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INTRODUCTION

Basic Education for Afghan Refugees; (BEFARe) has been implemented by German Technical Cooperation (GTZ). It is also the largest project for refugee education worldwide. It has been supported, since its inception in the late eighties by the German government on behalf of Ministry of Economic Cooperation and Development, (BMZ). Various sub-projects are assisted by the United Nation's High Commissioner for Refugees (UNHCR), the Department for International Development (DFID) of the British government, World Bank (WB) and the Canadian International Development Agency (CIDA). The organization has during this period also, successively completed sub-projects for UNESCO and UNICEF.

The project has activities in formal as well as non-formal education and vocational training. It has developed textbooks and resource material for teachers, head teachers; provided teacher training including a cascading process of monitoring and supervision of teachers. It has organized, supported and trained School Management Committees (SMC) comprising of elders to share proportional responsibilities of education at the community level.

Under the terms of the bilateral agreement between the governments of Federal Republic of Germany and Islamic Republic of Pakistan, BEFARe was transformed into an independent entity registered under the Trust Act of 1882. The transformation resultantly widened its scope for provision of formal and non-formal education. It now also encompasses areas such as vocational education & training, environment, health, sanitation, micro-finance and other sectors that contribute to poverty alleviation and socio-economic development of the proletariat.

The year, in addition to the transformation in status of BEFARe, also saw some organizational restructuring. The departments have been merged into two broad Divisions. The Programming and Implementation (P&I) Division oversees the Formal Education, Non-Formal Education, Community Participation and Development and the Programming and Development Department. The Finance and Operations Division, oversees the Finance, Administration, PM&E/MIS and Research & Development Departments. The change has facilitated more coordinated activities between the implementation and support departments.

The project also engaged the Canadian International Development Agency (CIDA) for additional quality teacher training and UNICEF for enhancement in girls enrollment in refugee camps. In conformity with its vision to improve on continued basis, BEFARe remained persistent in engaging internationally renowned educationist and consultants. In the year 2003, BEFARe was visited by Dr. S.B Ekanayake, Prof. (Ms). Asoka Jayasena, Mr. Axel Bohm and Mr. Mehmod Hemani for improvements in education, implementation and management aspects of various interventions.

Successive efforts were made to implement their recommendations. It is anticipated that the impact of these measures will contribute to the improvement of standards in education and development of the target population. The Annual Report this year intends to shed light on the activities and impacts of the BEFARe interventions.

Shakir Ishaq,
Chief Executive

With the increasing prospects of peace, repatriation of refugees has taken some pace. Still, obvious hints of conflict and lawlessness outside the main city centres serves as a discouraging factor as far as repatriation is concerned. Though there has been repatriation from selected camps and locations, the yearly enrollment in the formal education schools funded by UNHCR reached 118,411 students in the last quarter of the year [87,007 (73.5%) were boys and 31,404 (26.5%) were girl students] as against 99,019 students [72,739 were boys and 26,280 were girl students] who appeared in the final examinations in April 2003. This shows an increase of over 19,000 students in the academic year. The increase in the enrolment of girls was over 7,000 during the same period. The increase in girls' enrolment was supported by the UNICEF, wherein BEFAre enabled more than 4,000 girls to enroll in schools with the help of community based drives and motivation efforts.

Under the non-formal education activities of the World Bank project component, the total number of participants in the reporting year reached 8,584. A total of 4,015 of these participants were male, while 4,569 (more than 40%) were females in both home schools and the literacy programme through 337 integrated NFE courses. The programme was implemented in the three operational areas of Hangu, Timergara and Mansehra /Abbottabad.

The first phase of the World Bank supported activities was completed with the successful achievement of all the results in the formal education and non-formal education. The Community Participation and Development (CP&D) department further enlarged its scope and started contributing to the non-formal educational activities. It also served as a bridge between the non-formal and formal education.

The PM&E/MIS department, building on its strengths, further improved the existing database of Afghan teachers in collaboration with UNESCO, UNICEF, UNHCR and other agencies engaged in Afghan refugee education. It also compiled a report on "Annual Examination Results Analysis 2003", presenting an analytical picture of the whole range of activities at our formal education schools. It gives an insight to the reader about enrollment, growth rate, dropout, repetition and also presents an analytical picture of students' progress from each Field Office.

Another notable development in 2003 is the publication of a catalogue listing all the material including text books, teacher guides, training manuals and a variety of other material with multiple educational objectives. These books, 125 in all, have been used by international agencies and partners in refugee education. There was a need to translate the contents of each individual book, so that other NGOs' and partners know what is available and can possibly be made use of if required. The quality teacher training programme under the CIDA component was initiated in April 2003. Formal as well as the non-formal teachers, Field Education Supervisors and Master Trainers would benefit from the activity. BEFAre also engaged UNICEF to support the advocacy and motivation programme for enhancement of female education in Afghan refugee camps. The programme was a great success as more than 4,500 new female students enrolled in schools.

BEFAre undertook a unique endeavor to review its curricula which was developed over a period of ten years. The process aimed at upgrading, revising and setting new standards for itself in education.

S. J. Shah
Head Programming & Implementation Division

Mission Statement

“BEFARe provides basic education on the national and regional level to the identified vulnerable and disadvantaged groups. This is achieved and ensured through learner centred and activity based approaches. BEFARe continuously reviews and updates its innovative concepts, methodologies, quality teaching and learning material, including its technical and professional capacity. Our aim is to encourage involvement, participation, partnership and empowerment to and with all stakeholders.”

Our Vision:

We successfully promote institutional cooperation which contributes to sustainable social and economic development.

Our organization is strengthening its position on the national and regional market for institutional cooperation services.

Our Goal:

“To improve and contribute towards better living standards of the identified displaced and underprivileged communities through interventions such as quality education, vocational & skills training, health, sanitation, micro-finance, enterprise development, poverty alleviation and socio-economic development initiatives.”

The Restructuring:

The most significant development of the year 2003 was the restructuring of the BEFARe. As a consequence of the bilateral agreement between the government of Islamic Republic of Pakistan and Federal Republic of Germany, it was agreed to transform BEFARe from a project to an independent organization. As a part of the transformation process, it was registered as a trust with the following members:-

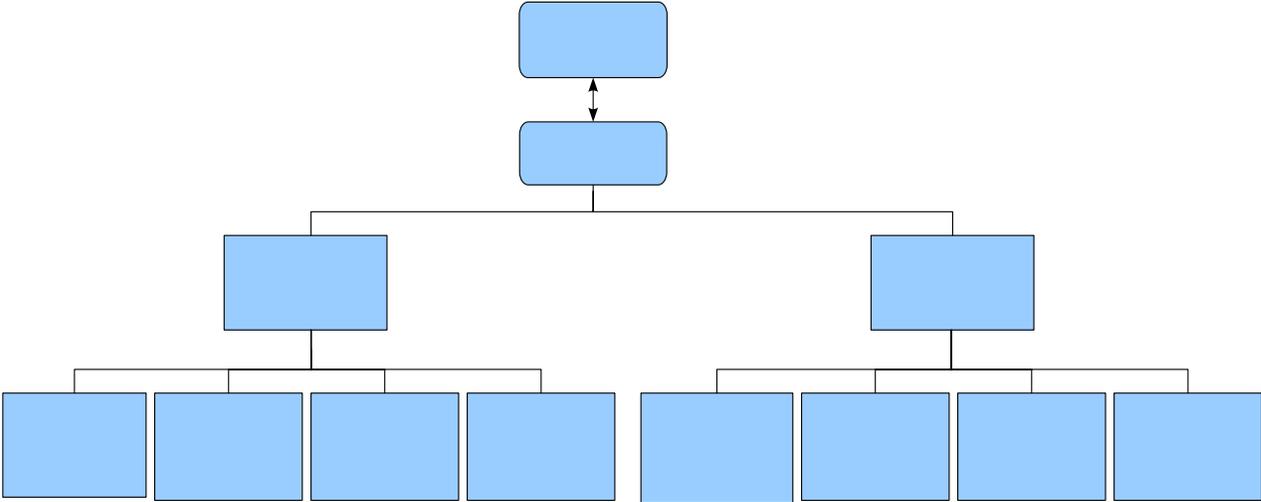
Overview of the Board of Trustees, Organizational Structure and Departments

The Board of Trustees comprises of notable personalities namely:

1. Air Chief Marshal (R) Mr. Abbas Khan Khattak
2. Ms. Nancy Hatch Dupree, Director ACBAR
3. Mr. Khalid Sultan, Managing Director, Frontier Education Foundation
4. Ms. Rakhshanda Naz, Director Aurat Foundation
5. Ms. Fatana Gilani Naz, Chairperson AWC
6. Mr. Zulfiqar Gillani, former VC of University of Peshawar

Mr. Abbas Khan Khattak was elected as the Chairman of BEFARe. The operational affairs of the organization are managed by a Chief Executive.

