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## ANNUAL PROJECT REPORT- 2000

## **INTRODUCTION**

GTZ-BEFARe is a bilateral project agreed upon between the Government of the Islamic Republic of Pakistan and the Federal Republic of Germany, under the terms of technical cooperation providing basic education to Afghan refugees in the North West Frontier Province. The Central Office of the project is located in Peshawar and sub-centers in Abbottabad, Bannu, Hangu, Mardan and Timergara. At the end of year 2000, the total number of project staff was 126. There were 88 employees at the main office and 38 in the sub-centers. In addition there were 289 head teachers and 2,140 teachers supported by 390 auxiliary staff. The current project phase is from 1<sup>st</sup> January 1999 to 31<sup>st</sup> December 2002.

The project is working for the “*provision, expansion and improvement of basic education for Afghan Refugees*” living in the North West Frontier Province. The project was able to execute and accomplish its mandated educational objectives such as:

- setting up of quality standards
- involvement of communities in the educational activities
- monitoring and supervising the performance of teachers and instructors
- supervision and analysis of educational activities in view of additional concerted efforts for their further improvement
- production and printing of quality teaching and learning materials to complement educational interventions

## **THE ORGANIZATION**

BEFARe has three main organizational units. They are:

### **1. Central Services**

- a) External Affairs
- b) Central administration
- c) Finance
- d) Internal support section

### **2. Formal Education (FE)**

- a) School Management (SM)
- b) Quality and Training (Q&T)
- c) Community Participation and Development (CP&D)
- d) Production and Publication (P&P)

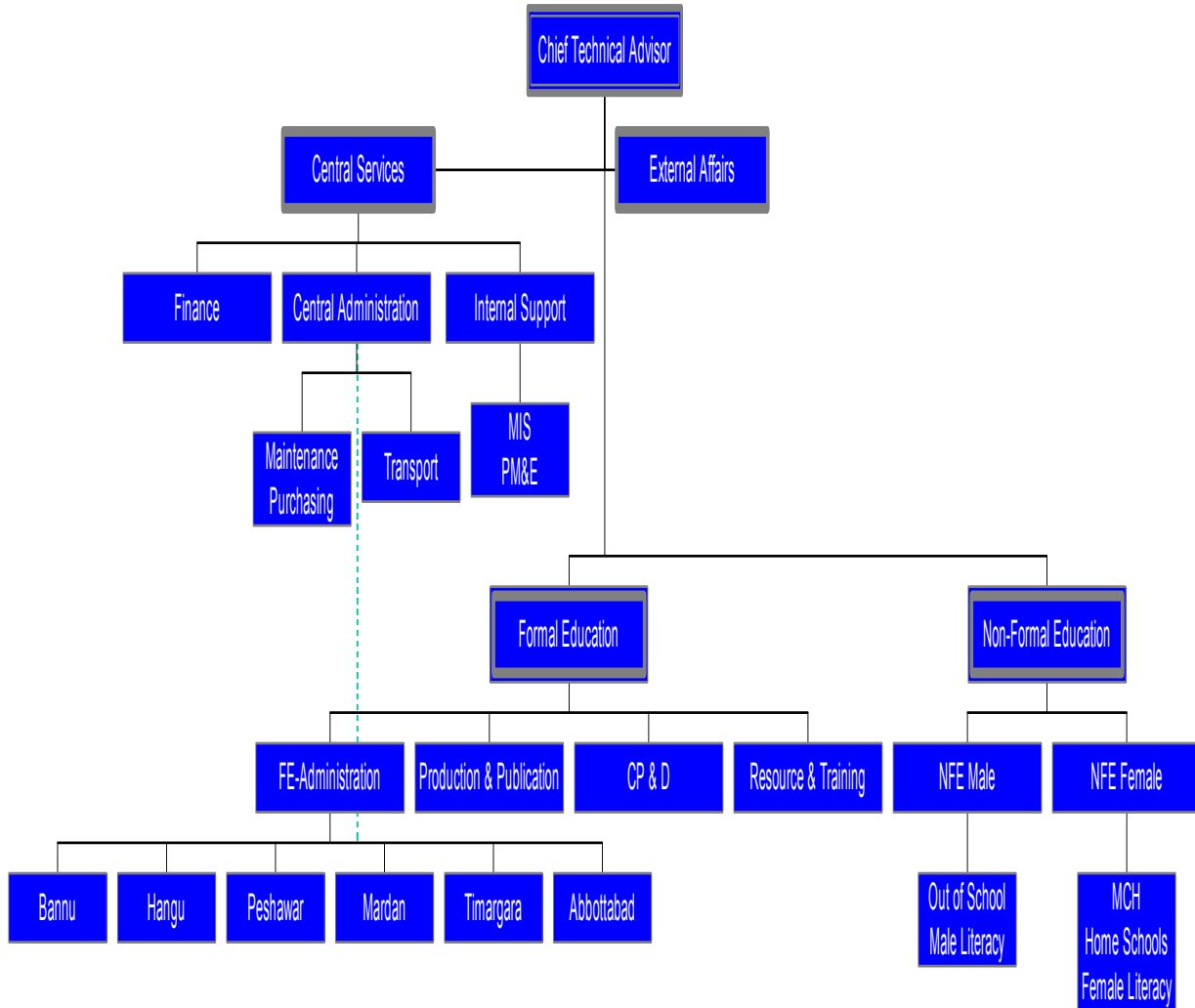
### **3. Non – formal Education (NFE)**

- a) Mother and Child Health Program (MCH)
- b) Literacy (male and female)
- c) Home Schools and Out-of-School courses

During the year 2000 the project implemented all its defined activities, in all spheres, keeping in view the qualitative, administrative and supervisory aspects of the project to the target group in both the formal and non-formal sectors in all districts of NWFP.

The annual report for the year 2000 is an effort to elucidate the team efforts of the project for achieving positive results by attracting new students and participants, improved their retention capabilities and participation rates in the schools and courses. The project also experienced positive results in motivating communities as well as in the mobilization of parents to play an active role in the education of the Afghan community.

.....Project organigram.....



