td>(1 mana 700 Afghs)</td>
<td>350,000</td>
</tr>
<tr>
<td>Oil</td>
<td>4 tins</td>
<td>(1 tin 3000 Afghs)</td>
<td>12,000</td>
</tr>
<tr>
<td>Pepper</td>
<td>4 .ilo</td>
<td>(1 .ilo 1000 Afghs)</td>
<td>4,000</td>
</tr>
<tr>
<td>Potato</td>
<td>30 mana</td>
<td>(1 mana, 500 Afghs)</td>
<td>24,000</td>
</tr>
<tr>
<td>Salt</td>
<td>12.5 mana</td>
<td>(1 mana 3000 Afghs)</td>
<td>10,000</td>
</tr>
<tr>
<td>Onions</td>
<td>20 mana</td>
<td>(1 mana 500 Afghs)</td>
<td>12,000</td>
</tr>
<tr>
<td>Sugar</td>
<td>3 sacks</td>
<td>(1 sack 15,000 Afghs)</td>
<td>45,000</td>
</tr>
<tr>
<td>&quot;Sweet&quot;</td>
<td>1.5 sacks</td>
<td>(1 sack 10,000 Afghs)</td>
<td>24,000</td>
</tr>
<tr>
<td>Fuel</td>
<td>2 large fins</td>
<td>(1 tin 9000 Afghs)</td>
<td>13,300</td>
</tr>
<tr>
<td>Tea</td>
<td>4 mana</td>
<td>(1 mana 10,000 Afghs)</td>
<td>40,000</td>
</tr>
<tr>
<td>Meat</td>
<td>3 days per week, 1 Cow</td>
<td>33,750</td>
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</tr>
<tr>
<td>Wood</td>
<td>90 bars, 1 bar 600 Afghs</td>
<td>54,000</td>
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</tr>
</tbody>
</table>

**Total Cost:** 729,750 Afghs

**B) Travel**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Transport to and from Jazar</td>
<td>100,000</td>
</tr>
<tr>
<td>Cost of Camels for Transport to School</td>
<td>100,000</td>
</tr>
</tbody>
</table>

**Total Travel Cost:** 200,000 Afghs

**C) Salaries**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Salaries; 4 x 20,000</td>
<td>80,000</td>
</tr>
<tr>
<td>Headmasters Salary; 25,000</td>
<td>50,000</td>
</tr>
<tr>
<td>Cook; 10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Caretaker; 9,000</td>
<td>9,000</td>
</tr>
</tbody>
</table>

**Total cost for Salaries:** 246,000 Afghs

**Total Cost for School:** 1,172,750 Afghs

This cost does not allow for any work that is needed on the school due to heavy rains or the increase of prices after the Winter if this should happen.

It should also be made clear that these are the smallest salaries we could agree to and that for the future the teachers are expecting to be paid; 30,000 Afghs. Caretaker, 16,000 Afghs, Cook 13,000 Afghs and the Headmaster 35,000 Afghs. If a Bursar is appointed then he would expect 30,000 Afghs.
<table>
<thead>
<tr>
<th>بلندی</th>
<th>پایان</th>
<th>حال</th>
<th>21/9</th>
<th>22/9</th>
<th>23/9</th>
<th>24/9</th>
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<tr>
<td>سال</td>
<td>نظر</td>
<td>صنعت</td>
<td>مهندسی</td>
<td>مهندسی الکترونیک</td>
<td>مهندسی کامپیوتر</td>
<td>مهندسی برق</td>
<td>مهندسی دارویی</td>
<td>مهندسی عمران</td>
<td>مهندسی ابزار</td>
<td>مهندسی شیمیائی</td>
<td>مهندسی باروری</td>
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**پیامدهای دیجیتال**

- محتوای جدول نتایج محاسبات به همراه نشان دهنده طبقه‌بندی بندی دهمین دوره آزمون‌های داخلی (1399) در مراحل پیامدهای دیجیتال به‌کارگیری می‌شود.

**ملاحظه:**

- جدول مربوط به مراحل پیامدهای دیجیتال مرتبط به دوره آزمون‌های داخلی (1399) است و نشان دهنده نتایج محاسبات و طبقه‌بندی بندی دهمین دوره آزمون‌های داخلی (1399) می‌باشد.
SECTION EIGHT
THE LONG TERM AGREEMENT AND ITS RATIONALE

THE FUTURE EDUCATION POLICY FOR THE DISTRICT

As can be deduced from the early parts of this report, the attitude of the local people towards education is very complicated, due to the political and religious situation that is found in the district at the present time.

For this reason, whilst the author has tried to establish some form of policy to education in the district for the future, the long term agreement must be seen as the first step towards rebuilding an educational system which it must be hoped will be taken over by the future government of the country when this becomes possible rather than an answer to all their needs.

EARLY YEARS AND PRE-SCHOOL EDUCATION

In the early years educational development of all children in the area is achieved by their attendance at the local Madrassah which has been pointed out earlier, is not only the backbone to education for the population, but it is also their cultural and religious centre and forms an integral part in their society. Rather than attempt to change this which would prove disastrous for any that tried, the author sees the role of the agency as one of support in the earliest stages of education for the children. As can be seen in section two of the agreement the policy of continuing to make available materials at grade 1 and 2 levels throughout the area as has happened in the past will be encouraged, although the influence on curriculum development should not be anticipated as likely to be very great. As the author has been told by the Commander that most Mullahs do not want teacher training or other assistance with curriculum designs, any requests for materials should follow the method laid down in the agreement rather than simply handing material out without being sure of its final destination or use as was the case in the past.

PRIMARY EDUCATION

In the educational development of the district this will be provided by the Makhtab style primary school which will cater for children boarding from grade two. Only local children will attend at grade one unless they have no Madrassah in their village.

...P/2
The school will provide better teachers and a broader curriculum as outlined in the school document enclosed. In section one of the agreement conditions for meeting the needs of a broader curriculum are outlined and if the Headteacher, Commander and teachers fulfill their commitments to the school, the aim of providing education from grade 1 to 6 should be achieved. Together with this, the potential for developing further schools of this nature within the district has been included in section two of the agreement. However, rather than as in the past, putting the onus on the agency, it is very much in the hands of the community to provide suitable buildings, teachers and pupils in order for support to be given to future schools which would only be locally based and not boarding. In establishing the future schools in this way the people will hopefully consider them to be theirs, rather than imposed on them and therefore whole heartedly support them if they are really needed.

SECONDARY AND FURTHER EDUCATION

Allowance has been made within the agreement for expansion of the school from grade 6 to 8 and beyond should it be considered appropriate. In order for this to be achieved it would be necessary for further investment in development work at the site as outlined in the following plans. Further to this, those young people that achieve the higher grades would then be able to take advantage of the proposed I.L.O. apprentice training scheme which is intended to be developed within Afghanistan and in the future attend colleges of further education once more.

In order for all these things to succeed however, as has been made clear in the long term agreement, certain restraints such as access and a suitable assistant and future project manager have to be addressed, otherwise the possibility of achieving these targets are greatly reduced.

ADULT LITERACY

With regards to adult literacy an area which has only now really been requested, this too must be seen as a community need which has been proposed, a contribution by the community in order for it to succeed. 

...P/3
If all the points in the agreement and school document are met by both sides, then there is no foreseeable reason why this educational policy for the district could not succeed.

FEMALE EDUCATION

One area that has not been addressed so far is that of female education. Rather than repeat what has already been explained it is simplest to say that, whilst unofficially many Mullahs and local leaders would admit to the need for girls and women to be educated. Officially, although they may provide Mullahs to do this within their own homes, they say that the people would not agree to their inclusion in the school as this goes against the traditions of their society. Therefore the author must for the present admit that there is little chance of changing this situation and it will be a much longer process before this becomes acceptable within the community structure.

The undersigned agree to abide by all conditions written in the agreement below.

Section One  Gazak New School.

1) The School will be open from May 21st 1990 - December 6th 1990. It will then close until March 1991 when it will reopen by the 21st of the month. It will then remain open until December of that year when it will close for the Winter Holidays.

2) Depending on the success of the trial period of the school from March - May 1990, it will continue to remain open as outlined in number one. During the period until December 1990, the effectiveness of the school will be evaluated and a decision will be made as to whether funding will continue for 1991.

3) Whilst the School is being supported by the Committee, their representative or an Authorized Monitor, upon arriving for a check, may if he finds the school not functioning correctly withdraw all future support at once and close the School.

4) During 1990 there will be no more than 100 boys at the School, 50 of these may be Boarders together with the Teachers, Headmaster, Caretaker and Cook. NO OTHER ADULTS ARE ALLOWED TO STAY AT THE SCHOOL OR HAVE LESSONS AT THE MAIN SCHOOL.