The organization of BEFARe was also re-designed to cater for the commitments of the future. The organization fulfilled its obligations under the following well-defined and proactive structure:-



Project Activities in Implementing Departments

As year 2004 saw further consolidation of BEFARe as a reliable developmental organization the same could be assessed by an independant observer by going through the activities of its various departments

Formal Education (FE)

The major task of the organization in addition to the school administrative implementation on behalf of UNHCR has been the provision of educational support and enhanced supervision of 235 schools with the enrolment figure of more than 90,000 students with over 31,000 of these being girl students. The activities ranged from pedagogical to administrative to monitoring of the results, both planned and achieved under the UNHCR, World Bank, CIDA and UNICEF sub-projects. The department has been successful in implementing the internationally accepted methodologies of teaching and learning. The experiences gained during last years have led to improvements through revised strategies in implementing activities for the reporting year. The project, in pursuance of its quality goals engaged educational experts and consultants, who helped revise, update and modernize the best practices and methodologies in implementation and management.

Objectives for the Year 2003 for UNHCR sub-project.

The department pursued the following objectives for the academic year 2003 in order to meet the goal and objectives as agreed upon with UNHCR:

- Administration and maintenance of all the 320 schools under its implementation.
- Regular monitoring of schools for improved quality education with active community participation.
- Regular teacher's training seminars through coordinated efforts of the Research and Development and Formal Education Departments of BEFARe.
- Evaluation and improvement of curricula.
- Voluntarily teachers' training seminars by the Field Education Supervisors.
- Introduction of double shift and branch schools wherever necessary.
- Extensive collaboration with UNHCR and other implementing partners.
- Upgrading the school physical environment with community participation.
- Distribution of books, stationery and materials.
- Recruitment of new teachers on need basis.
- Extra curricular activities for the students with the help of parents and community.
- Establishment of libraries and laboratories in the schools with community participation.
- Participation of the community through the SMCs in decision making and implementation process.
- Participation of the community in the collection of fee, repair / maintenance and white wash of schools, tree plantation, organizing of extra curricular activities of students and other school related activities.

The organization continued to put more emphasis on further strengthening of its educational approach and methodology with more accountable and transparent implementation process to contribute to the overall policy objective of UNHCR of moving gradually towards refugee ownership of the educational services such as in:

- construction of additional classrooms

- active involvement of community in environmental and health awareness interventions
- appointment of additional teachers
- monitoring of teacher's attendance
- demand and distribution of educational material
- fund raising and its bookkeeping
- control in drop outs (especially among girl students)
- school administration and quality control

The smooth and successful implementation of educational activities was made possible by interlinking and coordinating of two main activities that directly contributed to the achievement of goals of the department and the organization. These were as under: -

- a) School Management (SM)
- b) Quality and Training (Q&T)

a) School Management

Annual examinations and Result Analysis: The unified examination system has been implemented successfully with more improvements in checking of papers, proper guide lines for marking, preparation of different papers for various subjects and improved criteria to promote students to the next grades since it was introduced. The annual examinations were monitored by the respective field offices as well as by the teams from the Main Office. In the session (2003), 99,019 students comprising of 72,739 boys and 26,280 girls appeared in the annual examination. Out of these, 90,865 (92%) students comprising of 66,856 (92%) boys and 24,009 (93%) girls passed the examination. Among the field offices, Bannu was leading the list with an overall pass percentage of 94% followed by Peshawar and Abbottabad with an overall figure of 92%. Shalman camp's pass percentage stood at 96% and was recorded to be the highest amongst all the operational areas.



A Formal Education girls' classroom

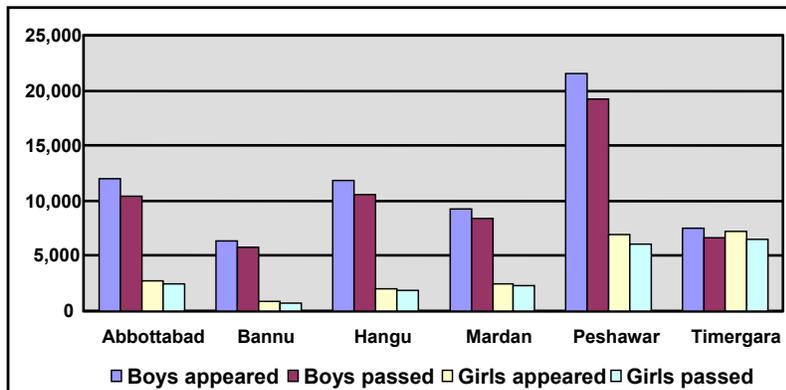


A Formal Education boys' school

Table 1: Students in Examination: (DONE)

Field Offices	Appeared			Passed			Failed			Pass % ages		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Overall	Boys	Girls
Abbottabad	14,041	3,181	17,222	12,929	2,918	15,847	1,112	263	1,451	92	92	92
Bannu	6,318	1,336	7,654	5,953	1,247	7,200	365	89	411	94	94	93
Hangu	11,901	2,244	14,145	11,165	2,118	13,283	736	126	922	94	94	94
Mardan	10,893	3,999	14,892	10,339	3,809	14,148	554	190	736	95	95	95
Peshawar	20,433	7,457	27,890	18,917	6,409	25,326	1,516	1,048	2,330	91	93	86
Timergara	7,353	6,298	13,651	6,696	5,670	12,366	657	628	1235	91	91	90
Shalman	70,939	24,515	95,454	65,999	22,171	88,170	4,940	2,344	7,284	92	93	90
Total 2003-04	14,041	3,181	17,222	12,929	2,918	15,847	1,112	263	1,451	92	92	92

The organization experienced an overall pass percentage of 92% during the reporting year.



Recollection of books: BEFARe continued to make use of re-usable books. During the reporting period, the organization collected 74,156 old useable books from the students and utilized the same books, in addition to the provision of new books. For details of the recollected books, please see Annexure 1&2.

b) Quality and Training

Teacher training: BEFARe implements modern teaching and learning concepts in training of teachers. Focal point trainings and seminars are regularly arranged by BEFARe to train the newly recruited teachers as well as to guide the already trained teachers in other subjects according to

the latest methods. Further details of trainings have been listed in the World Bank and CIDA-AREP component in later part of this report. The trainings generally included:

- Introduction to the revised “Teaching Aids” developed by BEFARe.
- General pedagogy and androgogy.
- Teaching methodology.
- Introduction to revised workbooks and teacher guides.
- Methods of use of material not produced by the project.



Training sessions for teachers

The impact of these trainings is measured through the qualitative indicators. This year, there has been a marked improvement from contents to concepts in the teaching learning process. The UNHCR Evaluation team in 2002 recommended various impact studies in relation to achievement levels of teachers and children in the primary grades in post training intervention scenarios. Various impact studies were initiated in this regard ranging from impact of teacher training to the cascading of the training achievements to students. These studies among others things, focused on the level of achievement of refugee students and the degree of their understanding of various concepts.

The new quality training interventions have improved standards of the teaching learning process in the classroom. There is now a greater degree of understanding of concepts and classroom participation from students, which has translated into improved grades for students.