## **PROJECT ACTIVITIES**

### **1. Central Services**

#### **a) External Affairs**

The project's External Affairs component is responsible for all the coordination and cooperation with other national and international agencies, NGOs and government organizations like CAR, SAFRON, UNHCR, DFID, World Bank etc. All communications with partner agencies, including representation of the project are the responsibilities of the External Affairs.

During the year 2000, External Affairs played an important role in ensuring and maintaining regular communication, reporting and acted as a link between the project implementation and national and international partners.

#### **b) Central Administration**

The administrative affairs of the project are handled by an Administrator at the centre and 5 Administrators at the sub-center level. Administrative tasks were the maintenance of sub-centres, repairs of vehicles, distribution of textbooks/materials, payment of incentives/salaries, procurement etc.

#### **C) Finance**

The Finance section is responsible for the financial management of the project like book keeping, salaries, procurement, auditing etc.

The Finance Manager and his team ensured the financial management of the program through regular auditing services as per the German Federal Audit Rules as well as in accordance with the standards of UNHCR.

#### **d) Internal Support Section**

The function of this section is to track quantitative as well as qualitative aspects of the project activities through participatory methods and interventions.

This sections has two sub-units:

- I. Management Information System (MIS)
- II. Participatory Monitoring and Evaluation (PM&E)

I. The MIS, records and tracks all the quantitative facts and figures and recording the project planning and subsequent implementation in quantitative terms. It is equipped with computerized databases. The MIS facilitates smooth flow of data through the project at different levels and at different geographical regions. This section also facilitates the incentive and material distribution process, store management, school and personnel profiles. It also supports the project management in planning and decision making by providing timely, accurate and concise information.

The major areas of M&E encompassed the following major predominant activities for the year 2000:

- collection of information and data on activities, results and assumptions
- analysis of achievements and impacts of activities
- follow up on targets and actual use of resources

II. The PM&E is responsible for establishing a fully functional learning group structure through the whole project and to institutionalize participatory and learning culture at all levels of the management. It also initiates the smooth flow of qualitative aspects of the quantitative figures collected by MIS system. It encourages participation of the primary stakeholders by establishing learning groups at the field level resulting in the empowerment of the target groups which it is hoped is going to eventually result in the sustainability of the project.

The PM&E system in the year 2000 worked under the following components of participatory approach;

Quality: To ensure the qualitative aspect of the formal and non-formal educational activities of the project which were being provided to the target group.

Relevance: To assist the project's formal and non-formal activities to meet the needs of the Afghan refugee communities on both the policy and implementation levels.

Impact: To know the affects of project activities on the present and future lives of the trainees, on their families and the communities at large.

Sustainability: Project the formal and non-formal activities in such as way as to enable the teachers, instructors and the communities to continue their educational programs with out any external help.

Participatory monitoring and evaluation (as with any participatory system) involves principles and approaches that are integrated project-wide and therefore does not constitute a separate unit or department.

## **2. Formal Education (FE)**

The following objectives were set by the project in the formal education for the year 2000:

- maintenance of all the schools under its implementation responsibilities
- regular monitoring of schools for enhanced quality education with active community participation
- regular teachers training seminars by the Quality and Training unit
- voluntarily teachers training seminars by the Field Education Supervisors
- introduction of double shift schooling in the overcrowded schools
- establishment of new schools wherever needed
- recruitment of new teachers on need basis to adjust the teacher/student ratio

- improve the school physical environment through active community participation
- timely distribution of teaching and learning material including books and stationary etc.
- organizing extra curricular activities for the students with the help of parents and community
- participation of the community through the SMCs in decision-making including fund raising, repair/maintenance and white wash of schools, tree plantation in and around the premises etc.

The first major activity of the formal education section in the year 2000 witnessed the holding of the final examinations in 285 schools. This was followed by the admission of students in the primary schools. Some of the notable achievements of the formal education section have been summarized below. It:

- increased the total enrolment by 2 % (1,849) as compared to 1999
- improved the teacher / student ratio to 1:41 as compared to 1:45 in 1999
- introduced co-education schooling in 25 boys schools in addition to previous 21 co-education schools
- Recruited 107 additional teachers on merit as per the criteria of GTZ-BEFARe through which additional 4,500 students (3,260 girls and 1,240 boys) got educational benefit.
- developed a computer based teacher appointment system
- adjusted the teachers were according to 1:40 in all the operational area
- introduced the concept of double shift school in 10 schools in addition to the previous 15 double shift schools
- trained 285 head teachers in school administrative issues
- trained 60 Field Education Supervisors in pedagogical skills and methodologies
- established 54 voluntary focal points in the schools for subject up gradation training

#### **a) School management (SM)**

During the reporting period the school management component of the formal education sector was responsible for the management of 285 Afghan refugees primary schools in NWFP. The following major tasks were performed by the school management:

##### **Distribution:**

The items needed for the formal education activities were distributed from GTZ-BEFARe main store to the sub-centers and then to each respective school during the reporting period. The distribution of items entailed extensive logistics support and every available means of the project was utilized in the proper and timely distribution of the material at the school level.

Since the academic year in GTZ-BEFARe schools starts in April, therefore distribution of books were completed by May 2000 in all the GTZ-BEFARe schools to assure continuity of educational process.