5) For 1991 the numbers at the school will be reviewed and if it is felt appropriate, increased to allow for higher grade classes and a larger intake.

6) All conditions that have been agreed in the Agreement for March - May 1990 will also apply. Also all the Rules and Regulations as laid down and agreed in the Document attached for the running of the School.

7) The Committee will provide ________ per month from May - December 1990 for the purchase of Food (including Meat) and Wood. This amount may be increased by the Committee depending on their calculations for inflation during this period. This amount will be reviewed at 1991.

8) Any extra to the above amount MUST be paid by the Community or provided in kind, i.e. wood.

9) If the Committee agree, a fifth teacher will be provided from May 1990 in order to relieve the Headteacher of his teaching duties for most of the time unless he is needed for covering other teachers so that he may concentrate on his other duties more easily.

10) As outlined in the March Agreement, if the Adult Literacy class is approved, this will commence in May and will continue until December 1990 whilst an evaluation of its success is completed. It will be staffed by one teacher and all Food, Wood and none teaching materials will be provided by the local community. The building will also be maintained by the community and no money will be available for any work to this building.

11) All teachers' salaries as outlined in their contracts will be reviewed and increased as felt appropriate.

Signed

Headmaster
Section Two  Education In the Whole Area.

1) It is agreed that if the Schools/Madrassah in the villages wish to be supplied with educational materials then this will be done with no cost to the villages. (Grades 1-2 only.). This must be put in writing to the Committee by the teacher that will use the books.

2) If a local village Madrassah wishes to expand and become a functioning School for the area it serves, then this request must be put in writing to the Commander and the Committee by the Teacher that would be responsible for the school. This request would then be considered and the Teacher notified as soon as possible.

3) Any local Madrassah that wished to become a full school may apply but only those that have teachers able to cover all subjects will be considered.

4) For a School to be approved, it must be able to meet all the conditions laid down in the document agreed for the new school at Gazak.

5) Any new school that was considered would only be a Day school for the local area and would not have any boarding pupils or Adults permitted.

6) Only Teachers Salaries and Educational materials would be provided.

7) As it has not been possible to visit many villages, unless the school that applies for any help is in an area which can be visited, then support of any kind will be refused.

8) As a survey of the potential child population for schools has still not been completed and it has been said that their are still many places in the area that it is not safe or politically reasonable to visit, any future expansion in the educational facilities of this area can only be done if provision is made for better access.

9) Despite there being promised, no Educational Assistant has been found to oversee the educational programme, for further development to be carried out this man must be found and trained.

10) In order for future work to be carried out all the above points must be met as soon as is possible, but at the least by the time the next team arrive.

11) Any Boys no-matter their party, tribe or family will be allowed to attend the Schools. Those going to Gazak will take an entrance exam according to their year of entry. Any boy living in the valley must attend as a day pupil and provide his own food. At this stage no clothing will be provided for the pupils.
SECTION NINE

HEALTH EDUCATION WITHIN SCHOOLS

As mentioned earlier, during the authors visits to the school at Gazak a programme based on the Austrian Relief Committee publication 'Prevention is Better Than Cure,' more for those in special need, has been used to form the curriculum at the school together with a variety of home made teaching aids and publications again in Pushto distributed by the International Rescue Committee Health Resource Centre and also material acquired whilst in Britain from the Muslim Educational Service. In the future materials will be provided by the Balochistan Development Resource Centre which is based in Quetta and will make restocking of educational materials much simpler.

The main areas of the curriculum are:
- The Body
- Health and Disease
- Communicable Diseases
- Nutrition
- Sanitation
- Vaccinations
- Islam and Health
- First Aid

Although all these areas have not been covered, as outlined earlier, particular subjects within each area were examined and the teachers with the help of the local Health Worker/Outreach Worker will hopefully continue this work. At present the work will begin in class 4, but if successful it is hoped that as the teachers become more confident and experienced at teaching this subject, it will be introduced in class 1 and so educate the future adults in better methods of preventative health care. It is also hoped that once this has proved to be a success at the school in Gazak, other local Madrasseh in other villages will with the help of the Outreach Worker adopt this curriculum and so spread the policy of good health care throughout the district.

Unfortunately without the continued support of a Doctor, either Afghan or expatriate the likelihood of this work spreading to other areas is very limited. Also, due to the lack of Outreach Workers and a Doctor at the project at present, the teachers must try to follow this new curriculum with little or no support and therefore when a further review of their success or failure is carried out, this lack of support must be taken into account. If a further expatriate teacher is to be sent then he must be a fluent Pushto/Dari speaker and literate in those languages, if he hopes to influence any real teaching, alternatively an Afghan trained Teacher/Health Educator must be sent to assist in the teaching programme if improvements are to be made.
SECTION TEN

FUTURE DEVELOPMENT FOR GAZAK SCHOOL

As can be seen from the long term agreement and the plans, photographs enclosed, if it is felt appropriate, the site is suitable for further development given that experienced builders can be found to carry out the work. It should also be mentioned that the relatively difficult access to the Gazak valley site i.e., the road can only be used between May-October and then with great care, must also be considered when a decision is taken as to whether further work is to be carried out.

A further constraint must be in the light of past experience of building work in the area, an absolute necessity for an Afghan site project Manager to be brought in from the outside of the area if it is hoped for the work to be completed either within budget lines or time allocated.

Despite these problems, during the next year it is proposed that a larger room is completed, together with an adjoining kitchen which could provide further teaching space, an eating area and a sleeping area, should the school be enlarged to class 6 next year and also cater for the potentially very high numbers of younger pupils who could attend on a daily basis from the local area. As can be seen from the plan, this stage 1 in the further development of the school would connect the present school with the Mosque and provide the first side of the square for the future school. A well could if considered necessary be built in front of the school building with a latrine block to the rear. (see plan).

A breakdown of the cost of this work together with a plan follows and it is hoped this would be completed by the autumn of 1990, as building during the winter months is not really possible in this area.

In the authors opinion, despite the many difficulties in further development of the school, the potential recipients of improved educational facilities in the area, i.e., the children, should be the ultimate consideration and for this reason it is suggested that if a suitable person can be found to oversee the development work, then it should be commenced.

...P/2
Unfortunately, due to the lack of access given to the author in other villages, although a number of teachers/Mullahs did come and speak with him about the possibility of support for their Madrassah. Until access is made more easily available no assessment of any other sites will be possible and therefore this factor must limit future development away from Gazak.
Building Cost for further work at School.

Based on the current cost of Materials and Labour as used for the work which has already been completed at the school in the past year the likely cost of this work is;

Labour, 1000 Afgns per day per one man.

For Materials and Labour the Total is; 1,199,900 Afgns.

The plan attached is only a rough indication of the Type of Building that is required and it would need the Engineer when he visits the site to decide on whether access is possible to further study this plan and from that produce Drawing that can be used for the Building construction. This plan is only intended to show what the local people would like built as an addition to the school that has so far been built.

- Building of Hall, 280,000
- Veranda, 130,000
- Ceiling, 50,000
- Equipment needed for work, 20,000
- Other building materials, 94,500
- Supports for building work and ceiling, 65,000
- Labour costs and their food etc., 560,400

Total 1,199,900 Afgns.
I wish I could go on the camel!
TEACHER TRAINING

During the time at the project base, teacher training was carried out with Siyad Rukman, a teacher from Gazak school who acted as a companion whilst the author was working at Gazak. He also accompanied the author on a number of trips to and from Bitow and stayed at the main clinic for a while.

Whilst working with him, the content of the Start With English, plus Active English Series, books 1-4 were covered in order that he could then himself teach the boys of grade 5 at the school in the spring. He had reached approximately level 5 spoken and written when the author left. He showed great enthusiasm to learn and when taking part in his sample lessons that he gave, he showed a good understanding of teaching skills which was very encouraging for the future.

In mathematics, when working in the English Medium he found some areas rather difficult, i.e., decimals, fractions, volume and areas. However, when working in their own language, he showed a better understanding and many ideas were exchanged on teaching mathematics, and such items as calculators, compasses, geometry work, and planning/map work were very well received.

Work was also carried out in social studies i.e., history and geography, with the use of world and local maps, various Young Scientist books brought from England and a variety of pictures. He had a good understanding of maps, erosion, irrigation and local agriculture and he grasped new concepts quickly.

As outlined in the previous section, Health Education Teacher Training was also carried out with some success. Although it appeared to be a new area, when looked at as a subject rather than part of the Koranic teachings. With continual support it is hoped that S.R. will develop this further or at least continue to use what has been provided.