School monitoring: To maintain quality standards of education, regular monitoring of schools was conducted in all the operational areas and in every school by the Master Trainers and Field Education Supervisors. Monitoring basically covered the following areas:-

- i) **Pedagogical**
 - Teaching methods of teachers and use of teaching aids
 - Evaluation of students in different grades and in different subjects
 - Reading and writing skills of students
- ii) **Administrative**
 - Punctuality of teachers
 - Organization of the morning assembly
 - Discipline among teachers and students
 - Student's attendance
 - Teacher attendance
 - School cleanliness
 - Student's uniform
 - School physical environment
 - Repair and construction



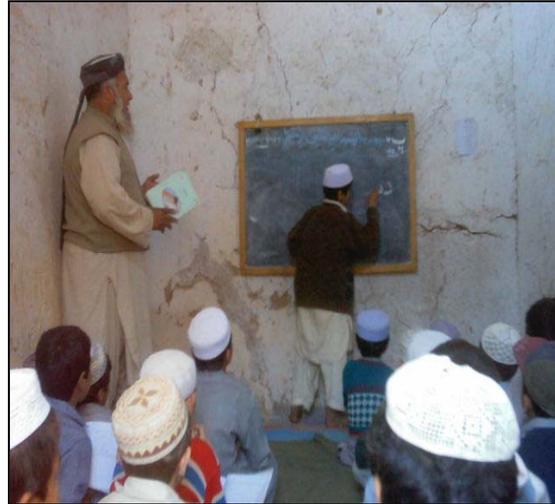
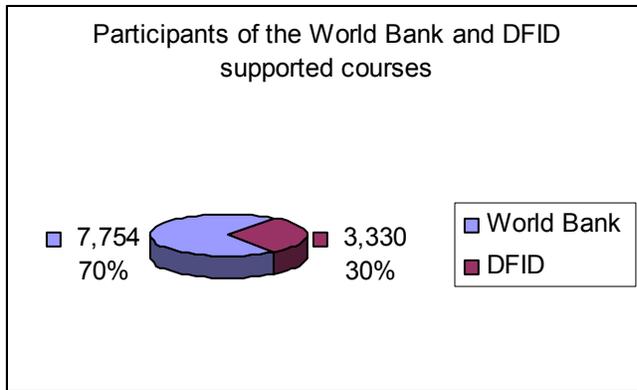
Boys' classroom in formal education

- Classroom management

Department For International Development

The DFID component continued to complement the activities of the organization agreed under the bi-lateral agreement including the components covered under the World Bank and the UNHCR sub-project.

The DFID component contributed to all the areas of sub-project implementation, specifically capacity building of the staff, training of teachers of both the formal and non-formal education programmes, funding of specific courses in the NFE, availability of material, equipment and resources. The DFID component greatly assisted in achieving positive results in all the committed programmes. A total of 3,330 participants graduated from 138 Adult Literacy and Home Schools courses. For more details, of the DFID supported NFE courses Annexure 3, at the end of the report may be cited.



Children in Non-Formal Education Courses

Canadian International Development Agency

The training interventions under this programme are expected to directly contribute towards development of a human resource base of trained teachers, who could then participate in the education system inside Afghanistan after repatriation. The CIDA-AREP programme has been envisaged to help build the teaching learning capacities of Afghan refugee teachers. In total, more than 1,900 teachers in formal education and 230 teachers in the non-formal education are to be trained in three years.

The specific objectives include:

- 1. Teachers of both formal and non formal sectors (second chance) are trained, through In-service training courses, to work with project material as well as non-project material on learner – centered basis and child friendly methodology;*
- 2. Potential candidates are trained as teachers through Pre-service training for capacity building and later employment in camps or in Afghanistan after repatriation;*
- 3. Appropriate teaching, learning and life skills are provided to students of formal and home schools;*
- 4. Teacher training course modules for successive teacher training courses are designed, tested and implemented.*

The project was initiated in April 2003 and till December it achieved all the targets planned for the year. In the formal education, the project succeeded in achieving the envisaged target of training the In-service teachers. 345 BEFARe teachers were trained in English and general pedagogy. Around 296 educated Afghan individuals as Pre-service teachers were also trained in teaching. Women formed a considerable part of the group in both In-service and Pre-service teacher training. In the first year, 306 teachers of non-formal education were trained.

The training intervention was preceded by training of Master Trainers and Field Education Supervisors of BEFARe. 12 Master Trainers and 70 Field Education Supervisors were trained to train the teachers in formal and non-formal education till the quarter ending December 2003.

Table 3: Training of Teachers in under the CIDA-AREP (DONE)

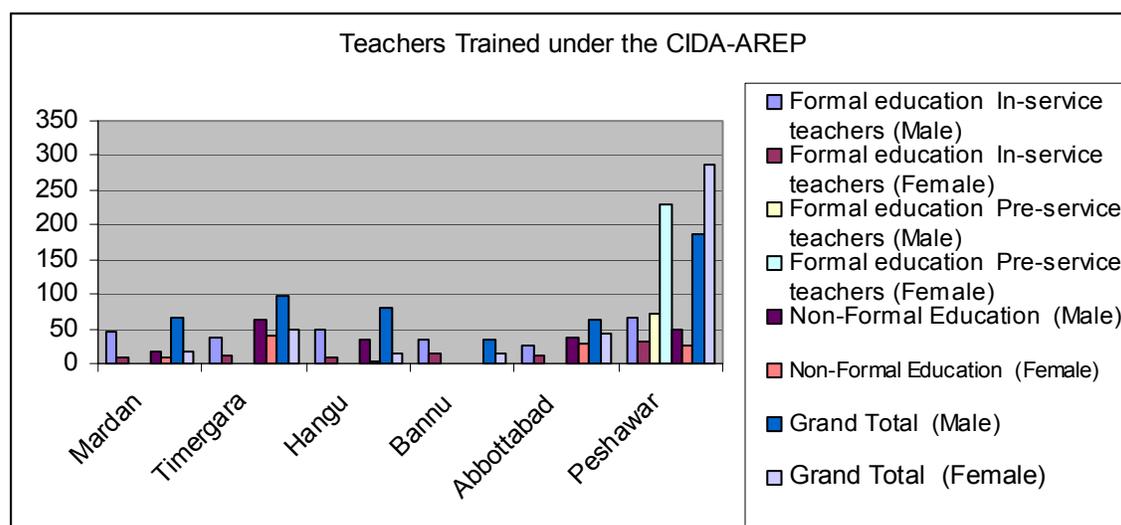
Field-Office	Formal education				Non-Formal Education		Grand Total	
	In-service teachers		Pre-service teachers		Male	Female	Male	Female
	Male	Female	Male	Female				
Mardan	17	32	0	0	0	0	17	32
Timergara	8	46	39	0	93	60	140	106
Hangu	29	19	0	0	58	0	87	19
Bannu	32	5	0	0	0	0	32	5
Abbottabad	7	33	58	17	61	44	126	94
Peshawar	0	97	0	122	36	94	36	313
Total	325		236		446		1,007	

The Pre-service teacher training was carried in Peshawar only

The training contents of the Pre-service teacher training comprised of:

Child psychology , instructional curriculum, teaching methods, practical teaching, peace education, gender biases, evaluation, classroom organization, training on using the results of the test and evaluation, lesson plans and development and multi grade teaching

The training for In-service teachers comprised of topics identified on the basis of a need assessment survey. It included orientation to simple and composite tenses, grammar and teaching the English subject in the classroom.



World Bank Component

The World Bank component comprised of teacher training support for remote area schools of BEFARe, Middle and Secondary schools of the CAR, Self-help schools and implementation of Non-Formal Education courses and provision of teacher training. All the objectives under this programme were achieved in 2003.

The five additional schools, established on need basis through self-help initiatives, were also supported through the focal point training interventions. BEFARe continued to facilitate the required teaching / learning materials to these schools. Sanitation and physical environment of these schools were also brought in conformity with the majority of existing schools.