The following table provides an insight of the amount and quantity of material that was distributed in the year 2000:

Sub-centers	Chalks (Boxes)	Slates	Chairs	Tables	Blackboards	Tarpaulins
Abbottabad	1,944	5,550	55	21	40	76
Bannu	1,080	7,000	35	20	50	0
Mardan	1,944	10,000	50	10	36	0
Peshawar	4,394	19,161	287	71	301	7
Thall	2,484	9,600	50	0	50	0
Timergara	1,620	9,460	50	15	60	61
<b>Total</b>	<b>13,466</b>	<b>60,771</b>	<b>527</b>	<b>137</b>	<b>537</b>	<b>144</b>

Articles	Grades	Sub-centers						Self help schools	Total
		Abbottabad	Bannu	Female	Peshawar	Thall	Timergara		
Aqaid Fiqa	IV	2,650	1,200	1,951	4,555	800	2,200	0	13,356
	V	1,800	0	1,426	3,037	300	1,800	0	8,363
	VI	1,150	0	1,100	1,901	300	200	0	4,651
Urdu	III	3,500	1,000	3,111	7,988	3,650	3,500	0	22,749
	IV	2,650	500	1,951	4,898	2,100	2,850	0	14,949
	V	1,800	0	1,426	4,039	800	1,770	0	9,835
	VI	1,150	0	1,100	1,611	200	900	0	4,961
Urdu Qaida	I	4,600	1,500	4,300	9,970	3,900	5,000	0	29,270
Social studies	IV	2,650	100	1,951	4,524	750	400	0	10,375
	V	1,800	0	1,426	2,543	350	950	0	7,069
	VI	1,150	0	1,100	2,017	400	600	0	5,267

Science	IV	2,65 0	0	1,951	4,954	700	700	0	10,955
	V	1,80 0	0	1,426	3,335	400	1,800	0	8,761
	VI	1,15 0	0	1,100	2,067	320	450	0	5,087
English Reader book	I	3,50 0	1,500	3,111	6,427	3,300	3,200	0	21,038
	II	2,65 0	500	1,951	5,222	1,900	2,000	0	14,223
	III	1,80 0	200	1,426	3,401	1,200	1,500	0	9,527
My ABC	I	4,60 0	1,500	4,500	9,897	2,700	2,500	0	25,697
Talimul Quran	I	4,55 0	1,000	6,220	8,936	2,650	0	0	23,356
Dinyat	II	4,60 0	1,500	4,542	8,493	2,200	3,300	0	24,635
Math	I-VI	1,15 0	0	1,100	1,817	600	750	0	5,417
Pushto	I-VI	1,15 0	0	1,100	1,795	400	750	0	5,195

The timely distribution of the above mentioned material had a positive impact on the students as it provided better learning environment in the schools. The teachers also benefited from these distributions, as they were equipped with the necessary tools for teaching processes.

#### **New recruitment procedure for teachers:**

The new recruitment procedure for the teachers was introduced in the year 2000 with its main features as:

- announcement for the vacancies and 2 weeks time for the submission of applications on specified form with the photographs of the applicants
- preparation of question paper by a committee instead of one person
- sub-centers receiving sealed papers for teacher testing
- checking of test papers by the paper checking committee
- results entry in the computer database
- interviews conducted by a committee

According to the above criteria about 1,200 candidates applied for 107 vacant of teachers. The same number were recruited on merit as per the above mentioned criteria.

### Mobile box libraries:

In the year 2000, UNHCR provided 100 mobile box libraries to GTZ-BEFARe to be used in the primary schools. The feedback from the field indicates that the libraries are being used effectively in the schools. These libraries contain books on general knowledge, Afghan history, Islamiat, English language and short stories for children etc. It also contains a dictionary.

The libraries were distributed to the schools on rotation basis. This means that every library is used by a school for one month. Students and teachers borrow books from the library as per a procedure laid down by GTZ staff.

Last year Abbottabad received 12, Bannu 14, Peshawar 26, Thall 16, Timergara 18 and Mardan 14 libraries. It is worth mentioning that there are about 200 books (or booklets) in each library.

### Monthly Statistics:

MIS Section prepared regularly the monthly statistics reports of GTZ-BEFARe formal primary schools. The figures of these reports were collected on monthly average basis and were used for comparison with the figures of the previous months which helped the project management in using these figures for further concerted planning and decision making.

The main features of the Monthly Statistics Report (MSR) for the period January 2000 to December 2000 can be summarized in the following table:

Months	Enrolled boys	Present boys	Enrolled girls	Present girls	Teacher/student ratio	Boys present %	Girls present %	Gender distribution	
								Boys	Girls
Jan	68,613	62,897	25,532	22,138	1:42	91.7	86.7	72.9	27.1
Mar	67,917	62,354	25,508	22,057	1:42	91.8	86.5	72.7	27.3
May	70,352	65,169	27,185	25,547	1:44	92.6	94.0	72.1	27.9
Jun	71,830	65,903	27,173	24,862	1:42	91.7	91.5	72.6	27.4
Jul	71,830	65,903	27,173	24,862	1:42	91.7	91.5	72.6	27.4
Oct	72,408	63,943	25,692	21,796	1:43	88.3	84.8	73.8	26.2
Dec	72,408	63,405	25,813	22,848	1:42	87.6	88.5	73.7	26.3

Figures for August and September are not included because of summer vacations.

### b) Quality and Training (Q&T)

This component provides / prepares pedagogical educational means for the training of Field Education Supervisors (FES), head teachers and teachers in different teaching materials and monitors the school pedagogical aspects.

## Teachers Training:

One of the key objectives of the project is to provide quality education to the Afghan refugee children, therefore the extensive In-service teacher training also continued during the reporting period, which included the Field Education Supervisors (FES), head teachers and teachers for regular in-service training program under the direct supervision of the Master Trainers of each sub-center. The impact of the in-service training was regularly assessed both in qualitative and quantitative terms through sessions and on-the-job training. These sessions were assessed through estimations of teacher's performance, detailed classroom observations and student's achievement tests.

Besides updating teachers in subjects included in the curriculum, teachers were trained in teaching methodology, school organization and administration. During the reporting period 196 newly appointed teachers were trained for 10 days of "Basic Training" based on child centered and practical education in Pushto and Mathematics which also enabled the teachers to properly use teacher's guides and teaching aids for better and improved qualitative results.

Similarly 338 teachers were trained in "Refresher Training" courses for 5 days on non-BEFARe produced materials and in the contents identified by the regular in-service trainings.

The section also initiated "Subject up-gradation Training" in which certain identified subject specialist teachers impart subject up-gradation training during the afternoons. This training was conducted, for example in Pashto, Math, Urdu and English. For the subjects of Urdu and English, Community Motivators of the project were provided training by PEP-ILE project.

Head teachers of 285 schools were also trained in administrative issues, which indirectly benefited about 100,000 students.