During the time spent at the school, a variety of educational material was compared. The books produced by U.N.O., A.E.C., and I.R.C. were discussed by both the Mullahs present, S.R. Timorshah Kakar (another teacher), Abdul Malick (a third teacher) and myself.
It was concluded that at the lower levels, the U.N.O. material was preferred in Pushto/mathematics whilst in other subjects and from grade 4 the A.E.C. and then I.R.C. materials were considered to be better produced. The Pak-German charts were also liked as well as the silk screens provided by U.N.O. For the future a list of materials needed is contained in the appendix together with the current stock held at the school and also all none teaching items supplied by the agency.

Also whilst conducting a variety of teaching sessions with the children, a number of the above mentioned Mullahs participated, but none proved to be of the same standard as S.R. In mathematics a number of tests were held with all the boys in the school and a Pushto reading and writing was also carried out. Although the children and staff were not used to taking formal tests and therefore a great deal of cheating occurred, examples of these tests are contained in the appendix together with the results for those present at the time.

Unfortunately, perhaps the greatest disappointment is that the Commander has appointed his brother-in-law, Haimidula as the Headmaster, when he was given a maths test he could only achieve grade 3 level and therefore the author finds it hard to believe that he is an experienced and acceptable Headmaster for the school. This is a point which must be taken into consideration when deciding on the future of the school.

Health Workers, Outreach Workers, Engineering Assistants Training

This area of the authors work was not a success, the two Health Workers at the Musca clinic considered they already had a high enough level of English and mathematics. When they were given a simple accounting method a great deal of difficulty was had in understanding it and many mistakes occurred when the Bazar trip took place. When further help was offered this was still declined. When simple drug calculations were also attempted, despite many attempts, using material which they had apparently completed in the past the results were very poor, with almost all calculations being incorrect. When checks of the stock book for drugs were made, this also had a number of mistakes which made the author conclude that neither Health Worker was at a higher level in mathematics as some of the boys tested in class 5 at the school. When the offer of help with English was made, this too was declined on a formal basis although informally, the author was asked to help on a number of occasions at the start of his time at the main clinic.
When the H.W. attempted to read the notes produced by the Dentist, based on the W.H.O. Common Oral Diseases Manual for teaching Health Workers, it was very clear that they had not reached an acceptable level of English inorder to read and understand these notes. It also became apparent that they could not understand the manual they had been supplied with by previous teams, as on many occasions they asked for meanings of words or missed them altogether. Unfortunately the levels of the Health Workers at Musca clinic must be concluded to be of no more than 7-10 year old level when using the English Medium and although help was offered on a number of occasions they appeared unable to accept it and when observed in dental lessons, appeared to only show token interest.

Whilst the author was very disappointed at the lack of interest or willingness of these two Health Workers to accept help in any form, as time was short it was decided that the authors time would be better spent concentrating on other areas of his work and so after three weeks, attempts to help the H.W.s at Musca clinic were halted. This result supports the conclusion reached by the previous educationalist that stated, teaching the Health Workers had proved very difficult and he too had finally stopped although due to other reasons. When help was offered to the Health Worker at Gazak he was willing to be involved with the planning of the Health Education programme although he made it clear that it was the Outreach Workers job to teach in the school. He did not ask for help in maths or English and as time was limited at the school this was not pursued although help was required when writing and his spoken English was no better than the others. Unfortunately the Outreach Workers did not arrive until January and then due to building work still not finished, lack of an expatriate Doctor and nowhere for them to sleep, they were sent home and at the time of writing this in March, have still not returned.

Finally, Mohammad Sigh and Hodimear who were the engineers assistants were given basic English lessons but due to their erratic attendance caused by their either not turning up for work, being out and not returning on time with the engineer for lessons or the engineer taking them away for a number of days at a time, it was concluded that little progress was being made.
After three weeks the author decided to halt these lessons also as in his opinion the time could be better spent and he was soon to leave for Gazak. Also it was considered that the subjects and level which the engineer wished the assistants to be trained at was unrealistic due to their level of intellectual development and the therefore if engineering assistants were required, rather than manual assistants which is what these two really were, alternative staff with higher levels of education must be found.

NOTE: Mohammad Sigh is a Mullah, but as previously explained this does not mean he is at a highly educated level in none Koranic subjects.

THE ROLE OF THE EXPATRIATE TEACHER/EDUCATION ADVISOR

As can be seen from the comments above, although in the area of teacher training it is possible to have some impact, unless you are fortunate enough as the author was to have a teacher that knew some English and was very keen to improve, or if you do not have a very good interpreter, to attempt to run teacher training within this environment without that basic support is for an expatriate teacher a very difficult task and one that could be better achieved by an Afghan teacher trainer, a number of which now exist in Pakistan working for E.I.L., I.R.C., U.N.O. to name but a few and all of whom are willing to assist.

When work with the health staff is considered, due to the very poor level of understood English, it is also essential that an Afghan Doctor/Health Educator travel to the project to work with them or a competent interpreter is provided and it is made a condition of the H.W./OWs work that they attend lessons in further training in all areas; especially mathematics, English and a revision of all previous medical training. An alternative to this would be to send them on a Mid-level Health Workers course in Pakistan.

In the area of technical training at present there appears to be a lack of suitable people to employ who have the level of education required to carry out such work. Therefore, either they must be brought from outside or this area of development must wait until the educational programme has had an effect on the standard of literacy in the district.

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Perhaps the only area where any justification for providing an expatriate teacher can be found is in the monitoring of what is going on at school, in curriculum content and in the administration. He could also be of benefit in the monitoring of the Health Education Programme, both in the schools and throughout the community. Finally, he could provide a valuable role in assessing the requests for support in the establishing of other schools and in the monitoring of the materials that are being provided, making sure that all monies are being correctly spent and that records are kept up to date.

In order for the expatriate to achieve these objectives, he would need to be experienced in administration, assessment of educational standards, have a good knowledge of Health Education, have financial accounting experience, and most importantly, have an understanding of Muslim/Islamic education and ideally be able to speak Pushto, although if an interpreter is available or he is able to learn quickly, the author has found that does not present as great a problem as one would expect.

Finally, the expatriate would need to stay at the project for perhaps two months at a time when the schools are open and not at all during the winter when there is little to do for him. (The Gazak school should be closed.) Also, he should be a man as a female teacher would not be acceptable to their strong Islamic beliefs and would find the job very difficult. Of course, all these points would be contingent upon the local Commander keeping to the agreement and school document already signed and the finding of a suitable Afghan to administrate the programme in the district on a permanent basis. This person could also be the Headmaster if he were of an appropriate level of educational and administrative ability.
SECTION TWELVE

MAJOR PROBLEMS UNCOVERED

As with any project of this nature, there will unfortunately always be a certain number of problems which must be overcome if the plan is to succeed and the aid really reach those in greatest need. In this section the author has outlined the major problems he has uncovered whilst trying to establish this programme and has put forward a possible solution for discussion in order for the project to continue and hopefully succeed.

MISAPPROPRIATION OF FUNDS

Unfortunately during the building of the school, it has come to light that a number of items which were paid for, i.e., window frames, door frames, plastic lining etc. were not in fact found to be on site and although questions have been asked as to their whereabouts or for the money to be returned, up to the time of writing nothing has been forthcoming and one must conclude that the money has been mispent although it appears difficult, unless one puts the responsibility with the Commander to identify the culprit/s although one health worker has admitted to using some of the plastic on his house roof and has agreed to pay for what he claims to have used, unfortunately this does not cover the full amount that is missing.

Another situation that has become apparent is that, on many occasions prices are quoted for items that are needed to be bought, these items are then purchased and often receipts produced in Pushto for the amount quoted and then later on visiting shops it has been found that the cost of items was in fact less. This has brought into question just how high the mark up on prices we are given really is and who actually writes the receipts. Again one must conclude that those that present the receipts to us for payment or as evidence of payment or tell us how much things cost often increase the prices for their own ends.

Often when money has been given for expenses, or asked to be exchanged in currency, the persons have either come back asking for more as prices are to high, they claim and they have run out of money in advance of their leaving date, i.e. when people come to Quetta on courses or the exchange rate you are given turns out to be lower than it should have been.
LOSS OF EQUIPMENT

On a number of occasions certain items of equipment that were supplied to the project have either not arrived or a certain amount have gone missing on route. In the case of the school, this appears to have happened with pens, exercise books and certain text books. Although not all have gone missing it appears hard to believe that 20 boys can use 800 pens in two months.