Remote Area School

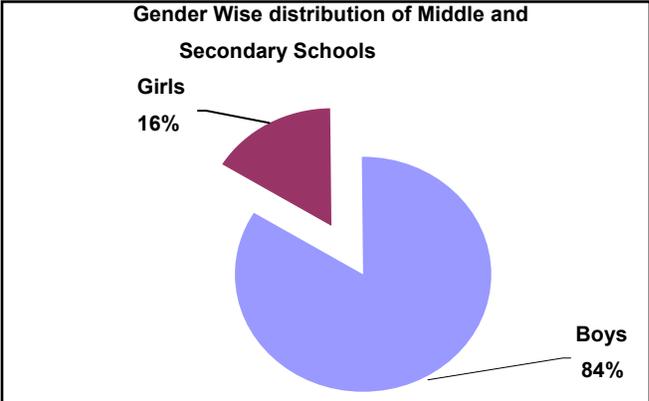
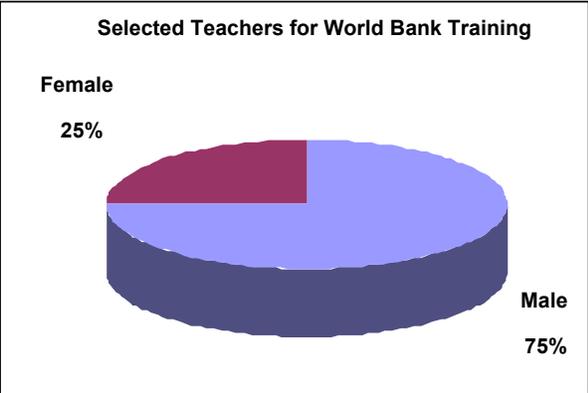
A total of 250 teachers were trained in these remote area schools, out of which 188 were males and 62 were female teachers. More than 12,000 students directly benefited from these interventions. Teachers were monitored in their classes and they were also regularly appraised for their needs and contents.

The details are enumerated as under:-

Table 4: Training of Teachers in Remote Area Schools (Done)

Resource-Centres	Total No. of Schools	Total * HT/T trained	Male HT/T	Female HT/T
Bannu	15	11 / 22	11 / 18	0 / 4
Hungu	17	14 / 20	12 / 14	2 / 6
Total	32	25 / 42	23 / 32	2 / 10

*HT Head Teacher
T Teacher



Furthermore, the Masters Trainers under the World Bank component were provided training at BEFARe. The training which comprised of pedagogical, psychological and classroom management issues and designing lesson plans.

The contents of these trainings were as under: -

- Pre-reading concepts
- Structure of the teacher guide
- Analysis of lesson plan
- Class organization
- Teaching aids and its development from locally available material
- Understanding Afghan child
- Individual differences
- Test and evaluation
- Problem based teaching, positive and negative learning, taxonomy, group work and its advantages, home work, its checking procedures/methods

The details for Result-2 are reflected in the NFE department later in this report.

Table 5: Training of Teachers of Middle and Secondary Schools(Done)

Area / Camps	Basic Training (Male)	Basic Training (Female)
Abbottabad/ Manshera	25	8
Bannu	0	0
Mardan	23	7
Peshawar	8	17
Hangu	15	0
Timergara	24	7
Sub-Total	95	39

Training of Middle and Secondary School Teachers

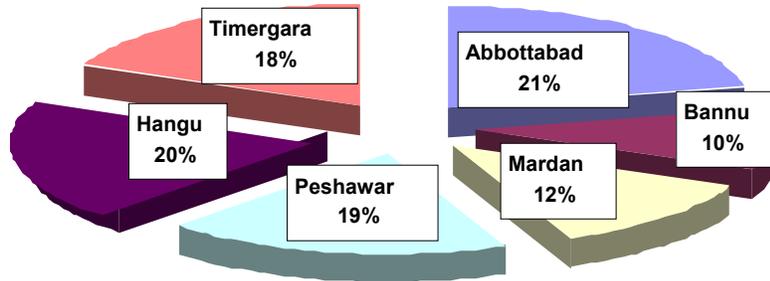
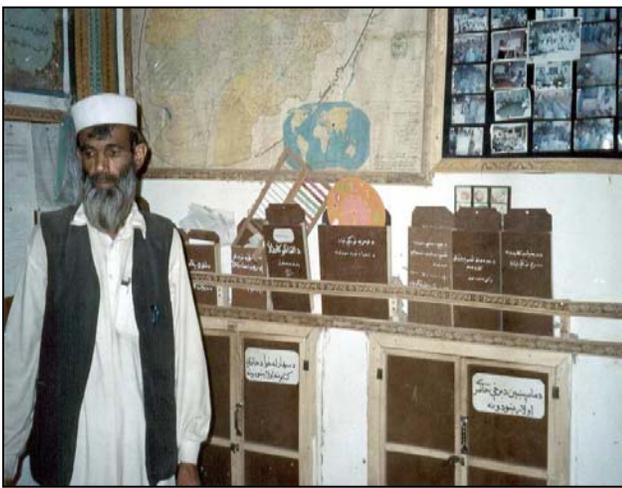
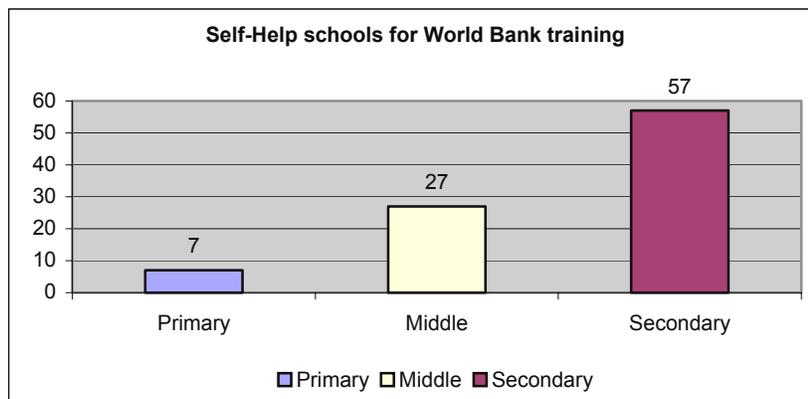
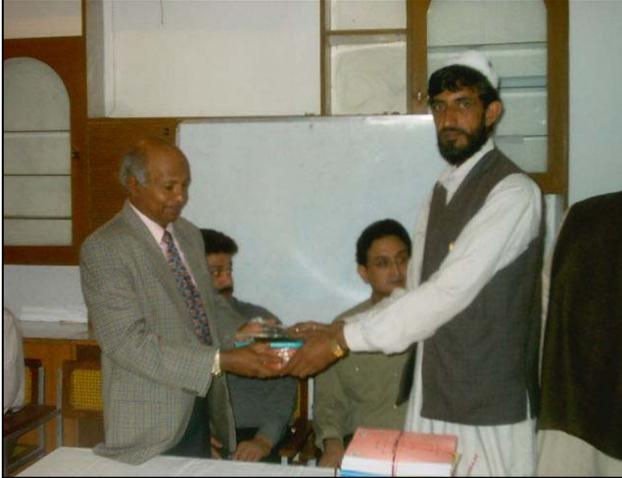


Table 6: Identified and selected Self-help schools under the World Bank (WB) component(Done)

Area / Camps	Self-Help Schools									Total
	Primary			Middle			Secondary			
	Boys	Girls	Co-Ed.	Boys	Girls	Co-Ed.	Boys	Girls	Co-Ed.	
Abbottabad										-
Hangu										-
Mardan										-
Peshawar										20
Timargara										-
Total										20





Distribution of material under the World Bank component

Non-Formal Education (NFE)

The Non-Formal Education (NFE) department offers basic education in the fields of adult literacy with integrated Mother Child Health (MCH) course being offered only to the female participants of the literacy programme. The department also has an elaborated Home School (HS) course for both boys and girls. These interventions endeavor to provide quality education to those strata of the target community that has no or minimal exposure to education in the past. The basic purpose of NFE is to offer the target group the opportunity to be exposed to courses and material which contribute in building their learning capacities in a relatively shorter time. The department continued with the provision of non-formal activities in the year 2003. Additionally, vocational training activities were also initiated in 2003. In this connection, more than 19 individuals, who completed the adult literacy courses, enrolled to learn the tailoring vocation.

The commitments under the DFID and World Bank component for NFE also continued in the second year of their implementation. These additional interventions greatly assisted the project in reaching those areas and target communities, which were either neglected because of scarcity of funds or not reached on account of logistical problems. Sustained efforts were also made to reach out to Afghan women and vulnerable persons in remote areas with these interventions. These are discussed in further detail under the adult literacy and home schools activities.