Training	No. of participants	No. of days	Approximately no. of students benefited
Basic	196	10	8,000
Refresher	338	5	13,000
Total	534		21,000

## School Monitoring:

Regular monitoring of schools took place every month in all the sub-centers and in every school by the concerned Master Trainers and Field Education Supervisors. In the formal education sector, the 10 Master Trainers along with 60 FESs provided regular monitoring and supervision focusing on the following two areas:

### Administrative monitoring

- arrival of teachers in schools
- organization of morning assembly

- discipline among teachers and students
- attendance of teachers and students
- cleanliness of schools
- uniform of students
- physical environment of the schools

**Pedagogical monitoring**

- teaching methods and use of teaching Aids
- evaluation of students in different grades and in different subjects
- reading and writing skills of students

The monthly detail of the schools monitored by the Master Trainers during the reporting period is mentioned in the following table;

Sub-centers	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Abbottabad	15	12	18	23	16	15	0	12	23	22	11	12
Bannu	13	18	14	17	11	6	0	3	14	25	15	18
Mardan	12	15	18	21	17	0	0	0	12	19	14	14
Peshawar	24	20	28	33	31	0	0	0	27	30	32	28
Thall	18	13	19	24	22	5	0	8	16	23	17	18
Timergara	0	11	10	15	15	18	0	12	20	9	11	0
Total	82	89	107	133	112	44	0	35	112	128	100	90

**c) Community Participation and Development (CP&D)**

The CP&D section identifies the needs, the use of available resources and to solve the common problems of the refugees, especially in the field of education. The section works for:

- enabling the Afghan refugee community to gradually take over the responsibilities of education (based on available resources)
- self-reliance in its sustainability among the refugee community through resource identification, organizational development and capacity building to take over partial responsibilities of education

The following different approaches (professional & traditional) were used to enable the refugees to voluntarily participate in the following activities, such as:

- projection of education in the community (especially for girls)

- organization and participation in co-curricular activities like Annual Days, Parents Days and to encourage debates and healthy sport competitions among the students
- involving the SMC's and community in organizing different campaigns in the schools to create a sense of responsibility
- involving the SMC's and communities in the monthly meetings in order to intensify the communication between different parties involved in education with emphasis on self determination and guide them during the process of implementation and monitor their activities
- involving the SMC's and the community in the school affairs enabling them to take effective control of their own development

### Community Participation Survey:

The CP&D conducted a survey to determine the efficacy and impact of School Management Committees (SMCs) in the educational process of the project. The purpose of the survey was to establish a benchmark for any future external evaluations. The survey objectives were:

- role-played by the SMC's in the formal education activities since their establishment
- check and monitor the missing and weak links where the section needed to further improve and put more emphasis for successful community participation

The community participation survey of schools showed that the SMC's have indeed played a key and effective role in the promotion of education. (detailed information is available in the Survey Report).

### Training to SMC's:

The purpose behind training of the SMC's is to organize them in taking over their future responsibilities in the field of education. Basic training on community participation and development was given to the SMC's on the following aspects like:

- educational awareness and importance in the community i.e. to increase the number of beneficiaries
- community motivation enabling them to take over the proportional educational responsibilities at present and in the future
- community organization capacitating them to smoothly run educational activities
- community mobilization for self-reliance and its sustainability
- capacity building to identify resources, problems and the capacity to solve problems by themselves

Details of the SMC's establishment and Basic Training in year 2000 are as under:

SMCs establishment in the year 2000			SMCs received basic training in year 2000		SMCs received refresher training in year 2000	
<i>Sub-centers</i>	<i>No. of SMCs</i>	<i>Members</i>	<i>No. of SMCs</i>	<i>Members</i>	<i>Refresher Training to SMCs</i>	<i>Members</i>

Bannu	1	10	1	10	7	78
Peshawar	1	8	3	29	8	84
Thall	6	68	10	117	15	202
Timergara	1	10	-	-	8	107
Female	20	258	40	499	2	25
<b>Total</b>	<b>29</b>	<b>354</b>	<b>54</b>	<b>655</b>	<b>40</b>	<b>496</b>

The following table shows refresher training to SMCs during different periods:

Sub- centers	1999		2000		1996-2000	
	<i>Refresher Training to SMCs</i>	<i>SMC members</i>	<i>Refresher Training to SMCs</i>	<i>SMC members</i>	<i>Refresher Training to SMCs</i>	<i>SMC members</i>
Abbottabad	15	195	-	-	15	195
Bannu	11	196	7	78	18	274
Peshawar	-	-	8	84	8	84
Mardan	-	-	-	-	-	-
Thall	10	149	15	202	25	351
Timergara	4	32	8	107	12	139
Female	-	-	2	25	2	25
<b>Total</b>	<b>40</b>	<b>572</b>	<b>40</b>	<b>496</b>	<b>80</b>	<b>1068</b>

#### **Fund raising for school development:**

The main fields for which the community made financial contributions beside the physical input were for:

- repair and maintenance of school buildings and infrastructure
- additional construction in the schools on need basis
- arrangement and/or organizing different school functions
- improving the school learning and physical environment
- wells digging and excavation
- payment of rent/ lease of some of the schools
- payment of utilities (water, electricity etc.)
- tree plantation
- purchase of sports items
- school furniture repair

The voluntary funds collected by SMCs through community participation were spent on the above-mentioned activities. Proper book keeping of the utilized funds were also maintained at the school level for which the SMCs were provided exclusive training.

The following table shows fund raising in three different phases in various sub-sectors:

Sub-centres	Year 2000		1996-1999		1996-2000	
	Schools	Fund Rs.	Schools	Funds Rs.	Schools	Funds Rs.
Abbottabad	30	159,707	30	267,694	30	427,401
Bannu	35	99,407	40	96,121	40	195,528
Peshawar	49	494,321	53	533,012	53	1027,333
Mardan	24	84,183	27	90,343	27	174,526
Thall	43	219,019	43	177,427	43	346,446
Timergara	37	194,754	38	115,598	38	310,352
Female	45	228,923	54	153,776	54	382,699
<b>Total</b>	<b>263/285</b>	<b>1,480,314</b>	<b>285/285</b>	<b>1,433,971</b>	<b>285/285</b>	<b>2,914,285</b>

The above table clearly indicates that the impressive increase of fund collection by the community during the year 2000.