OVER USE OF SUPPLIES

A further area of concern, is that of the continual overuse of food and wood supplies at the school. Whilst it was agreed that the school should remain open during the winter for this year with 20 boys and 2 teachers. (see agreement number 1). In reality as mentioned earlier, there were between 20 and 30 boys at the school on different occasions and as many as 10 adults eating on some occasions. Due to these numbers one cannot be surprised that the school needed extra funds by February despite being given nearly 300,000 Afghane for food and wood during the winter. When this is combined with the earlier point and one realizes that the school quite possibly did not even get their full quota of food due to the price hyping, it is clear that a serious situation could develop if things are not brought under control.

EMPLOYMENT OF STAFF

Perhaps the most important issue, although the author feels all the points mentioned are very serious, is the apparent appointing of staff by the Commander, not upon the merit of their work but according to their family connections. The Headmaster as mentioned earlier is an example of this, as is a local Mullah, Abdul Malick who the Commander is calling a teacher although the author has worked with him and considers him to be of a very low standard.

When one reads these points, the question has to be asked, why was the school allowed to remain open and be funded at least until May 1990?
The answer is simple, by allowing the Headmaster to attempt to comply with the school document and his contract, together with the implementing of agreement no. 2 it allows him the chance together with Commander to prove that they can administer the school correctly, knowing that what has been going on before is both known and has been reported and therefore if they do not fulfill their obligations as laid down, the school will no longer be supported. This also applies to all the staff that have been appointed, as copies of all agreements, contracts and school documents were signed by them and the Commander and Pushto rough copies provided.

What then for the future, the answer again appears quite simple. An Afghan administrator or a suitable qualified and experienced Headmaster must be found for the school/education programme so that in future no false receipts or overcosting can take place, and all staff appointed are done so on merit not family connections. Whilst the author realises that this solution in itself will also present problems, a further analysis of its possibility will take place in the last section of this report.
In drawing to an end this report, it is once more necessary for the author to look back on what he was asked to produce by the agency. In his brief, the author was asked to produce a future long term plan for education in the southern Diachopan District which would, in the first instance, run until May 1990 and then if felt worthwhile continue until December of 1991.

This has been done as can be seen in the previous sections of this report. In essence the plan is in three stages, with an added section on adult literacy which the community insisted was a necessity. This plan has now been implemented and is running until May 21st, 1990, by which time a decision in the light of this report should have been made as to whether the programme will be continued or is halted.

In the final section of this report a list of recommendations has been compiled based on what the author has written and observed whilst at the project base. These recommendations are written in the knowledge of what is possible and what is not possible in a practical sense to implement at the site, rather than what in theory may or may not be a good idea. Therefore it is hoped that the committee will see these recommendations as serious suggestions and acted upon them, rather than allow a situation that has developed over the past five years to continue without a direction.

Also as can be seen in section eleven, the author has evaluated the role of an expatriate teacher and has concluded that in reality what is really needed is an education advisor/monitor rather than simply a teacher as the role you perform is one of advising/monitoring rather than teaching. To have an educationalist/teacher who tries to implement curriculum change in isolation is a pointless task as without an overall policy, individual changes make little sense. Therefore both the Health Education Programme for school children and all other areas that have been mentioned previously, together with those recommendations for further Health Worker Training which are meant as positive comments and the author hopes are not seen as criticisms of past practice should be viewed, presenting a global picture of educational development and future prosperity of the district concerned.
The likely impact of the policy proposed in this report on the district concerned can be viewed with a certain degree of uncertainty. The main reasons for this are quite clear, firstly the political balance of power in the area is and always will be unstable, reflecting the current situation in the country as a whole and any swing to another particular party may result in a complete reappraisal of the situation being necessary, although as pointed out earlier, at present this does not seem likely. Secondly, by supporting this policy the agency and their funds are also supporting the present Commander and it is again worth pointing this fact out very clearly, as the Commander often in meetings tries to play the game of playing different agencies off against each other to increase the amount of support he can attract to his district and it must always be remembered that their allegiance to one agency will only last as long as he considered it the best offer around. Thirdly, until now the various educational initiatives that the agency has attempted have all failed for a variety of reasons, but underlying them all was the request that has finally been granted for the supporting of one larger Makhtab. Without this school the author is convinced that the education in the area would return to the early Madrasseh systems once more and the children of the district from the poorer families would without doubt continue to grow up illiterate as do 80% approx. of the population of the country. Therefore it must be hoped that the community have finally got what they want and will support the Makhtab as their own school, not one that has been imposed upon them and eventually establish further schools in the district based on this model. Only then can this policy be considered a success.
SECTION FOURTEEN
THE RECOMMENDATIONS

As can be seen from the previous sections of this report, there are many points which need to be considered when making a final recommendation for the further educational programme in the district.

Therefore it is necessary, rather than summarize the report into one paragraph the author considers it more appropriate to make specific recommendations dealing with each area that has been highlighted.

RECOMMENDATIONS

1) In order for the education policy outlined to have a lasting effect on the district, either an Afghan Administrator must be appointed from outside the area to come in and manage the programme on a long term basis or an expatriate must be based in Quetta and spend two monthly periods whilst the schools are open at the project base. Obviously, this person must have a thorough knowledge of education but also be able to administrate all other areas of the project as to employ a person just to run the education programme would be extremely costly.

2) If an Afghan Administrator is appointed it is essential that an experienced Headmaster is found, made responsible for the school at Gazak with the long term aim of becoming responsible for the district's total education policy together with the Administrator.

3) If an Expatriate is employed to administer the project then a Headmaster with suitable experience still needs to be found, but he can be left to run Gazak school, as long as the Expatriate is given access to all villages in the district in the future and is supplied with a reliable interpreter.

4) In order for the standard of teaching to be improved, it is essential that during the winter period, December to March 1991, all teachers employed by the agency are sent on Teacher Training courses with specific relevance to methodology, mathematics, science and social studies. This can be based either in Quetta, run by the Balochistan Model School Teacher Training Programme, E.I.L., U.N.O. or the Pakistan Teachers College. Alternatively, they would go to Peshawar and attend a short course at the newly established Teachers College/University or I.R.C. Teachers Course.

P/2
5) As well as utilising the above courses the employment of an Afghan Teacher Trainer to work for a number of months at the Gazak school and possibly in the Madrasseh in the district or the collaboration with A.E.C. and the use of their Teacher Trainers is also seen as essential, if the standard of education offered to the children is to be worthwhile. As explained earlier, for an Expatriate to attempt this work, unless he is fluent in Pushto or has a suitable interpreter is pointless due to its ineffectiveness in providing real training and even then his success is debateable.

6) With regards to Health/Outreach Workers Training in education, as mentioned already, the above comments also apply as past evidence has proved. Therefore either an Afghan Doctor, an excellent interpreter or sending the Health Workers on a refresher course is essential. If training is to be done on site then it must be made clear to them that this training is compulsory and seen by the funders as an essential part of the Health Workers work if they are to be employed.

7) In order for the Health Education Curriculum which has been introduced to succeed, again either the Afghan Teacher Trainer appointed must be experienced in this field or the Expatriate must be able to continue this work with a good interpreter.

8) With regards to the continued support of the Gazak school as long as a suitable Headmaster is found and teachers capable of teaching all subjects continue to work at the school, this should be given. If an Administrator is appointed the misappropriation of funds, loss of equipment and other areas outlined should be overcome.

9) If all those recommendations outlined above are acted upon, then the further development of Gazak school should be allowed, having first had a civil engineer (one is available from W.F.P. Quetta) come in and decide whether access to the Gazak valley is practicable. Given that the outcome is favourable the development plan for stage one should be acted upon immediately and stage two should be planned for the summer of 1991. (An architect should first consider these plans, one is at present available at U.N.E.S.C.O. in Islamabad.)

10) In relation to the continued Educational Support in the district of other Madrasseh; as outlined in the long term agreement and school document.
This should only be given, where direct contact with the Madrasseh and teacher are allowed and where visiting is permitted in order to allow teacher training/monitoring to take place. There is no point in supplying materials or considering paying salaries if access is not available and it is only on the word of the Commander that the Madrassah is functioning in any form.

11) When the position of an Expatriate Teacher is considered. As pointed out earlier, for him (as a female would be seen as inappropriate to their needs) to come simply as a teacher trainer/health educator unless he could speak fluent Pushto would be pointless. For him to come as an advisor of curriculum practice, teacher trainer/health educator, to monitor schools already given support and to consider those asking for assistance, then this would have more point, if was combined with an Administrative Supervisory role over the whole project, and he was provided with an assistant to give reliable translations, then there would be a realistic reason to have an expatriate involved in education. (even without the administrative role he would still need a good translator) U.N.D.P. would be interested in helping to fund this.