Activities of the Non-Formal Education

In the reporting year, the total number of participants in the project year reached 8,584. A total of 4,015 of these were males while 4,569 were females in both home schools and literacy programme through 337 integrated NFE courses. In the year 2003, the NFE department, in line with its planned goals for the year, continued to implement courses in adult literacy, integrated with mother and child health education and home schools to achieve the following goals: -

- Maintain, expand and augment quality of the already operational NFE courses on sustained basis in the selected refugee camps and local communities.
- Expansion and implementation of the experiences gained through courses in remote and inaccessible areas.
- Training of NFE teachers for improved and revised methodologies.
- Refresher tutorials/seminars for all teachers.
- On-the-job training and regular monitoring and supervision of teachers and provision of timely feedback to those in need.
- Mid and final testing of all participants.
- Exposure of Master Trainers (MTs) to issues like gender and drug abuse etc.
- Training of staff members of other agencies.

The department has also brought in a marked improvement in awareness trends of the target community regarding health related issues like:

- infant mortality
- infertility
- diet and hygiene

- danger signs in pregnancy
- procedure for a safe and healthy child birth
- breast feeding
- vaccination
- mine awareness
- drug abuse etc.

Teacher Trainings

The department also gave special emphasis on further improving its pedagogical outputs by providing regular on-the-job training and coaching to its teaching staff. Basic and refresher trainings were provided to the teachers of home schools and literacy courses which covered the following:

- Pre-reading concepts
- Structure of the teacher guide
- Analysis of lesson plan
- Home school class and literacy course organization
- Teaching aids and its development from locally available material
- Understanding the child and the adult participant
- Problem based teaching, positive and negative learning, taxonomy, group work and its advantages, home work, its checking procedures/methods.

Table 7: Teachers Training at Field-Office Level (Done)

Resource Centres	Literacy teachers trained		Home school teachers trained		Total
	Reader		Male	Female	
	Male	Female			
Peshawar		20	21	29	70

a) Adult Literacy (male and female)

The Adult Literacy courses engaged those adults who could not acquire basic education at earlier stages of their lives. The programme directly contributed to human development capacities of adult groups and augmented towards improved family situations. This programme facilitated attainment of skills like reading, writing, and simple calculations etc. The duration of the literacy course is 18 months, divided into three levels of six months each. The participants of these courses improve their skills in written language in the very first level i.e. the Primer. Arithmetic is introduced on the second level providing the participants with basic knowledge of numeric and simple calculations. The Reader is followed for practicing the newly acquired skills on the third level, having separate versions for males and females. During the year 2003, a total of 2,074 (1,193 females) participants acquired literacy skills through a total of 100 literacy courses under the World Bank component. Detail of courses and participants may be cited in Annexure 4, 5, 6, 7 & 8.

Similarly, the NFE also implemented the DFID supported courses. These 50 adult literacy courses comprised of 961 (471) female participants. A detail of these courses can be cited in Annexure 3.

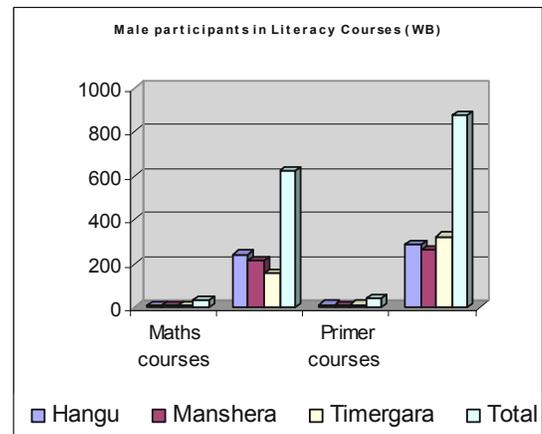
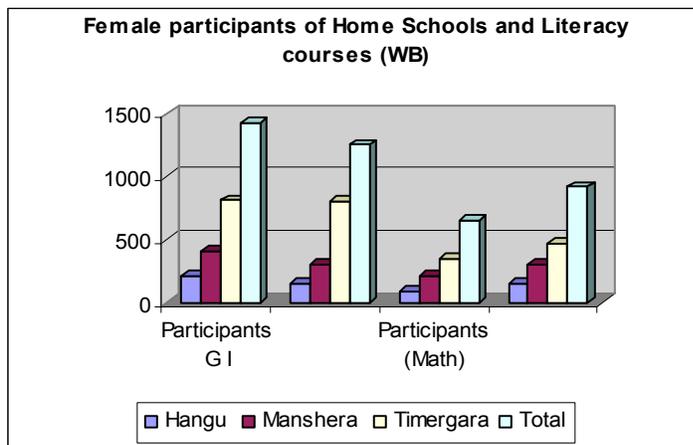
b) Home Schools (for girls and boys)

Home School courses are intended for those boys and girls who, for a variety of reasons, cannot or could not go to schools. These schools are run in those areas where there are no schools available or schools are at a distance and not easily accessible. This accelerated programme of 30 months covering 5 grades of formal school curriculum serves as a bridge between FE and NFE for those girls and boys who want to continue their education in the formal schools.

Under the World Bank component, 5,680 participants graduated from 209 home schools. Among which 3,014 were females and 2,666 were male students. Furthermore, 830 (362 girls) participants graduated from 28 coeducation home school courses. A detailed review of statistics can be cited in Annexures 4, 5, 6, 7 & 8. Similarly, under the DFID component, 2,369 (963 girls), participated in 88 home schools.

Hence, a total of 3,330 individuals participated in the DFID supported 138 Literacy and Home School courses. Detail of teacher training supported by DFID are reflected in Annexure 3.

The NFE department also continued with its mobile library programme. Mobile libraries were introduced to fulfill the needs of those home based schools and literacy courses, especially where there was a lack of such facility at the camp and community level. These libraries, as the name suggests, are moved from school to school and course to course for certain duration, to provide an opportunity to the students and the participants to benefit from the availability of additional educational material not covered in the curriculum. In the year 2003, 16 additional libraries were distributed in areas where non-formal educational programmes were conducted.



United Nations Children Fund (UNICEF)

The Afghan refugee community in Pakistan is generally found indifferent to the idea of female education due to cultural, behavioral and misinterpreted religious dogmas. Education, as a basic right to women is discounted, leading to deficiencies in awareness trends in females. Therefore, lack of empowerment for

women in decision making is widespread. This has caused problems of ignorance in mother and child health related issues and infant mortality is found higher than the rest of the developing world.

Though social and cultural pressures persist, BEFARe has been striving to enable increased enrolment and access to female Afghan refugees in camps. Nonetheless additional support has always been required to build on what has already been achieved. In this context, UNICEF and BEFARe both agreed on a sub-project for enhancement of female enrolment in formal and non-formal education programmes of BEFARe, Middle and Secondary schools of the CAR and Self help schools in various districts of NWFP.

Objectives:

- Increase the female enrolment by 4,500, including 1,000 in self-help and middle and secondary schools.
- 40% dropouts are brought back to the educational fold.
- 20% decrease in dropout rate.

The methodology used included extensive social mobilization at grassroots level in order to bring a behavioral change in the attitude towards female education. Special trainings on how to manage situations in female schools and communities with respect to female education were administered to both female teachers and School Management Committees. In this connection, some 640 teachers and more than 290 School Management Committees were trained. Events and functions were organized in 78 identified camps for mass advocacy of the programme.



Teacher training in progress

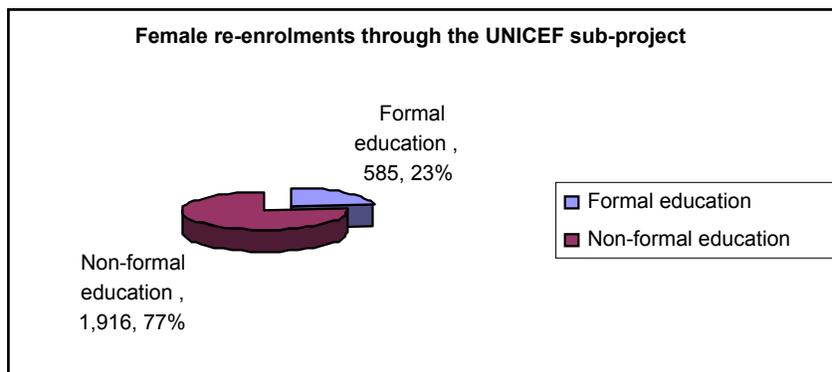
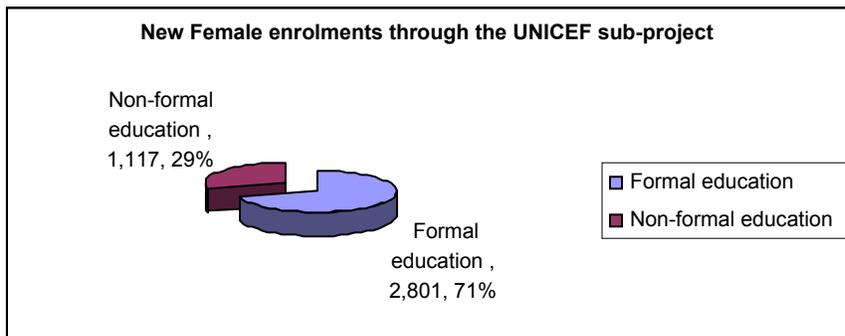
The programme proved to be a major success as though many families were repatriating, more than 6,400 female students enrolled due to the efforts undertaken through this programme.