#### **Co-curricular activities:**

The CP section initiated /organised different co-curricular activities for the encouragement of the students. It also motivated the SMCs as well as the parents to actively participate in the educational process and to encourage increased enrolment especially for girls.

Details of the same are as under:

Sub-centre	Sports competitions	Parents days	Debates	% of schools participated
Abbottabad	6	1	2	22%
Bannu	4	6	3	33%
Peshawar	6	14	4	37%
Mardan	4	8	1	35%
Thall	9	6	2	34%
Timergara	4	12	3	46%
Female	-	2	2	8%
<b>Total</b>	<b>33</b>	<b>49</b>	<b>17</b>	<b>35%</b>

#### **Campaigns:**

The CP section initiated different campaigns i.e., (tree plantation, cleanliness days, uniforms and drought awareness) in the schools. These campaigns were made to develop a sense awareness amongst the teachers, students and the community on these issues so that they could also play their due role by physical and financial participation.

The following table shows the various campaigns launched during the year 2000:

Sub-centre	Tree plantation		Cleanliness		Improvement in uniforms	
	No. of Schools	Participants	No. of Schools	Participants	No. of Schools	Participants
Abbottabad	30	97,000 students and 2,400 teachers	30	97,000 students and 2,400 teachers	30	95%
Bannu	40		40		40	80%
Peshawar	53		53		53	96%
Mardan	27		27		27	94%
Thall	43		43		43	89%
Timergara	38		38		38	65%
Female	54		54		54	90%
<b>Total</b>	<b>285</b>		<b>285</b>		<b>285</b>	<b>285</b>

During the tree plantation campaign a total of 11,185 saplings were planted in the and near to school premises.

#### School Publication:

The publication of school magazine " The Voice of Knowledge " was initiated in 1998 with the financial support of the community with technical assistance of the project. A total of 1000 copies of the said magazine were published twice during the year 2000.

#### Community support in new construction works:

The project involved the community in the construction of additional rooms including repair and maintenance of school buildings. All these developmental works were carried out without the external financial support and the community voluntarily raised the funds for the following activities:

Sub-centers	Class rooms constructed			Verandas Constructed			Toilet constructed		
	Schools	No. of rooms	Amount Spent in Rs.	Schools	No. of verandas	Amount Spent in Rs.	Schools	No. of toilets	Amount Spent in Rs.
Abbottabad	4	5	29,300	2	2	1,050	-	-	-
Bannu	6	18	50,684	-	-	-	-	-	-
Peshawar	13	27	168,532	6	6	43,541	3	6	4,916
Mardan	6	8	37,800	3	3	7,100	3	4	4,808
Thall	1	2	8,837	-	-	-	3	6	6,158
Timergara	6	10	76,995	9	10	32,668	1	3	8,900
Female	4	13	66,000	1	1	5,500	2	5	14,000
<b>Total</b>	<b>40</b>	<b>83</b>	<b>438,148</b>	<b>21</b>	<b>22</b>	<b>89,859</b>	<b>12</b>	<b>24</b>	<b>38,782</b>

The following table shows sub-center wise improvement in other infrastructures of school carried out during the year 2000:

Sub-centers	Roof replacement			Boundary Walls			Shallow well digging or further digging			
	Schools	No. of roofs	Amount Spent Rs	Schools	No. of B. Wall	Amount Spent Rs	Schools	Well	No. of Tanks	Amount Spent Rs
Abbottabad	7	18	23,604	2	2	2,700	-	-	-	-
Bannu	1	1	428	1	1	2,000	2	2	-	950
Peshawar	1	2	2,295	2	2	4,327	7	2	5	11785
Mardan	7	10	9,292	3	3	1,600	4	4	-	7496
Thal	3	3	3,880	-	-	-	5	5	3	4598
Timergara	1	1	1,100	2	2	12,290	8	8	-	11000
Female	1	1	1,640	4	4	11,000	4	3	1	12312
<b>Total</b>	<b>21</b>	<b>36</b>	<b>42,239</b>	<b>14</b>	<b>14</b>	<b>33,917</b>	<b>30</b>	<b>24</b>	<b>9</b>	<b>48141</b>

The following table illustrates the progress of activities during the year 2000 against the previous years:

Periods	Rooms construction			Verandas			Toilets		
	Schools	No. Rooms	Amount spent in Rs	Schools	No. Verandas	Amount spent in Rs	Schools	No. of Toilets	Amount spent in Rs
<b>2000</b>	40	83	438,148	21	22	89,859	12	24	38,728
<b>1996-1999</b>	15	27	161,392	11	11	363,110	14	22	21,146
<b>1996-2000</b>	<b>55</b>	<b>110</b>	<b>599,540</b>	<b>32</b>	<b>33</b>	<b>126,169</b>	<b>26</b>	<b>46</b>	<b>59,928</b>

Periods	Roof replacement			Boundary wall			Shallow well digging or further digging			
	Schools	No. Roofs	Amount Spent in Rs.	Schools	B. Wall	Amount spent Rs	Schools	Well	Tanki	Amount spent Rs
2000	21	36	9,189	14	14	33,917	30	24	9	48,141
1996-1999	4	4	3,969	32	32	47,351	21	15	6	38,410
<b>Total 1996-2000</b>	<b>25</b>	<b>40</b>	<b>13,158</b>	<b>46</b>	<b>46</b>	<b>81,268</b>	<b>51</b>	<b>39</b>	<b>15</b>	<b>79,551</b>

### Community input in repair and maintenance activities:

Improved physical environment of any educational institution is a step towards enhanced quality education. Repair and maintenance on regular basis has now been made a continuous process. The communities have been made cognizant of the

importance of improved learning environment and its impact on the child's learning capacities. The following table shows the projects achievement in this aspect of learning during various phases of project implementation.