12) In conclusion, if it is felt that there is not the need to provide support for the boarding facilities at the Gazak school by the funders then it must be realized that the education at this school would also return to the Madrassah system, as at present the local community could not fund this themselves in the short term. If this were to happen, then all education in the district would once more be in the Madrassah based system as there would be no central focus from which new methods could be copied. Therefore any hope in providing an ongoing education policy in the district would not be possible in the future.

13) In adult education the Commander is insisting that there are at least 10-20 men (those over 20 years of age), that are wishing to continue their education and reach an acceptable standard of literacy. The author has observed at least 10 adults and agrees that there is a limited demand for this, although how sincere they are could not be judged until it is tried and then the harvest time comes around.
As can be seen from the agreements enclosed, the author has stated that he would try to find funding for this as otherwise the Commander was insisting that they should be allowed to take places at the school in Gazak. This was felt to be inappropriate and so this compromise was reached. Therefore if any of the areas outlined so far are to be achieved funding for a teacher to run this class must be found or adults allowed to take places in the school. In bringing this report to a close it is necessary to once more return to my brief which is attached. As this shows, together with the details in the recommendations resulting from the field visit in April 1989 and the report from the last educationalist at the project which are both in the appendix, the decision to allow a school for grades 4-8 appears to have been made without due consideration as to where the clientele for such an establishment would come from or who would teach at it. The author was therefore faced with an immediate decision whilst at the project, of whether to allow the school to commence with grades 1-5 as they turned out to be or to close the school before it even began, as the local population could not staff or provide children of a suitable standard as had been originally agreed.

Due to the past history of attempts at education in the district by the agency, the decision was therefore taken to allow the school to continue for it was considered, as mentioned earlier, that to halt it now would give no hope to future improvements in the area and so end educational development for some time.

At the same time it was remembered that as in 1984, education is still today seen as a political weapon where promises can be made and broken, untruths be told for hidden reasons and unlikely statements be made according to the current trend. By continuing to give support to the Commanders wishes on education by supporting in the first instance a boarding school, grades 1-5, later if agreed an adult literacy group together with general health and education in the district, both the author by his initial decision and the funders/agency by their further support are being used by the Commander to gain more influence over the community than he already holds.

This is not to say that help should not be given, but rather to make it clear to the readers the present situation.
Therefore in deciding how to respond to this report and its recommendations, the author hopes that the readers will make a decision based on the facts presented, but also remembering that the community as a whole want and need an education policy for the future, if all their children rather than just the privileged few are to compete on an equal footing as the country develops.

B.K.H./Mar/90.
INTRODUCTION

Health Unlimited has been involved with education in Daichopan since November 1984. Previous educationalists worked in up to 26 Madrasah (Koranic primary schools) and I was asked to concentrate on just five. I worked from December 1988 to May 1989 and was asked to work on improving teaching techniques in the five schools and widen the curriculum. In addition it was intended that I conduct a nutrition survey and teach nutrition and arithmetic to the clinic health workers. Only the arithmetic work was completed.

TEACHING IN THE CLINIC

Nutrition

The health workers had previously been taught this and were not interested in revision of the subject though RD felt that they had forgotten a lot of what they had been taught.

Arithmetic

The students needed enough maths to cope with making up solutions, dilutions and drug dosage calculations. I started working with them in January. Present were AV1, AVh and RM and occasionally JK, AHm and RH. AVh grasped most of the topics quickly as he had a higher level of education than the others. Eventually I had to go back to basics with the others while AVh waited for them to catch up. We spent two weeks just learning the multiplication table after which lessons were suspended in order that RD might finish quickly.

I used as many different teaching techniques as possible in order to increase the students interest, the effectiveness of the teaching and as examples of other methods that they could use. All the students had taught in their local madrassah. I was especially keen to show my translator, AHm, that individual reading out loud was not the only way to learn. I hoped that he would be more positive in putting across my ideas to teachers in the madrasah. I produced an arithmetic booklet for the health workers to follow. They are used to following a book, it was specific to their needs and gave them a sense of achievement upon completion at the beginning of May.
I encountered some problems in teaching the health workers: 

**Language.** The more Pushtu I knew the better the communication, understanding and sympathy for their problems. 

**Resistance** to teaching methods or subject matter. Students preferred to be given facts and resisted lessons where they were asked to do things they considered to be unnecessary. When I tried teaching about Mid Upper Arm Circumference (MUAC), as part of learning about mm and cm, they rebelled as they could not see the use of learning it despite a lot of discussion. At first making up solutions to different percentages could only be done if we were making up actual stock solutions. A difficult thing to arrange.

Practice was frowned upon. 

**Attitudes.** The health workers were quite motivated to learn as they saw it as useful though not as important as the medical lessons. Homeworks were sometimes done. It was very easy to upset somebody inadvertently and thus disrupt lessons. One student would not speak to me for days because I had asked him to be quiet at one stage of a lesson. One had to be very careful about disagreeing with a health worker in a lesson as losing face is even more disliked there than here. One had to be seen to be fair by, for example, asking each person the same number of questions.

Health workers quickly became discouraged, would copy from each other and laugh at each others mistakes but were easy to teach if they could see a need for something. The next arithmetic teacher will have three partially trained health workers and presumably, three beginners. The arithmetic booklet will need to be revised - especially the drug calculations section as this will depend on what drugs are available.

**English.** 

JK and AHm made good progress with their spoken English with a few lessons from me to help them along. In April I started to teach English to Mullah Mohammed Mohammed Zie so that he could be the translator for the next educationalist. Progress with him was slow due to his age, roazah (a month of fasting) and the distance he lived from the clinic. I left him a tape transcript and personal stereo and instructions for students to help him. If he has finished the tape by the time the next educationalist arrives then he can probably be trained as a translator. If not then a younger man should be requested and could join the three new health workers in their English lessons.

**Health Education.**

I prepared three lessons for primary school aged children. They were on worms, cleanliness and food. In them I included a variety of non-traditional teaching techniques including, puppets, games, acting, role-playing and drawing. I directed two health education lessons in an attempt to expose the madrassah teachers to different teaching techniques and to perhaps have a small impact on the habits of the children's behaviour. Although the children and to an extent the teachers enjoyed the lessons I think the teachers felt that health education at this level was their responsibility and not that of an outsider.
Health education lessons to people in the clinic queue were attempted on several occasions and the response was surprisingly enthusiastic—with or without free soap being offered. It was difficult to get an interpreter to help as they were a little embarrassed to talk about worms and were perhaps less interested in the preventative side of their work. The people I spoke to seemed to take in some of what was said and it is an area that could be developed.

However it is relatively expensive to have a health worker give talks to everyone and a more cost effective, efficient and sustainable method of health education might be to send a health newsheet around the valley. This could be read out by the village mullah (religious leader) at prayer time. AV was apparently keen on the idea and was willing to sign his name to such a sheet. He did not however get round to translating or sending the first such newsheet that RD and myself wrote on Drugs in Pregnancy and Measles. I suggest that this be followed up.

NUTRITION SURVEY

Previous teams had reported a high incidence of malnutrition amongst children in Daichopan though the reasons for it were a matter for conjecture. I was therefore asked to do a survey so that strategies could be worked out to reduce the malnutrition. I read past reports, spoke to AV and planned a short questionnaire on feeding practices (see appendix). I hoped to conduct at least 100 interviews with women who came to the clinic. By mid January I was ready to begin but it was said to be too cold for interviews to be conducted and we would have to wait until Spring. In fact the health workers were not really interested in a survey as they couldn't see the need for it. In any case few women of child bearing age came to the clinic.

I could not visit women in their houses. SD and LH had access to women but hardly had time to do their own work and a nutritional survey. LH did manage to take over 20 MUAC measurements for one to five year olds. In Gazak one out of the nine she examined was malnourished. In Awquol eight out of the fourteen examined was malnourished. The sample size is very small but the results indicate the likelihood that the nutrition problem persists.

I suggested to AV that I measure the MUAC's of all one to five year olds in the Mascah area. I could then have interviewed the fathers of the malnourished children and LH, SD or AVh could have interviewed the women. AV and AWHM ruled this out as, they said, people wanted medicines not measurements. In addition they felt it would cause too much trouble and might even be dangerous as they had at least one enemy in each village. They suggested that we send letters asking people to bring their one to five year olds to the clinic. These were sent to two villages with no response. This was predictable as it was still very cold.
There is a resistance to a nutrition survey as people see malnutrition as a problem with an obvious cause and no obvious solution. A survey would probably be tolerated if there was a female health worker to do it. I feel that it should be done — especially if a current literature search shows that there has still not been a proper nutrition survey carried out in rural Afghanistan amongst mainly Pushtun people.