Table-8: Achievements in the UNICEF programme

Particulars	Formal education	Non-formal education
New enrolments		
Re-enrolments		
Total		



SMC training in progress



Community Participation and Development (CP&D)

The Community Participation and Development (CP&D) department has been active since 1996 particularly in the field of primary and post primary education. The aim of this department has been to strengthen the process and delivery of education through active involvement of community.

The success of any community development initiative can only be measured through the gradual response and participation of the target communities to the community development interventions. The impact of participatory development processes are predicated on the assumptions that when communities, as the primary stakeholders, have influence on and are playing an active role in development initiatives. This can be achieved through active involvement of community in managing education, social development affairs and through monitoring of outcomes on a sustained manner.

In the Afghan refugee context, community mobilization and involvement in education sector is pursued as a core strategy to improve delivery of services and empowering the communities. Establishment of School Management Committees (SMCs) in refugee camp schools therefore, is aimed to provide parents and communities with real voice and choice in the management of their children's schools. It aims not only to improve the teaching learning process, but also to bring social behavioral change in the community by ensuring the acceptability, sense of responsibility through active involvement of the community's representatives.

During the year 2003, the department continued to encourage community participation and self-reliance in the target group through the SMCs trainings, follow-up meetings and visits by the Community Motivators. The SMCs were engaged in campaigning for awareness, controlling student's absenteeism and dropout, conflict resolution, fund raising for school development i.e. repair and maintenance, additional construction for improving the schools learning and physical environment and holding of monthly SMC meetings etc.

Last year, a sum of more than Rs. 3.2 million was raised by the SMCs for the support of primary education throughout the operational areas. Detail of funds raised may be cited Annexure 10. A total of 78 classrooms, 10 verandas, 69 roof replacements, 35 toilets, and 12 wells diggings were carried-out with the funds collected in various schools of the organization.



SMC meeting in progress

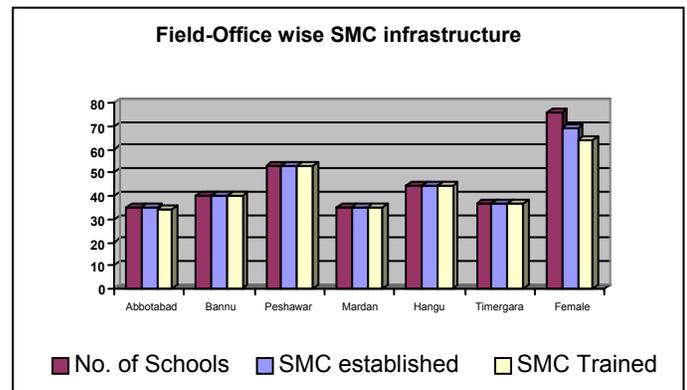
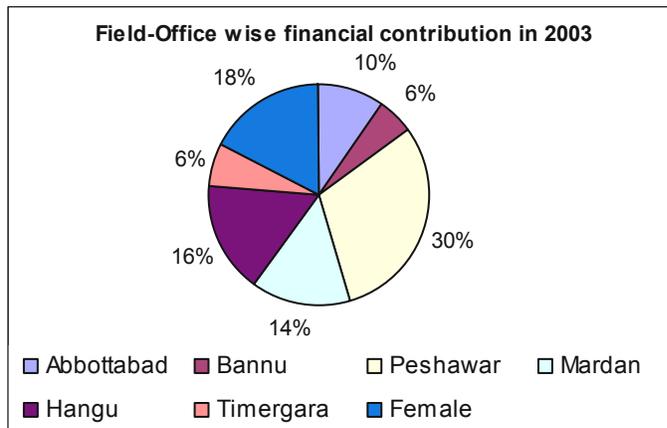
The SMCs also contributed in repair and maintenance of the schools buildings. In this regard, 160 schools were white washed and 96 schools were either mud plastered or repaired. Detail of these activities may be cited in Annexure 8, 9, 10 & 11.

In an effort to keep the field staff abreast to the latest developments of community development, Community Motivators (CMs) were given opportunities to develop their skills and capacities through different trainings, workshops and seminars. They received trainings at various levels and topics in addition to regular on-the-job training. The CMs participated in the following training programmes:

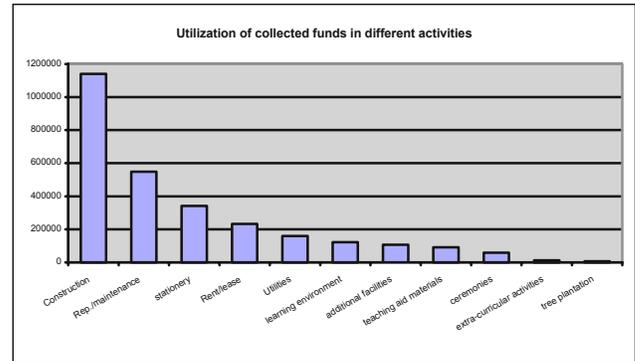
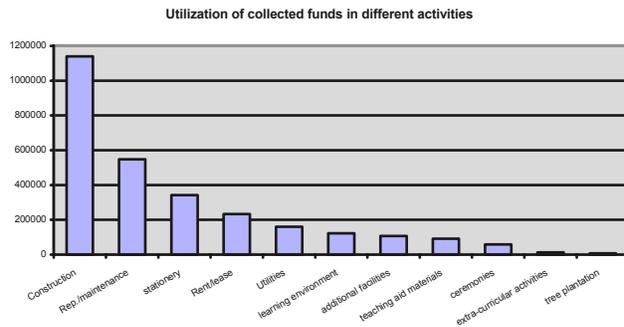
- On- the- job training and orientations on community participation.
- Five days workshop on “Social Mobilization for Community Development Practitioners.”
- Four days workshop on “Local Resource Mobilization.”;
- 14 days training on “Teaching English as a Foreign Language.”;
- Workshop on “Health and Hygiene.”

Table 9: SMC’s Establishment and Training in the Year 2004 (Done)

Field Offices	SMC’s Establishment		SMCs received Basic Training		SMCs received Refresher Training	
	No. of SMCs	Members	No. of SMCs trained	Members	No. of Refresher trainings	Members
Abbottabad						
Bannu					5	55
Peshawar					15	132
Mardan					6	68
Hangu					9	118
Timergara					7	86
Female					8	120
Total					50	579



During the year 2003, 96% of the SMCs raised funds, which were spent on various activities, mentioned in the annual report of the department and book keeping of the same is maintained at school level.

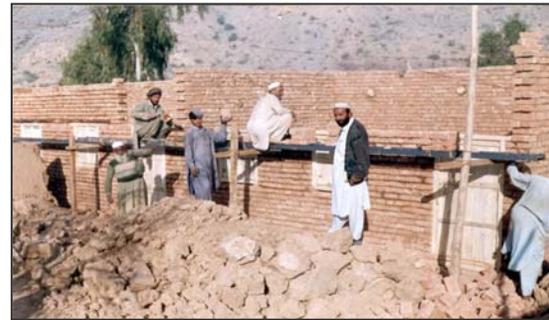


Co-curricular activities

For the encouragement of co-curricular activities, special events like annual days, parents days, debates, sports competitions etc., were organized and widely participated and supported by the SMCs and parents alike. Besides the above achievements, it introduced best practices such as SMCs cluster wise assessment meetings, youth oriented programmes, child oriented activities, poster competitions in schools, and debating competitions on need of education particularly for females. Details of these activities may be cited in Annexure 12, 13, & 14.