1996-1999	Year 2000				1996-1999			
	Schools	Type of Repair		Amount spent Rs	Schools	Type of repair		Amount spent Rs
		Full	Partial			Full	Partial	
White wash	74	35	39	57727	169	96	94	117873
Floor wall mud plaster	40	51 floor	44 wall	52141	34	46 floor	13 wall	18745
Veranda/room/toilet	25	4	23	19024	39	17	34	17292
Ground leveling room floor	14	5	10	7820	37	20	17	20679
Chairs / Benches / Tables	86	359 chairs / Benches 27 Tables	-	13437	211	635 Benches 106 tables	-	22453
Door / Windows	27	61 doors	89 windows	1403	54	96 windows 47 windows	-	13766

It is worth mentioning here that Rs. 210,808/- were spent during 1996-1999 on the above mentioned tasks. Similarly Rs. 151,552/- were spent in the year 2000.

#### d) Production and Publication (P&P)

BEFARe develops its own methodological and didactical material for the teaching / learning of students / participants and takes part in the training of teachers/instructors of Formal and Non formal education.

The main aim of this component has been to provide / develop all teaching / learning materials for the learners in order to facilitate and promote the active and learner centered basic education, keeping in view the socioeconomic needs of the Afghans. The material developed for FE and NFE sections are implemented on the target groups and modified / finalized after assessing their effectiveness prior to printing.

These materials and books are also being used by the other educational organizations like Save the Children (US), IRC and CARE International etc.

The section is also revising books on regular basis and revisions and modifications are based on the feedback collected from the field. Topics like health education, environment education, mine awareness and peace education etc. have also been integrated in the books. During the year 2000, 11 books of different subjects in Dari were produced. Similarly 3 books were revised by the section on the recommendation by the staff and the feed back from the field.

The complete list of books, which have so far been produced and published by this section is presented as under:

**Books of Formal Education:**

***Pashto version:***

1. Textbook Pashto Grade 1 ( first half and second half )
2. Textbook Pashto Grade 2 ( first half and second half )
3. Textbook Pashto Grade 3
4. Textbook Pashto Grade 4
5. Textbook Pashto Grade 5
6. Textbook Pashto Grade 6
7. Math Grade 1 ( first & second half)
8. Math Grade 2 ( first & second half)
9. Math Grade 3
10. Math Grade 4
11. Math Grade 5
12. Math Grade 6
13. Pashto Teachers' Guide Grade 1 ( first half & second half)
14. Pashto Teachers' Guide Grade 2 ( first half & second half)
15. Pashto Teachers' Guide Grade 3
16. Pashto Teachers' Guide Grade 4
17. Pashto Teachers' Guide Grade 5
18. Pashto Teachers' Guide Grade 6
19. Math Teachers' Guide Grade 1 (first half & second half)
20. Math Teachers' Guide Grade 2 (first half & second half)
21. Math Grade 3 Teachers' Guide
22. Math Grade 4 Teachers' Guide
23. Math Grade 5 Teachers' Guide
24. Math Grade 6 Teachers' Guide
25. Textbook Pashto Islamyat Grade 3
26. Islamiyat Teachers' Guide Grade 3

***Cards:***

1. Key Words Picture Cards, initial letters
2. Key Words Picture Cards, end letters
3. Word Cards
4. Number Pictures Cards
5. Number Cards (1-100)
6. Count Chart (1-100)
7. Geometrical Bodies Cards
8. Islamyat Cards, Grade 3

***Charts:***

1. Descriptive Picture charts (6 sheets)
2. Doted Counting Chart (1 – 100),
3. Doted Counting Chart (1 – 1000)
4. Number Chart (1- 100)
5. Number Chart (1-100) for multiplication & division
6. Islamyat Chart “Complete Prayers” # 1
7. Islamyat Chart “Ammanto Bellah” # 2
8. Islamyat Chart “ Prayer Times” # 3

***Dari versions:***

1. Dari Textbook Grade 1
2. Dari Textbook Grade 2
3. Dari Teacher’s Guide Grade 1
4. Dari Grade I Pictorial Word Cards
5. Dari Math Textbook Grade 1
6. Dari Math Textbook Grade 2
7. Dari Math Textbook Grade 3
8. Dari Math Teacher’s Guide Grade 1
9. Dari Math Teacher’s Guide Grade 2
10. Dari Islamiat Textbook Grade 3

**Books of Non Formal Education**

***Literacy Pashto Version:***

1. Pashto Primer
2. Charts for Pashto Primer
3. Pictorial Word Cards for Pashto Primer
4. Non Pictorial word Cards for Pashto Primer
5. Pashto Arithmetic
6. Handout for Pashto Primer
7. Teacher’s Guide for Pashto Primer
8. Teacher’s Guide for Pashto Arithmetic
9. Pashto Reader for Male
10. Pashto Reader for Female
11. Handouts for Pashto Arithmetic
12. Handouts for Pashto Reader instructor’s Training
13. Islamyat (follow up) for Pashto Literacy Program

***Literacy Dari Version:***

1. Dari Primer
2. Teacher’s Guide for Dari Primer
3. Dari Primer Chart
4. Dari Arithmetic

5. Teacher's Guide for Dari Arithmetic
6. Dari Reader for Male
7. Dari Reader for Female
8. Handouts for Dari Primer Instructor's Training
9. Teacher's Guide for Dari Male Reader
10. Teacher's Guide for Dari Female Reader

### ***Mother & Child Health (Mch)***

1. M.C.H (Pashto)
2. M.C.H Flip Charts (Pashto)
3. M.C.H Flip Charts (Dari)
4. M.C.H Books (Dari)

### **Vocational Education & Training (Vet):**

1. Handout "The Fundamentals of Vocational Education & Training (Pashto)
2. Handout "Food Preservation" (Pashto)

### **Other Publications:**

1. Literacy for Afghans, Feedback (English)
2. Literacy Curriculum (English)
3. Female literacy Program (English)
4. Mother and Child Health syllabus for Instructor's training course (Pashto)
5. Mother and Child Health syllabus for Instructor's training course (English)
6. Mother and Child Health manual (English)
7. Mother and Child Health program (English)
8. Mother and Child Health Curriculum (English)
9. Mother and Child Health program revised edition (English)
10. Report on Afghan Refugees Islamic Madrassa (English)
11. Generic Teacher's Manual FE (Pashto)
12. Management of Primary Schools under stress Guide for Principles (Pashto)
13. Physical Education for Primary schools
14. Local Games for Primary schools
15. Community Participation, Training handout (Pashto)