Nutrition education to women should concentrate on areas suspected of being most responsible for the malnutrition seen, i.e., inadequate or late weaning, not feeding sick children and food taboos. We do not know how important other factors are (e.g., poverty and food shortage).

TEACHER TRAINING

My plan of action for all the schools was first of all to observe and collect information and win the trust of the teachers. My excuse for visiting the madrasah was usually to deliver equipment. After initial visits I decided to work on improving the teacher's use of time, the variety of teaching method and the understanding of the students. To achieve this I wanted to encourage the use of group work, visual aids and students doing a variety of things for themselves. I hoped to get health workers to give model lessons on health topics and for myself to give model maths lessons using a variety of teaching techniques that could lead onto discussions.

I was keen to retain the good points of the present system — low student-to-teacher ratio, individual attention, high standards of reading and the very community-based school system. In the event I had very limited success due in part to salary disputes, closed schools, resistance to change and my own inexperience in the teacher training field.

The HU supported madrasah in which I was supposed to work were Zangolay, Gazak, Awquol, Kharnay and Mascah. All of the schools were teaching the reading of Pushtu, Dari and Arabic and sometimes a little writing and maths. We paid the salary of one teacher in each school. Testing was said to be done orally.

Zangolay. This area is not under AW's control. I had assumed that I would visit the school when it reopened in the Spring but in April AW advised me against it. He said that the well qualified teacher that had been there had left and that there was now only an ordinary mullah there. As we had by this time had by this time more or less agreed to only support the Gazak school it would have been a fairly pointless journey. We sent them one box of school materials in May.
Gazak. I visited this school twice. Once at the end of their school year and once at the beginning. Both visits were to assess the situation and needs of the school. In addition the second visit was to include some teacher training. I tested some of the 55 boys present in the winter and some of the 26 boys present in the Spring. There was little sign of improvement but then there had been little time. In April there were two relatively well educated teachers (Sahib Vazeer (SV) and Abdul Majid (AM)) and two less educated teachers. There were plans to take in level four students but at the time I visited they had been sent to Pakistan refugee schools to wait for the Gazak school to be repaired and a decision taken on its future.

I did a quick cleanliness lesson the second time I was there and discussed some visual aids and games for use in teaching maths. SV seemed interested in them and I hope the next educationalist will find out if he uses them. They were using the three large blackboards that we had donated and other materials were to be collected from the clinic in May.

Awquol. I visited this madrassah twice. On January 2 the teacher was said to be away at the bazaar. On January 24 two teachers were present (Shapick and Shamsrullah) and teaching 18 boys. The teachers were said to be educated to quite a high level (roughly equivalent to our sixth form). The students could read and write quite well but their maths had been neglected. I was to revisit in a month, observe a maths lesson and get a health worker to give a health education lesson.

Kharnay. I visited this madrassah twice. There was one teacher on January 4 (Nyamatullah) and 18 boys. He taught Arabic. None of them could write anything more than their name and no maths had been taught. By January 25 Nyamatullah's father (Abdullah Khan) was also teaching there. He was teaching Pushtu, Farsi, writing and maths. Despite being an apparently wealthy man he was unhappy that we were not paying him a salary. I showed him some visual aids that he could use for teaching maths and he seemed quite receptive. I was to revisit in two months to check on progress in maths.

On January 26 the two young teachers from Awquol and Kharnay (Shamsrullah and Nyamatullah) as well as SV from Gazak arrived to collect some school materials. I showed him them some flash cards and posters and suggested how they could be used and that they could make some themselves. On my second visit to Gazak there were Alphabet and Multiplication tables displayed. I was unable to revisit either Awquol or Kharnay madrassah due to a salary dispute over holiday pay.

Maslah. Nurullah Akanzzadah was the one teacher here at the madrassah closest to the clinic. He was about 45 years old and seemed to work quite hard. He was not interested in changing his teaching methods. He found it useful as a supplier of educational materials and a salary. I found it difficult to win his trust.
There were about thirty students at the school including two girls from AV's household. I made several visits to his school and gave a maths lesson and a health education lesson. I supplied various items of equipment including a poster, chalkboard and flashcards. In five months I saw little change in his teaching methods though he did occasionally use the chalkboard.

**FUTURE OF THE EDUCATION PROGRAMME**

Gazak. We were paying salaries to untrained teachers in five madrassah to teach to a low level to a restricted number of subjects. This is exactly what goes on in each village anyway only in other villages they pay for it themselves. We have therefore agreed with AV to fund the Gazak school only, to pay two better educated men to teach there initially to level four and progressively higher after that. At level four the the Harakat suggested syllabus covers languages, religious subjects, maths and Science. AM is also quite keen to teach Geography. SV already teaches maths.

The new educationalist would be involved in training SV and AX and perhaps the other two less educated teachers at the school. I already given some advice to SV on teaching maths and exposed the teachers to a different way of teaching in the health education lesson.

There are at least two ways to progress from here. We could send SV and/or AX to Peshawar to attend a teaching course. This has the advantage that they are already set up, would not be interrupted by family affairs and would hopefully make the teacher/s more receptive to the idea of training. Unfortunately there may be no appropriate course available until next year.

An alternative could be to send a well briefed ex-pat teacher trainer to the school. He (AV is insisting on a male) could advise about the teaching of Science, Maths or Geography or could even teach English at the school for, for example, three months. The advantage of the latter is that he would get to know Pashtu quickly, would gain a tremendous and unique insight into how an Afghan school really operates and from an Afghan point of view would have a very good reason for being at the school. He could teach a few lesson a week and in the afternoons give teacher training seminars. The teachers could be paid for attending these or it could be made a condition of service. Against this English is normally only begun at around level 7 so starting it earlier might smack of linguistic colonialism.

The new educationalist must get to visit Afghan teacher training institutes before he goes to Daichopan. For example in Quetta there is EIL or the Pakistan Model School.

We have been asked to pay for the costs of the boarders and for the building costs in Gazak. I suggest that we offer to pay two teachers salaries (SV, AM) for all teaching materials and half the costs of the boarders and building/repair.
Dani Gilzar There is an apparently very good teacher here called Lars Mohammed. He should be contacted if it is at all politically possible. He might be useful as a teacher trainer or we might even consider supporting his school. While I was in Daichopan he contacted me several times about HU supporting his school. Unfortunately by the time AV had given his permission it was too late to see the school.

Girls Education
Koranic education for boys is widespread but girls are almost entirely absent from it. Their education should be the priority of any development organisation although it is obviously very difficult and sensitive issue. HU should continue to look for ways to reach these children.

Anthony Twist
28 July 1989
RECOMMENDATIONS RESULTING FROM THE FIELD VISIT
TO THE AFGHANISTAN VALLEY, DAICHOPAN, ZABUL PROVINCE (MARCH/APRIL 1989)

After the week of discussions in Afghanistan in March/April 1989, with local authorities, local workers and the Health Unlimited team, the following recommendations were agreed upon by the parties concerned.

1. A new team of expatriate workers should be recruited by Health Unlimited, consisting of two nurse/midwives, a doctor, a teacher (possibly two, one female/one male), a dentist and an engineer.

2. The new team should replace the present team in early June 1989.

3. When possible, Health Unlimited should facilitate the entry into Daichopan of specialists from other disciplines who can assist in the community development programme, e.g., a vet.

4. The two "satellite" clinics should be set up in Gazak and Awquol in the summer of 1989.

5. A further group of local health workers should be trained in the summer of 1989 to work at the clinic at Bitow and assist in future vaccination programmes.

6. Training of dental assistants and dental health training for the existing health workers should begin in the summer of 1989.

7. The expansion of the clinic at Bitow should begin and be completed in the summer of 1989.

8. Work should be continued on the building of the new school in Gazak and the recruiting of the two new teachers and the two teaching assistants.

9. A local counterpart and translator should be selected to work alongside the expatriate teacher, training to start immediately and to be given by the present educationalist.

10. Advice and support for the five village madrassah schools should continue, but salaries should no longer be paid.

11. Local salaries, where paid, should be increased to take into account the rate of inflation in Afghanistan.

12. A house should be built for expatriate workers in the village of Bitow near to the clinic and the house of the local commander.