Parents' day celebration



School construction through community help

Teacher's Day, Mother's Day, and International Children's Day etc. were also observed on internationally specified days.



Sports competitions

Research and Development (R&D) Department

The Knowledge Centre has been further improved in scope and is transformed into the Research and Development (R&D) department. The aim of the Research and Development is to provide and develop all teaching learning materials for the learners in order to facilitate and promote active and learner centered basic education, keeping in view the socio-economic needs of the Afghans.

Research and Development is a central department providing technical support to all field-offices through FE, NFE and CP&D departments. It produces, revises and develops object oriented teaching learning materials, which are based on the daily needs of the target groups, complemented closely by related teacher guides and teaching aids, which have learner centered approaches.

R&D department also develops functional and job oriented basic education and training materials for Afghan refugees (children, adult, male, female) in conflict and relief situations, so that they develop their knowledge, attitude, skills to be able to cope with daily needs of life and are able to actively participate in reconstruction and development of Afghanistan.

Research and Development is working on various issues including documentation of the know-how, best practices; need based trainings and quality assurance etc.

The material developed for FE and NFE departments are implemented on the target groups and modified / finalized after assessing their effectiveness prior to printing. During the year 2003, the department revised and developed books for both formal as well as the non-formal educational sector. A detailed mention of all books published and revised for Formal and Non-Formal education is listed below: -

List of materials produced and developed by Research and Development

A: Formal Education:

1. A Text Book of Pashto for Grade I
2. A Text Book of Pashto for Grade II
3. A Text Book of Pashto for Grade III
4. A Text Book of Pashto for Grade IV
5. A Text Book of Pashto for Grade V
6. A Text Book of Pashto for Grade VI
7. A Text Book of Dari for Grade I-7
8. A Text Book of Dari for Grade II 8
9. A Text Book of Dari for Grade III 9
10. A Text Book of Dari for Grade IV 10
11. A Text Book of Dari for Grade V 11
12. A Text Book of Dari for Grade VI 12
13. A Text Book of Math (Pashto) for Grade I

14. A Text Book of Math (Pashto) for Grade II
15. A Text Book of Math (Pashto) for Grade III
16. A Text Book of Math (Pashto) for Grade IV
17. A Text Book of Math (Pashto) for Grade V
18. A Text Book of Math (Pashto) for Grade VI
19. A Text Book of Math (Dari) for Grade I
20. A Text Book of Math (Dari) for Grade II
21. A Text Book of Math (Dari) for Grade III
22. A Text Book of Math (Dari) for Grade IV
23. A Text Book of Math (Dari) for Grade V
24. A Text Book of Math (Dari) for Grade VI
25. A Text Book of Deenyat for Grade III Pashto & Dari
26. Inexpensive Scientific Activities I (Pashto)
27. Inexpensive Scientific Activities II (Pashto)
28. Inexpensive Scientific Activities III (Pashto)
29. Folk Games (Pashto)

B: Non Formal Education:

30. Pashto for Adult I Level - Pashto Primer
31. Pashto II for Female Readers
32. Pashto II for Male Readers
33. Arithmetic for Adult Literacy (Arithmetic Pashto)
34. Arithmetic for Adults Literacy (Dari)
35. Dari I for Adult Literacy Dari Primer
36. Reader Dari II for Female
37. Reader Dari II for Male
38. Pashto for Home Schools Grade V
39. Math for Home Schools Grade V (Pashto)
40. Social and Natural information. Home Schools Grade V
41. Functional Learning Pashto
42. Functional Learning Dari

TEACHER GUIDES

A. Formal Education:

1. A Teacher guide for Pashto Grade I
2. A Teacher guide for Pashto Grade II
3. A Teacher guide for Pashto Grade III
4. A Teacher guide for Pashto Grade IV

5. A Teacher guide for Pashto Grade V
6. A Teacher guide for Pashto Grade VI
7. A Teacher guide for Dari Grade I
8. A Teacher guide for Dari Grade II
9. A Teacher guide for Dari Grade III
10. A Teacher guide for Dari Grade IV
11. A Teacher guide for Dari Grade V
12. A Teacher guide for Math (Pashto) Grade I
13. A Teacher guide for Math (Pashto) Grade II
14. A Teacher guide for Math (Pashto) Grade III
15. A Teacher guide for Math (Pashto) Grade IV
16. A Teacher guide for Math (Pashto) Grade V
17. A Teacher guide for Math (Pashto) Grade VI
18. A Teacher guide for Math (Dari) Grade I
19. A Teacher guide for Math (Dari) Grade II
20. A Teacher guide for Math (Dari) Grade III
21. A Teacher guide for Math (Dari) Grade IV
22. A Teacher guide for Math (Dari) Grade V
23. A Teacher guide for Math (Dari) Grade VI
24. A Teacher guide for Deenyat Grade III (Pashto and Dari)
25. Educational Prog. of Math,Phy,Chem. and English for Middle and Secondary Schools
26. In-Service Training Prog. for Middle and Secondary School Teachers
27. A Teacher guide of Math, Physics, Chem and English for Meddle and Secondary Schools (Part I)
28. A Teacher guide of Math, Physics, Chem. and English for Middle and Secondary Schools

B: Non Formal Education:

29. A Teacher guide for Pashto Adult Literacy I Level - Pashto Primer
30. A Teacher guide for Pashto Adult Literacy Arithmetic
31. A Teacher guide for Dari Adult Literacy Arithmetic
32. A Teacher guide for Dari I Adult Literacy Primer
33. A Teacher guide for Dari II Female Reader
34. A Teacher guide for Dari II Male Reader
35. A Teacher guide for Fundamentals of Vocational Education and Training (Pashto)
36. Trainer guide for Food Preservation (Pashto)
37. Trainer guide for Mother and Child Development Course (Pashto)
38. Training Handouts for Literacy primer Pashto Instructors
39. A Training Handout to Literacy III Pashto Reader
40. Teachers Handouts II for Literacy Arithmetic Instructors (Dari)
41. Training Handout for Literacy Primer Instructors (Dari)
42. A Teacher guide for Fundamentals of Vocational Education and Training (Dari)

43. Instructors guide for Mother and Child Development Course (Dari)
44. Training Handouts for Literacy Arithmetic Instructors for Adults (Dari)
45. A Teacher Handouts to Literacy Arithmetic (Dari)
46. In-Service Training Programme for Middle and Secondary Schools Teachers

The list of all the books produced and developed by R&D has been catalogued in a book form. This catalogue lists contents of each and every book developed by BEFARe. In 2003, the R&D developed training manuals for In-service, Pre-service and Middle and Secondary schools teachers of the CAR. It has also developed books for Pakistani community.

List Annexures

Annexure 1: Recollection of Pashto, Mathematics and Urdu books(Done)

Field-Offices	Pashto books				Math books				Urdu books				
	G-III	G-IV	G-V	G-VI	G-III	G-IV	G-V	G-VI	G-II	G-III	G-IV	G-V	G-VI
Timergara	828	538	499	476	648	487	494	524	354	381	455	348	331
Hangu	805	633	677	497	565	382	422	309	588	548	491	446	353
Peshawar	1895	1219	976	757	969	968	912	670	995	847	984	622	608
Bannu	522	421	336	242	441	369	324	344	593	494	398	272	199
Mardan	533	370	300	310	242	330	256	310	300	270	325	255	310
Abbottabad	113	50	64	50	136	43	32	31	39	41	42	52	32
Total	4696	3231	2852	2332	2759	2249	2184	1878	2569	2311	2370	1740	1523

Annexure 2: Recollection of Islamiyat, English, Science and Social Study books

Field-Offices	Islamiyat Books						English books					Science Books			Social Study Books		
	G-I	G-II	G-III	G-IV	G-V	G-VI	G-II	G-III	G-IV	G-V	G-VI	G-IV	G-V	G-VI	G-IV	G-V	G-VI
Timergara	590	730	1041	864	707	507	339	348	390	336	338	762	827	536	1431	1126	836
Hangu	727	732	980	643	560	245	424	507	480	401	282	681	556	517	1214	1150	799
Peshawar	2306	2032	2090	1588	1106	1048	1139	1984	636	697	605	1420	1173	946	2624	2155	1879
Bannu	825	907	719	510	371	262	505	458	387	239	214	462	361	235	288	198	206
Mardan	450	625	670	390	385	130	230	156	225	356	265	530	415	160	760	695	295
Abbottabad	121	95	65	108	73	68	30	37	76	29	35	69	35	43	65	47	33
Total	4569	4496	5565	4103	3202	2260	2437	3334	1969	1702	1474	3924	3367	2437	6382	5371	4048