### **3. Non-Formal Education (NFE)**

The NFE section is made up of the components; Adult Literacy (male and female), Mother-and-Child Health education, Home Schools and Out-of-School classes with the following objectives set by the project for the year 2000:

- continuation of NFE courses in selected camps
- initiation of courses in remote areas
- training of instructors in the camps for capacity building
- refresher seminars for all instructors
- on the job training and regular monitoring and supervision

- pre and post testing of all participants
- training of staff members of other agencies

The achievement of the section for the year 2000 are summarized below:

### **a) Mother and Child Health (MCH)**

The activities under this programme offered knowledge and skills to females regarding health issues, e.g. mother and child health, children's prenatal provisions, prevention of children mortality, child growth, nutrition and environmental health, etc. arranged in 21 sequences recorded in dialogue form in cassettes. These 21 sections included all the appropriate knowledge regarding good health, problems of infertility, diet, hygiene, danger signs in pregnancy, breastfeeding, protection of a child against fetal diseases and child development. This program helped the Afghan women to improve their awareness and knowledge about basic needs for their children and themselves. The topic of mine awareness incorporated to the course also helped and familiarized the target group on the dangers of mines.

Table number and name of camps, courses, instructors, participants. Also total beneficiaries to date may also be mentioned.

Table Data on  
 Number of MCH camp wise courses in 2000  
 Number of participants  
 Number of instructors & instructor/participants ratio  
 Average attendance in the course

### **b) Adult Literacy (male and female)**

These courses aim directly at illiterate adults and, apart from functional literacy, have the implicit goal of providing access to education and enable the graduates of the complete phase to read, write, calculate and understand the simple intents of daily life. females.

The duration of the literacy course is 18 months. The course has three levels of six months each wherein the participants improve their skills in written language in the first level i.e. the Primer. The Arithmetic primer is introduced on the second level to provide the participants the basic knowledge of numeracy and simple calculations. The Reader level is followed for practicing the newly acquired skills on the third level, having separate versions for males and females.

Total table of literacy courses male and female camp wise to be inserted  
 Comparison of 1999 and 2000 courses. Increase to be shown

### **Female Literacy:**

During the year 2000, integrated literacy and MCH courses were conducted in various refugee camps. The female project staff regularly visited these courses and provided on the job training to the instructors.

The following table shows the total number of courses, instructors and participants who acquired integrated literacy and MCH skills.

NFE Achievements in 2000 + Data  
Number of literacy courses camp wise in 2000  
Number of participants  
Number of instructors & instructor/participants ratio  
Average attendance in the course

### **c) Out-of-School courses (for boys) and Home Schools (for girls)**

These courses are intended for those boys and girls who, for a variety of reasons, cannot or could not go to schools. Home school for girls are run in those camps where there are no school available or schools are at a distance and not easily accessible for the young girls. This program serves as a bridge between FE and NFE for those girls and boys who want to continue their education in the formal school.

During the year 2000, .....

Table to show statistics of HS OSC total, 1999-2000 and for the year 2000  
Number of camp wise courses in 2000  
Number of participants  
Number of instructors & instructor/participants ratio  
Average attendance in the course

### ***EMERGENCY ASSISTANCE AND SUPPORT***

The project during the year 2000 also played an active part in emergency relief and provided support and assistance to the newly arrived refugees in Shamshatoo and New Akora refugee camps through a one time emergency grant from German Ministry of Economic Cooperation (BMZ), to these refugees. It was through this grant that the project was asked to initiate a few emergency and relief activities for refugees in New Akora Khattak and Shamshatoo refugee camps. It was also asked to monitor the construction of mud houses and distribution of dry food rations by Shelter Now International (SNI) on behalf of the GTZ office in Islamabad. The following activities were thus carried out, monitored and implemented under the available grant:

#### **Dry food distribution and construction of mud houses (SNI)**

Shelter Now International (SNI) was given the responsibility by the GTZ office in Islamabad, through a contract, to provide dry food rations to 500 identified needy families in Akora Khattak refugee camp. Each family received per month the following food items:

1. 50 Kg wheat flour
2. 50 kg rice
3. 12.5 kg lentils

4. 12.5 kg beans
5. 5kg vegetable oil

SNI was able to provide rations to additional 500 families in December 2000 from the savings as reported by them. The distribution was well coordinated by SNI and witnessed by the staff of BEFARe including the district administration and the field staff of UNHCR.

In addition SNI was also given the responsibility of constructing 1000 mud houses in Akora Khattak and 630 in New Shamshatoo camp, which they have completed to the satisfaction of both the project and the Commissioner Afghan Refugees. SNI completed the construction of remaining 115 mud houses by the end of February 2001.

GTZ-BEFARe supervised activities:

### **1. Tube well and 30 shallow wells**

The main objective of the tube well was the provision of safe drinking water facilities to the new arrivals in Akora Khattak refugee camp. However because of the influx of refugees from the northern areas, UNHCR requested the project if it could extend its assistance in the water sector to Shamshatoo refugee camp as well. The management of BEFARe agreed to allocate funds for the digging of wells in Shamshatoo camp where all new arrivals were being put up. The activity under the provision of safe water was thus divided into two namely:

1. Digging and improvement of 30 dug wells with hand-pumps in New Shamshatoo refugee camp. (It can easily be said that this arrangement could not have come at a better time for the new arrivals)
2. Drilling of a production tube well equipped with a submersible pump and transformer, connected to the existing network in the Akora Khattak refugee camp.

The project was approached by both Shelter Now International (SNI) and DACAAR for the award of the contract and both the agencies submitted their technical proposals. The project agreed and awarded the contract to DACAAR on the grounds that its bid was highly competitive and secondly it had the most extensive experience of water supply systems for Afghan refugees.

DACAAR has since then completed the water supply schemes. It has been estimated that more than 40,000 individuals are benefiting from these schemes, which are now fully operational.