Compiled by John M. April 1989.
Education support in Daichopan, Afghanistan, began in Nov 1984 with the first team sent to the area. The activities were funded by Oxfam and consisted mainly of information gathering and informal contact with local teachers. This progressed to distribution of materials over the period up to the summer of 1986. At this time, Oxfam agreed to fund more closely 5 selected schools, where teachers were to be of a higher standard and Oxfam were to start, provide teacher support and help with curriculum design. This continued until spring 1989 when it was mutually agreed that the plan was not working and a new strategy was devised. The reasons for the plan not working include:

- Inability of the local authorities to find trained teachers
- Disputes over salaries
- Unwillingness of teachers to be involved in any attempts to improve teaching method or improve curriculum design
- Inability of Oxfam to recruit suitable teachers and long periods where initiatives/ideas of one teacher were not followed up by the next because of delays in getting teams on site
- Lack of planning at Oxfam for long term objectives in education

In spring 1989 following a visit to the area of the Programme Officer, a new plan for education was drawn up with the local authorities. This included:

- Reconstruction of an old government school at Gazak by Oxfam
- Employment of 2 senior teachers and 2 assistant teachers to work in the school
- Provision by Oxfam of all educational materials for the school (which takes grades 4 to 8 only)

These initiatives have now been carried out over the summer and the school is receiving its first pupils this autumn.

Details yet to be decided:

- Teachers are already asking for higher salaries
- Local leaders are asking Oxfam to pay for food, clothing and fuel of pupils required to board at school
- Local leaders have asked Oxfam to provide a salary for a cook/caretaker to work at the school
DAICHOPAN PROGRAMME

EDUCATION COMPONENT

PERIOD Winter 1989-90

Education support in Daichopan, Afghanistan, began in Nov 1988 with the first team sent to the area. The activities were funded by Oxfam and consisted mainly of information gathering and informal contact with local teachers. This progressed to distribution of materials over the period up to the summer of 1989. At this time, Oxfam agreed to fund more closely selected schools, where teachers were to be of a higher standard and Oxfam were to pay salaries, provide teacher support and help with curriculum design. This continued until spring 1990 when it was mutually agreed that the plan was not working and a new strategy was devised. The reasons for the plan not working include:

- inability of the local authorities to find trained teachers
- disputes over salaries
- unwillingness of teachers to be involved in any attempts to improve teaching method or improve curriculum design
- inability of HU to recruit suitable teachers and long periods where initiatives/ideas of one teacher were not followed up by the next because of delays in getting teams on site.
- lack of planning at HU for long term objectives in education

In spring 1989 following a visit to the area of the Programme Officer, a new plan for education was drawn up with the local authorities. This included:

- reconstruction of an old government school at Gazak by HU
- employment of 2 senior teachers and 2 assistant teachers to work in the school
- provision by HU of all education materials for the school (which takes grades 4 to 9 only)

These initiatives have now been carried out over the summer and the school is receiving its first pupils this autumn.

Details yet to be decided

- teachers are already asking for higher salaries
- local leaders are asking HU to pay for food, clothing and fuel of pupils required to board at the school
- local leaders have asked HU to provide a salary for a cook/caretaker to work at the school
1. Immediate objectives

- to draw up a firm agreement between local leaders and teaching staff about responsibilities of HU and local people
- to assess the teaching ability of the 4 teachers
- to assess the quality of pupils taken into the school already
- to draw up guidelines for pupil selection from the madrassah system into the middle school
- to establish a system of record keeping, supply ordering and payment of salaries
- to introduce health education into the curriculum

1) Inputs

- a teacher has been employed to go to the area from Nov 1989 to May 1990
- funding has been secured until May 1990 to purchase materials produced by the Swedish Committee, pay teachers salaries and employ a local man to work with the expat teacher and be responsible eventually for education as a manager

ii) Expected outputs

- an agreement in writing between HU, teachers and local authorities clearly defining the responsibilities and role of HU, the teachers and local authorities for a period of 2 years
- selection of a suitable and competent local person to work alongside expat staff when they are there and to manage the project when they are not
- production of clear guidelines and recommendations for the next 2-year period
- design of an integrated health education course to be part of the curriculum

2. Long term objectives

The long term objective is to provide an appropriate education system for Daichopan by:

- providing an appropriate middle school from grades 4 to 8
- improving teaching method
- improving curriculum design
- introducing health education into the curriculum
- identifying pupils who may be suitable for further training to work in the health, education and other HU projects in Daichopan, but especially training of new teachers and technical training
- continuing to support local madrassahs in each village in the most appropriate way
- establishing kitchen gardens in schools to help to feed resident pupils and teachers

1) Inputs and Expected Outputs are to be decided based on the report of activities over the winter 1989-90.
3. Implementation

- the teacher will be at the project site over the winter 1989-90
- he will use already established HU facilities and logistics
- he will visit the new school and assess it's location, design and construction quality
- he will interview teachers and local leaders to identify their immediate and long term objectives, and ask what they think HU's commitments towards education should be
- he will reconcile the community's views with HU's views and try to reach a written agreement about what HU will provide in the short and long terms
- he will take into consideration what other agencies working in education in Afghanistan are doing and the special needs of Daichopan
- he will define carefully the role of the person appointed to assist him
- he will work with other members of the team to define a suitable health education course for the school and assist them to implement it
- he will work out a timetable with other team members for teaching arithmetic to health workers on a regular basis
- he will visit madrassah schools where possible to assess their needs and make recommendations about how HU can assist them as part of the education programme

4. Constraints

i) Socio-cultural - education is seen as very political and there is great resistance from community leaders about expatriate non-Muslims being involved in decision making
- there is a strong attitude in the community that HU should provide all inputs and the local people should not be asked to make contributions
- there is strong resistance to female education
- expatriates are asked to live in very primitive circumstances for a long period
- there are frequent local clan and tribal disputes that will restrict access to certain areas at various times

ii) Environmental - access to all areas of the project area is restricted over winter months
- it is sometimes dangerous to travel from Pakistan to the project

iii) Institutional - it is very difficult to recruit male teachers and there are often gaps in continuity at project site

iv) Technical - it is difficult to work through an interpreter
- it is difficult to use and advise on the use of materials in a language other than your own
5. Project Endpoints

Short term objectives will be achieved in the first 6 months.
Long term objectives will be defined and based on agreements reached during the first 6 months and should be achieved in 2 years.
At this stage, HU would expect a critical review of the project at the end of 2 years.

6. Criteria for success

Immediate - a firm agreement defining HU and local responsibilities for inputs into education in order to achieve mutually agreed outputs.
Long term - establishment of an appropriate education system in Daichopan run by local people.

7. Suggestions for negotiation

- HU will cover construction costs.
- HU will not provide clothing to pupils.
- Community will be responsible for maintenance of buildings.
- Salaries will be fair and based on what other agencies pay, but adjusted for local costs e.g., related to the price of a kilo of wheat.
- HU will contribute to some food costs (e.g., buy a monthly allocation of wheat) but not all. Ways will be looked at by the proposed agricultural and veterinary programmes to establish a kitchen garden at the school and to breed animals for use by the school.
- Fuel will be provided by the community but our technical programming will look at alternative sources of providing fuel e.g., solar power.
- HU will provide books and materials to madrassahs if requested but will not pay salaries for madrassah teachers.
- HU will assist religious education by purchasing materials requested by teachers but will not be involved in supervising or commenting on religious education.
- HU will not employ a caretaker for the school at this stage; this work can be done by boarding pupils.
- HU will reconsider the level of involvement in education:
  - the community makes no effort to contribute to costs.
  - the teachers employed are not of reasonable competence.
  - the expatriate teams, having reached agreements with local leaders, are not able to implement the agreements i.e., HU will not send a teacher in further teams (but would continue some form of support) if teachers do not accept help with method and do not accept a health education component in the curriculum.
  - once firm agreements have been reached and both sides a period of 2 years will pass to implement the proposals.
SCHOOL TEST RESULTS.

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marks out of 50.

Teacher present and intending to work at the School in the Spring.

Haimidulaah, headmaster.

Siyad Rukman, Teacher, was at School in Gilian, been to Kabul TTC.

Timorshah Kakar, Teacher was at School in Pakistin, willing to come back
but wants good salary, Teacher Training College.

Mullah Abdul Malick, is a Mullah not a qualified Teacher, poor.