Annexure 3: Participants and Courses at Field Office level, supported by DFID

Field-Offices	Arithmetic & Reader				Home school				Total
	Courses	Male participants	Courses	Female participants	Courses	Male participants	Courses	Female participants	
Peshawar									
Abbottabad									
Timergara									
Mardan									
Hangu									
Total									

Annexure 4: Female Participants in Literacy Courses (CIDA)

Field-Offices	Arithmetic		Primer level		Reader	
	Courses	Participants	Courses	Participants	Courses	Participants
Abbotabad					2	49
Peshawar						
Timergara					1	24
Mardan						
Total					3	73

Annexure 5: Male Participants in Literacy Courses (CIDA)

Field-Offices	Mathematics		Reader	
	Courses	Participants	Courses	Participants
Abboatabad			3	50
Peshawar			2	30
Timergara			8	272
Hangu			4	57
Mardan			-	0
Total			17	409

Annexure 6: Home Schools for girls (CIDA)

Field-Offices	Grade – III		Grade – IV		Grade – V	
	Courses	Participants	Courses	Participants	Courses	Participants
Abboatabad	1	21	10	208	18	335
Timergara	4	97	3	82	22	471
Peshawar	4	107	22	509	18	400
Hangu	0	0	0	0	1	25
Total	9	225	35	799	59	1231

Annexure 7: Home Schools for boys (CIDA)

Field-Offices	Grade – III		Grade – IV		Grade – V	
	Courses	Participants	Courses	Participants	Courses	Participants
Abottabad	1	23	1	24	8	192
Peshawar	6	145	6	134	0	0
Timergara	0	0	0	0	18	450
Hangu	0	0	2	55	1	30
Total	7	168	9	213	27	672

Annexure 8: Home Schools Co-education Courses (CIDA)

Field-Offices	Grade-III			Grade-IV			Grade-V		
	Courses	Boys	Girls	Courses	Boys	Girls	Courses	Boys	Girls
Abbottabad	1	24	6	1	18	17	2	31	12
Peshawar	7	117	84	5	92	49		0	0
Hangu	0	0	0	4	55	45	11	115	178
Timergara	0	0	0	0	0	0	2	28	9
Total	8	141	90	10	165	111	15	174	199

Annexure 9: Field-Office Wise Fund Raising During Different Periods (Done)

Field-Offices	Year 2004		1996 – 2003	
	No. of schools	Fund raised in Rs.	No. of schools	Fund raised in Rs.
Abbottabad	33	427,309	35	1,274,526
Bannu	33	143,507	40	681,588
Peshawar	48	1,103,824	53	3,277,488
Mardan	35	494,145	35	1,414,706
Hangu	42	525,278	44	1,910,894
Timergara	37	218,560	37	938,272
Female	73	502,428	76	1,930,609
Total	301	3,415,051	320	11,428,083

Annexure 10: Input of community in construction activities during the Year 2004 (Done)

Field-Offices	Class rooms constructed			Verandas constructed			Toilets constructed		
	Schools	No. of rooms	Amount spent in Rs	Schools	No. of verandas / wooden shed	Amount spent in Rs.	No. of Schools	No. of Toilets	Amount spent in Rs.
Abbottabad	3	3	26,700	2	1 / 1	1,500	9	13	19,098
Peshawar	8	20	218,472	10	3 / 13	31,370	3	4	6,030
Mardan	8	14	117,294	4	4 / 0	17,148	3	3	7,857
Hangu	0	0	0	5	0 / 9	2,894	1	1	2,610
Timergara	0	0	0	2	0 / 2	1,145	0	0	0
Female	1	1	2,200	2	2 / 0	1,842	1	2	2,500
Total	20	38	364,666	25	10 / 25	55,899	17	23	38,095

Annexure 11: Improvement of infrastructure carried out during Year 2004(Done)

Field-Offices	Roof replacement			Boundary wall construction			Shallow well digging and further digging			
	Schools	Roofs Replaced	Amount spent in Rs.	Schools	No. of B. Walls	Amount spent in Rs.	Schools	No. of wells	No. of tanks	Amount spent in Rs.
Abbottabad	14	49	36,940	2	2	4,960	4	4	0	2,683
Bannu	2	2	3,200	1	1	3,000	7	7	0	6,650
Peshawar	14	23	44,390	5	5	14,819	5	6	0	4,222
Mardan	6	6	7,590	2	2	14,196	5	5	0	11,745
Hangu	23	77	63,629	1	1	3,445	5	5	0	5,560
Timergara	1	2	600	0	0	0	9	9	2	11,560
Female	7	11	8,550	1	1	1,810	7	7	0	3,790
Total	67	170	164,899	12	12	42,230	42	43	2	46,210

Annexure 12: Detail of Repair and Maintenance (Done)

Field-Offices	White Wash			Floor/Roof/Wall Mud Plaster			Toilets/ Rooms/ Veranda Repaired		
	# of school	Description	Amount spent in Rs	# of school	Description	Amount spent in Rs	# of school	Description	Amount spent in Rs.
Abbottabad	29	20 schools full, 9 school partial	20,823	21	63 roofs 15 walls	29,627	14	3 rooms 9 toilets 5 veranda	6,075
Bannu	11	2 schools full, 10 partial	11,290	16	3 floors 7 walls 6 roofs	11,756	4	2 rooms 1 toilets 2 veranda	9,370
Hangu	29	15 schools full, 14 school partial	14,843	19	9 walls 23 roofs 11 floors	10,984	28	7 rooms 30 toilets 4 veranda	15,689
Mardan	19	13 schools full, 6 school partial	23,113	16	2 floors 10 walls 104 roofs	77,574	2	2 toilets	385
Peshawar	40	20 schools full, 20 school partial	68,352	33	15 floors 12 walls 12 roofs	36,358	25	29 rooms 16 toilets 4 veranda	27,122
Timergara	10	2 schools full, 8 school partial	6,127	16	35 Roofs 4 walls	16,954	0	-	0
Female	32	16 schools full, 16 school partial	10,922	22	16 roofs 14 floors 17 walls	30,431	16	31 rooms 6 toilets 2 veranda	38,265
Total	170	88 schools full 83 schools partially W/washed	155,470	143	45 floors 74 walls 259 roofs	213,684	89	72 rooms 64 toilets 17 veranda	96,906

Annexure 13: Annual days celebrated in various schools(Not Done)

Field-Offices	Annual Days			
	No. of schools celebrated annual days	No. of students took part	Parents participated	Amount Spent in Rs.
Abbottabad	35	350	880	-
Bannu	40	400	1360	-
Peshawar	46	146	1038	2,028
Mardan	35	630	1251	3,452
Hangu	44	528	1452	-

Timergara	6	157	354	1,299
Female	12	740	494	2,028
Total	218	2951	6829	8,807

Annexure 14: Parent's Day / Debates organized in various schools(Done)

Field-Offices	Parent's day / debates organized				
	No. of Parents days	No. of debates	Students participated	Parents/community members	Expenses (Rs)
Abbottabad	0	0	0	0	0
Bannu	8	8	92	296	2658
Peshawar	8	8	230	1100	6140
Mardan	8	8	102	715	3000
Hangu	23	23	388	763	19711
Timergara	8	8	210	350	4600
Female	13	13	215	310	3370
Total	68	68	1,237	3,534	39,479

Annexure 15: Sports competitions held in various schools (Done)

Field-Offices	Sports competition			
	No. of Sports competitions	Students took part	Parents participated	# of Prizes distributed
Abbottabad	-	-	-	-
Bannu	8	88	224	1000
Peshawar	15	320	1,240	4859
Mardan	8	92	430	-
Hangu	17	330	1,247	10,850
Timergara	8	96	180	-
Female	-	-	-	-
Total	56	926	3,321	16,709