### **2. School in Shamshatoo**

The construction of two additional rooms in the existing Shamshatoo school was made with the direct involvement of the Community Participation and Development (CP&D) section of the project. The works were carried out with active participation of the community who provided free labor with the project providing the necessary construction material. The elders of the camp as part of their contribution also supervised the construction. The entire works were completed in 5 weeks time and

the classrooms were formally been handed over to the school administration in December 2000.

With the construction of two additional classrooms, the school was been able to absorb the additional students from the new arrivals in Shamshatoo. An average of 120 students have thus directly benefited from this intervention.

### **3. School in Akora Khattak**

It was decided by the project that instead of constructing another school in Akora Khattak, the existing school could be easily extended with the construction of three additional classrooms with an attached verandah. It was estimated that 150 to 200 additional students could benefit from such works.

The construction was started in October and the CP&D section was also made responsible for the works. The community as well as the teaching staff fully participated in the construction. They also provided labor and supervised the works.

The extension works were satisfactorily completed in the stipulated timeframe and the rooms were handed over to the school administration before the end of the year.

### **4. Seedlings**

The project was able to organize and distribute 11,000 plants to the students of all schools in Akora belonging to GTZ, IRC, Self-Help etc. Plants were also distributed to the participants of its literacy and home school courses in Akora Khattak refugee camp. 5 plants per student/participant were given.

The project has since then made a follow-up of the plantation in the schools and the neighborhoods and has recorded encouraging results.

### **5. Income generation and quilt making**

This activity under the special grant was given to the Non-formal Education (NFE) section of the project. Though the section in the last quarter of the year had a tight schedule but still they took it as a challenge. The activity involved extensive involvement of the females both at the project and the field level.

The necessary spadework was performed by the female staff of the project that included travel to Punjab for arranging 40,000 meters of cloth and 32,000 kgs of cotton wool. It was estimated that with the amount available for the said activity, approximately 9000 quilts could be stitched as per specifications and subsequently distributed to the target population.

The cutting of the cloth was done at the project premises. 10 sewing centers were then established at the camp level where 220 females were directly involved in the stitching and final sewing of the quilts. Twenty females were paid Rs. 5 each for stitching per quilt cover while Rs. 20 was paid to each of the 200 females for the final sewing.

An average of 3000 quilts were thus completed per month and transported to the camps on trucks. The distribution was made in close cooperation of the Commissionerate for Afghan Refugees and the field staff of the UNHCR. The distribution was done to the families identified by both the CAR and the UNHCR with the former providing security and distribution arrangements.

A total of 9200 quilts were distributed during the exercise, with 20 staff members of the project giving both administrative and logistic support during the last three months of the year 2000.

## **6. VUSAF School**

The project was asked to assist the VUSAF school in Shamshatoo. Two visits by the BEFARe staff were made to the school site in order to determine the exact requirements of the school. It was found out that the number of registered students of the school was quite high and it was not possible for the project to satisfy its entire demand. The project adjusted its own commitment under this grant and agreed to construct 4 classrooms, as a special case, with a boundary wall and a main gate.

The work on this school was also made on the pattern of the construction works by the project in Akora and Shamshatoo camps. The community for this school also participated and provided assistance to the project in labor and security matters. It also arranged the provision of water for all the construction works.

The school was formally handed over to the VUSAF administration in a simple ceremony on January 2, 2001.

In addition the Non-formal component of the project especially the female section raised and collected financial contributions from the staff of BEFARe and arranged warm clothing to the refugee children and widows of different refugee camps. A total of..... benefited from this exercise which was done purely on humanitarian grounds and personal initiatives of the NFE section.

## **COORDINATION WITH COUNTERPARTS**

GTZ-BEFARe Intensified cooperation with certain institutions like the UNHCR and the Car, but it also found new partners with common interests like the World Bank and the DFID.

A strong working relationship exists between the GTZ-BEFARe, UNHCR and CAR. The Commissionerate for Afghan Refugees is our permanent partner whenever it comes to administrative and organizational matters. In the past year numerous meetings were held regarding our ongoing activities and to discuss problems and plans of common interest.

Monthly meetings were regularly held with UNHCR on both office and field level to discuss the implementation of educational activities. During the meetings the progress, issues and problems of the field were discussed and deliberated and unanimous solutions and actions were agreed upon and applied.

Similarly GTZ-BEFARe regularly attended and participated in the educational sub-committee meetings of ACBAR. The project also invited other educational projects for joint teacher training seminars in GTZ-BEFARe and also actively participated in the training and material development programs of other educational projects.

The future:

GTZ-BEFARe will continue to provide basic education through its facilities in which it is currently operating and will seek other donors to expand its coverage to even more number of participants and school age going children.

It will continue to provide education especially to girls and women and wherever feasible will initiate non-formal courses.

It will continue to provide training for all staff working for the project and also that of other organizations.

It will continue to work towards the improvement of educational interventions and accessibility.

It will remain committed to being responsible, transparent and financially accountable organization.

### ***Impact of project activities on the target group***

Education is a process whose impact cannot be measured in the short term, however the below described indicators can some how prove the positive impact of educational program on the target group.

- Demand for establishment of non-formal courses for adults
- Increase in demand for home schools for girls (especially in remote areas)
- Increase in over all enrolment of the students i.e. 1,849 students
- Control on student and teacher's absenteeism
- Establishment of additional schools on the demand of the community
- Impressive increase of more than **100% in girls enrolment**
- Involvement and participation of communities in the educational sector
- Repair and construction of additional classrooms by the community
- Better physical and learning environment in the schools

The participation of students and course participants in the learning processes was meaningful. Additional efforts and activities such as initiating the non-formal courses were made possible to cover that target group which could neither obtain education or had to drop out from formal schooling structure for a variety of reasons. In this regard coordination with Non-Formal Education Section was maintained to enrol as many identified adolescents in its non-formal education sector as possible.

Frequent meetings of SMCs members with the community elders for educational importance also played an important role. Similarly organisation of extra curricular

activities and competitions in the schools at the camp level were additionally initiated to involve as many children and adolescents in various activities.