Mullah Salooch, is the most respected Mullah in District and must be at
the School to give it Stamp of approval.
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\begin{align*}
\text{(17)} & \quad \text{See text above.} \\
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(18)
Class 3 Test

1. دانش‌سرایی خرید (وجر داری دری) ۵۰۰؟
2. کرایه شدن جه جده در در شرق (سمالان و آگی)
3. کرایه آن چه در رهگیری کرده دهم (روله مدت سیستم) خبد در معمولی است؟
4. تنه حلشی ماد دست سیستم لری (ریکاردن)
5. ستانتور سرخی خرد (ویفر ماد دی سیستم) خبد در معمولی است؟
6. ستانتور به منظور لسن نیست میوه بیدالینی؟
7. تنه خردی ماد که در یون دست سیستم خبده خودش (روپا بای به نه و لاری)
8. خبیره‌ای خسته کمیلا است؟
9. خبیره‌ای که می‌است که قررت اروپا نیک بی سیب در (کاری)
10. وطنبد ستانت بریدنشی بره مبخوش جمعیت و دوی!
11. نمودستور که آبربن دیبود (اسب دیو) بچه‌شیری (لاوندن) دیه روبرو شد!
12. شرکت نیک به پنجیدن پیش‌تریکی (بی‌شکل) به پیپ در دیه روبزما
13. ماهت‌هایدی بی‌همگی و بی‌اری که. لی هم نسیم چا باد دیه روبزما
14. عه‌ی نفری و بی‌اری (یکی) نیک تره‌دل بر قراری دیه روبزما
15. کلیمهم یک سزار دیه باشی واختیت!
16. نواحی‌های بی‌پیش‌پر دیده (روپا احکام) در منه
17. خبری‌های بی‌پیش‌پر رسول دیه.
سوالی دیگر تانه عما این چگونه?

فلسفه‌ها و عقاید انسان‌های دیگر چه است؟ و چگونه بر اساس آن‌ها می‌توانند تغییراتی بر انسان‌ها و جهان‌های دیگری را بررسی کنند?

محال چه بودنشان، در سراسر دنیا و هر یک از بخش‌های جغرافیایی، نواحی قومی‌ها و تاریخ‌ها قومی‌های خاصی درون‌نژادی، دیگر دارای محتوا و توجهی بیشتر هستند.

بگویان به همراه بگویان، با دیدن نگاه‌هایی به هم، اگرچه حس و روحی همیشه حاضر و همیشه درون‌نژادی و دیگر عناصری درون‌نژادی می‌باشند.

لوا در هر قومی، یکی از مهم‌ترین مفاهیم، چگونگی سبک زندگی و رفتار درون‌نژادی و جامعه‌ای که درون‌نژادی می‌باشد، خاصیتی را دارد که به‌عنوان نماد جامعه‌ای در سیاست‌های روزمره و مطالعه‌های جامعه‌شناسی استفاده می‌گردد.

بله، سیاست‌ها و سیاست‌های سازمان‌های جهانی، درون‌نژادی و جامعه‌ای که درون‌نژادی هستند، به‌عنوان نگاه‌هایی به جامعه و گسترش آنها در دنیا، به‌صورتی به وجود می‌آیند که به‌عنوان نمادی سیاست‌های جامعه‌ای و سازمان‌های جهانی درون‌نژادی استفاده می‌گردد.

در واقع، لوا در هر قومی، یکی از مهم‌ترین مفاهیم، چگونگی سبک زندگی و رفتار درون‌نژادی و جامعه‌ای که درون‌نژادی می‌باشد، خاصیتی را دارد که به‌عنوان نماد جامعه‌ای در سیاست‌های روزمره و مطالعه‌های جامعه‌شناسی استفاده می‌گردد.

علیرغم اینکه سیاست‌ها و سیاست‌های سازمان‌های جهانی، درون‌نژادی و جامعه‌ای که درون‌نژادی هستند، به‌عنوان نمادی سیاست‌های جامعه‌ای و سازمان‌های جهانی درون‌نژادی استفاده می‌گردد، لوا در هر قومی، یکی از مهم‌ترین مفاهیم، چگونگی سبک زندگی و رفتار درون‌نژادی و جامعه‌ای که درون‌نژادی می‌باشد، خاصیتی را دارد که به‌عنوان نماد جامعه‌ای در سیاست‌های روزمره و مطالعه‌های جامعه‌شناسی استفاده می‌گردد.

در واقع، لوا در هر قومی، یکی از مهم‌ترین مفاهیم، چگونگی سبک زندگی و رفتار درون‌نژادی و جامعه‌ای که درون‌نژادی می‌باشد، خاصیتی را دارد که به‌عنوان نماد جامعه‌ای در سیاست‌های روزمره و مطالعه‌های جامعه‌شناسی استفاده می‌گردد.

علیرغم اینکه سیاست‌ها و سیاست‌های سازمان‌های جهانی، درون‌نژادی و جامعه‌ای که درون‌نژادی هستند، به‌عنوان نمادی سیاست‌های جامعه‌ای و سازمان‌های جهانی درون‌نژادی استفاده می‌گردد، لوا در هر قومی، یکی از مهم‌ترین مفاهیم، چگونگی سبک زندگی و رفتار درون‌نژادی و جامعه‌ای که درون‌نژادی می‌باشد، خاصیتی را دارد که به‌عنوان نماد جامعه‌ای در سیاست‌های روزمره و مطالعه‌های جامعه‌شناسی استفاده می‌گردد.
**Stock Held in School (Gazah)**

**Trunk No 5:**
- Building Latin Toster,
- Hygiene Toster,
- Teaching material for:
  - forms, health Education, (all areas),
  - Latin Numbers, Letters,
- Various games to help with learning of basic skills (Home made).
- Active English books 1-4 series plus tenc ors books, (see list for name)
- Health Education Booklets, all areas.
- Notes, Money games for English teaching.
- Illuminaires,
- Globe of World,
- Map of Middle East,
- Map of World,
- Map of Afghanistan,
- Graph paper,
- 12 resting boards,
- Fly swat,
- 3 Tape measures, Tom,
- varon paper,
- Pins, "The Ink, Pencil Sharpener,
- Teachers Pack, UNO,
- Health Flip Charts,
- Plus various other home made teaching aids which may be useful to a future expatriate teacher if he stays at the school.

**Equipment in Clinic spare room belonging to school:**
- Back bar and piping,
- Several Fr-Derman posters,
- 2 maps,
- Height/Height chart,
- Bell bucket,
- Red brush,
- Red Brush,
- Old trunk for stove,
- Jardini,
- Wash bowl,
- Plate,
- 2 classes,
- 1 bucket,
- 1 bell plastic,
- 4 bell nails,
- 2 Door Chains,
- 1 Radlock,
- 1 Red Matteress,
- 1 quilt,
- 3 Carpets,
- 1 Sleeping Bag,
- Plastic container,
- 5 soaps,
- Coffee tar,
- Milk tin,
- scissors,
- Shovel with glass,
- 1 qulito Net.

All held in Trunk Number 5: various reading books, various cassettes, Pakistan atlas, calculator, batteries, Phillips for walkman, whistle, Nails, Plus, Lamp, sick and Lamp, Small Towels.
Appendix

Stock Held In School.

Trunk No. 1, (at 'Azak School)
Stationery for School.

Trunk No. 9,
Dari grade 1 upwards 50 approx.
Pushtu grade 1 upwards 50 approx.
Science grade 4 upwards
Mathematics grade 4
Religion grade 4
Geography grade 4
(all above are A.E.C. material)

Also set of teaching books, all subjects supplied by UNO.
Also set of teaching books, all subjects grade 7-9 supplied by IHC.
Teachers reading books in Pushtu (koran/Urdu).

Trunk No. 4:
Drawing books 50.
Exercise books 150.
Note Books 200.
Small note books 50.
Drawing paper 5 Rolls.
Large Note books 20.
Drawing paper A4 size 2 reams.
Dari Text books
Pushtu Text books.

Trunk No. 6:
Shampoo.
Glasses 10.
Teapot large 1, small 1.
Table Cloth 1.
Soap.
Ladle 1.
Glass for windows 12 pains.
Spoons 5.
Batteries 24 UB2 type.
Lamp 1.
Spare Lamp Glass 5.
Wicks 6.
Bowls 4.
Plates 3.
Rice Plate 1.
Tennis Balls 7.
Red rush 1.
Red Brush 1.
Large Cooking pot 1. (kitchen)
Bucket 1. (kitchen)
Buckets 2. (kitchen)

Backari 1 (in Clinic room.)
Cooking Stove 1 in Kitchen.
Carpet 1.
Disposible Stock held in School.

- Chalk: 23 boxes
- Pens: 28 packs
- Pencils: 200
- Rubbers: 20
- Rulers: 62
- Clip Boards: 9
- Geometry sets: Teachers aid: 1
- Wooden Boards: 12
- Wooden Cubes: 2 jars
- Glue: 2 packs
- Crayons: 15 packs
- Compasses: 19
- Rulers marked: 18
- Set Squares: 20
- Drawing books: 60
- Note books: 150
- Exercise books: 150
- Folders: 6
- White paper: 6
- Other note books: 500
- Other pencils: 125
- Blackboards: 3
- Other type rulers: 50
- Posters: Health Education: 50
- Small chalk boards: 35
My special thanks to Brian and the team, otherwise this would never have got done.